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English

Quarter 4 – Module

6



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English

Quarter 4 – Module

Fun in Reading

This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education • Republic of the Philippines

Introductory Message

For the facilitator:

Proficient reading and comprehension skills are the keys to accomplish success. Reading skills lead a learner to interact and gain meaning from written language. Learning to read is about listening and understanding what is printed on the page. It makes a difference to learners' educational performance. Reading can be a fun and imaginative time for children which open doors to all kinds of a new world for them. Without reading and comprehension skills, children will struggle to grow academically as reading is the foundation of all academic subjects.

This module presents a new paradigm to meet the needs of 21st-century learners. It is anchored on a holistic approach in developing the New Most Essential Learning Competencies in English to increase learners' grammar and comprehension awareness, enhance vocabulary management skills and explore real-life tasks and situations.

To the parents:

As parents, you play a vital role in educating your child's life. You are your child's first teacher. Beginning at birth, you help provide the support and stimuli that children need to begin to make sense of the world. By talking to and interacting with your child, you help build the uniquely human gift and cognitive tool of language.

Reading books and playing with your child are all activities that help build a positive attitude towards language and literacy. By supporting the development of your child's early language skills, you also fostering a love of reading before and after children start their formal schooling. Since we are facing the social and economic effects of the coronavirus pandemic at present, now is the perfect time for you, parents, to make your home a school and act as a teacher to your child. After all, a good education always begins at home.

For the learner:

Welcome to a new journey of discoveries and exploration! This module is designed to expose you to a world of imagination, showing that nothing is impossible in this world. By reading this module, you begin to have a better understanding of a topic that interests you and build a more solid foundation for communication. Eventually, you will learn how to develop and perform reading comprehension skills, knowledge, and experiences to become competent and enthusiastic readers. Have a wonderful learning adventure



What I Need to Know

This module is designed and written as a learning guide. The lessons per quarter are all presented to achieve proficiency in the domains of learning. With this module, all activities are carefully chosen to tailor fit the interest of learners and instill in them the sense of diversity and sensitivity. The scope of this module permits it to be used in many different learning situations. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using. The learner is expected to be a proficient language reader, ready to compete globally and meet the needs of the 21st-century learners.

The module is divided into four lessons, namely:

- Lesson 1 – Composing clear and coherent sentences using appropriate grammatical structures: *-Subject-verb agreement*
- Lesson 2 – Composing clear and coherent sentences using appropriate grammatical structures: *-tenses of verbs*
- Lesson 3 – Composing clear and coherent sentences using appropriate grammatical structures: *-subordinate and coordinate conjunctions*
- Lesson 4 – Composing clear and coherent sentences using appropriate grammatical structures: *-adverbs*

After going through this module, you are expected to:

- compose clear and coherent sentences using appropriate grammatical structures: *-subject-verb agreement*;
- compose clear and coherent sentences using appropriate grammatical structures: *-tenses of verbs*;
- compose clear and coherent sentences using appropriate grammatical structures: *-subordinate and coordinate conjunctions and*;
- compose clear and coherent sentences using appropriate grammatical structures: *-adverbs*



What I Know

Before we begin with the lesson, let us find out how well you know about subject-verb agreement, verb tenses, conjunctions, and adverbs. Read the following sentences and fill in the blanks with the letter of the correct answer.

1. Margarette is _____ voice lessons at a music college.
A. attended B. attending C. attends D. attend
2. Boil the tap water, _____ it will be safer to drink.
A. so B. but C. yet D. or
3. The mother watched _____ as her child cross the street.
A. foolishly B. irritably C. smoothly D. anxiously
4. Water is _____ necessary for plants to grow.
A. barely B. fairly C. absolutely D. almost
5. El Niño _____ drought in some area and rain in others.
A. causes B. caused C. had caused D. causing
6. Carmen speaks three languages _____ English.
A. because B. therefore C. besides D. since
7. Goldilocks went to the Bears house _____.
A. tomorrow B. yesterday C. next week D. later
8. She munched _____ her chocolate bar.
A. happily B. comfortably C. specially D. suddenly
9. _____ the alarm goes off, I hit the snooze button.
A. As soon as B. Because C. Before D. Now that
10. They _____ for over three hours before going home.
A. had danced C. was dancing
B. will have danced D. danced

Lesson

1

Composing clear and coherent sentences using appropriate grammatical structures: *-subject-verb agreement*

As you go through this lesson, you are expected to:

compose clear and coherent sentences using appropriate grammatical structures: *-subject-verb agreement*.



What's In

Subject Verb Agreements Rules

1. If the subject is singular, the verb must be singular too.

Example: She rides every day.

2. If the subject is plural, the verb must also be plural.

Example: They ride every day.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

Example: Rico, Ricardo and Frank work with gas turbines engines.

4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

Example: Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.

5. The number of the subjects is not changed by a phrase or a clause that separate the subject from the verb.

Example: Television, along with radio, is considered one of the most powerful mass media.

6. Indefinite pronouns like *each*, *either*, *neither*, *one*, *everybody*, *no one*, *nobody*, *anybody*, *someone*, and *somebody* are singular and use singular verb.

Example: Each of my male classmates has a toy robot.

7. The words many, both, and several use plural verbs. The phrase a few also uses plural verbs.

Example: Kevin has a height of 168 centimeters. James has a height of 170 centimeters. Both are varsity players.

8. The following types of special nouns ending in -s use singular verb.
- a. Names of diseases like mumps and measles
 - b. Subject of study such as economics, physics, civics, mathematics, and statistics
 - c. Names of countries like the United States, Philippines, Honduras
 - d. Games such as checkers and chess
 - e. Words thought of as a unit like news and molasses

Example: Measles has spread out like a plague.

9. Words or phrases expressing period of time, weights, measurement, and amounts of money use singular verbs.

Example: Ten years is enough to build the high-speed trains.

10. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Example: The group meets every week.

Example: The committee agrees on the quality of the writing.

11. Intervening phrases like together with, in addition to, as well as, and including to do not affect the number of the subject.

Example: Captain James dela Cruz, together with his wife and children, is going on a special trip.

12. Compound subjects that are closely related or that refer to the same person or thing use singular verbs.

Example: My classmate and best friend is coming to dinner.



What's New

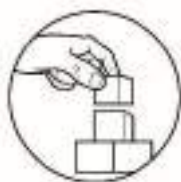
Directions: Underline the verb that agrees with the subject.

1. Ivy (finish, finishes) her project on time,
2. The presidential candidates for 2022 election (is, are) busy with their campaign.
3. The lights (turn, turns) on automatically.
4. John and Lory's summary of reports (create, creates) impact on the reader's mind.
5. She (brush, brushes) her teeth in the morning and at night.
6. My best friend (join, joins) the competition.
7. Mr. Lim together with her teammates (visit, visits) Sorsogon.
8. The new COVID 19 virus (spread, spreads) easily.
9. The senators (propose, proposes) a limited face to face next year.
10. The teachers (has, have) other ways of reaching the learners.



What is It

In this lesson, you will meet engaging activities and exercises that will let you understand grammatical rules and appropriately create sentences about subject-verb agreement. Fasten your seatbelt and be ready for your first learning adventure!



