

5

# English

## Activity Sheets

(Unang Kwartar)

Department of Education

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# ENGLISH 5 ACTIVITY SHEETS

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**Let's Listen**

(The pupils listen as the teacher reads the story below.)

### The Cruel Emperor

In an ancient kingdom of Mexico, there once lived a cruel emperor. He demanded heavy taxes from the people. He sent to jail or killed those who offended him. He ordered people to bow before him.

The king loved hunting very much. He ordered that no one would cut wood, or hunt in any forests in the kingdom. And the king spied on people who would disobey him.

One day, he put on his beggar's disguise. He went to the forest hoping to find an offender. He saw a young boy gathering dry small sticks outside the forest.

"What are those dry sticks?" asked the emperor.

"Firewood to cook our meals," replied Temo.

"Ha! Ha! Ha! What heat would those small sticks give? Why don't you go to the emperor's forest and gather firewood there?" teased the emperor. Temo looked at the beggar. He was sad.

"Our emperor is a very cruel man. He loves making life miserable for his people. I am so sad for him. He does not know that whoever does evil will be taken by evil." The young boy took his bundle of sticks and left.

The emperor was bothered. What does he really get from his cruelty? His people are afraid of him. He has nobody to talk to. He eats his meals alone. Whenever he goes around his palace, servants run away. He envies his prime minister. People greet and smile at him. People are happy when the Prime Minister is around.

Most of all, the emperor was afraid. When would evil overtake him?

**ACTIVITY 1**

Answer the following questions.

1. What is the setting of the story?
2. Who are the characters in the story?
3. Why was the emperor called a cruel emperor?
4. Why did the emperor have to disguise before going to the forest?
5. What happened to him in the forest?

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\* Quarter 1 Week 1 – Note details (EN5LC-1a-2.1)

Identify story elements (EN5LC-1b-2.17.1)

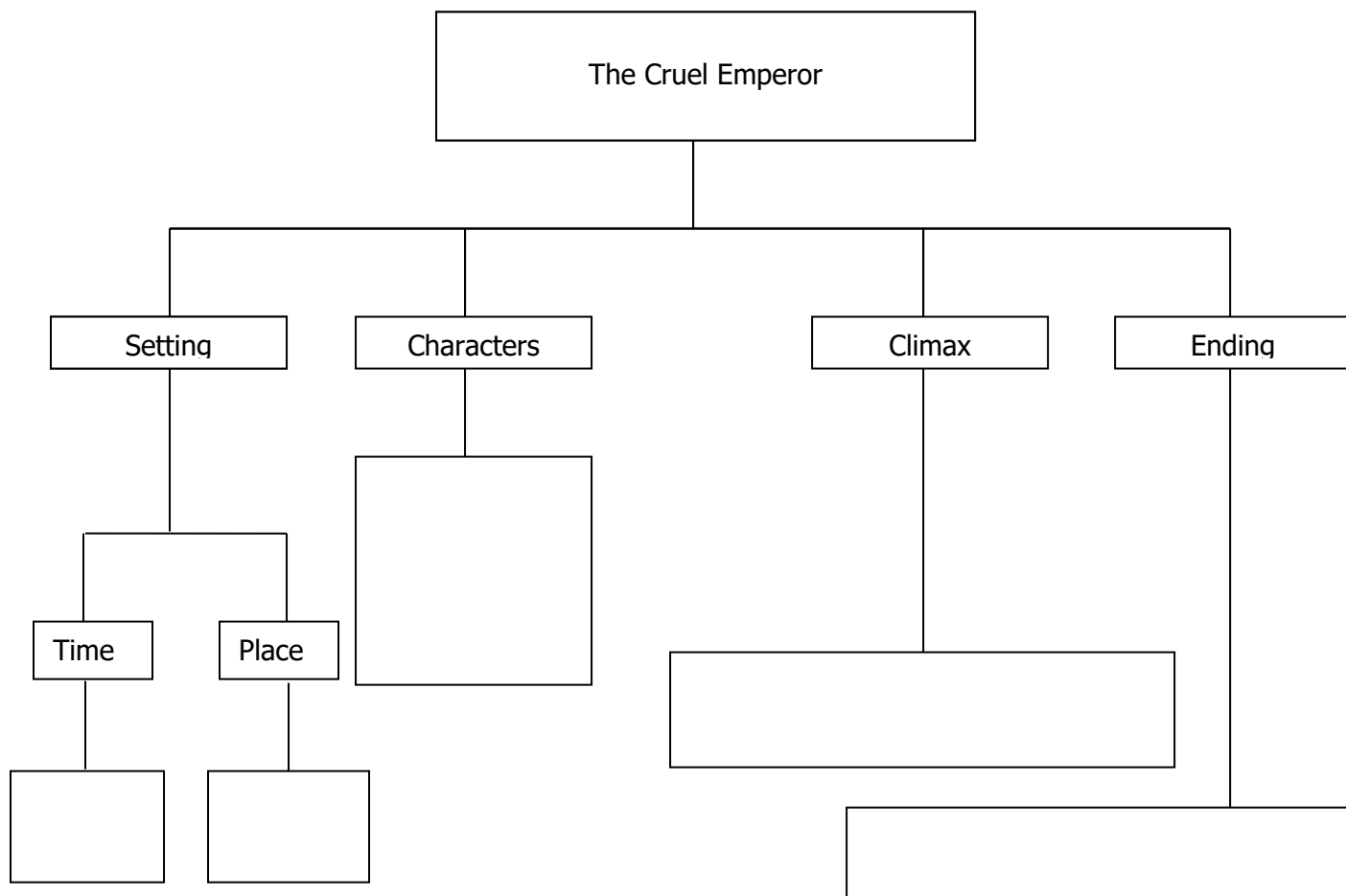
Compose clear and coherent sentences using aspects of verbs (EN5G-1a-3.3)

