



5

English

Quarter 1



PIVOT **4A** **LEARNER'S MATERIAL**

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English

Grade 5

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English Grade 5
PIVOT IV-A Learner's Material
Quarter 1
First Edition, 2020

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

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) 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 and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Filling-Out Forms

Lesson

Forms are essential tools in gathering information. Essential information are supplied in using the templates provided. Some forms require detailed information while some ask for limited ones. Your school also uses forms such as enrolment slip. You are expected to identify basic forms that you use; fill-out forms accurately and write legibly; and recognize the importance of providing accurate data or information in filling-out forms.

Let us examine the form below. What are the information asked? How did the person who filled-out the form supply the information?

APLAYA ELEMENTARY SCHOOL		
Santa Rosa City, Laguna		
BORROWER'S CARD		
Please write legibly. Use capital letters.		
Name:	<u>LORAINÉ AMIEL</u>	<u>B. TALAMPAS</u>
	First	Middle Initial Last
Grade and Section:	<u>GRADE V- YAKAL</u>	
Home Address:	<u>24 RIZAL ST.</u>	<u>APLAYA</u>
	Number Street	Barangay
	<u>SANTA ROSA CITY</u>	<u>LAGUNA</u>
	Town/City	Province
Telephone Numbers:	<u>508-1711</u>	<u>09123456789</u>
	Landline	Cellular Phone
Classroom Adviser: Mr./Mrs./Miss	<u>MARIBEL P. PARNADA</u>	
	(Underline)	
	<u>MS. APRIL ROSE S. SABALZA</u>	
	School Library Coordinator	

Learning Task 1: In your notebook, copy the format of the borrower's card shown above. Then, fill it out using your personal information.

Remember to:

- write the information legibly using capital letters;
- follow the correct sequence of the following:
 - a. name
 - b. birthdate
 - c. address
- change Miss Maribel Parnada with the name of your class adviser;
- replace Miss April Rose S. Sabalza with the name of your school librarian; and
- change the name of the school and its address with the name and address of your school.

D

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

1. The process by which an individual needs to fill out and supply requested information correctly and accurately on the space provided.
 - a. predicting outcomes
 - b. filling-out forms
 - c. noting details
 - d. identification
2. It refers to the card issued by a librarian to individuals or organizations entitling them or their representatives to borrow materials.
 - a. library card
 - b. borrower's card
 - c. identification card
 - d. cash card
3. It is the particulars of a place where someone lives or an organization is situated.
 - a. venue
 - b. location
 - c. postal code
 - d. address
4. What is a printed piece of paper used in bank to withdraw money in cash from one's account?
 - a. withdrawal card
 - b. withdrawal slip
 - c. loyalty card
 - d. claim slip
5. To fill out forms accurately, the following are things to remember **except one**:
 - a. See whether to write using capital letters or not.
 - b. Look whether you have to write first your last name or your first name.
 - c. See whether you need to write only your middle initial or your middle name.
 - d. No need to write N/A or "not applicable" if it does not apply to you.
6. It is a small paper form that a bank customer includes when depositing funds into a bank account.
 - a. payment
 - b. credit card
 - c. deposit slip
 - d. withdrawal slip
7. This application is filled out when a learner wants to join a specific club like English club, Math club, etc.
 - a. Pupil's Information Sheet
 - b. Co-curricular Application Form
 - c. Curricular Application Form
 - d. Graduation Form
8. It is the detailed information about a learner. This form is usually filled out during enrolment period
 - a. Pupil's Information Sheet
 - b. Co-curricular Application Form
 - c. Curricular Application Form
 - d. Graduation Form
9. It is the face value of a banknote, coin, or postage stamp
 - a. denomination
 - b. numeration
 - c. account balance
 - d. account Information
10. It refers to your surname or family name.
 - a. first name
 - b. given name
 - c. last name
 - d. middle name

Learning Task 3: Follow the directions carefully.

- Get your notebook and your pen.
- Then get ready for a meaningful learning experience.
- Tell yourself: “All is well”.
- Write your name in the upper left of your paper.
- Below your name, write your grade and section.
- On the upper right of your paper, write the date today.
- Lastly, opposite of your grade and section, write your teacher’s name.

Learning Task 4: Choose the letter of the correct answer. Write your answers in your notebook.

1. What do you call to a set of instructions for preparing a particular dish, including a list of ingredients required?
a. recipe
b. menu
c. ingredients
d. prescription
2. What is a scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact.
a. science
b. facts
c. experiment
d. technology
3. One of the most important life skills that maybe written on paper or spoken aloud. It is a list of steps to guide someone and can be useful everywhere.
a. following directions
b. predicting outcomes
c. reading comprehension
d. numeracy skills

If you **fill-out** a form or other document requesting information, you write the information on the available spaces. Always, remember the following:

- ♦ Read the instructions first indicated in the form;
- ♦ Check as to how the form shall be filled-out (e.g. typewritten or handwritten);
- ♦ Use of capital or small letter as indicated in the form;
- ♦ Determine which to write first: last name or first name or vice versa;
- ♦ Check whether you need to write only your middle initial or your complete middle name;
- ♦ See whether to write the month first or the day first for birthdates; and
- ♦ Provide other data as may be requested.

Learning Task 5: Learner's Information Sheet. Copy and answer the following in your notebook.

Aplaya Elementary School Santa Rosa City, Laguna					
LEARNER'S INFORMATION SHEET					
Please write legibly. Use capital letters only.					
Name					
First	Middle Initial	Last			
School	LRN:				
Grade and Section		Sex (Encircle) MALE FEMALE			
Birthdate		Birthplace			
Day	Month	Year	Town/City		Province
Home Address :					
Number	Street	Barangay	Town/City	Province	
Telephone /Cell phone Number					
Father's Name			Occupation		
Mother's Name			Occupation		
Number of Brothers			Number of Sisters		
School Last Attended			Name and Address		
Special Interests/Skills					

1. What details are asked in learner's information sheet?
2. Why is it important to write accurate information in a blank or space provided?

Learner's Information Sheet – provides detailed information about a learner. This form is usually filled out during enrolment period.

Learning Task 6: Co-curricular Club Application Form. Copy and answer the following in your notebook.

CO-CURRICULAR APPLICATION FORM					
Name					
First	Middle Initial	Last			
School	LRN:				
Grade and Section		Gender (Encircle) MALE FEMALE			
Birthdate		Birthplace			
Day	Month	Year	Town/City		Province
Home Address :					
Number	Street	Barangay	Town/City	Province	
Telephone /Cell phone Number					
What club do you wish to join? First Choice Second Choice					

1. What details are asked by a co-curricular application form?
2. When do you fill out this kind of school form?

Co-Curricular Application Form is filled out when a learner wants to join in a specific club like English Club, Math Club, etc.

Aside from a Borrower's Card, Learner's Information Sheet and Co-Curricular Application Form, you also need to know how to fill out accurately other documents like withdrawal slip and deposit slip.

Learning Task 7: Withdrawal Slip. Copy and answer the following in your notebook.