What's More

Activity 1

Directions: Choose the correct form of the verb.

1. The price of these jeans (is, are) reasonable.
2. The books borrowed from the library (is, are) on my desk.
3. The boy who won the two medals (is, are) a friend of mine.
4. Bread and butter (is, are) our daily food.
5. The famous singer and composer (has, have) arrived.
6. Collecting match-boxes (is, are) one of my favorite past times.
7. The quality of the candies (is are) poor.
8. Neither the senators nor the president (agrees, agrees) with the decision.
9. None of the senators (is, are) there.
10. The vaccination sites (is, are) full of people.

Activity 2

Directions: Read the passage. Underline the correct form of the verb.

Parrots (is, are) brightly colored birds that live in the tropics. There (is, are) about 340 species (kinds) of parrots, including cockatoos, cockatiels, and parakeets. The largest parrot in the world (is, are) the hyacinth macaw of South America, which (measure, measures) 39.4 inches (100 centimeters) from head to tail. The smallest parrot (is, are) the buff-faced pygmy parrot of New Guinea, which is about 33 inches (8.4 centimeters) long.

(Bridges to Communication-Language Power -(Lacala & Gonzales))



What I Have Learned

Subject Verb Agreements Rules

1. If the subject is singular, the verb must be singular too.
2. If the subject is plural, the verb must also be plural.
3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.
4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.
5. The number of the subjects is not changed by a phrase or a clause that separate the subject from the verb.
6. Indefinite pronouns like each, either, neither, one, everybody, no one, nobody, anybody, someone, and somebody are singular and use singular verb.
7. The words many, both, and several use plural verbs. The phrase a few also uses plural verbs.
8. The following types of special nouns ending in -s use singular verb.
 - a. Names of diseases like mumps and measles
 - b. Subject of study such as economics, physics, civics, mathematics, and statistics
 - c. Names of countries like the United States, Philippines, Honduras
 - d. Games such as checkers and chess
 - e. Words thought of as a unit like news and molasses

Example: Measles has spread out like a plague.
9. Words or phrases expressing period of time, weights, measurement, and amount of money use singular verbs.
10. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."
11. Intervening phrases like together with, in addition to, as well as, and including to do not affect the number of the subject.

12. Compound subjects that are closely related or that refer to the same person or thing use singular verbs.



What I Can Do

Activity I

Directions: Write the form of the verb that agrees with the subject.

1. He _____ in a hotel during his vacation. (stay)
2. Your friend _____ to the pool every week. (go)
3. He _____ the door to get inside. (push)
4. They _____ their laundry every Thursday. (wash)
5. Felicia _____ many books in a month. (read)
6. We usually _____ everything that is on our plate. (eat)
7. You _____ that you can solve the problem. (think)
8. She _____ a new song every morning. (sing)
9. They _____ to another country in summer. (travel)
10. Your mother _____ the best mac and cheese. (make)

Activity 2

Directions: Read the passage. Underline the correct form of the verb.

Cats closely (resemble, resembles) their fossil ancestors of 34 million years ago. A cat's skeleton (has, have) more than 23 bones. (A human being's has 206). Its hips and shoulders (is, are) loosely attached to the spine. Its tail (provide, provides) balance. This build (make, makes) cats extremely nimble. A cat can survive falls by twisting in the air and landing on its feet.

A cat's powerful muscles (aid, aid) it in leaping and running. Its claws (is, are) attached to muscles that can extend the claws from the cat's paws. The claws (is, are)

designed for catching and holding prey. A cat (has, have) strong jaws and sharp teeth. It (use, uses) its teeth to kill and to rip apart its prey.

A cat's senses (is, are) well adapted for hunting. It can pick up smells hundreds of yards or meter away. It can hear for a wide range of sounds, including those too high for human ears. It can turn its ears to focus on sounds. It (has, have) excellent eyesight, especially at night. It can see well to its sides and can accurately judge distances.

(Bridges to Communication-Language Power -(Lacala & Gonzales))



Assessment

Directions: Compose clear and coherent sentences using appropriate grammatical structures using the following verbs.

1. is
2. are
3. go
4. keeps
5. eat
6. flows
7. swims
8. run
9. studies
10. build



Additional Activities

Directions: Choose the correct form of the verb.

1. The secretary and treasurer of the organization (is, are) going to be appointed.
2. Our class president and valedictorian (was, were) awarded a leadership medal.
3. The writer and the researcher (has, have) enough data for the story.
4. The restaurant owner and the manager (want, wants) to meet the workers.
5. My good friend and neighbor (is, are) a stage actor.

Lesson 2

Composing clear and coherent sentences using appropriate grammatical structures (verb tenses).

After you go through this lesson, you are expected to:

compose clear and coherent sentences using appropriate grammatical structures (verb tenses).



What's In

DIRECTIONS: Box ☐ the verb or verb phrases in each sentence. Change the correct tense of the verb and write it on the blank.

1. He has taken the final exam next week. _____
2. She woke up early in the morning daily. _____
3. He has planting eggplant in his vegetable garden. _____
4. The earth revolves around the sun. _____
5. Father works overseas in 2015. _____



What's New

Verb tenses are characteristics of verb that tell us about time. Remember that verbs are words that show actions or state of being. Verb phrases are composed of helping verb(s) and a main verb. In writing and speaking, you use the tenses of verbs to indicate when events happen. Changing tenses indicates a change in time. The chart below indicates the formula for composing correct verb tenses in sentences.

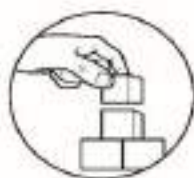
| | Simple Tense | Perfect Tense | Progressive/ Continuous Tense | Perfect Progressive Tense |
|--|--|--|--|--|
| Present | <i>teaches/teach studies/study</i> | <i>has/have taught has/have studied</i> | <i>am/is/are teaching am/is/are studying</i> | <i>has/have been teaching has/have been studying</i> |
| <p><i>She teaches me to play the guitar.</i></p> <p><i>They study the musical notes.</i></p> | | <p><i>She has taught me to play the guitar.</i></p> <p><i>They have studied the musical notes.</i></p> | <p><i>She is teaching me to play the guitar.</i></p> <p><i>They are studying the musical notes.</i></p> | <p><i>She has been teaching me to play the guitar for a month.</i></p> <p><i>They have been studying the musical note for a week.</i></p> |
| Past | <i>taught studied</i> | <i>had taught had studied</i> | <i>was/were teaching was/were studying</i> | <i>had been teaching had been studying</i> |
| <p><i>The girls taught Fe how to solve the algebraic expression.</i></p> <p><i>Tom studied Ilokano dialect.</i></p> | | <p><i>They had taught Fe how to solve the algebraic expression.</i></p> <p><i>He had studied Ilokano dialect before moving to Ilocos.</i></p> | <p><i>They were teaching Fe how to solve the algebraic expression.</i></p> <p><i>I was studying Ilokano dialect when the phone rang.</i></p> | <p><i>They had been teaching Fe how to solve the algebraic expression for an hour.</i></p> <p><i>She had been studying Ilokano dialect for several months.</i></p> |
| Future | <i>will teach will study</i> | <i>will have taught will have studied</i> | <i>will be teaching will be studying</i> | <i>will have been teaching will have been studying</i> |
| <p><i>She will teach the physical state of matter tomorrow.</i></p> <p><i>They will study the different verb tenses next week.</i></p> | | <p><i>By the time the bell rings, she will have taught the physical state of matter by.</i></p> <p><i>By next week, they will have studied</i></p> | <p><i>She will be teaching the physical state of matter tomorrow.</i></p> <p><i>They will be studying the</i></p> | <p><i>She will have been teaching the physical state of matter by this time tomorrow.</i></p> <p><i>They will have been studying the</i></p> |

| | | | |
|--|----------------------------------|---|--|
| | <i>the different verb tenses</i> | <i>different verb tenses next week.</i> | <i>different verb tenses by this time next week.</i> |
|--|----------------------------------|---|--|



What is It

In this lesson, you will meet engaging activities and exercises that will let you understand grammatical rules and appropriately create sentences about verb tenses. Fasten your seatbelt and be ready for your first learning adventure!



