



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
English

G5



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
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English

Grade 5

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PIVOT 4A CALABARZON English G5

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).

I

Verbs are action words. They are very important in learning a language. They are always present in sentences and in most expressions. With the presence of both the subject and the predicate that contains the verb, a sentence expresses a complete thought or idea. As a vital feature of the English language, using appropriate verbs is necessary in composing clear and coherent sentences.

In this lesson, you are expected to compose clear and coherent sentences using aspects of verb.

Let us read the sentences below.



- Tita Joana **works** hard to send her children in college.
- She **worked** as a waitress in a restaurant last year.
- She **will work** in a foreign country to support her children's education.

Now, notice what the highlighted words express. These words are known as verbs. They express actions that take place in different periods, such as present (*works*), past (*worked*) and future (*will work*) tenses of verbs.

Tenses of verbs are necessary to show the differences as to when actions occur or happen.

D

Learning Task 1: Write the correct form of the verb **listen** as indicated in the parentheses. Do this in your notebook.

1. I _____ to bedtime stories every night. (*simple present tense*)
2. She _____ to the news yesterday. (*simple past tense*)
3. Yeng _____ to her newly downloaded songs tonight. (*simple future tense*)
4. Willie _____ to the voice clip before the battery of his gadget completely drained. (*past perfect tense*)
5. We _____ to the instructions while doing the activities. (*past progressive tense*)

VERB

A verb is composed of tense and aspect. A verb **tense** or the time event indicates past, present and future actions.

Meanwhile, **aspect** refers to the state of action of a verb and indicates the duration or completion of an event.

Four (4) Types of Verb Aspects

There are four types of verb aspects: **simple**, **progressive**, **perfect** and **perfect progressive**.

1. Simple Aspect

- a. The **simple present tense** is used to describe general truths and habitual actions.

Examples: The earth *rotates* around the sun.
Delia *walks* to school every day.
The sun *rises* in the east.
They *spend* their vacation in Batanes every year.

Remember: If the subject is singular, use the **s**-form of a verb.
If the subject is plural and/or pronouns **I** and **You**, use the base form of a verb.

- b. The **simple past tense** is used to express an event or habitual action that was completed in the past.

Examples: The children *watched* a documentary film.
It *rained* almost every week last month.

- c. The **simple future tense** is used to express an action or habitual action to take place in the future time.

Examples: They *will celebrate* the United Nations Day in October.
After December, Richard *will take* the train to work every day.

Remember: Use **will/shall** + base form of a verb.

2. The Progressive Aspect

- a. The **present progressive** expresses ongoing actions.

Examples: The students *are taking* the test now.
The teacher *is preparing* the lessons.

Remember: Use **be** (*am/is/are*) verb + **-ing** form of a verb.

- b. The **past progressive** expresses:

- an action in progress at some specific point of time in the past.

Examples: Timmy *was walking* to the office at 7:00 this morning.
I *was preparing* for the church at 6 o'clock yesterday.

- a past action simultaneous with another event.

Example: They *were preparing* for the party when the visitors came.

Remember: Use **be** (*was/were*) verb + **-ing** form of a verb.

- c. The **future progressive** expresses an action that will be in progress at a specific time in the future.

Examples: Trina *will be graduating* from elementary this year.
The Grade 5 pupils *will be attending* a mass tomorrow.

Remember: Use **will/shall + be + -ing** form of a verb.

3. The Perfect Aspect

- a. The **present perfect** expresses:

- an action that began in the past and continues to the present time.

Example: Sheila *has been* a girl scout since last year.

- a very recently completed action (often with just.)

Examples: Berta *has just baked* cookies.

I *have called* the plumber.

Remember: If the subject is singular, use **has** + the past participle of a verb.

If the subject is plural and/or pronouns **I** and **You**, use **have** + the past participle of a verb.

- b. The **past perfect** is used to express an action that was completed before another action took place at some definite time in the past.

Example: Some supporters had already left before they proclaimed the elected officers.

Remember: Use **had** + past participle of a verb.

- c. The **future perfect** expresses a future action that will be completed before a specific future time.

Example: I will have finished the school project before 2 o'clock in the afternoon.

Remember: Use **will/shall + have** + past participle of a verb.

4. Perfect Progressive Aspect

- a. The **present perfect progressive** expresses an action in progress that is not yet completed or a situation or habit that began in the past and that continues up to the present.

Examples: Rowena *has been reading* that book.

I *have been accomplishing* the tasks in this module.

The athletes *have been practicing*.

Remember: If the subject is singular, use **has + been + ing** form of a verb.

If the subject is plural and/or pronouns **I** and **You**, use **have + been + -ing** form of a verb.

- b. The **past perfect progressive** expresses an action or habit taking place over a period of time in the past before another past event or time.

Examples: Carla *had been trying* to finish her degree that year.
My father *had been performing* well, so the company gave him an award.

Remember: Use **had + been + -ing** form of a verb

- c. The **future perfect progressive** expresses a habitual action that is taking place in the present and will continue in a specific future time.