Ethan & Joy Savings Bank Brgy. Aplaya, Santa Rosa City, Laguna		Withdrawal Slip
		Date: _____
Account Type: Current _____	Savings _____	
Savings _____	Peso _____	US Dollar _____ Others _____
Account Name _____		
Account Number _____		
Amount to be Withdrawn (In Words) _____		
In Figures (_____)		

1. What details are presented in the form?
2. When do you use this kind of form?

Withdrawal Slip is a printed piece of paper used in a bank to **withdraw** money in cash from one's account. The **slip** contains certain particulars such as name of customer, date, amount to be **withdrawn** in words and in figure, signature of customer, etc.

Learning Task 8: Cash Deposit Slip. Copy and answer the following in your notebook.

Ethan & Joy Savings Bank Brgy. Aplaya, Santa Rosa City, Laguna		Cash Deposit Slip
		Date: _____
Account Type: Current _____	Account Name _____	
Savings _____	Account Number _____	
Currency: Peso _____	US Dollar _____	Others _____

Denomination	Pieces	Amount
Total Amount		

1. What details are asked in a deposit slip?
2. What do you need to put in the denomination?
3. Why is it important to answer this form honestly, correctly and accurately?

Denomination - is the face value of a banknote, coin, or postage stamps, e.g. 500, 100, 50, 20, etc.

Deposit Slip is a **form** supplied by a bank for a depositor to fill out, designed to document in categories the items included in the deposit transaction. The teller keeps the deposit slip along with the deposit (cash and cheques), and provides the depositor with a receipt.




Learning Task 9: Copy and accomplish the Learner's Information Sheet in your notebook. Be guided by the instructions provided for each item.

1. Write your full name in print, first name first. First name includes your second name, if you have any. Middle Initial means only the first letter of your middle name. Last name refers to your surname or family name.
Example: JUANA B. DELA CRUZ
2. Write your school name; then, opposite to it is your Learner Reference Number.
3. Write your grade and section. Then, encircle your gender or sex.
4. In writing your birthday, follow the format: day/month/year.
5. For the place of birth, indicate the town or city and the province.
6. Write the telephone number. If not available, you may write your cellphone number instead. If there's no telephone or cellphone, write **N/A** for *not applicable*.
7. Write the names of your mother and your father the same with how you have written your name. Opposite of your parents' names are their occupations.
8. Write only the number of brothers and sisters you have.
9. Write the name and address of your previous school. If are enrolled in the same school, you still have to write it.
10. Supply the data on your special skills or talents. Lastly write N/A for "not applicable" in the blanks which do not apply to you.

Aplaya Elementary School					
Santa Rosa City, Laguna					
LEARNER'S INFORMATION SHEET					
Please print legibly. Use capital letters.					
Name _____					
_____	_____	_____	_____	_____	_____
First		Middle Initial		Last	
School _____ LRN: _____					
Grade and Section _____ Sex (Encircle) MALE FEMALE					
Birthdate _____ Birthplace _____					
_____	_____	_____	_____	_____	_____
Day		Month		Year	
Town/City		Province			
Home Address : _____					
_____	_____	_____	_____	_____	_____
Number		Street		Barangay	
Town/City		Province			
Telephone /Cell phone Number _____					
Father's Name _____ Occupation _____					
Mother's Name _____ Occupation _____					
Number of Brothers _____ Number of Sisters _____					
School Last Attended _____					
Name and Address _____					

Learning Task 10: In your notebook, copy and complete the withdrawal slip below using the given information.

Juan Dela Cruz		P20,000.00	August 24, 2020
Twenty Thousand Pesos			2304523318

**Ethan & Joy Savings Bank**
Brgy. Aplaya, Santa Rosa City, Laguna

Withdrawal Slip

Date: (1)

Account Type: Current _____ Savings _____
Savings / _____ Peso _____ US Dollar _____ Others _____

Account Name (2) _____

Account Number (3) _____

Amount to be Withdrawn (In Words) (4) _____

_____ In Figure ((5)) _____

Learning Task 11: In your notebook, copy and fill out the forms below using your personal information.

School

School Year _____

Please print legibly. Use capital letters.

Name _____

First Name Middle Name Last Name

LRN: _____ Age _____

Grade and Section _____ Sex (Put a check) ___Male ___Female

Birthdate _____ Birthplace _____

Home Address : _____

Number Street Barangay Town/City Province


Cellphone Number _____ Religion _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

4Ps Member (Put a check) ___Yes ___No

Learning Task 12: Pretend that you are about to deposit on August 26, 2020 two (2) pieces of P500.00 in your savings account with account number SA 4527-9863-05. Copy and fill out the form accurately in your notebook.



Ethan & Joy Savings Bank
 Brgy. Aplaya, Santa Rosa City, Laguna

Cash Deposit Slip

Date: _____

Account Type: Current _____
 Savings _____
 Currency: Peso _____

Account Name _____
 Account Number _____
 US Dollar _____ Others _____

Denomination	Pieces	Amount
Total Amount		



Forms are useful tools in our community. They are used to gather important information from individuals. In filling out forms, one should be very careful by following the instructions and providing accurate information. In gathering information, the collecting group or office should be very careful in keeping those information and use them appropriately.

Also, remember that supplying information in forms is necessary but keep in mind that you should be careful when and where to supply them. Be cautious especially when you fill out online forms.

Learning Task 13: Go to the nearest bank, school, church or office. Request for a copy of one of any available forms. Then, fill out the said form with accurate information about you and the transaction you are to make. Attach the accomplished form in your notebook.

Forms that you may use for this activity may include, but not limited to, the following:

- Learner's Enrollment Form
- Barangay Clearance
- Deposit Slip
- Withdrawal Slip
- Baptism Sheet
- Confirmation Slip

Context Clues

Lesson

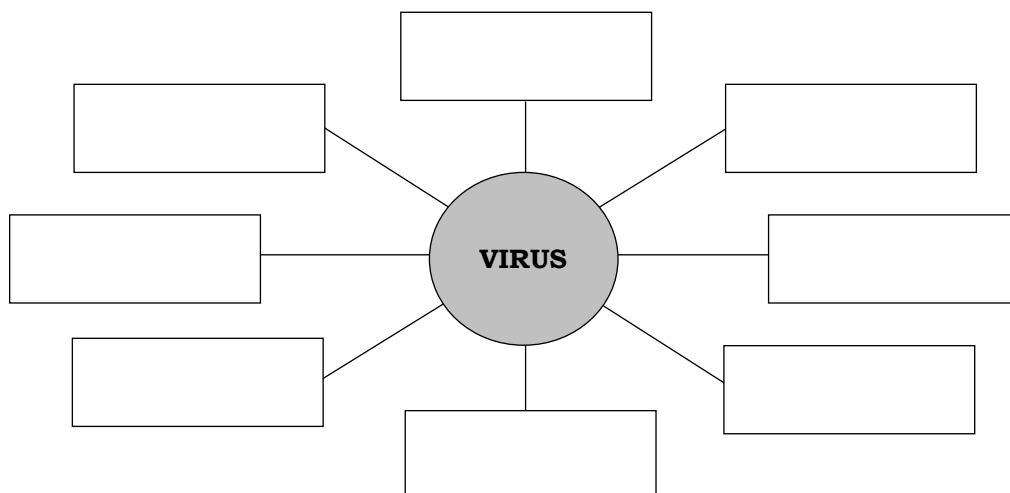
Understanding a sentence or text is essential to have the full grasp of the information embedded in it. Context clues embedded in a sentence or text help in comprehending the meaning it expresses. Through context clues, words are associated to get the meaning of the unfamiliar text or the whole statement.