What's New

Activity 1

DIRECTIONS: Encircle ○ the verb or verb phrases in each sentence. Change the correct tense of the verb and write it on the blank.

1. The teacher has explaining the use of the verb. _____
2. The little boy feeds the fishes in the pond this morning. _____
3. I was play basketball the whole evening. _____
4. He will finished his homework tomorrow. _____
5. She wrote a letter today. _____

Activity 2

Directions: Choose the correct answer.

1. _____ English for two years.
 - A. I have been studying
 - B. I make studying
 - C. I have studying
 - D. I was study
2. His car ____ from outside his office.

- A. has stolen
B. was stole
C. was stolen
D. is steal
3. I _____ people who are not polite.
A. am hating
B. hating
C. hate
D. hated
4. Tomorrow, _____ to the dentist.
A. I am going
B. I going
C. I is go
D. I will to go
5. She _____ it last week.
A. buying
B. bought
C. is buying
D. has bought



What I Have Learned

- Verb tenses are characteristics of verb that tell us about time.
- Remember that verbs are words that show actions or state of being.
- Verb phrases are composed of helping verb(s) and a main verb.
- In writing and speaking, you use the tenses of verbs to indicate when events happen. Changing tenses indicates a change in time.



What I Can Do

ACTIVITY 1

DIRECTIONS: Underline the verb or verb phrases in each sentence and write the correct tense of the verb on the blank.

1. She wakes up early in the morning daily. _____
2. He admired the painting in the library. _____
3. I will buy a gift for my friend. _____
4. She had served as a president of the class. _____
5. They have been taking multivitamins for three months. _____

ACTIVITY 2

DIRECTIONS: Read the following sentences. Rewrite each sentence by changing their tense as directed.

1. He did his work with diligence. (Future perfect)

2. I will not allow this to happen. (Simple past)

3. He is riding a horse. (Future progressive)

4. He had never lived alone. (Present perfect)

5. Margaret sweeps the floor before the guests arrived. (Past Perfect)



Assessment

Activity 1

The following sentences are written in the present tense. Rewrite them using past and future tense on the lines provided.

A. Maria *studies* English.

Past tense:

Future tense:

B. Father *collects* the rainwater.

Past tense:

Future tense:

C. We *learn* about weather pattern.

Past tense:

Future tense:

Activity 2

Directions: Identify the tense of the underlined verb phrase.

1. Yesterday, we were walking along the river when we saw the wild animal.

A. Present

C. past progressive

B. Future

D. future progressive

2. Tomorrow, I will go to the store around 4:00 PM.

A. Present

C. past progressive

B. Future

D. future progressive

3. Medieval painters made their paintbrushes from squirrel tails.

A. Past

C. present

B. Present progressive

D. future progressive

4. My little sister pretends her stuffed toy animals can talk.

A. Past

C. present

B. Present progressive

D. future progressive

5. I am so nervous about the upcoming test. I will be thinking about it all week.

- A. Past
B. Present progressive
C. present
D. future progressive



Additional Activities

ENRICHMENT/ADDITIONAL ACTIVITIES

Directions: Write one sentence for each tense and aspect.

| | |
|-------------|--|
| SIMPLE | |
| Past | |
| Present | |
| Future | |
| PERFECT | |
| Past | |
| Present | |
| Future | |
| PROGRESSIVE | |
| Past | |
| Present | |
| Future | |

Lesson 3

Composing clear and coherent sentences using appropriate grammatical structures (conjunctions).

As you go through this lesson, you are expected to:

compose clear and coherent sentences using appropriate grammatical structures (conjunctions).

In this module, you will learn how to compose clear and coherent sentences using appropriate grammatical structures (conjunctions).



What's In

Conjunctions are words that are called “joiners.” They connect words, phrases, and clauses. There are three kinds of conjunctions: Coordinating, Subordinating, and Correlative.

Coordinating Conjunctions – are seven words (FANBOYS) called “joiners.” They connect words, phrases, clauses, and equal parts of a sentence to make it more meaningful, and clearer. Remember the acronym FANBOYS.

F= for, A= and, N= nor, B= but, O= or, Y= yet, S= so

For example: You can eat your cake with a spoon or fork.

My dog enjoys being bathed but hates getting its nails trimmed.

Subordinating Conjunctions – connect and join together the main clause or an independent clause (can stand alone as one sentence), and or a subordinate clause or dependent clause (has no complete thought and cannot stand alone).

Cause: because, in order that, since, so that

Concession & Classification: although, even though, though, while

Condition: even if, if, in case, provided that, rather than, as long as, unless

Place: where, wherever

Time: after, as soon as, if, before, once, until, when, whenever, while, till

For example: As Sherri blew out the candles atop her birthday cake, she caught her hair on fire.

Sara begins to sneeze whenever she opens the window to get a breath of fresh air.

Correlative Conjunctions – are used in pairs. They use parallel structure, which means that the same grammatical forms appear on each side of the conjunction.

both --- and, neither --- nor, not only --- but also, either-or, not --- but, whether --- or, as --- as

For example: She is both intelligent and beautiful.

I will either go for a hike or stay home and watch TV.



What's New

DIRECTIONS: Encircle the coordinating conjunction in each sentence.

1. Space scientists try to find out how the solar system is formed and if the planetary systems are common.
2. The exploration of Jupiter consisted solely of a number of automated NASA spacecrafts, but most of these merely observed the planet from a distance.
3. The Mars expeditions eventually sent back samples of the soils and they even deployed a robot rover to roam the surface.
4. Weather satellites have also been launched into space for they give immediate warning of cyclones.
5. The NASA continues to build rocket ships, yet worries about dangers that this pose.



What is It

DIRECTIONS: Underline the correct subordinating conjunction in the parenthesis that complete the sentence.

1. Everything that they enjoy on Earth, like air, gravity and time of day, is cut off _____astronauts travel into space.

(when, where, although)

2. Pioneer Venus 2 launched its probes _____ it approached Venus.

(if, then, as)

3. Astronauts have small oxygen tanks on them_____ they can breathe during their space walks. (though, so that, unless)

4. Astronaut just tied up on a bunk ____he is sleeping.

(since, while, in order that)

5. _____everything in a cabin over spacecraft is weightless, astronauts have to learn how to eat, sleep and move about while floating.