Examples: Next month, the Bayanihan Dance Club *will have been performing* for five years.
Helen *will have been teaching* for ten years next week.

Remember: Use **will/shall + have + been + -ing** form of a verb.

E

Learning Task 2: Identify the appropriate **simple present tense** of the verb to be used in each item. Write your answers in your notebook.

1. Water (are, is) a resource that every living thing cannot live without.
2. I (think, thinks) about the importance of water in our daily activities.
3. The learners (answer, answers) the questions about water conservation.
4. Teacher Mara (convince, convinces) the children to save water at home and in school.
5. The Science Club (propose, proposes) a water conservation program for the school.
6. Every Filipino (do, does) his/her share of serving his/her country.
7. Each scouting organization (teach, teaches) the youth to be obedient and responsible.
8. Ethan (clean, cleans) his surroundings.
9. Manny and Joy (segregate, segregates) their household wastes.
10. Villamiel Family (manage, manages) the finances well.

Learning Task 3: Identify the appropriate **simple past tense** of the verb to be used in each item. Write your answers in your notebook.

1. The tourist (go, went) to Palawan last month.
2. She (hears, heard) about its beautiful spots through ads.
3. I (remembered, remember) my trip to Palawan five years ago.
4. That (was, is) my first and only airplane ride so far.
5. We (had, have) a three-day tour in that place.
6. Rea (decides, decided) to apply for a job in the city last week.
7. She (worked, works) in a factory for three years.
8. The trip (happened, happens) a month ago.

9. The hen (sat, sits) on its eggs until they hatched.
10. My grandparents (drank, drinks) the hot tea that I made for them.

Learning Task 4: Write the **simple future tense** of each given verb inside the parentheses. Do this in your notebook.

1. As responsible members of the community, we _____ (participate) in the clean-up drive and tree planting activities to be organized this coming year.
2. Environmental problems _____ (continue) to affect us for several years if we will not take any actions.
3. Researching on these environmental acts of rehabilitation _____ (help) in managing different wastes at home, in school and in the community where you belong.
4. As soon as possible, I _____ (start) my own initiatives to take part on these eco-drives.
5. For your participation, you _____ (promote) various campaigns on environmental care and rehabilitation starting tomorrow.

Learning Task 5: Copy the table below in your notebook. Then, identify the forms of the verbs **study** and **prepare** using the aspects of verbs indicated in Column 1. Be guided by the example in Column 2.

Aspects of Verb	Know	Study	Prepare
Simple Present	know/knows		
Simple Past	knew		
Simple Future	will know		
Present Progressive	is/are knowing		
Past Progressive	was/were knowing		
Future Progressive	will be knowing		
Present Perfect	has/have known		
Past Perfect	had known		
Future Perfect	will have known		
Present Perfect Progressive	has/have been knowing		
Past Perfect Progressive	had been knowing		
Future Perfect Progressive	will have been knowing		

Learning Task 6: Compose clear and coherent sentences using the given verbs and their aspects. Write your sentences in your notebook.

Verbs	Aspects	Sentences
make	Simple Present	Ulysses makes recycled and reusable crafts.
will create	Simple Future	1.
am believing	Present Progressive	2.
had decided	Past Perfect	3.
have been studying	Present Perfect Progressive	4.
prepared	Simple Past	5.

A

Complete the paragraphs below by supplying the missing words. Select your answers from the box. Write them in your notebook.

**perfect
participle**

**verb
tense
aspect**

**progressive
simple**

A (1)_____ is composed of tense and aspect. A verb (2)_____ or the time event is indicated by past, present and future. Meanwhile, (3)_____ refers to the state of action of a verb and indicates the duration or completion of an event.

There are four types of verb aspects: (4)_____, (5)_____, (6)_____ and perfect progressive.

Modals

Lesson

I

Modals are considered as special verbs. They give or provide additional concepts on the function of the main verb. They may indicate inference or prediction, necessity, request, permission, obligation, possibility, advice, ability, prohibition, or preference.

At the end of the lesson, you are expected to compose clear and coherent sentences using appropriate modals.

Study the infographics below.



Source: World Health Organization - Western Pacific (2020)

Notice the words *should* and *may* in the given infographics. They are examples of modals. In the first infographic, *should* is used to show obligation. Meanwhile, the use of *may* in the second infographic shows possibility.

Modals have various forms. These forms create meanings as they carry with them their specific functions.

D

Learning Task 1: Complete each sentence by supplying the appropriate modals. Select from the given choices. Be guided by the functions shown inside the parentheses. Do this in your notebook.

can	shall	would	may	should
-----	-------	-------	-----	--------

- _____ we go? (*suggestion*)
- _____ you lend me your books? (*polite request*)
- I _____ visit you more often since my place is just nearby. (*ability*)

4. _____ he visit me in my dreams. (*wish*)
 5. John _____ visit the church to regain his spiritual health.
 (*advice*)

MODALS

Modals (also known as **modal auxiliaries**) are helping verbs used with main verbs. They express particular mood or expressions telling whether the speaker wants to convey a fact, a possibility or a command.