Source: Lesson Exemplars (UNDP-Assisted Project)

6. What did Temo say that bothered the emperor?
7. Is there a clear ending on how the emperor would rule the kingdom after meeting Temo?
8. How do you think the emperor would rule the kingdom? Why do you say so?

## ACTIVITY 2

Copy the story frame in your notebook and write the missing parts.



\* Quarter 1 Week 1 – Note details (EN5LC-1a-2.1)

Identify story elements (EN5LC-1b-2.17.1)

Compose clear and coherent sentences using aspects of verbs (EN5G-1a-3.3)

Source: Lesson Exemplars (UNDP-Assisted Project)

### ACTIVITY 3

#### A. Using Simple Aspect of Verbs

Choose the correct tense of the verb that completes each sentence below.

1. Tash \_\_\_\_\_ to school tomorrow. (goes, will go)
2. The fans \_\_\_\_\_ the championship game between the Lady Eagles and Lady Spikers last Saturday. (enjoy, enjoyed)
3. Many substances \_\_\_\_\_ when heated. (expand, expands)
4. Andrew \_\_\_\_\_ an article in one of the weekly magazines.  
(write, wrote)
5. The master of the house \_\_\_\_\_ away for one month. (was, were)

#### B. Using Perfect Aspect of Verbs

Fill in each blank with **has, have, had, will have**.

1. I \_\_\_\_\_ made a lot of new friends in the last few days.
2. Fatty \_\_\_\_\_ backed up all her files before her computer crashed.
3. If all goes well, by March 2017, my sister \_\_\_\_\_ finished her university degree.
4. Myla \_\_\_\_\_ answered the phone six times this afternoon.
5. The train \_\_\_\_\_ already left when my friend arrived at the station.

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\* Quarter 1 Week 1 – Note details (EN5LC-1a-2.1)

Identify story elements (EN5LC-1b-2.17.1)

Compose clear and coherent sentences using aspects of verbs (EN5G-1a-3.3)

Source: Lesson Exemplars (UNDP-Assisted Project)

## Let's Listen

(The pupils listen as the teacher reads the story below.)

### Why Slicing Onions Makes Us Cry

In the olden days, there were only the gods and Sindatum. Sindatum was a mortal and the slave of the gods. The gods asked Sindatum to take good care of one plant. Sindatum obeyed but he did not like the plant.

"Why do the gods like this plant?" How can such an ugly plant make their food tasty?"

He took care of the plant at daytime. But at night time he cut the leaves of the plant.

The gods were surprised. They themselves watered the plant. They fenced the plot so animals could not eat it. And yet the plant would not grow.

Someone is doing the plant harm.

Let us keep watch at night. One moonlight night, they saw Sindatum destroying the plant. They grabbed Sindatum by the arm.

"How ungrateful you are!" said the gods.

"You have killed the plants except one."

The gods thought of a punishment for him. They wanted a punishment that would last a lifetime. At last they decided on what the punishment would be.

"You and your descendants will crave for this plant. You would look for it to make your food tasty. But when you slice it, your eyes will also hurt. You will cry for what you have done."

Since then, slicing onions makes us cry.