(Although, If, In case)



What's More

DIRECTIONS: Complete each sentence using the correct correlative conjunctions from the box.

either . . . or

neither. . . nor

just as, . . so

both . . . and

not only. , . but also

whether . . . or

- A. The International Space Station is the outcome of _____ the effort of the United States _____ the scientific and technological resources of fifteen nations, including Canada, Japan, Russia and Brazil.
- B. Canada is providing a 57-foot-long robotics arm to be used _____ for assembly support _____ for maintenance services on the space station.
- C. _____ the European Space Agency built pressurized module _____ Japan builds a laboratory with an attached exterior platform experiment.
- D. Russia is providing _____ an early living quarters called service module with its own life support and habitation system _____ two research modules.
- E. _____ Brazil _____ Italy rejected the idea of contributing some equipment to the station.



What I Have Learned

- Conjunctions are words that are called “joiners.” They connect words, phrases, and clauses.
- There are three kinds of conjunctions: Coordinating, Subordinating and Correlative.



What I Can Do

DIRECTIONS: Underline the conjunction in each sentence and identify its kind.

1. John calls his sister and tells her to come home early. _____
2. He wants either the chocolates or the cake. _____
3. When Luna 9 made a soft landing on the moon, it was able take the first pictures they sent back to Earth. _____
4. The price tag makes it either the most ambitious or the most expensive scientific project in history. _____
5. Contestants are nervous but ready. _____



Assessment

DIRECTIONS: Combine the two sentences into one using the conjunction in the parenthesis.

1. He will not spend his money. He will not invest it. (neither...nor)

2. John is a doctor. His wife is a doctor. (both...and)

3 He left home early. Still, he arrived late. (although)

4. John did not work hard. So he failed in the examination. (if)

5. Iron is found in India. Coal is also found in India. (as well as)



Additional Activities

DIRECTIONS: Use the following conjunctions to create sentences.

1. and

2. both

3. although

4. either, or

5. but

Lesson 4

Composing clear and coherent sentences using appropriate grammatical structures: adverbs

After you go through this lesson, you are expected to:

compose clear and coherent sentences using appropriate grammatical structures (adverbs).



What's In

ADVERBS

It tells us in what way someone does something and modifies verbs, adjectives, or other adverbs.



Modifying a verb: Delia always shops at the mall.



Modifying an adjective: She is usually particular about what she buys.



Modifying an adverb: She comes to the mall very early.

Adverb of Place

It tells us where something is done or happens. Adverbs of place include words such ***as above, below, here, outside, over there, there, under, and upstairs.***

Examples: We can stop **here** for lunch.

The schoolboy was knocked **over** by a school bus.

Adverb of Time

It tells us when something is done or happens. Adverbs of time include ***afterwards, already, always, immediately, last month, now, soon, then, and yesterday.***

Examples: He collapsed and died **yesterday**.

His factory was burned down a **few months ago**.

Adverb of Manner

It tells us how something is done or happens. Most adverbs of manner end in –ly such as ***badly, happily, sadly, slowly, quickly,*** and others that include well, hard and fast.

Examples: The brothers were **badly** injured in the fight.

They had to act **fast** to save the others floating on the water.

Adverb of Degree

It tells us the level or extent that something is done or happens. Words of adverb of degree are ***almost, much, nearly, quite, really, so, too, very, etc.***

Examples: It was **too** dark for us to find our way out of the cave. (Before adjective)

Her daughter is **quite** fat for her age.

Adverb of Frequency

It tells us how often something is done or happens. Words used as adverbs of frequency include ***again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly.***

Examples: They were **almost** fifty when they got married.

He **hardly** ever says something nice to his wife

Our cat was bitten **twice** by the same dog.



What's New

In writing clear and coherent sentences, its parts are well-connected, and all were heading in the same direction. You must know grammatical structures such as an adverb that describes verbs, adjectives, or other adverbs. It is writing by putting the relevant ideas clearly and directly.

ACTIVITY 1

DIRECTIONS: Decode each item by simply referring to the letter table. To reveal the codes, look for the opposite letter of the code from the target word.

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

1. N-Q-I-R-E-O-F B-S Z-N-A-A-R-E _____

2. N-Q-I-R-E-O-F B-S C-Y-N-P-R _____

3. N-Q-I-R-E-O-F B-S G-V-Z-R _____

4. N-Q-I-R-E-O-F B-S Q-R-T-E-R-R _____

5. N-Q-I-R-E-O-F B-S S-E-R-D-H-R-A-P-L _____



What is It

DIRECTIONS: Categorize the following words/phrases according to their function. Write your answers inside the table.

tomorrow regularly not long 4 hours yesterday all-day
three weeks ago weekly smoothly gracefully never quietly

| <i>Adverbs that answer the question "how long?"</i> | <i>Adverbs that answer the question "how often?"</i> | <i>Adverbs that answer the question "when?"</i> |
|---|--|---|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | 9. |



What's More

Activity 1

DIRECTIONS: Rewrite the sentences and put the adverbs correctly.

1. We were in Manila. (last week)

→ _____

2. She waited for the time. (patiently)

→ _____

3. My father goes fishing. (always)

→ _____

4. Your bedroom is. (upstairs)

→ _____

5. The class is loud. (terribly - today)

→ _____

Activity 2

Directions: Underline the adverbs in the following sentences and state their kind.
Number 1 is done for you.

- Adverb of Time 1. I went to the market in the morning.
_____ 2. The dog sat lazily in the shade of the tree.
_____ 3. The man grumbled loudly while cleaning the table.
_____ 4. I often visit my grandparents.
_____ 5. It is extremely hot today.
_____ 6. Please wait patiently.
_____ 7. The technician fixed the problem easily.
_____ 8. They serve hot pan cakes there.
_____ 9. I am waiting here for my daughter.
_____ 10. He laughed merrily.



What I Have Learned

The adverb is a word that tells us more about a verb, an adjective, or another adverb.

- **Manner** describes how an action happens
- **Place** tells where the action takes place
- **Time** tells when the action is done
- **Degree** tells the intensity of action is almost entirely, somewhat, very, much, too, rather, nearly, least, yet, completely, partially, fully, etc.
- **Frequency** tells how often or frequently the action is done like always, rarely, sometimes, often, usually, seldom, occasionally, frequently, yearly etc.



What I Can Do

ACTIVITY 1

DIRECTIONS: Compose three sentences using adverbs of manner.

1. _____

2. _____

3. _____

ACTIVITY 2

DIRECTIONS: Compose three sentences using adverbs of place.

4. _____

5. _____

6. _____

ACTIVITY 3

DIRECTIONS: Compose three sentences using adverbs of time.

7. _____

8. _____

9. _____

ACTIVITY 4

DIRECTIONS: Compose three sentences using adverbs of degree.

10. _____

11. _____

12. _____

ACTIVITY 5

DIRECTIONS: Compose three sentences using adverbs of frequency.