Study the table below.

Modals/Modal Auxiliaries	Uses	Examples
may, might	To express possibility	We <u>may</u> go out to watch a movie tonight. Paul and Paula <u>might</u> buy a house.
	To express a request/ask permission	<u>May</u> I borrow your books?
must	To express a command/strong obligation	You <u>must</u> obey your parents.
can / could	To express a request/ask permission	<u>Can</u> I go with my best friend? <u>Could</u> I have your book?
can / could	To express a fact, ability, offer or suggestion	I <u>can/could</u> do this task for you.
should, ought to	To express advice or obligation	I <u>should/ought to</u> drive carefully.
would	To express a polite wish, request, demand, order	<u>Would</u> you please talk to me?
will	To express a wish, request, demand, order	<u>Will</u> you talk to me?
	To express prediction	I think it <u>will</u> rain any time today.
shall	To express suggestions	<u>Shall</u> we proceed with our meeting?
	To regulate or express future actions in formal speech and some legal documents	You <u>shall</u> abide by the law. The client <u>shall</u> pay the necessary damages.

E

Learning Task 2: Complete each sentence by supplying the appropriate modals. Select from the given choices inside the box. Be guided by the functions shown inside the parentheses. Do this in your notebook.

may	can	might	shall	should
------------	------------	--------------	--------------	---------------

- I _____ write a song or poem for my parents. (*ability*)
- _____ I borrow your notes? (*permission*)
- Connie _____ write her life story to inspire many. (*advice*)
- I _____ have written my first song, if I only enrolled in such course last summer. (*possibility, with less certainty*)
- Parents of learners with frequent absences _____ write their letters stating the reasons of their children's absences. (*regulation*)

Learning Task 3: Compose clear and coherent sentences using the given modals and their functions below. Write your sentences in your notebook.

	Modals	Functions	Sentences
1.	shall	regulation	
2.	must	strong obligation	
3.	can	ability	
4.	may	possibility	
5.	should	advice	



What are your skills or talents? Complete the prompts below using the given modals. Do this in your notebook.

I *can* _____.
I *may* _____.
I *shall* _____.
I *must* _____.



Conjunctions

Lesson

I

Conjunctions are important features of the English language. They are used to connect words, phrases and sentences. The use of conjunctions helps in establishing clear connections, meanings and ideas.

In this lesson, you are expected to compose clear and coherent sentences using appropriate conjunctions.

Let us read the sentences below.

- Lito prepared pasta **and** pizza for his late night snacks.
- He didn't prepare burger **nor** fries as his late night snacks.
- He had prepared pasta, **before** he baked his favorite pizza as his late night snacks.



Now, notice what the highlighted words express. *And*, *nor* and *before* are some of the commonly used conjunctions. They express or show connection between words, phrases and sentences.

D

Learning Task 1: Identify the best conjunction to be used in each item. Select from the given options below. Do this in your notebook.

whenever	so that	even though	but	and
-----------------	----------------	--------------------	------------	------------

1. Yazzy will watch horror _____ comedy movies this Sunday.
2. Sam decided not to come to the party _____ he suddenly changed his mind.
3. _____ I have a doubt on what actions to take, I pray and ask God for His guidance.
4. The teacher shows equal compassion for her learners _____ they have different personalities.
5. The president calls for a meeting _____ he can easily address the concerns of the members of the organization.

CONJUNCTIONS

Conjunctions connect words, phrases, clauses, or sentences.

Examples: Jay **and** Dan
apple **or** mango
crispy chicken **and** creamy spaghetti
hot coffee **or** cold juice
She was sure about her answers, **but** she missed one question.

Two Types of Conjunctions

There are two types of conjunctions: the **coordinating** and the **subordinating conjunctions**.

1. **Coordinating Conjunctions** connect words or groups of words that are of equal importance.

Coordinating Conjunctions	Meaning	Examples
for	because	My mother needs to work day and night for she is a single mom of five kids.
and	plus	I love English and Filipino subjects.
nor	negative alternative	Neither Mila nor Alice joins the taekwondo club.
but	shows contrast	We want to play computer games, but we need to study our lessons.
or	one of the two alternatives	Verna will stay at home to relax or will go swimming with friends.
yet	but	Dino is already tired yet determined to win.
so	therefore	Kim wants to make his Mom proud, so he studies hard to excel in his school.

Remember: If you are using a coordinating conjunction to connect two complete sentences, you must use a comma. Remember the acronym **FANBOYS** (**for**, **and**, **nor**, **but**, **or**, **yet**, and **so**).

2. **Subordinating Conjunctions** join two clauses making one clause dependent or subordinate of the other clause.

Example: Mother brought an umbrella. + It was raining. =

My mother brought an umbrella **because** it was raining.

OR

Because it was raining, my mother brought an umbrella.

These words are commonly used as subordinating conjunctions.