## ACTIVITY 1

Answer the following questions.

1. What is the setting of the story?
2. Who are the characters in the story?
3. Who was Sindatum?
4. What did the gods ask Sindatum?
5. What did Sindatum do to the plant?
6. How did the gods find out why the plant did not grow?
7. What punishment did the gods give to Sindatum?
8. Why does one cry when he slices an onion?

\* Quarter 1 Week 2 – Note details (EN5LC-1a-2.1)

Identify story elements (EN5LC-1b-2.17.1)

Infer the meaning of unfamiliar words (compound) based on given context clues (EN5V-1b-12 and 13)

Source: Lesson Exemplars (UNDP-Assisted Project)

## ACTIVITY 2

Name the events in the plot of the story. Match Column A with Column B.

- | <b>A</b>   | <b>B</b>     |
|--|--------------|
| 1. The gods found out Sindatum cut the leaves of the plant. They gave lifetime punishment to him.                          | a. ending    |
| 2. The story happened in the olden days. The gods had a slave named Sindatum.  | b. climax    |
| 3. Sindatum would crave for the plant. The plant makes his food tasty. Everytime He slices the plant, his eyes would hurt. | c. problems  |
| 4. Now, when we slice the onion, our eyes hurt. We cry.  | d. setting   |
| 5. The gods asked Sindatum to take good care of a plant. Sindatum did not like the plant. He cut its leaves at night.      | e. solutions |

## ACTIVITY 3

Read these sentences. Give the meaning of the underlined compound words.

1. One moonlight night, the gods caught Sindatum cutting the plant.
2. The gods gave him a lifetime punishment.
3. The bluebirds made a nest at the tree house.
4. The vice-president is the owner of the insurance company.
5. The security guards are all over the warehouse.

## ACTIVITY 4

Complete each sentence with a compound word.

1. The principal editor of a newspaper is \_\_\_\_\_.
2. An appliance that washes clothes is a \_\_\_\_\_.
3. One who delivers mail is a \_\_\_\_\_.
4. When a barber cuts your hair, you got a \_\_\_\_\_.
5. Goods are stored in a \_\_\_\_\_.

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\* Quarter 1 Week 2 – Note details (EN5LC-1a-2.1)

Identify story elements (EN5LC-1b-2.17.1)

Infer the meaning of unfamiliar words (compound) based on given context clues (EN5V-1b-12 and 13)

Source: Lesson Exemplars (UNDP-Assisted Project)

## Words with Affixes - Prefixes

### ACTIVITY 1

Common prefixes un-, in-, dis-, im-, and ir-, and are often used to mean "opposite of" or "not".

Use these prefixes to complete the thought of the second sentence by supplying the correct word with the correct prefix. The italicized expressions are the clues.

1. The princess *couldn't decide* to marry. She's still \_\_\_\_\_.
2. The prince was *not attentive* to the princess.  
The prince was \_\_\_\_\_.
3. The curse was *quite not possible* to solve. It seemed \_\_\_\_\_.
4. The queen *did not seem to agree* with her daughter's plan. She wanted to \_\_\_\_\_ but could not stop her.
5. The prince was *not able* to satisfy the second witch. The second witch was \_\_\_\_\_.

### ACTIVITY 2

Read the story. Use the prefixes in the word box to write the missing prefixes.

un	tele	dis	re	mis
----	------	-----	----	-----

### STAR TRIP

As usual, the Little Prince of Mars sat in front of his big-screen 1. \_\_\_vision. "This life is very 2. \_\_\_interesting," he thought. Just then, he heard a knock at the door, a messenger handed him a 3. \_\_\_gram. "There must be some 4. \_\_\_takes," said the Little Prince. But when he opened the envelope, he was surprised. The 5. \_\_\_happy frown on his face 6. \_\_\_appeared. He was going on a trip to the stars! The Little Prince was 7. \_\_\_certain what to pack. He dashed for his 8. \_\_\_scope and magic crystal kit. He packed and 9. \_\_\_packed his star travel bag until everything fit.

\* Quarter 1 Week 3 – Infer the meaning of unfamiliar words (affixed) based on given context clues (EN5V-Ic-12 and 13)  
Recognize modals (EN5G-Ic-3.6)



Someday he would 10. \_\_\_turn to his own planet, but until then, he was ready for an adventure in the stars.

### **ACTIVITY 3**

#### **Recognizing Modals**

Underline the modal used in each sentence.