13. _____

14. _____

15. _____



Assessment

Activity 1

DIRECTIONS: Identify the underlined adverb according to kind. Write **D** for degree, **M** for manner, **P** for place, **T** for time, and **F** for frequency.

- _____ 1. Jon sincerely thanked Mrs. Vergara, his teacher.
- _____ 2. She responded, "You are always welcome."
- _____ 3. The teacher praised him for a very beautiful project.
- _____ 4. He was pleasantly surprised by the compliment.
- _____ 5. "You can leave your project here," the teacher said.
- _____ 6. Chosen projects are often presented in the school auditorium.
- _____ 7. He waited patiently for his turn to present.
- _____ 8. The presentation was almost finished when the others arrived.
- _____ 9. A guest speaker arrived late.
- _____ 10. Other guests were frequently seated at the VIP slot.

Activity 2

Directions: Compose clear and coherent sentences using the following adverb

1. yesterday

2. nervously

3. above

4. regularly

5. almost



Additional Activity

Directions: Write a five-sentence paragraph using adverbs correctly about your Summer Vacation Plans in this Pandemic Times. Underline the adverb and draw an arrow to the word(s) being modified.



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Las Piñas City

English

Quarter 4 – Module

6



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English

Quarter 4 – Module

Fun in Reading

This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education • Republic of the Philippine

Introductory Message

For the facilitator:

Proficient reading and comprehension skills are the keys to accomplish success. Reading skills lead a learner to interact and gain meaning from written language. Learning to read is about listening and understanding what is printed on the page. It makes a difference to learners' educational performance. Reading can be a fun and imaginative time for children which open doors to all kinds of a new world for them. Without reading and comprehension skills, children will struggle to grow academically as reading is the foundation of all academic subjects.

This module presents a new paradigm to meet the needs of 21st-century learners. It is anchored on a holistic approach in developing the New Most Essential Learning Competencies in English to increase learners' grammar and comprehension awareness, enhance vocabulary management skills and explore real-life tasks and situations.

To the parents:

As parents, you play a vital role in educating your child's life. You are your child's first teacher. Beginning at birth, you help provide the support and stimuli that children need to begin to make sense of the world. By talking to and interacting with your child, you help build the uniquely human gift and cognitive tool of language.

Reading books and playing with your child are all activities that help build a positive attitude towards language and literacy. By supporting the development of your child's early language skills, you also fostering a love of reading before and after children start their formal schooling. Since we are facing the social and economic effects of the coronavirus pandemic at present, now is the perfect time for you, parents, to make your home a school and act as a teacher to your child. After all, a good education always begins at home.

For the learner:

Welcome to a new journey of discoveries and exploration! This module is designed to expose you to a world of imagination, showing that nothing is impossible in this world. By reading this module, you begin to have a better understanding of a topic that interests you and build a more solid foundation for communication. Eventually, you will learn how to develop and perform reading comprehension skills, knowledge, and experiences to become competent and enthusiastic readers. Have a wonderful learning adventure



What I Need to Know

This module is designed and written as a learning guide. The lessons per quarter are all presented to achieve proficiency in the domains of learning. With this module, all activities are carefully chosen to tailor fit the interest of learners and instill in them the sense of diversity and sensitivity. The scope of this module permits it to be used in many different learning situations. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using. The learner is expected to be a proficient language reader, ready to compete globally and meet the needs of the 21st-century learners.

The module is divided into four lessons, namely:

- Lesson 5 – Using various types and kinds of sentences for effective communication of information/ideas: Compound Sentences
- Lesson 6 – Using various types and kinds of sentences for effective communication of information/ideas: Complex Sentences
- Lesson 7 – Composing a persuasive essay on self-selected topic
- Lesson 8 – Revising writing for clarity- correct spelling, appropriate punctuation marks, transitional/signal words

After going through this module, you are expected to:

- use various types and kinds of sentences for effective communication of information/ideas: Compound Sentences;
- use various types and kinds of sentences for effective communication of information/ideas: Complex Sentences;
- compose a persuasive essay on self-selected topic and
- revise writing for clarity-correct spelling, appropriate punctuations marks, and signal words



What I Know

Before we begin with the lesson, let us find out how well you know about compound sentences, complex sentences, persuasive essay and revising writing for clarity. Read the following sentences and fill in the blanks with the letter of the correct answer.

1. I'm going to take this computer ____ stop using my old computer.
A. but B. so C. and D. yet
2. A man may die, nations may rise and fall ____ an idea lives on.
A. but B. so C. and D. yet
3. We went to the mall _____ we only went window-shopping.
A. but B. so C. and D. yet
4. She is famous _____ she is very humble.
A. but B. so C. and D. yet
5. _____ they found the newspaper interesting, they don't read it all.
A. Because B. Unless C. Although D. When
6. They couldn't make a cake _____ they didn't have any milk .
A. because B. so C. when D. if
7. Our teacher graded the projects _____ we are presenting them.
A. because B. while C. however D. unless
8. While eating sweets, the brain instantly releases endorphins which make us feel happy and reduce pain; _____ many pediatricians give sweets to children while giving injections.
A. That's why B. nonetheless C. unless D. as long as
9. She feels like giving up her job _____ the consequences she will face.
A. although B. regardless of C. since D. much as
10. Smaller companies were merged into the parent company ____ creating a single organization.
A. despite B. though C. in order to D. thereby

Lesson 5

Using various types and kinds of sentences for effective communication of information/ideas- Compound Sentences

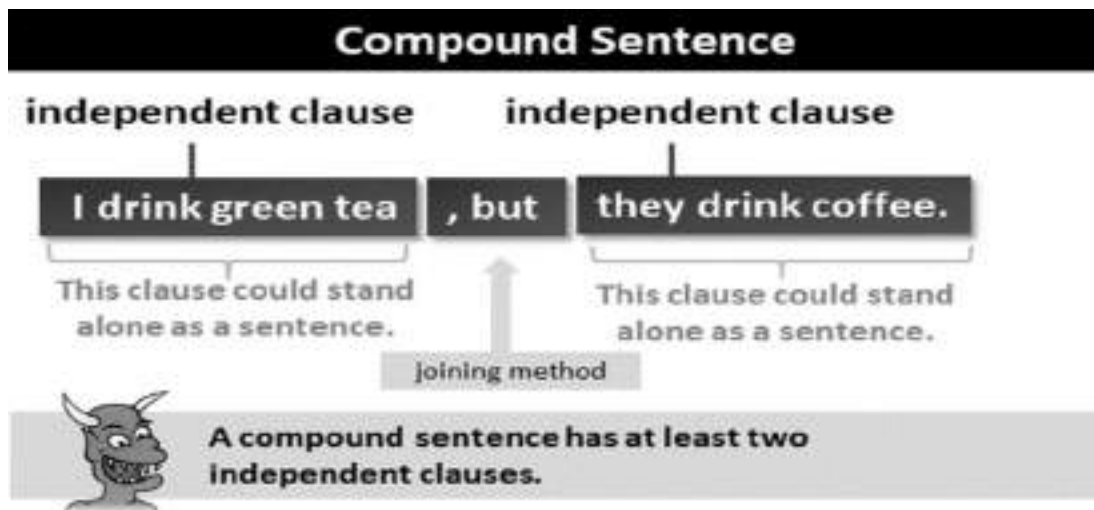
As you go through this lesson, you are expected to:

use various types and kinds of sentences for effective communication of information/ideas – Compound Sentences



What's In

A **compound sentence** is made up of two or more simple sentences joined with a conjunction.