Subordinating Conjunctions	Meaning	Examples
after, before, since, until, when, whenever, while	to refer to time	We watched our favorite show while waiting for our dinner.
where, wherever	to show location	Jayson visited the shop where he bought his books.
than, whether	to show preference/choice	I have to decide whether to study or play.
as, because, since	to express a reason/cause	Lea studies well because she wants to be a successful person someday.
in order that, so, so that, that	to express a result/effect	The guard opened the gate so that the pupils could get inside.
if, even if, unless	to express a condition	You will achieve your dreams if you study and work hard.
although, even though	to communicate contrast	Emily still could not sleep although she was so tired.

E

Learning Task 2: Complete each sentence below by supplying the appropriate coordinating conjunction. Choose from the given options inside the box. Write your answers in your notebook.

for and but or so

Each school year is an opportunity to meet new classmates (1) _____ new friends. You may call these new acquaintances by their first names (2) _____ by their nicknames. They can be of the same age as you, (3) _____ others can be younger or older. New comers must be welcomed and must feel the sense of belongingness, (4) _____ children like you must always be friendly. This healthy relationship in school must be sustained (5) _____ this may help every learner to have positive attitude towards schooling.

Learning Task 3: Compose clear and coherent sentences using the given subordinating conjunctions and their functions below. Do this in your notebook.

	Subordinating Conjunctions	Functions	Sentences
1.	after	to refer to time	
2.	wherever	to show location	
3.	whether	to show preference/ choice	
4.	since	to express a reason/cause	
5.	in order that	to express a result/ effect	
6.	unless	to express a condition	
7.	even though	to communicate contrast	

A

Complete the paragraphs below by supplying the appropriate terms or words. Select from the given choices inside the box. Do this in your notebook.

dependent
Coordinating
equal

Conjunctions
modals

two
subordinating
FANBOYS

(1)_____ connect words, phrases, clauses, or sentences. There are (2)_____ types of conjunctions: the coordinating and subordinating conjunctions.

(3)_____ conjunctions connect words or groups of words that are of (4)_____ importance. If you are using a coordinating conjunction to connect two complete sentences, you must use a comma. Remember the acronym (5)_____.

Meanwhile, (6)_____ conjunctions join two clauses making one clause (7)_____ or subordinate of the other clause.

I

What opinions or feelings do you usually express when you watch your favorite programs on TV? Have you experienced the feeling of happiness or sadness towards a particular show? These feelings and/or opinions that one expresses on particular materials like shows and/or pictures are known as viewpoints.

In this lesson, you are expected to identify the points-of-view or viewpoints on some viewing materials.

Study the pictures below.



Source: Cadavido (2020)

Reflect on the following questions:

- What can you say about the pictures?
- What particular descriptions for each picture can you give?
- If you are going to relate the pictures to emotions, what do you think are the feelings expressed by each one of them?

Viewing materials, like pictures and illustrations, express particular emotions or feelings. These feelings are expressed not only on the perspectives of the illustrators but also with those of the viewers.

D

Learning Task 1: Look at the picture below. Give at least five (5) words that will best describe it. Do this in your notebook.



Source: Cadavido (2020)

POINT-OF-VIEW (POV)

The **point-of-view** (also known as **viewpoint**) refers to the standpoint on how one sees or perceives the world. In viewing, POV deals with one's personal opinion or perception about a particular viewing material, such as videos and images/illustrations.

In every viewing material, a viewer expresses his/her own perceptions or opinions on the concepts and contexts of the given viewing piece. This POV is used to express one's feelings about particular things.

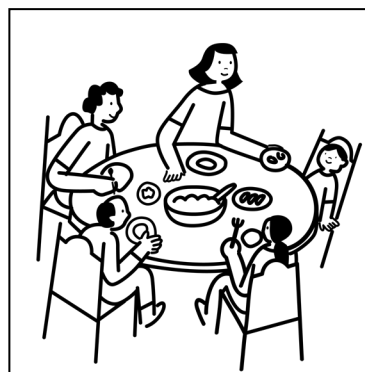
E

Learning Task 2: Describe the feelings or emotions expressed by each illustration below. Write your answers in your notebook.

1.



2.



3.



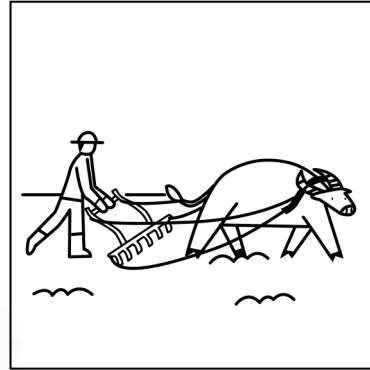
4.



5.



6.



7.



8.



Learning Task 3: In your notebook, write three to five sentences expressing your point-of-view about the illustration below.



Learning Task 4: Describe your point-of-view for each picture in three to five sentences. Do this in your notebook.

1.



Source: Cadavido (2020)

2.



Source: Cadavido (2020)

A

In your notebook, paste a picture taken from old newspapers or magazines. If available, you may use any of your photos. Then, write three to five sentences describing the point-of-view expressed by your chosen picture.