1. Anna may give away his clothes if she wants to.
2. Your friend must see a doctor to know his health condition.
3. One can see his own reflection in a clear pool.
4. The old woman said, "Please help me carry these clothes, good girls. The three sisters turned their back. "We shall hurt our hands," they told the old woman.
5. "You should fulfill your promise," said the king.

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\* Quarter 1 Week 3 – Infer the meaning of unfamiliar words (affixed) based on given context clues (EN5V-Ic-12 and 13)  
Recognize modals (EN5G-Ic-3.6)

Source: A DepED-BEAM Distance Learning Program supported by the Australian agency for International Development

## Let's Read

### The Tribe of Balabagan

In pre-Spanish time, there once lived in an island of Negros a peaceful and industrious tribe. The tribe worshipped the snake-god Balabagan. The tribe was forewarned by some traders that some cruel and immoral strangers will arrive. The strangers were getting lands of the natives illegally. They fought the unarmed natives, got the land and maltreated them, most of them lived in subhuman conditions.

When the villagers heard this, they prepared to fight the cruel invaders. They sharpened their bolos and spears. They made arrows and dipped them on poison. They built watchtower by the riverbank.

One day, they saw the white men came. They rode in big bancas and had long swords and guns. The disheartened villagers knew it was impossible to win the fight. So they prayed to their snake god. The snake god appeared. It stretched its full length from one end of the shore to the other. From its tongue belched fire that dislodged white men from their bancas. Its long tail unleashed power and lashed at the bancas.

The villagers were so happy. They called themselves Binalbagan which means protected by Balabagan. Now, there is a town in Negros called Binalbagan.

### ACTIVITY 1 Summarizing a Story

Give a summary of the story read by answering the guide questions below. Write the summary in your notebook.

1. What is the setting of the story?
2. Who were the characters in the story?
3. Why was the tribe greatly disturbed?
4. What news was brought by the traders?
5. How did the tribe prepare for the cruel strangers?
6. How did the tribe win over the strangers?
7. How did the snake god help his tribe?

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\* Quarter 1 Week 3 – Infer the meaning of unfamiliar words (affixed) based on given context clues (EN5V-Ic-12 and 13)  
Recognize modals (EN5G-Ic-3.6)

## Words with Affixes - Suffixes

### ACTIVITY 2

Read the passage carefully. Complete the underlined words by adding the correct suffixes.

"The treasure must be in here!" yelled Brad. He and his sister Lauren stood outside the entrance of a cave. As Brad took a step towards the **dark**\_\_\_\_\_, Lauren touched his arm.

"Let's rest a bit," said Lauren, still **breath**\_\_\_\_\_ from running. "Besides, it might be **danger**\_\_\_\_\_ in there."

Brad held up a tattered notebook that had Abigail etched faintly on its cover. "This diary we found says Abigail hid a treasure in here," he said. "I want to find it before anyone else does." Brad turned and stepped inside the cave with determination. Lauren sighed and **reluctant**\_\_\_\_\_ followed her brother.

Brad waved his flashlight impatiently around the cave. Moments later, he cried, "I see something!" Brad stooped down and started digging in the earth with a rock. Lauren came to help. Soon the two uncovered a small **wood**\_\_\_\_\_ box. Brad's hands shook with **excite**\_\_\_\_\_.

He took the box outside and opened it. Brad and Lauren gasped and looked at the contents in **astonish**\_\_\_\_\_. Inside were letters addressed to Abigail.

"Nothing but letters!" moaned Brad with **disappoint**\_\_\_\_\_. "There's no treasure here at all." He sank to the ground feeling tired and a bit **fool**\_\_\_\_\_.

Lauren stood with a **thought**\_\_\_\_\_ look on her face. "If it's any consolation," she said slowly, "we did find Abigail's treasure." Lauren fingered the letters **gent**\_\_\_\_\_ and continued, "These letters were written by someone whose **friend**\_\_\_\_\_ Abigail felt very strongly about. She probably put the letters in the cave for safekeeping."

\* Quarter 1 Week 4– Summarize the narrative text based on elements – theme, setting, characters, plot (EN5RC-lc-2.23)

Infer the meaning of unfamiliar words (affixed) based on given context clues (EN5V-lc-12 and 13)

Sources: Lesson Exemplars (UNDP-Assisted Project)

A DepED-BEAM Distance Learning Program supported by the Australian agency for International Development

**ACTIVITY 3**

Read each sentence carefully, and decide which suffix is needed. From the choices in the parentheses, pick the proper suffix to complete the underlined word.