You are expected to infer meaning of unfamiliar words based on context clues; locate the meaning of unfamiliar words; and analyze unfamiliar words based on context clues.

Let us examine the picture below. What do you think is the profession of these people? How did you know it?



Learning Task 1: In your notebook, copy the graphic organizer below. Then, supply the word, information or ideas that can be associated to the given central concept.



D

Learning Task 2: Infer the meaning or equivalent of the underlined word in each statement. Write your answers in your notebook.

- Leandro is an alumnus of this school. He graduated in 2019.
a. graduate b. student c. teacher d. principal
- Burj Khalifa in the United Arab Emirates is considered as one of the tallest edifice in the world. It has a total height of 829.8 meters.
a. mountain b. ship c. church d. building
- The stunning view of desert in Qatar invites tourists to visit this oil-rich state.
a. disgusting b. beautiful c. normal d. forgotten
- Emer invited all her friends to the bountiful banquet in her garden. Lots of foods are served including my favorite leche flan.
a. feast b. store c. shop d. pool
- The scientists have discovered new species of edible fern. They say that this really tastes well.
a. can be planted c. can be eaten
b. can be cultured d. can be poisonous

Learning Task 3: Use context clues in figuring out the meaning of each underlined word. In your notebook, identify the letters of the best answers.

- The extremely dry weather sweltered the dried leaves in the backyard.
A. ate B. burned C. slept D. sunbathed
- The Philippine government announced the needs to review the tariff imposed on imported products that have gradually taken over the local market.
A. stamp B. prohibition C. ad D. tax
- Bernadette precariously climbed the highest mountain in the country.
A. gracefully B. lazily C. dangerously D. hopefully
- I used to visit Nami Island in South Korea to see the falling colorful dried foliage.
A. hurricane B. plays C. snow D. leaves
- Two tickets were allotted to each student for the dance party.
A. allowed B. joyful C. taken D. fed
- The mood was somber at the memorial of the fallen medical frontliners.
A. shyly B. serious C. hungry D. plenty
- Tagaytay City is known for wonderful picturesque of the majestic Mount Taal.
A. charming B. running C. ruined D. perhaps
- The student was asked to clarify his answers for everybody to understand its point.
A. remove B. call C. explain D. stop
- Reicon's parents admonished him for breaking their antique collection.
A. praised B. scolded C. rewarded D. silenced
- I am an advocate of anti-corruption movement in the country.
A. opponent B. primer C. enemy D. supporter

CONTEXT CLUES

Context clues are important words or phrases in a sentence that helps in identifying the meaning of difficult word or items in a sentence. They provide further information about a word or phrase that helps the reader understand its meaning. Context refers to the parts of a piece of writing that precede or follow a word and contributes to its whole meaning.

There are different types of context clues which include the following:

1. **Synonym** or **Restatement Clue** is a type of context clue that provides the synonyms of words to provide the meaning of an unfamiliar word or words.

Examples:

Lhovie shouts **continuously**, or all the time, and it makes me uncomfortable.

The manager felt **remorse**, or shame, for hiring some incompetent employees.

The words in bold are the difficult terms and the underlined word are their synonyms.

2. **Definition** or **Statement Clue** is a type of context clue that provides direct statement or meaning of the unfamiliar word/s.

Examples:

Ossicles are the three small bones in the middle ear.

Anton's voice is **inaudible**; no one could hear it.

The words in bold are the difficult terms and the underlined words are their definitions.

3. **Antonym** or **Contrast Clue** is a type of context clue that tells the opposite meaning of the difficult word. It shows contrast.

Examples:

Japoy is **gregarious** unlike his shy sister.

The **feral** dog would scratch the wall, unlike the friendly cat.

The words in bold are the difficult terms and the underlined words are their antonyms.

4. **Explanation** or **Example Clue** is a type of context clue that provides readers with varying examples to allow them fully examine the unfamiliar words. Words like *including*, *such as* and *for example* point out example clues.

Examples:

Mammals, including cows, carabaos and horses, are helpful animals.

As a country in the Pacific Ring of Fire, the Philippines always experiences different **natural calamities** such as typhoons, earthquakes and tsunamis.

The words in bold are the difficult terms and the underlined words are their examples.

5. **Cause-and-Effect** or **Reason-Result Clue** is a type of context clue that explains the reason and the result of an event or action. Words like *because, since, therefore, thus, so, etc.* may signal context clues.

Example:

The city government has implemented the community **quarantine** because experts want to stop or slow down the increase in the number of COVID-19 cases.

The word in bold is the difficult term and the underlined words are the effect or result.

6. **Comparison** or **Sameness Clue** is a type of context clue that presents the similarities in meaning or contexts. Words used are *like, as, similar to, in the same way, likewise, resembling, too* and *also*.

Examples:

I love the **palate** of menudo like my brother who loves the taste of afritada.

Ethan is fond of mountain **escapade** the same way with Joy who goes on beach adventure.

The words in bold are the difficult terms and the underlined words are the comparing or similar terms.

7. **Inference** or **General Text Clue** is a type of context clue that provides the meaning of unfamiliar words that can be inferred or guessed from the description of the situation. The author provides non-specific clues, often spread over the sentence or number of sentence.

Examples:

I wish I had earplugs to avoid vehicle's **vociferous** noise.

The administrator's **belligerence** led to the death of four innocent children.

The words in bold are the difficult terms and the underlined words are the general text clues.

E

Learning Task 4: Read the statements below. Using context clues, identify the meaning of highlighted words. Write the letters of your answers in your notebook.

- The hotel **abolishes** its rice-all-you-can policy to avoid wastage of food.
A. continues b. removes c. revises d. proposes
- The country has a very **tropical** climate where it only has dry and wet seasons similar to other countries in Southeast Asia.
a. humid b. cold c. comfortable d. normal
- The **obsolete** books and other references in the library resulted to their removal in the shelves and inventory.
a. new b. old c. outdated d. collected
- Beverages**, such as juices, milk, beers and sodas, have increased in prices due to low supply and importation issues.
a. drinks b. food c. bread d. pastas
- The **luxurious** life of my cousin in an exclusive subdivision in Tayabas makes me inspired to dream and work hard for me to escape this unpleasant life.
a. ordinary b. fantastic c. uncomfortable d. wealthy
- As a country in the Pacific Ring of Fire, at annual average, the Philippines experiences at least 20 **typhoons**, a weather phenomenon that brings heavy rains and strong winds that can sometimes be disastrous.
a. rain b. wind c. storm d. earthquake
- With poor management, experts predicted that the country would have 100,000 COVID-19 cases based on their **approximation** or estimation.
a. prediction b. evaluation c. assessment d. preparation
- My friend and I dream of visiting South Korea this winter to experience its **frigid** or frosty season.
a. humid b. hot c. cold d. relaxing
- Conclave** is an important event in the Roman Catholic Church where cardinals meet to elect the new pope.
a. party b. feast c. debate d. meeting
- Melinda is so **anxious** about her attire for the party but Felipe told him to relax and remain calm.
a. confident b. worried c. easy d. proud

Learning Task 5: Using the sentences in Learning Task 4, identify the type of context clue used in each item. Write your answers in your notebook.

Learning Task 6: Using the highlighted words in Learning Task 4, use them in your own sentences. Write your answers in your notebook.

A

Learning Task 7: Read the statements below. Using context clues, identify the meaning of highlighted words. Write the letters of your answers in your notebook.