Viewpoints of Images

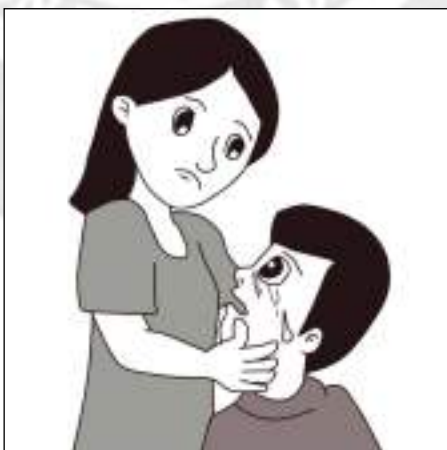
Lesson

I

An image may create a number of meanings or interpretations. It conveys viewpoints which are intentionally expressed by the illustrators and may convey more varied viewpoints based on the eyes and perspectives of the viewers. A viewer may just look at the basic elements of an image but he or she may also view an image with in-depth appreciation.

In this lesson, you will examine images which present particular viewpoints like stereotypes (e.g. gender, age, culture) and opinions on an issue.

Examine the illustrations below. What particular characteristics of a mother are shown or portrayed?



Share your answers to your parents or guardians. Then, ask them also about their personal opinions about the characteristics of a mother.

The way one gives his/her opinions or perceptions about mothers is known as **viewpoint**. Viewpoints vary from person to person. The common perceptions on the characteristics of a mother is known as **stereotyping**. In this lesson, the concepts of viewpoints on stereotyping will be discussed and explored.

D

Learning Task 1: Examine the images below. Tell the opinion suggested by each image. Select your answers from the given choices below. Write only the letters of your answers in your notebook.

- A. Ladies maintain proper hygiene.
- B. Boys are good painters.
- C. Old people want a quiet place most of the time.
- D. Filipinos are family-oriented.
- E. Filipino families are religious.

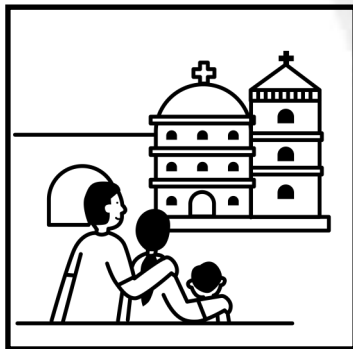
1.



2.



3.



4.



5.



IMAGES

The word “**image**” came from Latin word “*imago*” which refers to any item that depicts visual perception such as a photograph or other two-dimensional picture, resembling an object. An image, like printed ones, also portrays opinions or viewpoints. These print materials include, but not limited to, printed photographs, drawings and images found in magazines, newspapers and books.

VIEWPOINTS ON IMAGES

Viewpoints are standpoints, such as opinions or feelings, of individuals or viewers triggered by image contents or elements. In this lesson, you are to examine the suggested viewpoints of the presented images. Other than opinions, stereotypes can also be depicted by visual images.

STEREOTYPES

Stereotypes are beliefs that all people within the same gender, age or cultural group will act alike and will share the same viewpoints and attitudes. They ignore unique identity which is why it is considered as a form of discrimination. They are considered as exaggerated beliefs and generalizations without allowing individual personalities, which create positive and negative acceptance and effects to different groups. They may be true to some but not to all.

Before reading the sample stereotyping statements below, always remember that humans are unique individuals; thus, **stereotyping should neither be tolerated nor accepted.**

A. Gender Profiling

Some common stereotypes among men and women include the following:

- ♦ Men are strong and do all the work.
- ♦ Men should be the family breadwinners.
- ♦ Women are naturally and highly emotional beings.

Remember that in real-life context, both men and women can now do all the work. There are also female breadwinners. Like women, men can also be highly emotional.

B. Ageism or Age Stereotypes

Ageism is the stereotyping and discrimination against people on the basis of their age. These are some of the prejudices:

- ♦ Old people love the state of quietness.
- ♦ The older you get, the more mature you become.

Take note that in real-life experiences, there are also young people who love to enjoy the state of *quietness*.

C. Cultural Stereotypes

Stereotypes also prevail in cultures. Examples of this sort are as follows:

- ♦ Filipinos are family-oriented. They care for their elders.
- ♦ Filipinos are hospitable.

Remember that in real-world context, there are other cultures and races who are family-oriented and hospitable.

Stereotyping can have positive and/or negative effects to individuals and certain groups. We all possess unique characteristics and skills. Again, whether positive or negative, any form of **stereotyping should not be tolerated nor accepted.**

E

Learning Task 2: Examine the images below and their presented viewpoints. In your notebook, write a 3-sentence paragraph for each item stating your opinions and feelings about the given sets of images.