1. The players were discouraged because the situation looked hope\_\_\_\_\_.  
( -ing, -ful, -less )
2. She was trying to be care\_\_\_\_\_ with the fragile glassware.  
( -ful, -ing, -less )
3. Mother tried to make their stay enjoy\_\_\_\_\_. ( -ment, -able, -ful )
4. Poor manage resulted in the bankrupting of their business.  
( -ment, -able, -ful )
5. We go to Baguio during summer to enjoy the cool\_\_\_\_\_ of the mountain air.  
( -ity, -ation, -ness )

## Let's Read

### Palace

Dorothy Vena Johnson

A seashell is a palace  
Where many echoes dwell,  
And when I listen to them  
I know them quite well.

They are like the ocean's roar  
Where the sea shells buried deep  
Learns why the sea is always salty,  
And spooky shadows creep.

### ACTIVITY 1

Answer the following questions.

1. What is being described in the poem?
2. Where do sea shells learn that the sea is salty?
3. What are being compared in the poem? How are they similar?
4. What figures of speech are used in the poem?

### ACTIVITY 2

Identify the following figures of speech. Write onomatopoeia, alliteration, or assonance.

1. The building collapsed creating a tremendous **boom**.
2. The grass grew green in the garden.
3. Will she read these cheap leaflets?
4. Jane jumped in the jar of jelly.
5. John will cry if you **pop** his balloon.

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\* Quarter 1 Week 5– Analyze a 2-stanza poem in terms of its elements (EN5RC-Ie-6)

Analyze sound devices (EN5LC-Ie-2.11.1/2.11.2/2.11.3)

Infer the meaning of unfamiliar words (blended) based on given context clues (EN5V-Ie-12 and 13)

**ACTIVITY 3**

Underline the blended word used in each sentence and give its meaning Then, write the two words being combined to form that blended word.

1. The investigative journalist recorded the voice of the hostage taker in his camcorder. \_\_\_\_\_ and \_\_\_\_\_
2. A heliport was prepared in a week-time to receive the presidents from other countries. \_\_\_\_\_ and \_\_\_\_\_
3. The hi-tech supercomputer is very helpful to the scientists in weather forecast and remote sensing. \_\_\_\_\_ and \_\_\_\_\_
4. The smog covered the whole town.  
\_\_\_\_\_ and \_\_\_\_\_
5. The docudrama on resilience was quite impressive.  
\_\_\_\_\_ and \_\_\_\_\_

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\* Quarter 1 Week 5– Analyze a 2-stanza poem in terms of its elements (EN5RC-Ie-6)

Analyze sound devices (EN5LC-Ie-2.11.1/2.11.2/2.11.3)

Infer the meaning of unfamiliar words (blended) based on given context clues (EN5V-Ie-12 and 13)

**Let's Listen**

(The pupils listen as the teacher reads the story below.)

**THE GRADUATION GIFT**

"Oh, thank you! Thank you, Father!" cried Glenn embracing his father tightly. "This is the best gift I have ever received in my whole life. I have prayed and longed to own one and my prayer was answered."

"I'm very glad that you liked the gift," Father said putting his arms around his son. "I waited for your graduation to buy you one."

"I am not very happy about the motorcycle," but in mother. "I hope it will not be a source of trouble."

"You don't know it mother, but I have been riding Jay's motorcycle every now and then," said Glenn. "I can ride very well now."

One afternoon as mother was tending her garden, she saw Glenn passed by on his motorcycle with Roland. Suddenly, there was a loud crash! People were all looking at the direction where Glenn went.

**ACTIVITY 1**

Answer the questions that follow. Write your answers in your notebook.

1. What is the mood of the first part of the story when Glenn received the gift from Father?
 

A. Happy	B. Sad	C. Fearful	D. Angry
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2. What is the mood of the part containing Mother's utterances?
 

A. Happy	B. Sad	C. Surprised	D. Worried
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3. How do you think would the story turn out if Father gave Glenn a gift other than a motorcycle?
  - A. Glenn would still meet an accident.
  - B. Glenn wouldn't have met an accident.
  - C. Glenn would have died of heart attack.
  - D. Glenn would have left home.