1. The porridge we bought tasted **bland** unlike the tasteful soup that my mom cooked for us.
 a. sweet b. yummy c. delicious d. tasteless
2. The City of Santa Rosa hosted the mayors' **summit**, a gathering of people aiming to discuss key issues and concerns.
 a. meeting b. peak c. water d. festival
3. The first set of hikers have reached the **summit** or top of Mount Everest.
 a. festival b. meeting c. peak d. water
4. Sofia the First is a story of a young **monarch** or princess highlighting her adventures.
 a. royalty b. lady c. soldier d. adventurer
5. Coronavirus causes **COVID-19**, a disease that infects and weakens human respiratory system.
 a. vitamins b. illness c. remedy d. failure
6. She was **deprived** of the chance to be a real child as she had to work then unlike her cousin who was free enough to just play and have fun.
 a. offered b. rewarded c. denied d. committed
7. **Liquors**, like beer, tuba and lambanog, were not allowed during the enhanced community quarantine.
 a. alcohol b. fluid c. liquid d. water
8. The imposition of strict quarantine due to COVID-19 pandemic resulted to **deterioration** of economic activities of various countries in the world.
 a. declination b. growth c. recovery d. regeneration
9. In travelling to Cainta Rizal from Quezon Province, you may take the **route** to Antipolo Rizal via Mabitac, Laguna. Though it is quite longer, it is the same road that you may use in going to Metro Manila.
 a. linkage b. connection c. car d. direction
10. The agency is asked **nullify** the contract considering its labor violations against its employees.
 a. improve b. cancel c. seal d. sign

Learning Task 8: Using the sentences in Learning Task 7, identify the type of context clue used in each item. Write your answers in your notebook.

Learning Task 9: Using the highlighted words in Learning Task 7, use them in your own sentences. Write your answers in your notebook.

Sentences are important features of language. A sentence is composed of a subject and a predicate. It may be written in varied forms such as simple, compound and complex. They are differentiated based on how they are written. Also, these sentences may contain varying themes and are helpful in expressing one's belief and feeling.

You are expected to differentiate compound and complex sentence and use them in showing cause-effect and problem-solution relationships of ideas.

Learning Task 1: Read each sentence. Underline the cause and encircle the effect. Write your answers in your notebook.

1. The astronauts successfully landed so they spent a day on the moon's surface.
2. This astronomy book interests me a lot and I read more books about it.
3. It was almost dark so she hurried in order to arrive home on time.
4. The streets were flooded because of the heavy rain.
5. There is a huge wildfire and it causes wildlife to be homeless.

D

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

1. There were insufficient books for the pupils to use _____ the school purchased new books for them.
a. because b. in other to c. so d. so that
2. After the operation, Mark should wear a *brace* on his back and neck _____ it was too expensive.
a. and b. but c. or d. so
3. Children are not allowed to go out during this pandemic _____ they still can enjoy the ambience of home.
a. and b. but c. or d. so
4. Government officials are given the *power* to enforce the law _____ they apprehend people who disobey it.
a. and b. but c. or d. so
5. A water pipe in the bathroom burst, _____ a plumber came to fix it up.
a. because c. so that c. so d. therefore

Learning Task 3: Write **C** if the sentence is a compound sentence and **N** if not. Write your answers in your notebook.

1. Rosa and Ben are classmates since Grade One.
2. She got high score in the test but she was not happy.
3. She likes to play with her guitar and it makes her happy.
4. The class did not pass the test despite their effort to study.
5. I went to school early but because of the heavy traffic, I was late.

Study the sentences below.

- ▶ I read a book in Astronomy and I become interested in the subject.
- ▶ Astronomy deals with the study of heavenly bodies and those others found in the solar system and the universe.
- ▶ I wanted to be an astronomer but my father said no.
- ▶ Would I follow him or follow my dream?
- ▶ Mother says to follow my heart.

The first, third and fourth sentences are compound sentences. They are composed of two simple sentences or independent clauses of related ideas. These clauses or sentences are connected by coordinating conjunctions such as *and*, *or*, *for*, *but*, *nor*, *so* and *yet*.

Sentences may be developed in cause-and-effect and problem-solution forms. These sentences are usually written in **compound** (a type of sentence composed of two independent clauses combined by semi-colon, comma or conjunctions) and **complex** (a type of sentence composed on one independent clause and one or more dependent clauses) sentences.

CAUSE-AND-EFFECT

This sentence development shows clear relationship between ideas showing the cause why a certain thing happens and an effect of the identified cause.

cause	effect
<u>The astronauts successfully landed so they spent a day on the moon's surface.</u>	

cause	effect
<u>This astronomy book interests me a lot and I read more books about it.</u>	

PROBLEM-SOLUTION portrays a relationship of ideas in a sentence where one idea poses a problem and provides possible solution to it.

problem	solution
<u>Elena needs to pay her tuition so she applies for a part-time job.</u>	

problem	solution
<u>John is not feeling well so his parents brings him to the hospital.</u>	

E

Learning Task 4: Supply the correct conjunctions or transition signals. Write your answers in your notebook.

1. Study your lessons well _____ you will get high grades.
2. Traveling is expensive _____ it can help you learn more about people's culture.
3. Life is difficult _____ it will teach you many lessons.
4. COVID-19 took the lives of many people _____ it has also brought us closer to God.
5. Children are not allowed to go out during this pandemic _____ they will be punished.

Learning Task 5: Which of the following compound sentences show cause-and-effect? Write / if the sentence shows cause-and-effect and X if it shows problem-solution. Write your answers in your notebook.

1. You train as an astronaut or you take further studies on Astronomy.
2. On that night, I opened my bedroom window wide so I could watch the twinkling of the stars.
3. The students failed their exams so they took remedial classes.
4. Take the first learning module or leave it if you are not interested.
5. The doors of the aircraft closed automatically and some passengers got locked out.
6. Mark experienced difficulty in breathing so his parents brought him to the clinic.
7. The family experienced hunger during community quarantine so the head of the family decided to ask for alms in the street.

Learning Task 6: Connect the cause in Column A with its effect in Column B to show cause-and-effect relationship. Write your answers in your notebook.

- | A | B |
|--|--|
| 1. Enough hour of sleep is important | A. so you passed the test |
| 2. You reviewed well | B. but only few participated |
| 3. Barangay Mayao Crossing had a clean up drive campaign | C. so Ana goes to bed at 8:00 in the evening |
| 4. Mother told me to be always positive | D. but problems keep coming |
| 5. Many people didn't have work during the lockdown | E. so they asked help from their families and friends. |

Learning Task 7: Complete each compound sentence to show cause-and-effect relationship. Write your answers in your notebook.

1. People should buy less.....
2. Japan has no swimmable beaches.....
3. Artificial beaches are safe.....
4. Earthquakes are more powerful than erosion.....
5. Go for natural organic food

Learning Task 8: Complete each compound sentence to show problem-solution relationship. Write your answers in your notebook.

1. Ronnel has no money.....
2. The thief stole her laptop.....
3. There are no available vehicles going to his work.....
4. Hospitals are now saturated by COVID-19 patients.....
5. Many Filipinos lose their jobs due to pandemic.....