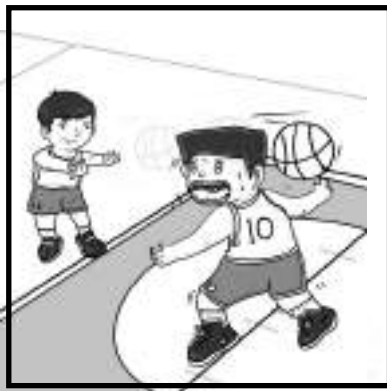
1. Stereotypes on Children



2. Stereotypes on Women



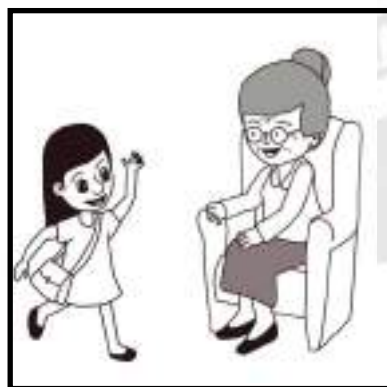
3. Stereotypes on Young Boys



4. Stereotypes on Young Girls



5. Stereotypes on Filipinos



Learning Task 3: Examine the images below and their presented viewpoints. Put checks (✓) on images that you can relate to based on your own experiences. Write your answers in your notebook.

1.



2.



3.



4.



5.



6.



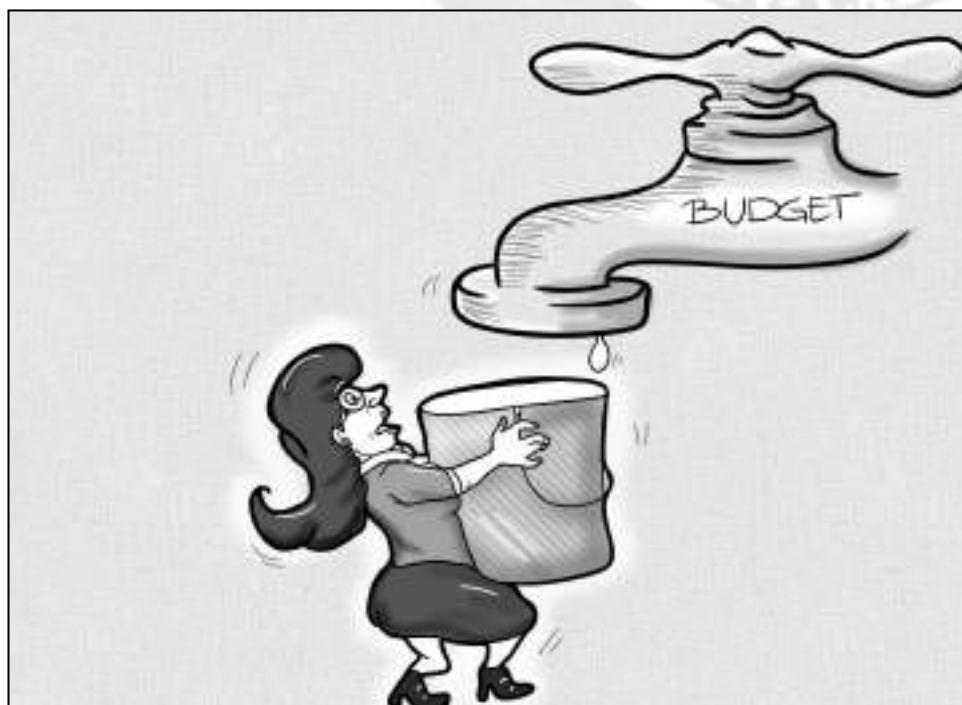
7.



8.



Learning Task 4: Examine the given editorial cartoon below and its expressed viewpoints. In your notebook, write a 5-sentence paragraph stating your opinions and feelings.



Learning Task 5: Examine the given editorial cartoon and its expressed viewpoints. Write a 5-sentence paragraph in your notebook stating your opinions and feelings about it.



A

Cut out two (2) printed images from newspapers, magazines or other printed materials. Next, paste them on the pages of your notebook. Then, write paragraphs stating your viewpoints/feelings/opinions for each image.

Types of Viewing Materials

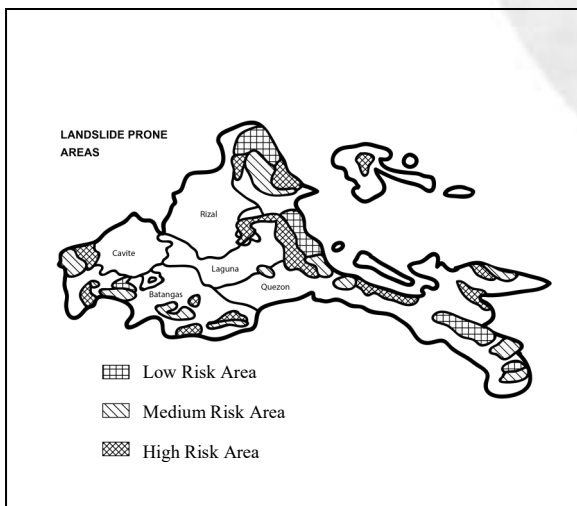
Lesson

I

Viewing refers to perceiving, examining, interpreting, and constructing meaning from visual images. Viewing materials, such as print, digital, online and TV-broadcast materials, are crucial in improving comprehension.