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\* Quarter 1 Week 6– Infer the speaker's tone, mood and purpose (EN5LC-If-2.8.1/2.8.2/2.8.3)

Analyze figures of speech in a given text (EN5RC-If-2.3)

Source: Module – MISOSA English 6 Making Inference; Using Figures of Speech

4. What is the author's purpose in writing that story?
- |             |              |
|-------------|--------------|
| A. Inform   | C. Entertain |
| B. Persuade | D. Punish    |

## ACTIVITY 2

A. Identify the following figures of speech. Write simile, metaphor, personification, or hyperbole.

1. Her heart is as hard as stone.
2. A mother is queen of her home, the father is the king.
3. The handsome man is like a butterfly fleeing from flower to flower.
4. I am so hungry I could eat a horse
5. The teacher's eyes are twinkling with joy.
6. I have a million things to do.
7. A helicopter hovered above like a giant humming bird.
8. The kettles sing a merry tune as they sit on the fire.
9. A rainbow is a bridge across the sky.
10. The wind whispered secrets to my ears.

B. Do the Following activities. Write your answers in your notebook.

1. Write two things being compared.

a. *The prisoners were packed like sardines in the cell.*

b. *From the sky, the island is a checkerboard of tidy farms.*

2. What two (2) figures of speech do you see in the sentence? Write the phrases opposite each.

*My fears stared back at me like the treacherous green eyes of the anaconda.*

c. \_\_\_\_\_

d. \_\_\_\_\_

3. *Mario tried to catch her outstretched hand but like lightning it was withdrawn and when he stood up the girl was gone.*

e. What figure of speech was used in this sentence?

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\* Quarter 1 Week 6– Infer the speaker's tone, mood and purpose (EN5LC-If-2.8.1/2.8.2/2.8.3)

Analyze figures of speech in a given text (EN5RC-If-2.3)

Source: Module – MISOSA English 6 Making Inference; Using Figures of Speech



f. Why was the hand compared to lightning?

- A. It was burning.
- B. It was hot.
- C. It was easy to reach.
- D. It vanished fast.

4. Each of the following lines illustrates a simile or a metaphor. Read each quotation then answer the questions or complete the statements which follow. When options are given, copy the letter. Remember that the meaning asked for is not literal but figurative.

g. *"Spare moments are the gold dust of time."*

- 1) The two things compared are \_\_\_\_\_ and \_\_\_\_\_.
- 2) This means that \_\_\_\_\_.
  - A. There are spare moments.
  - B. Time is gold.
  - C. Spare time is precious.
  - D. A person must take time to rest.

h. *"The wine of life keeps oozing drop by drop,  
The leaves of life keep falling one by one."*

- 1) Life is compared to two things, \_\_\_\_\_ and \_\_\_\_\_.
- 2) The lines mean
  - A. Life is like wine.
  - B. Life is like the leaves of the tree.
  - C. Life is like wine and leaves.
  - D. Each passing day is of the span of life.

i. *"He has muscles of iron."*

- 1) The quality of hardiness or strength is found in both \_\_\_\_\_ and \_\_\_\_\_.
- 2) The line means
  - A. The man has muscles.
  - B. The man is very strong.
  - C. Iron is hard.
  - D. The man has hard muscles.

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\* Quarter 1 Week 6– Infer the speaker's tone, mood and purpose (EN5LC-If-2.8.1/2.8.2/2.8.3)

Analyze figures of speech in a given text (EN5RC-If-2.3)

Source: Module – MISOSA English 6 Making Inference; Using Figures of Speech

j. *"Life is a leaf of paper white  
Wherein each one may write  
His word or two."*

1) Just as we \_\_\_\_\_ one or two words on paper, as we do fill each day of our \_\_\_\_\_ with \_\_\_\_\_.

2) The lines mean that \_\_\_\_\_

- A. Life is a white leaf.
- B. A man fills each day of his life with things he says and does.
- C. A man shows the kind of life he lives.
- D. People write on leaves.

k. *"Black were her eyes as the berry that grows on the thorn by the wayside."*

1) The berry is \_\_\_\_\_ and the girl's \_\_\_\_\_ are \_\_\_\_\_, too.

2) The line means that \_\_\_\_\_

- A. The girl's eyes are very black.
- B. The girl saw the berries.
- C. There are thorns on the berries.
- D. The black eyes of the girl saw the berries by the wayside.

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\* Quarter 1 Week 6– Infer the speaker's tone, mood and purpose (EN5LC-If-2.8.1/2.8.2/2.8.3)

Analyze figures of speech in a given text (EN5RC-If-2.3)

Source: Module – MISOSA English 6 Making Inference; Using Figures of Speech

**Let's Listen**

(The pupils listen as the teacher reads the story below.)

**Beautiful Hands**

There were three rich sisters who lived in a big house. They did nothing all day. They just sat down and took care of their hands. They kept their hands white and smooth. They were very proud of their hands.