Examples:

1. They wanted to go to Paris but I wanted to see London.
2. She is very smart and she knows it



What's New

Directions: Underline the conjunction to form a compound subject.

1. I saw Samuel yesterday (but, so, yet) he didn't see me.
2. Mary doesn't like cartoons (so, yet, and) she doesn't watch them.
3. They spoke to him in French (but, so, and) but he responded in English.
4. I spent all my savings (so, and, for) I can't go to Enchanted Kingdom this summer.
5. I want to lose weight (so, yet, nor) I eat chocolate daily.
6. Michael did not like to swim (for, so, and) he was not very good at it.
7. Dr. Mark said I could come to his office on Friday (or, nor, yet) Saturday of next week.
8. The girls were painting animal pictures (so, or, but) Katrina spilled the paint.
9. I kicked the ball (and, for, yet) it hit Mark.
10. I am fully vaccinated (for, so, and) I can go out now.



What is It

In this lesson, you will meet engaging activities and exercises that will let you understand and use compound sentences. Fasten your seatbelt and be ready for your first learning adventure!



What's More

Directions: Match column A with column B to complete a meaningful compound sentence.

A

1. I invited my friends over
2. Kelly likes to drink juice
3. We ate pasta for dinner
4. I like the color purple
5. I studied very hard.

B.

- a. yet I failed in the test.
- b. but red is my favorite color.
- c. but she doesn't like milk.
- d. and we ate jelly for dessert.
- e. and we had fun.



What I Have Learned

A compound sentence is **made up of two independent clauses joined by a coordinating conjunction** FANBOYS (for, and, nor, but, or, yet, or so)

Example: The pirate captain lost his treasure map, but he still found the buried treasure.



What I Can Do

Directions: Combine the two sentences using coordinating conjunction.

1. We were lost in the woods.
My brother had a map in his backpack.

2. She went to the beach.
She brought her pet cat with her.

3. Will you go to the mall?
Will you stay at home?

4. She missed the train.
She took the bus.
-

5. I want to save money.
I want to buy a gift for my mom.
-



Assessment

Directions: Write the appropriate coordinating conjunctions to complete the compound sentences.

1. Mother was out of milk _____ she went to the supermarket.
2. They wanted to go to the amusement park _____ i wanted to stay home.
3. The boys sang _____ the girls danced.
4. She has a fear of heights _____ she rode in the ferris wheel.
5. I don't have enough budget for the gift _____ I saved my money.
6. I want to watch Miss Universe pageant _____ we lost internet connection.
7. Father bought us new toys _____ he wanted us to be happy.
8. Online class is good _____ I still want the face-to-face classes.
9. Will you pay me for the food _____ will we share?
10. Have a seat _____ let us wait for the speaker.



Additional Activity

Activity 1

Directions: Write compound sentences using the following coordinating conjunctions.

1. for - _____

2. so - _____
3. yet- _____
4. but - _____
5. and- _____

Activity 2

Directions: Rewrite the two sentences to make a meaningful compound sentence. Choose the correct conjunction in the parenthesis.

1. The hero was small and young. He was very brave. (or and when but)

2. She fell in love with the prince. He fell in love with her. (and so but or)

3. You can fight the dragon. You can run away. (and so but or)

4. He saw the woman in the tower. He wanted to save her. (so but or and)

5. The wolf knocked on the pigs' door. They wouldn't let him in. (but or and so)

Lesson

6

Using various types and kinds of sentences for effective communication of information/ideas: Complex Sentences

As you go through this lesson, you are expected to:

- use various types and kinds of sentences for effective communication of information/ideas: Complex Sentences



What's In

Complex Sentence

- complex sentence has one independent clause and at least one dependent clause.
 - **independent clause** is a group of words that contains a subject and verb and expresses a complete thought
 - **dependent clause** is a group of words that contains a subject and verb but does not express a complete thought
- Example: Stay in the bath until the phone rings.



independent clause



dependent clause

The human brain never stops working until you stand up to speak in public.



independent clause



dependent clause



What's New

Activity 1

Directions: In each complex sentence below, find and underline the independent clauses.

1. Until she had children of her own, Fiona didn't know how much she could love someone.
2. Although he was in the military, Joe is having trouble finding a job.
3. When inquiring about the program, we were told it had been cancelled.
4. Even after Pete graduated, he continued to visit his teachers.
5. For as long as she has lived here, Mathilda has walked to school.
6. George hates movies, so we never go to see any.
7. Without saying a word, Dylan sat down beside me.
8. Thinking how much I would like a dog of my own, I asked if the puppy needed a home.
9. After my parents agreed, they told me what they had decided.
10. We won't have a play this year unless someone volunteers to take the lead part.



What is It

In this lesson, you will meet engaging activities and exercises that will let you understand the use of various types and kinds of sentences for effective communication of information/ideas for complex sentences. Fasten your seatbelt and be ready for your first learning adventure!



What's More

DIRECTIONS: Combine each set of sentences below to create a complex sentence. Use the word in parentheses to combine the sentences.

1. We went to the mall. We went to school. (after)

2. John likes peanuts. John is allergic to peanuts. (although)

3. Elaine is my lab partner. Elaine just moved here. (who)

4. We bought a house in town. The house is blue. (which)

5. We stayed up late. The sun came up. (until)

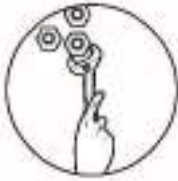


What I Have Learned

Complex Sentence

- complex sentence has one independent clause and at least one dependent clause.

- **independent clause** is a group of words that contains a subject and verb and expresses a complete thought
- **dependent clause** is a group of words that contains a subject and verb but does not express a complete thought



What I Can Do

Directions: Read each set of sentences below. Create a complex sentence that will signal to the reader that the sentence in parentheses is the most important.

EXAMPLE: Joe is usually never late. (Joe did oversleep this morning.)

Joe did oversleep this morning, although he is usually never late.

1. (My mother was a terrible cook.) My mother took cooking classes.

2. This course is difficult. (I find this course very rewarding.)

3. Tomorrow is my birthday. (I am not having a party.)

4. (Tony is my best friend.) Tony and I sometimes disagree.

5. That woman is rude. (Many people dislike that woman.)



Assessment

Activity 1

Directions: Write YES if complex sentence and NO if not.

- _____ 1. I don't like hockey, but I will go to the game with you.
- _____ 2. Henry hates sports, although he sometimes watches them.
- _____ 3. Until we met, I didn't think I would ever fall in love.
- _____ 4. We will all meet up after the concert is over.
- _____ 5. Hank forgot his homework, but he did it again in homeroom.
- _____ 6. The dog likes to lay at my feet, and he is always near me.
- _____ 7. With John's cooperation, we will definitely get this done.
- _____ 8. I need to borrow a stamp, but no one has one to lend me.
- _____ 9. But for Tim's advice, I would have made a terrible mistake.
- _____ 10. That card is beautiful, and I really treasure it.