A

Cause-and-effect shows clear relationship between ideas showing the cause why a certain thing happens and an effect of the identified cause. Meanwhile, **problem-solution** portrays a relationship of ideas in a sentence where one idea poses a problem and provides possible solution to it.

Learning Task 9: Choose the letters of the best answers. Write your answers in your notebook.

1. There were insufficient books for the pupils to use _____ the school purchased new books for them.
a. because b. in other to c. so d. so that
2. After the operation, Mark should to wear a *brace* on his back and neck _____ it was to expensive.
a. and b. but c. or d. so
3. Children are not allowed to go out during this pandemic _____ t h e y still can enjoy the ambience of home.
a. and b. but c. or d. so
4. The government officials are given the *power* to enforce the law, _____ they apprehend people who disobey it.
a. and b. but c. or d. so
5. A water pipe in the bathroom burst, _____ a plumber came to fix it up.
a. because b. so that c. so d. therefore

Grammatical Features in Clear and Coherent Sentences

Lesson

I

Sentences are important features of language. As a second language learner, you must learn the different conventions of writing sentences. You should aim to be able to compose clear and coherent sentences using appropriate grammatical structures such as subject-verb agreement, kinds of adjectives, subordinating and coordinating conjunctions, and adverbs of intensity and frequency.

You are expected to determine the features and uses of subject-verb agreement, kinds of adjectives, coordinating and subordinating conjunctions, and adverbs of intensity and frequency; compose clear and coherent sentences; and recognize the importance of using appropriate grammatical structures in composing statements.

Let us examine the sentences below.

- A. Cats and dogs love to run.
- B. He doesn't like chocolate.
- C. Her friends or Sarah excel at volleyball.
- D. Each of these have been ruined.
- E. Pants are baggy now.
- F. The students, as well as the teacher, are nervous about the test.
- G. The news are on at 10:00 tonight.
- H. My friend are a lot of fun.
- I. Mathematics is hard for many.
- J. The director, with all the cast members, works very hard.

Learning Task 1: Classify the sentences above as to correct and incorrect in terms of subject-verb agreement by placing the letters in their appropriate columns. Write your answers in your notebook.

Correct	Incorrect

D

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

1. A word or a combination of words that indicates an action or a state of being or condition.
a. Noun b. Pronoun c. Verb d. Adjective
2. The _____ of a sentence is the person, place, thing, event, etc. being described or referred to in a sentence.
a. subject b. article c. clause d. predicate
3. *Venus _____ the hottest planet in our solar system.* Choose the correct form of verb that agrees with the subject.
a. is b. are c. be d. were
4. *The furniture I bought _____ at my home now.* Choose the correct form of verb that agrees with the subject.
a. is b. be c. are d. will be
5. *Jack and his son _____ visiting tomorrow.* Choose the correct form of verb that agrees with the subject.
a. is b. are c. was d. were
6. *Forty percent of the students _____ in favor of changing the policy.* Choose the correct form of verb that agrees with the subject.
a. is b. be c. are d. am
7. *Who _____ responsible for creating that computer virus?* Choose the correct form of verb that agrees with the subject.
a. is b. am c. have d. has
8. *The detective cautiously _____ for fingerprints.* Choose the correct form of verb that agrees with the subject.
a. look b. have looked c. looks d. looking
9. *The President of the Philippines _____ there.* Choose the correct form of verb that agrees with the subject.
a. stand b. is stood c. stands d. are stand
10. *Many types of grasses _____ in summer.* Choose the correct form of verb that agrees with the subject.
a. appear b. appears c. appeared d. will appear

Learning Task 3: Supply the correct aspects of the verb for the following sets of sentences. Write your answers in your notebook.

1. **cook** (present)
 - a. Mother _____ dinner for us. (*simple*)
 - b. Mother _____ dinner for us. (*present progressive*)
 - c. Mother _____ dinner for us. (*present perfect*)
2. **water** (present)
 - a. Francis _____ the garden. (*simple*)
 - b. Francis _____ the garden. (*present progressive*)
 - c. Francis _____ the garden. (*present perfect*)
3. **play** (past)
 - a. I _____ in the plaza. (*simple*)
 - b. I _____ in the plaza. (*present progressive*)
 - c. I _____ in the plaza. (*present perfect*)

A. SUBJECT-VERB AGREEMENT

Subject-Verb Agreement portrays particular rules in terms of agreement between the subject and the verb. The **subject and verb of the sentence must agree in number**. If the **subject is plural**, then the **verb must be in its simple form**. If the **subject is singular**, then the **verb must be in its –s form**. Always remember, the subject must always agree with the verb, thus, agreement.

The subject and verb must agree with each other in number. Perhaps the most important thing for you to know is that singular verbs end with **-s** with the exception of **I am** and **you are** (second person singular). If the subject is plural in number, it takes the simple form of the verb.

How to make the subject and the verb agree with each other? Just follow these simple steps; First, **identify the subject** of the sentence. Second, **decide if the subject is singular or plural**. Lastly, **decide which verb form will match with the subject**.

Let us analyze the examples below.

1. The boy (**singular subject**) watches (**-s form**) the movie.
2. The boys (**plural subject**) watch (**simple form**) the movie.
3. The rain (**singular subject**) falls (**-s form**) at a steady rate.
4. The drops (**plural subject**) of rain fall (**simple form**) at a steady rate.
5. Jack (**singular subject**) enjoys (**-s form**) playing golf every Sunday.

Remember:

In the present tense, nouns and verbs form plurals in opposite ways: **nouns** add an **s** to the singular form; **verbs** remove the **s** from the singular form.

B. KINDS OF ADJECTIVES

1. Descriptive adjectives tell us about the kind or quality of a noun for example

nice dress	hard work
long stick	new house
strong wind	rich man
big tree	good girl

Examples:

The house was wrecked by the **strong** wind.

The ball is under the **big** tree.

Andrea is very happy because they have a **new** house.

2. Demonstrative adjectives point out nouns. They are always followed by the nouns which they point out.

This indicates a singular noun that is nearby.

That indicates a singular noun that is far away.

These indicates plural nouns that are nearby.

Those indicates plural nouns that are from a distance.

Examples:

I used to like **this** bag.

That car is expensive.

These collections have been here since 1992.

Can you pick **those** toys you played in your room?

3. Possessive adjectives show possession. They are always followed by a noun. A possessive adjective, also called a possessive determiner, expresses possession of a noun by someone or something by modifying the noun.

Examples:

her friend

my car

his shoes

their house

4. Interrogative adjective deals with question-like adjective that refer to a noun.

Examples: **Which** movie will you watch?

What item did she buy?

C. CONJUNCTIONS

Conjunction is a word that joins words, phrases, clauses or sentences. There are two kinds of conjunctions such as **coordinating conjunctions** and **subordinating conjunctions**.

Coordinating conjunctions connect words, phrases and clauses. There are seven (7) basic examples of coordinating conjunctions these are *for, and, nor, but, or, yet* and *so*. (Remember the acronym FANBOYS).

Coordinating Conjunctions	Meaning	Examples
for	because	I need to find a new job for I am unemployed.
and	in addition to	I have three dogs and two love birds.
nor	and not	Neither Mario nor Maria was at the school yesterday.
but	however	I watch TV on Saturdays but I don't on Sundays.
or	either	We can eat fried chicken or pork adobo.
yet	but	Romano is sick yet he is still working.
so	therefore	Bong was so hungry so he ate all the food cooked by his mother.