One day, they took a walk in their neighboring barangay. They met Ana, the daughter of their laundrywoman.

One of the sisters said, "Look at Ana's hands. How rough and brown they are. What ugly hands she has."

"Ana, keep your hands behind your back. Do not show them to us. We do not like ugly hands," said another sister.

The sister said, "You should be ashamed of your ugly hands."

An old woman passed by. She had a big bundle of clothes to carry.

The old woman said, "Please help me carry these clothes, good girls."

The three sisters turned their back. "We shall hurt our hands," they told the old woman.

Ana ran to help the old woman. She carried the clothes and helped the woman climb the hill.

On top of the hill, a light shone. Ana looked around. The old woman disappeared. In her place stood an angel.

The angel smiled at Ana and said, "Thank you Ana. You have the most beautiful hands in this world. Beautiful hands are those that help."

Answer these questions.

1. What is the setting of the story?
2. Who are the characters in the story?
3. What can you say about the rich sisters?
4. What can you say about Ana?

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\* Quarter 1 Week 7– Note details (EN5LC-1a-2.1)

Distinguish reality from fantasy (EN5LC-1g-2.3)

Infer the meaning of clipped words based on given context clues (EN5V-1g-12 and 13)

Compose clear and coherent sentences using conjunctions (EN5G-1g-8.3/8.4)

5. What happened one day to the characters?
6. What are beautiful hands?
7. Who among the characters have beautiful hands? Why?
8. What do people with beautiful hands do?

### ACTIVITY 1

- A. The following sentences are taken from the story. The sentences either tell reality or fantasy. Copy the chart and the sentences in your notebook. Check the column to where the sentences belong.

Sentences	Reality	Fantasy
1. The old woman became an angel.		
2. Ana was the daughter of a laundrywoman.		
3. Ana helped an old woman.		
4. People see angels.		
5. Angels live with people.		
6. Angels have beautiful hands.		
7. Beautiful hands are those that work.		
8. One who is hardworking have rough hands.		
9. The rich live in big and beautiful houses.		
10. Angels disappear on hills.		

- B. Which of these sentences tell fantasy?  
Copy the sentences and underline the fantasy element in each sentence. The first one is done for you.

1. Batman and Superman rode on a jeep with one wheel.
2. A white lady was seen walking in the middle of the sea.
3. The water in the sea is salty because a giant continued grinding salt at the bottom of the sea.
4. When he reads a story, the characters talk to him.
5. A passenger jeep bumped an airplane.

### ACTIVITY 2

Let's play with clipped words.

Copy these sentences in your notebook. Underline the clipped words used in the sentences. Write their original words on the blank. Then, give the meaning of each word.

1. I received a fax copy of the letter of invitation a while ago. \_\_\_\_\_
2. Our fridge has lots of food stuffs. \_\_\_\_\_

\* Quarter 1 Week 7– Note details (EN5LC-Ia-2.1)

Distinguish reality from fantasy (EN5LC-Ig-2.3)

Infer the meaning of clipped words based on given context clues (EN5V-Ig-12 and 13)

Compose clear and coherent sentences using conjunctions (EN5G-Ig-8.3/8.4)

3. My specs are very important when I'm reading. \_\_\_\_\_
4. My favorite subject is Math. \_\_\_\_\_
5. Karl received a cycle as a birthday present. \_\_\_\_\_

### Using Appropriate Coordinators in Combining Sentences

#### ACTIVITY 3

Study how the sentences were combined.

- a. The monkeys were in a tree.
  - b. The monkeys were swinging.
- The monkeys were in a tree **and** swinging.*

- a. The crocodile might catch a monkey.
  - b. The crocodile might catch all the monkeys.
- The crocodile might catch a monkey **or** all the monkeys.*

- a. The crocodile was hungry.
  - b. The crocodile was lazy.
- The crocodile was hungry **but** lazy.*

1. What coordinator may express an idea of addition?
2. What coordinator may express an idea of choice?
3. What coordinator may express an idea of contrast?

#### ACTIVITY 4

Combine each pair of sentences. Use **and**, **or**, or **but**.

1. The storm broke windows.  
The storm damaged crops.
2. We visited the studio.  
We did not see any movie star.
3. You may wash the dishes.  
You may mop the floor.
4. The driver saw the accident.  
The driver reported the accident.
5. Take your medicine.  
You will get more sick.