Activity 2

Directions: Change the simple sentences below into complex sentences.

- 1. The spotted dog darted into the street.

- 2. John ran a marathon.

- 3. Kimberly always gets good grades.

- 4. Martha goes to market every Sunday.

- 5. We lost another pair of scissors.



Additional Activity

Directions: Change the simple sentence below into complex sentence.

1. Betty is a good student.

2. Our team won the big game.

3. I don't think Tanya respects me.

4. Please drop that envelope in the mail.

5. Harold likes to work in the dark.

Lesson 7

Composing a persuasive essay on self-selected topic

As you go through this lesson, you are expected to:
compose persuasive essay on self-selected topic.



What's In

A **persuasive essay** or **argument essay** is an essay used to convince the reader of the merits of their opinion or stance on a particular issue. It is commonly composed of an **introduction**, a **body** and a **conclusion** of your stand on a selected topic.

The **thesis statement** of a **persuasive essay** states the topic and the point the writer is trying to make about that topic. A **thesis statement** is usually at the end of an introductory paragraph.

A persuasive essay is made of three parts: Issue; Side; Argument.

1. **Issue:** What the topic of the essay is about
2. **Side or Thesis:** Which side of the issue ("for" or "against") the essay wants you to believe in. The side should easily be found in the first and last paragraphs of the essay.
3. **Argument or Persuasion:** This is where the essay is arguing (trying to *persuade/ convince you*) that their side is right and the other sides are wrong.)



What's New

DIRECTIONS: Write True if the statement is correct and False if not.

- _____ 1. Persuasive essay is non-fiction essay used to convince the reader to agree with the author about an issue.

- _____ 2. Persuasive essay is used for commercial scripts to convince the audience to buy a particular product.
- _____ 3. Persuasive essay presents a point of view around a topic or theme which is backed by evidence to support it.
- _____ 4. Persuasive essay is an opinion and no need to have an evidence to support it.
- _____ 5. Persuasive essay sways the audience's thinking or action.



What is It

Directions: Write three main points for each side of the following arguments.

1. Should homework be abolished?

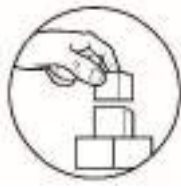
| Homework <u>should</u> be abolished. | Homework <u>should not</u> be abolished. |
|--------------------------------------|--|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

2. Should students get paid for having good grades?

| Students should get paid. | Student <u>should not</u> get paid. |
|----------------------------------|--|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

3. Should students be allowed to have phones at school?

| Students allowed to have phones at school | Students <u>are not allowed</u> to have phones at school. |
|--|--|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |



What's More

DIRECTIONS: Write a Persuasive Essay that shows introduction, body and conclusion.

1. Should smoking be banned in all public places?

Introduction _____

Body _____

Conclusion _____

2. Should people under the age of seventeen have an 11:00 PM curfew?

Introduction _____

Body _____

Conclusion _____



What I Have Learned

A **persuasive essay** or **argument essay** is an essay used to convince the reader of the merits of their opinion or stance on a particular issue. It is composed of **introduction**, **body** and **conclusion**.

The **thesis statement** of a **persuasive essay** states the topic and the point the writer is trying to make about that topic.

Persuasive essay is made of three parts: **Issue**; **Side**; **Argument**.



What I Can Do

Activity 1

Directions: Read the introductory paragraphs. Based on preview of main points, determine what the next paragraphs will be about.

1. Have you ever really needed to go somewhere and did not have transportation? People under the age of 14 should be able to drive. They should be able to drive because they might have woken up late and no one is home. Another reason is that on winter days it might be so cold that people could get bad frost bites. And they would be able to help with errands and picking up brothers and sisters.

What will the first body paragraph be about?

What will the second body paragraph be about?

What will the third body paragraph be about?

3. Should students get a reward if they stay out of trouble and do well in school? They should give us a basketball team because we've had good behavior all year since school started. It would keep us out of trouble and we have many talented athletes in football at our school.

What will the first body paragraph be about?

What will the second body paragraph be about?

What will the third body paragraph be about?

Activity 2

Write three supporting reasons for the given argument:

1. Students should have Physical Education every day of the week.

a. _____

b. _____

c. _____

2. Should children be allowed to drive when they turn thirteen?

a. _____

b. _____

c. _____

3. Should students allowed to use Laptop in the class?

a. _____

b. _____

c. _____



Assessment

Directions: Choose the correct answer.

1. What are the components of a persuasive essay?

- a. Argument, Details, Thesis
- b. Topic sentence, Details, Concluding sentence
- c. Introduction, Thesis statement, Body Paragraphs, Conclusion

2. Which two paragraphs are the most similar?

- a. Introduction and Conclusion
- b. None of the paragraphs are similar
- c. Conclusion and Body Paragraphs

3. What is the sentence called that tells the main idea or point of view of the whole essay?

- a. Topic sentence
- b. Supporting details
- c. Thesis Statement

4. Which statement *best supports* the argument that all schools should be within walking distance of students' homes?

- a. Students can sleep later.
- b. It gives more people jobs.
- c. It reduces pollution and increases physical activity.

5. Which of the following is the correct definition of persuasive essay?

- a. Persuasive essay explains a topic or action.
- b. Persuasive essay convince the audience on a particular issue.
- c. Persuasive essay is not an opinion essay.



Additional Activities

Directions: Select one of the prompts and write your own persuasive essay. Use a separate sheet of paper for your answer.

1. Should students be allowed to bring electronic devices in school?
2. Should classes be separated into boys and girls?

Lesson

8

Revising writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words

As you go through this lesson, you are expected to:

revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words



What's In

Revising writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words

Punctuation marks that are commonly use:

1. Period or full stop(.)

- is used at the end of any sentence that is intended to make a statement.

Example: Larry likes to play basketball.

- Indicating abbreviations

Example

Doctor- Dr.

Department – Dept.

6. Question mark(?)

- it is use at the end of interrogative sentence.

Example: What can you do to prevent Covid 19?

7. Comma (,)

- separates words, ideas, or phrases within a sentence.
Example: Joy is beautiful, smart, and honest.
8. Exclamation point (!)
- shows strong emphasis or strong emotion
Example: We won!
9. Semi colon(;)
- use a semicolon to join two related independent clauses in place of a comma and a coordinating conjunction (and, but, or, nor, for, so, yet).
Example: I have a big test tomorrow; I can't go out tonight.
10. Colon(:)
- introduce list
Example: I like the following fruit: mango, banana, avocado, and guava.
11. Apostrophe (')
- used to possession or for the contraction of the word
Example: The boy's bag is missing.
12. Quotation mark(“”)
- used to mark an exactly replicated word or statement
Example: “You are all very good,” said the teacher.
13. Hyphen (-)
- used to join two or more words together in compound word and is not separated by spaces.
Example: good-looking, year-end
14. Parenthesis ()
- are used to enclose nonessential or supplemental information in a sentence.
Example: The University of the Philippines (UP) is where my mom went to school.
Did you leave your bag (red, black handles) in the classroom?