At the end of this lesson, you are expected to distinguish various types of viewing materials.

Examine the four pictures below.



Do you enjoy viewing TV broadcasts? photographs? online videos? digital presentations? Modernization gives you the opportunity to choose from wide range of available viewing materials. You can maximize their uses once you can distinguish one type from another.

D

Learning Task 1: Identify the types of the given viewing materials. In your notebook, write **PM** for print material and **NPM** for non-print material.

- _____ 1. e-book
- _____ 2. photograph (in a picture frame)
- _____ 3. TV news program
- _____ 4. vlog
- _____ 5. portrait

Learning Task 2: Categorize the viewing materials below according to their types. In your notebook, copy and answer the chart below.

book
video clip
picture book

printed world map
EduTV show

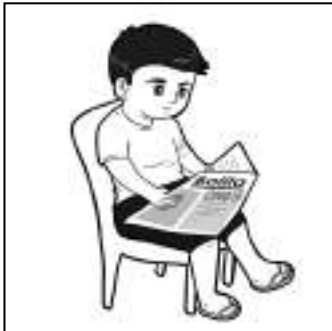
Print Material	Non-Print Material

VIEWING

Viewing helps learners in reflecting and thinking about the images they are seeing, and develops their knowledge and skills in analyzing and evaluating visual and multimedia texts. It also helps them in acquiring information and appreciating ideas and experiences visually expressed by others. To attain this, appropriate and varied viewing materials must be used to get the most efficient progress on the viewer's viewing comprehension.

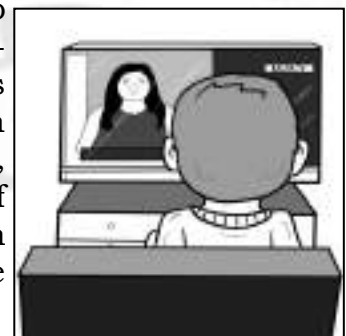
TYPES OF VIEWING MATERIALS

There are two basic types of viewing materials. These are **print** and **non-print**.



A. **Print viewing materials** consist of all printed images found in textbooks, workbooks, reference books, magazines, newspapers and journals. These include the printed versions of maps, photographs, paintings, drawings, posters, infographics, graphs and other two-dimensional art.

B. **Non-print viewing materials** are those that do not depend on the printed sources. Three-dimensional arts like diorama, globes, puppets and models; and other projected materials such as films or movies, filmstrips, commercials, videotapes and television shows are examples of non-print viewing materials. Like television channels, most of the viewing materials that are non-print are in digital formats.



Basically, digital viewing materials are non-print materials. These are materials that are conveyed via digital media, with or without internet connections. Examples include digital images, and digital visual presentations like PowerPoint presentations and online materials such as vlogs, educational videos and online broadcasts.

E

Learning Task 3: Analyze the sets of viewing materials below. Then, pick out the word that does not belong to each set. Write your answers in your notebook.

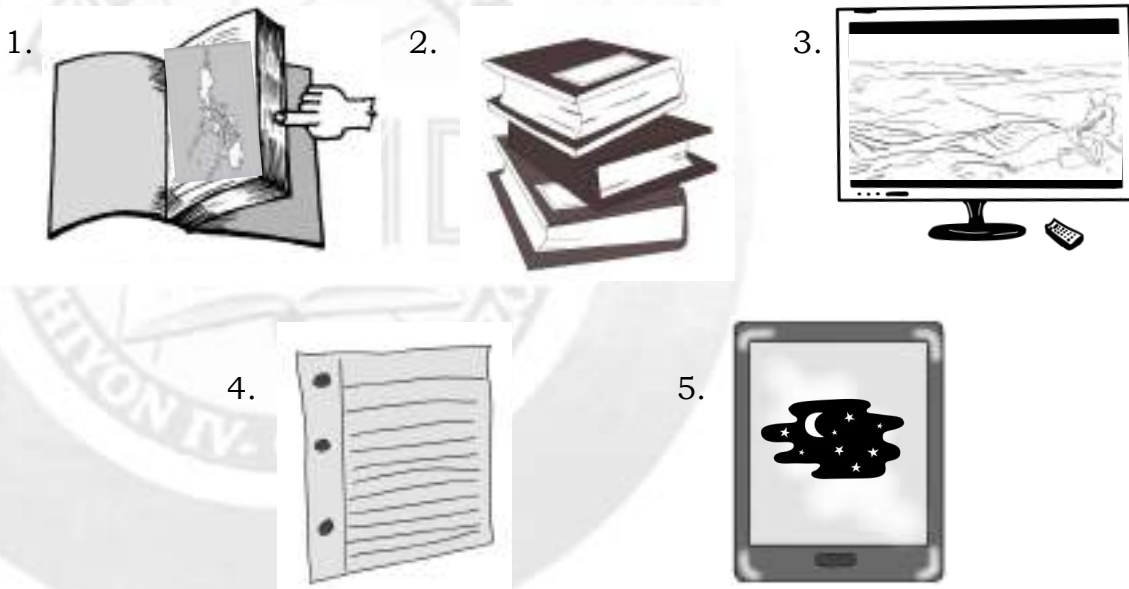
1. e-picture books, videos, virtual presentations, printed poster
2. TV documentaries, books, radio comedies, movies
3. vlogs, photo album, mobile photo gallery, YouTube videos
4. magazine photos, editorial cartoons, Instagram Photos, wall painting
5. poster, drawing, PowerPoint presentation, painting