Subordinating conjunctions connect independent clauses to dependent clauses. They help show a relationship between two clauses involving a transition of time or place. It also establishes relationship between two ideas.

These conjunctions are used to join two clauses together that are **grammatically unequal**.

In other words, the clause without a conjunction (the independent clause) is able to stand alone, while the clause that contains the conjunction (the subordinate clause) cannot.

Examples of Subordinating Conjunctions		
after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	whenever
even though	that	whether
if	though	while
in order that	unless	why

D. ADVERBS OF INTENSITY AND FREQUENCY

An **adverb of intensity** gives information about the degree. Adverbs of intensity can describe a verb, an adjective or another adverb. They may be classified as strong, medium and weak. Study the given examples below.

Strong	Medium	Weak
extremely	rather	slightly
completely	pretty	a bit
totally	quite	not at all
absolutely	fairly	

Examples:

1. We watched a *totally* exciting film. (strong)
2. However, my friend said it was *fairly* interesting. (medium)
3. But, Mica said that it was *a bit* boring. (weak)

Note that we can determine the feeling of the speaker as to strong, medium or weak depending on the adverb of intensity used in the sentence.

An **adverb of frequency** tells *how often* something happens, either definite/exact or indefinite/does not specify exact times. Adverbs of frequency are often used to indicate routine or repeated activities. Adverbs such as *always, hourly, weekly, daily, yearly, sometimes, often, seldom, frequently, never* and *rarely* are some of the examples.

Examples:

1. We attend mass *weekly*.
2. My family *always* prays that this pandemic ends soon.

E

Learning Task 4: Choose the correct form of the verb to complete each sentence. Write your answers in your notebook.

1. My tennis shoes (is, are) on top of the suitcase.
2. Two noble lions (rest, rests) in a large cage at the zoo.
3. There (is, are) no clues to tell who the robber is.
4. A yellow ribbon (stretch, stretches) across the front windows.
5. The lion (roar, roars) in the jungle.
6. Why (do, does) those two dead plants still sit on your desk?
7. The car keys (is, are) in your coat pocket.
8. What (is, are) you planning to wear on New Year's Eve?
9. (Do, Does) anyone over six really believe in the Tooth Fairy?
10. In that barn (live, lives) four horses.

Learning Task 5: Copy the adjective in each sentence. Identify its kind. Write **Possessive** or **Adjective of Number**. Write your answers in your notebook.

1. We took her friend with us to Enchanted Kingdom.
2. We have fifteen more days of Enhanced Community Quarantine.
3. The auto mechanic took his car to be repaired.
4. Make sure your friends will sing tonight at the plaza.
5. There can be up to 10 players in the court.
6. Some lovely moderators from Santa Rosa Elementary School were there to give directions.
7. Their parents came to pick them up after school.
8. Christina does not have many friends in school.
9. I bought few shirts from a store in Nuvali-Sta. Rosa for the trip.
10. Analisa gave her doll back.

Learning Task 6: Circle the **demonstrative adjective** that best completes each sentence. Write your answers in your notebook.

1. (Those/That) girl from Labas Elementary School really loves books.
2. (These/This) pichi-pichis are ready for the party.
3. (Those/That) store is having a huge blowout sale today!
4. (This/Those) farmers from Don Jose, Santa Rosa City are growing some great organic vegetables.
5. (These/That) friends of mine are very reliable.

Learning Task 7: Combine the sentences using appropriate coordinating conjunctions. Use FANBOYS (for, and, nor, but, or, yet and so). Write your answers in your notebook.

1. Mayumi has lots of friends. She is a friendly girl.
2. Rodrigo can boil eggs. Leni can toast breads.
3. We can go to Cuartel **de Santo Domingo**. We can go to Enchanted Kingdom.
4. My family will go on a vacation. We will visit grandmother in Calamba City, Laguna.
5. Dan was really tired. He took a nap.

Learning Task 8: Underline the conjunction used in each sentence. Identify if it is a **coordinating** or **subordinating conjunction**. Write your answers in your notebook.

- _____ 1. Bayani painted the wall and he cleaned it after.
- _____ 2. Although the car is new, it does not work well.
- _____ 3. Jose loves to read, but it is hard for him.
- _____ 4. Dancing is her favorite, but she is better at sports.
- _____ 5. I carved a cardboard while my sister made her costume.

Learning Task 9: Circle the subordinating conjunctions in each sentence. Write your answers in your notebook.

1. Every year, I try to stay up until midnight on New Year's Eve while waiting for our media noche.
2. Our dogs bark whenever there is someone at the door.
3. Cardo saved this money so that he can buy a new pants.
4. Rodrigo enjoys playing patintero although he isn't very good at it.
5. I didn't go to school yesterday because I was not feeling well.

Learning Task 10: The exercise below will help you gain better understanding about adverbs of frequency. Choose the best answer to complete each sentence. Write your answers in your notebook.

1. I _____ get up late on Saturdays.
A. usually B. weekly C. hourly D. daily
2. Jared, a religious child, _____ forgets to pray before he goes to sleep.
A. frequently B. never C. always D. sometimes
3. We should _____ wash our hands to protect ourselves from getting sick.
A. seldom B. monthly C. regularly D. sometimes
4. Susan brushes her teeth three times _____.
A. hourly B. daily C. weekly D. monthly
5. The doctor checks _____ the patients in the hospital.
A. weekly B. rarely C. monthly D. daily

Learning Task 11: Fill in the blank with an adverb of intensity. Choose from the given adverbs. Write your answers in your notebook.

not at all pretty too very absolutely

1. Nina made her parents _____ proud when she graduated with honors.
2. My classmates made an _____ amazing music video.
3. I am _____ much sure that my answer is correct.
4. Alex is _____ good at gardening.
5. Zaki is _____ worried about losing his online games because he can again download another one.

Learning Task 12: Subject-Verb Agreement. In your notebook, write at least two (2) paragraphs to a school head describing a new club or school program that you like to see started. Explain the purpose of the club or program and how it would benefit the school. In every paragraph, use three (3) sentences with correct subject and verb agreement. Underline every verb and box the subject.

Learning Task 13 : Construct a sentence using the following nouns and adjectives (as suggested inside the parentheses). Write your answers in your notebook.

1. school (descriptive)
2. teacher (possessive)
3. flowers (demonstrative)
4. books (numeral)
5. show (interrogative)

Learning Task 14 : Study the underlined adjectives in these sentences. Write **Des** for Descriptive, **De** for Demonstrative and **N** for Adjective of Number, **Po** for Possessive, **I** for Interrogative. Write your answers in your notebook.

- _____ 1. The eager children had a debate on the effects of watching television.
- _____ 2. This activity was held in Plaza Lucero yesterday.
- _____ 3. His sister is bringing your shoes to practice.
- _____ 4. Which assignment are you working on now?
- _____ 5. We looked at the five ladies in amazement.
- _____ 6. I'm sorry. I didn't know this was your Lamborghini.
- _____ 7. He hurt Erin's feelings when he labeled her an annoying sister.
- _____ 8. I don't want these flowers.
- _____ 9. We ate delicious food in the fair last night.
- _____ 10. There is sufficient water in the jug.

Learning Task 15: Answer the following. Write the correct coordinating conjunction. Choose from *for*, *and*, *nor*, *but*, *or*, *yet* and *so*. Write your answers in your notebook.