Transition or Signal Words

consider words and phrases that indicate relationships between ideas, like also, however, as a result, in addition, for example, and in contrast.

| Signal More Information | Signal a Contrast | Signal a Similar Idea | Signal an Obvious Truth | Signal Clarification |
|-------------------------|--------------------|-----------------------|-------------------------|-----------------------|
| additionally | (and) yet | correspondingly | certainly | in other words |
| also | by / in comparison | equally | of course | namely |
| as well (as) | even though | in a similar way | naturally | simply put |
| besides | however | in like manner | no doubt | specifically |
| further | in contrast | in the same way | obviously | that is |
| furthermore | nevertheless | just as importantly | to be sure | that is to say |
| in addition | nonetheless | likewise | undoubtedly | to clarify |
| moreover | on the other hand | similarly | without a doubt | to put it another way |



What's New

DIRECTIONS: Choose the letter of the correct answer.

- What are the symbols used in this system called?
 - punctuals
 - punctuations
 - punctuation marks
- Which are examples of punctuation marks?
 - commas and periods
 - dollar and pound signs
 - plus and minus signs
- Which CANNOT come at the end of a sentence?
 - period
 - colon
 - exclamation point
- You must put a space _____ every comma in a sentence.
 - before

- B. around
- C. after

5. What's the punctuation mark indicating a question called?
- A. question mark
 - B. question tag
 - C. question sign



What is It

In this lesson, you will meet engaging activities and exercises that will let you understand and revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words. Fasten your seatbelt and be ready for your first learning adventure!



What's More

Directions: Choose the sentence that uses commas correctly.

1.
 - A. Mr. Cortez, our teacher, comes from Paranaque.
 - B. Mr. Cortez, our teacher comes from Paranaque.
 - C. Mr. Cortez our teacher, comes from Paranaque.
2.
 - A. The Jollitaste, my father's favorite restaurant has a special promo on sandwiches this weekend.
 - B. The Jollitaste, my father's favorite restaurant, has a special promo on sandwiches this weekend.
 - C. The Jollitaste my father's favorite restaurant, has a special promo on sandwiches this weekend
3.
 - A. Mr. Ramos, how many students, are in your class?
 - B. Mr. Ramos, how many students are in your class?
 - C. Mr. Ramos how many students, are in your class?

- 4.
- A. Chimps like people, sleep at night.
 - B. Chimps, like people, sleep at night.
 - C. Chimps, like people sleep at night.
5. Which sentence uses parentheses correctly?
- A. Adolf the (biggest chimp) was not very helpful to Jane, but Rasky was.
 - B. Adolf (the biggest chimp) was not very helpful to Jane, but Rasky was.
 - C. Adolf the biggest chimp was not very helpful to Jane, (but Rasky was).



What I Have Learned

Revising writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words

Punctuation marks that are commonly use:

- A. Period or full stop(.)
 - is used at the end of any sentence that is intended to make a statement.
 - Indicating abbreviations
- B. Question mark(?)
 - it is use at the end of interrogative sentence.
- C. Comma (,)
 - separates words, ideas, or phrases within a sentence.
- D. Exclamation point (!)
 - shows strong emphasis or strong emotion
- E. Semi colon(;)
 - use a semicolon to join two related independent clauses in place of a comma and a coordinating conjunction (and, but, or, nor, for, so, yet).
- F. Colon(:)
 - introduce list
- G. Apostrophe (')

- used to possession or for the contraction of the word

H. Quotation mark(“”)

- used to mark an exactly replicated word or statement

I. Hyphen (-)

- used to join two or more words together in compound word and is not separated by spaces.

J. Parenthesis ()

- are used to enclose nonessential or supplemental information in a sentence.

Transition or Signal Words

- consider words and phrases that indicate relationships between ideas, like also, however, as a result, in addition, for example, and in contrast



What I Can Do

DIRECTIONS: Complete the sentences with the correct transition signals.

1. The bullet ant is a small creature. _____, its bite is extremely painful. (obviously / in a similar way / nonetheless)
2. Polar bears live in the Arctic. _____, penguins also live in cold regions. (similarly / that is / without a doubt)
3. Our company needs to expand its market; _____, it needs to hire more people. (as well / in contrast / even though)
4. I studied hard for the exam, _____ I got a low grade. (also / and yet / undoubtedly)
5. Regular exercise is necessary for good health_____, you should try to get enough sleep and eat a healthy diet. (likewise/ to clarify / nevertheless)



Assessment

Activity 1

Directions: Underline the correct transition word in the following sentences

1. (Because, Before) it was raining, I didn't walk my dog this evening.
2. I love chocolate, (although, so) I eat chocolate candy whenever I can.
3. The test was really hard. (Therefore, Then), only five students passed it.
4. First, you have to answer the questions. (Next, So), you hand in your paper.
5. Ben needs to go to bed early. (Although Otherwise), he will be late for school.
6. You will see a big tree; (further on, however) you will see a fork in the road.
7. He really loves reading. (Despite, In fact), he reads almost all the time.
8. That would not be smart. (Despite, In other words), that would be idiotic.
9. Over, Among) the trees of the forest, the deer ran gracefully.
10. You are always late. (On the other hand, Like), you can be trusted.

Activity 2

Directions: Rewrite the following sentences using appropriate punctuation marks and capital letters whenever necessary.

1. eiffel tower is the most famous monument in france

2. my brother is a singer

3. where have you been all this while

4. you dont look happy to see me do you

5. you shouldnt have done this to john



Additional Activities

Activity 1

DIRECTIONS: Fill in the blanks with the correct transition signal. Choose the letter of the correct answer.

1. I can't help you with your homework because I am not very good at geometry. _____, I know someone who can.
A. However
B. In addition
C. For example
D. Subsequently
2. _____ it was raining, I still walked to school.
A. Consequently
B. As a result
C. Furthermore
D. Although
3. _____ of her good grades, Rebecca did not get accepted to Science High School.
A. In addition
B. In spite of
C. As a result
D. On the other hand
4. Jeremy is very active and enjoys exercising; _____, Chris sits on his couch all day playing video games.
A. Similarly
B. For example
C. In addition
D. On the other hand
5. My sister is a very kind and generous person. _____, she helps me with my homework and drives me to basketball practice.
A. Likewise
B. Hence
C. Additionally
D. As a result

Activity 2

Directions: Fill in the blanks with the transitional word or phrase.

after all

finally

despite

in front of

in any event

1. We need a meeting place. _____ the fountain is a good spot.
2. We have been waiting in line for 45 minutes. _____, we can buy our tickets.
3. _____ the high cost of the ticket, I am going to the concert.
4. I am his biggest fan; _____, I have all of his albums.
5. _____, I will thoroughly enjoy the show.

Activity 3

Directions: Read each sentence and use a transitional word to show sequence.

Example A: **I went to the restaurant. I sat next to my friend. Answer:**

I went to the restaurant. Then, I sat next to my friend.

1. Rico played basketball at the park. Rico walked home.

2. John and David went to the movies. They went to get ice cream.

3. The family went to the restaurant. The family went to watch a movie together.

4. First, Michael got in line for the movie. He walked inside to buy popcorn.

5. My mom told me about the great news. She told everyone else.