Learning Task 4: After eliminating the material which does not belong to each group in Learning Task 4, classify the remaining materials as to **PRINT** or **NON-PRINT**. Write your answers in your notebook.

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

E

Learning Task 5: Determine whether each viewing material is **PRINT** or **NON-PRINT**. Do this in your notebook.



Learning Task 6: Identify the specific viewing material that you will use in learning about the planets of the Solar System. Choose your answers from the choices inside the box.

Poster	Documentaries	Model
YouTube video	DepEd Commons	

- | | | |
|---------------------------|---|-------|
| 1. Online Videos | - | <hr/> |
| 2. TV Show | - | <hr/> |
| 3. Non-print/ 3D material | - | <hr/> |
| 4. Print/ 2D material | - | <hr/> |
| 5. Online Books/Materials | - | <hr/> |

Learning Task 7: Tell whether the material used is **print** or **non-print**. Write your answers in your notebook.

1. Maita needs to watch news on television.
2. Mrs. De Guia used PowerPoint presentation to explain the water cycle.
3. Alex toured around Lucena City using the map he bought from the bookstore.
4. The pupils watch available videos online on gardening.
5. My parents love to read newspapers every morning.

A

Complete the paragraphs below by supplying the missing terms. Select from the given choices below. Write your answers in your notebooks

**non-print
digital**

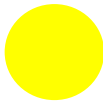
multimedia

**Print
Viewing**

(1)_____ helps learners in reflecting and thinking about the images they are seeing, and develops their knowledge and skills in analyzing and evaluating visual and (2)_____ texts.

There are two types of viewing materials. (3)_____ viewing materials consist of all printed images found in textbooks, workbooks, reference books, magazines, newspapers and journals.

Meanwhile, (4)_____ viewing materials are those that do not depend on the printed sources such as three-dimensional arts like diorama, globes, puppets and models; and other projected materials.



Key to Correction

Verbs

Learning Task 1 1. listen 2. listened 3. will listen 4. had listened 5. were listening	Learning Task 2 1. is 2. think 3. answer 4. convinces 5. proposes 6. does 7. teaches 8. cleans 9. segregate 10. manages	Learning Task 3 1. went 2. heard 3. remembered 4. was 5. had 6. decided 7. worked 8. happened 9. sat 10. drank	Learning Task 4 1. will participate 2. will continue 3. will help 4. will start 5. will promote
Learning Task 5 (Study) study/studies studied will study is/are studying was/were studying will be studying has/have studied had studied will have studied has/have been studying had been studying will have been studying	Learning Task 5 (Prepare) prepare/prepares prepared will prepare is/are preparing was/were preparing will be preparing has/have prepared had prepared will have prepared has/have been preparing had been preparing will have been preparing	A Phase 1. verb 2. tense 3. aspect 4. simple 5. perfect 6. progressive	

Modals

Learning Task 1 1. Shall 2. Would 3. can 4. May 5. should	Learning Task 2 1. can 2. May 3. should 4. might 5. shall
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Conjunctions

Learning Task 1 1. and 2. but 3. Whenever 4. even though 5. so that	Learning Task 2 1. and 2. or 3. but 4. so 5. for	A Phase 1. Conjunctions 2. two 3. Coordinating 4. equal 5. FANBOYS 6. subordinating 7. dependent
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Note: Learning Tasks with no key answers require varying answers.

Viewpoints of Images

Learning Task 1
1. B
2. A
3. E
4. C
5. D

Types of Viewing Materials

Learning Task 1	Learning Task 2	Learning Task 3	Learning Task 4
1. NPM	1. printed world map	1. printed poster	1. non-print
2. PM	2. book	2. book	2. non-print
3. NPM	3. picture book	3. photo album	3. non-print
4. PM		4. Instagram	4. print
5. PM		5. PowerPoint presentation	5. print

Learning Task 5	Learning Task 6	Learning Task 7	A Phase
1. PRINT	1. YouTube Video	1. NON-PRINT	1. Viewing
2. PRINT	2. Documentaries	2. NON-PRINT	2. multimedia
3. NON-PRINT	3. Model	3. PRINT	3. Print
4. PRINT	4. Poster	4. NON-PRINT	4. non-print
5. NON-PRINT	5. DepEd Commons	5. PRINT	

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

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

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



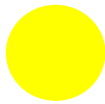
- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task.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

Distribution of Learning Tasks Per Week for Quarter 2

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

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

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



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