1. I like chocolate _____ it really tastes good.
2. I have to go to school at six _____ I'm waking up at four in the morning.
3. I was on time _____ everyone else was late.
4. Rosa didn't want to drive _____ she took the bus.
5. Do you speak Tagalog _____ do you speak English?

Learning Task 16: In your notebook, copy and circle the subordinating conjunctions.

1. My sister decided to go for a dance rather than stay at home for the evening.
2. Angelito saved his money so that he could go to Enchanted Kingdom.
3. Please don't leave the room until the teacher has given you permission.
4. Tagapo is farther than Balibago if you come from Dita.
5. Roma is watching "ASAP Natin To" while her mother is talking to their neighbors.

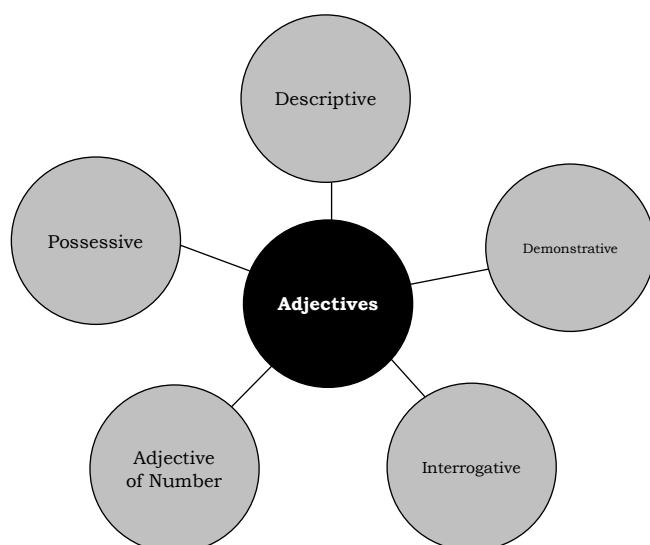
Learning Task 17: In your notebook, compose compound and/or complex sentences using the given adverbs below.

1. seldom - _____
2. totally - _____
3. sometimes - _____
4. really - _____
5. fairly - _____

Learning Task 18: Underline the subject twice and underline the verb once. Write your answers in your notebook.

1. Grandma and grandpa cook dinner together.
2. The boys go hiking.
3. Ramon volunteers for the difficult task.
4. Three tennis balls roll across the court.
5. Abigail attends Leon's birthday party.
6. Her brother sleeps under these blankets.
7. A special trophy is on the bookshelf.
8. Here is the latest magazine about sports.
9. The president of the student council is Bill.
10. Eagles fly through the air.

Learning Task 19: Sort out the adjectives in the word bank below using the graphic organizer. Write your answers in your notebook.



nice	that	ten
which	strong	their
long	many	those
our	few	whose
beautiful	this	your
these	what	more
my	rich	her
new	creamy	each
cold		

Learning Task 20: In your notebook, combine the short sentences using appropriate subordinating conjunctions to create complex sentences.

1. Eating your breakfast. Brush your teeth. **after**
2. I have to stay for tutoring. I failed the quiz in Math. **because**
3. We won't have practice today. It is raining. **since**
4. I woke up. I saw that it was snowing! **when**
5. You need to study your vocabulary words. You can do well on the quiz. **so that**

Learning Task 21: In your notebook, write a paragraph about the activities you have done during the quarantine. Remember to use any of the adverbs of intensity and frequency.



- **Subject-Verb Agreement** portrays particular rules in terms of agreement between the subject and the verb. The **subject and verb of the sentence must agree in number**. If the **subject is plural**, then the **verb must be in its simple form**. If the **subject is singular**, then the **verb must be in its -s form**.
- Descriptive adjectives tell us about the kind or quality of a noun. Meanwhile, possessive adjectives show possession.
- **Conjunction** is a word that joins words, phrases, clauses or sentences. There two kinds of conjunctions are **coordinating conjunctions** and **subordinating conjunctions**.
- An **adverb of intensity** gives information about the degree while an **adverb of frequency** tells *how often* something happens, either in definite/exact or indefinite/does not specify exact times.

Learning Task 22: Choose the letter of the best answer. Write your answers in your notebook.

- Which is NOT a definition of a verb?
 - A verb describes a noun.
 - A verb denotes the action taking place in a sentence.
 - A verb describes what the subject of the sentence did, thought or said or what the subject's state of being is.
 - B and C
- Identify the action verb(s) in the following sentence: "Michael always reads a book while taking the bus to work."
 - reads
 - taking
 - work
 - a and b
- Identify the action verb(s) in the phrase: "My dogs cry and scream for attention".
 - cry
 - attention
 - scream
 - a and c
- Identify the subject in this sentence: "The children talked to each other all night instead of sleeping early."
 - children
 - each other
 - talked
 - staying
- Roby _____ his teeth before breakfast every morning.
 - brush
 - brushes
 - is brushing
 - will brush

Learning Task 23: Choose the letters of the best answers. Write your answers in your notebook.

- The silly dog rolled around in the filthy mud for hours. What kind of adjectives are **silly** and **filthy**?
 - descriptive
 - demonstrative
 - possessive
 - interrogative
- Your bicycle was stolen yesterday. *Your* is a _____ adjective.
 - descriptive
 - demonstrative
 - possessive
 - adj. of no.
- I want to have six puppies. What kind of adjective is **six**?
 - descriptive
 - demonstrative
 - interrogative
 - adj. of no.
- That car used to be mine. **That** is a _____ adjective
 - descriptive
 - demonstrative
 - possessive
 - adj. of no.
- Which team scored the highest points in the Santa Rosa City Meet? **Which** is an _____ adjective.
 - descriptive
 - demonstrative
 - possessive
 - interrogative
- The old man asked the pretty girl for food. **Old** and **pretty** are _____ adjectives.
 - descriptive
 - demonstrative
 - possessive
 - interrogative
- That building is stronger than this hut. What kind of adjectives are **that** and **this**?
 - interrogative
 - demonstrative
 - possessive
 - numerals
- Anna reads her book before watching her favorite show. What is the possessive adjective used this sentence?
 - show
 - her
 - Anna
 - book
- What shows are you watching? What interrogative adjective is used in the sentence?
 - show
 - you
 - are
 - what
- Those students are studying their lessons in the library. What is the demonstrative adjective used in the sentence?
 - those
 - great
 - some
 - organic

Learning Task 24: Complete the sentences using the coordinating conjunctions *and*, *but*, *or*, *for*, *nor* and *so*. Write your answers in your notebook.

1. He was very tired after a long working day ____ he washed all the dishes in the kitchen.
2. He got up very late. He could neither have something to eat ____ have something to drink.
3. Either you finish the English project on time ____ the teacher will give you a failing grade.
4. Most shampoos contain chemicals in them ____ I prefer using aloe vera for my hair.
5. Sara ironed all the clothes, washed the dishes ____ wiped the floor before she went to bed.

Learning Task 25: Read each sentence. Determine the subordinating conjunctions used. Write your answers in your notebook.

1. Dante could get water from the cactus if he needed it.
a. if b. from c. he d. a
2. Amari ate a guava while she waited for Alona.
a. a b. she c. while d. ate
3. Hector left in the middle of the night since the sun is so deadly in the day.
a. since b. of c. in the d. was so
4. When the wind blew, it whipped hot grains of sand into Ruby's eyes and face.
a. when b. it c. into d. and
5. Loida ran into the house when the storm came.
a. the b. into c. when d. ran

Learning Task 26: In your notebook, rewrite the sentences by placing the adverbs in their correct positions.

Example: I am happy. (always)
I am always happy.

1. Mary cooks food for the family. (usually)

2. Joana helps her parents with the household chores. (sometimes)

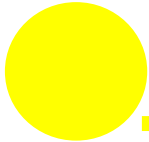
3. We are late for school. (never)

4. Mark is sad. (slightly)

5. My brother goes jogging. (often)

Learning Task 27: Choose the letter of the best answer to complete each sentence. Write your answers in your notebook.

1. Food is _____ an essential necessity for people.
a. never b. rarely c. absolutely d. a bit
2. People need to work _____ in order to earn money to buy for their necessities.
a. monthly b. daily c. yearly d. not at all
3. They will _____ complain when their needs are addressed.
a. completely b. very c. often d. never
4. The government _____ does its best to provide jobs to its people especially during this pandemic.
a. sometimes b. often c. always d. never
5. People, in return, should _____ show their support to the government by complying to the policies it has.
a. possibly b. really c. rarely d. never



Answers

Filling Out Forms

1. August 24, 2020 2. JUAN DELA CRUZ 3. 2304523318 4. Twenty thousand pesos only. 5. ₱20,000.	1. A 2. C 3. A	1. B 2. B 3. D 4. B 5. D 6. C 7. B 8. A 9. A 10. C
LT 10	LT 4	LT 2

Context Clues

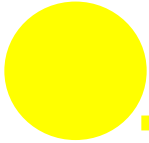
1. Antonym 2. Definition 3. Synonym 4. Synonym 5. Definition 6. Antonym 7. Explanation 8. Cause-and-effect 9. Comparison 10. Inference	1. D 2. A 3. C 4. A 5. B 6. C 7. A 8. A 9. D 10. B	1. Inference 2. Comparison 3. Cause-and-effect 4. Explanation 5. Antonym 6. Definition 7. Synonym 8. Synonym 9. Definition 10. Antonym	1. B 2. A 3. C 4. A 5. A 6. B 7. A 8. C 9. D 10. B	1. A 2. D 3. B 4. A 5. C
LT 8	LT 7	LT 5	LT 4	LT 2

Cause-Effect and Problem-Solution Relationships

1. C 2. B 3. D 4. A 5. D	1. C 2. A 3. B 4. D 5. E	1. / 2. / 3. X 4. / 5. / 6. X 7. X	1. So 2. But 3. But 4. Yet 5. Or	1. N 2. C 3. C 4. N 5. C	1. C 2. B 3. D 4. A 5. D	<p>● The astronaut's successfully landed</p> <p>● This astronomy book interests me a lot</p> <p>● It was almost dark</p> <p>● because of the heavy rain</p> <p>● There is a huge wildfire</p> <p>Effect:</p> <p>● so they spent a day on the moon's surface</p> <p>● I read more books about it.</p> <p>● she hurried in order to arrive home on time.</p> <p>● The streets were flooded</p> <p>● and it causes wildlife to be homeless.</p>
LT 9	LT 6	LT 5	LT 4	LT 3	LT 2	LT 1

Clear and Coherent Sentences

<p>LT 27</p> <p>1. C 2. B 3. D 4. C 5. B</p>	<p>LT 26</p> <p>1. Mary usually cooks food for the family. 2. Joanna sometimes helps her parents with the house-hold chores 3. We are never late for school 4. Mark is slightly sad. 5. My brother often goes jogging.</p>	<p>LT 25</p> <p>1. A 2. C 3. A 4. A 5. C</p>	<p>LT 24</p> <p>1. For 2. Nor 3. Or 4. So 5. And</p>	<p>LT 23</p> <p>1. A 2. C 3. D 4. B 5. D 6. A 7. B 8. B 9. D 10. A</p>	<p>LT 22</p> <p>1. A 2. A 3. D 4. A 5. B</p>	<p>LT 20</p> <p>1. Brush your teeth after eating your breakfast. 2. I have to stay for tutoring because I failed the quiz in Math. 3. We won't have practice today since it is raining. 4. I saw that it was snowing when I woke up. 5. You need to study your vocabulary words so that you can do well on the quiz.</p>	<p>LT 19</p> <p>Descriptive: Nice, Long, New, Beautiful, Creamy, Strong, Rich, Cold Demonstrative: This, that, those, these Interrogative: Whose, what, which, Few, ten, many, more, each Adjective of Numbers: Their, her, my, our, your</p>	<p>LT 18</p> <p>1. Grandma and grandpa cook dinner together. 2. The boys are hiking. 3. Roman volunteers for the difficult task. 4. Three tennis balls roll across the court. 5. Abigail attends Leon's birthday party. 6. Her brother sleeps under these blankets. 7. A special trophy is on the bookshelf. 8. Here is the latest magazine about sports. 9. The president of the student council is Bill. 10. Eagles fly through the air.</p>	<p>LT 16</p> <p>1. rather than 2. so that 3. until 4. if 5. while</p>	<p>LT 15</p> <p>1. for 2. And 3. But 4. So 5. Or</p>	<p>LT 14</p> <p>1. Des 2. De 3. Pos 4. I 5. N 6. Pos 7. Des 8. De 9. Des 10. N</p>	<p>LT 11</p> <p>1. very 2. absolutely 3. pretty 4. not at all 5. too</p>	<p>LT 10</p> <p>1. A 2. B 3. C 4. B 5. D</p>	<p>LT 9</p> <p>1. while 2. whenever 3. so that 4. although 5. because</p>	<p>LT 8</p> <p>1. and- Coordinating 2. although – Subordinating 3. but- Coordinating 4. but- Coordinating 5. while-Subordinating</p>	<p>LT 7</p> <p>1. for 2. and 3. or 4. and 5. so</p>	<p>LT 6</p> <p>1. That 2. these 3. that 4. those 5. these</p>	<p>LT 5</p> <p>1. her – possessive 2. fifteen – number 3. his – possessive 4. your – possessive 5. 10 – number 6. Some – number 7. Their – possessive 8. Many – number 9. Few – number 10. Her – possessive</p>	<p>LT 4</p> <p>1. are 2. rest 3. are 4. stretches 5. roars 6. do 7. are 8. are 9. does 10. Live</p>	<p>LT 3</p> <p>1. cooks, is 2. cooking, has 3. cooked 4. waters, is 5. B 6. C 7. A 8. C 9. C 10. A</p>	<p>LT 2</p> <p>1. C 2. A 3. A 4. A 5. B 6. C 7. A 8. C 9. C 10. A</p>	<p>LT 1</p> <p>Correct A E F I J Incorrect B C D G H</p>
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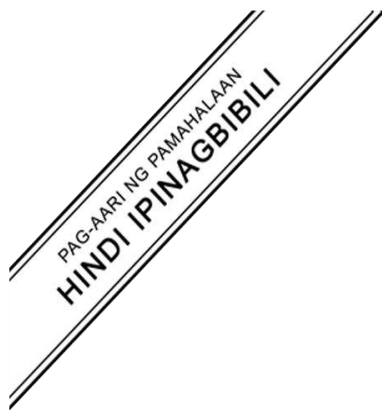
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