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\* Quarter 1 Week 7– Note details (EN5LC-1a-2.1)  
Distinguish reality from fantasy (EN5LC-1g-2.3)  
Infer the meaning of clipped words based on given context clues (EN5V-1g-12 and 13)  
Compose clear and coherent sentences using conjunctions (EN5G-1g-8.3/8.4)

## Reality or Fantasy

### ACTIVITY 1

Is it a **reality** or a **fantasy**?

1. Animals speak and behave like people.
2. Animals hunt for food.
3. Animals live in the forest.
4. A lion fought a demon.
5. A lion steals the prey caught by other animals.
6. Tanya now lives in the clouds.
7. The butterfly flew from flower to flower.
8. The top of the mountain is covered with fog.
9. The giant carried the building in his right hand.
10. The sheep wear shoes.

### More on Using Conjunctions

An easy way to remember the coordinating conjunctions or coordinators is to remember **FANBOYS**.

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

Coordinating conjunctions always go between the words or phrases that they are connecting.

In the examples below, the equal parts of the sentences that are being joined are underlined. The coordinating conjunction is in bold letters.

#### Examples:

The farmers had their crops, **for** the farms were irrigated.

Nida likes to read **and** write.

Karen does not like hiking, **nor** does she like traveling.

The beef stew was delicious, **but** no one was hungry.

Lea wants cucumber **or** carrots for dinner.

I love chocolate, **yet** I do not eat chocolate ice cream.

She was late to work, **so** her boss made her stay after five.

## ACTIVITY 2

Combine each pair of sentences. Use an appropriate coordinator. Write the sentences on your paper.

1. The tickets were expensive.  
The volleyball game was worth it.
2. The driver had a flat tire.  
He looked for a mechanic.
3. The teacher left early.  
She had a headache.
4. We can take the bus.  
We can take the car.
5. All of us did not like the movie.  
We finished watching it.
6. Father went to the city.  
Mother stayed at home.
7. I wasn't going to hide.  
I wasn't going to run away.

## Use of Dictionary

### ACTIVITY 1

Using a dictionary, find the meaning of each underlined word that fits with the idea of the sentence.

1. Many substances expand when heated and contract when cooled.
2. The ship ran free in the ocean.
3. The landscaper came to grade the yard.
4. Self-discipline requires that we hold fast to the rules.
5. The ocean's current ran swiftly.
6. It is a good plan but it is difficult to execute.
7. Kim just received her driver's license.
8. The doctor's associate is a young woman who has just finished her medical training.
9. I was conscious of a noise from behind the locked door.
10. Our trip to Boracay was very brief.

### Combining Sentences Using Subordinators

Read and study how the sentences were combined. Take note of the word used to combine the sentences.

The crocodile caught a monkey.  
They teased him.

1. The crocodile caught a monkey when they teased him.
2. The crocodile caught a monkey because they teased him.
3. The crocodile caught a monkey after they teased him.
4. The crocodile caught a monkey wherever they teased him.

Words like **where**, **wherever**, **because** are called subordinators when they are used to combine two sentences. The second sentence becomes an **adverb clause**.

The following subordinators introduce adverb clauses. The adverb clauses express any of the following relationships.

place: where, wherever

time: when, before, until, while, after, as

manner: as, as if, as though

cause: because, since

condition: if, unless, even if

purpose: in order that, so that

concession: although, though

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\* Quarter 1 Week 9– Clarify meaning of words using dictionaries, thesaurus, and/or online resources (EN5V-lj-8.1/8.2/8.3)  
Compose clear and coherent sentences using conjunctions (EN5G-lg-8.3/8.4)



**ACTIVITY 2**

Combine each pair of sentences. Use an appropriate subordinator. Write the sentences on your paper.

1. The laborers stopped working.  
The noon whistle blew.
2. I was asleep..  
The doorbell rang.
3. Children crowd the mall.  
Different toys are sold.
4. The TV program was canceled.  
It received poor ratings.
5. The plant will not flower.  
It is watered and fertilized.
6. The farmers harvested the corn.  
The first rain fell.
7. The fans cheered loudly.  
The team made a basket.
8. The tuition fees were increased.  
The parents complained.
9. The picture was very dark.  
The flashbulb did not work.
10. You can join the trip.  
Your mother gives her consent.

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\* Quarter 1 Week 9– Clarify meaning of words using dictionaries, thesaurus, and/or online resources (EN5V-lj-8.1/8.2/8.3)

Compose clear and coherent sentences using conjunctions (EN5G-lg-8.3/8.4)

Source: Lesson Exemplars (UNDP-Assisted Project)

## Completing Sentences with Coordinator and Subordinator

### ACTIVITY 3

Complete each sentence. Write the coordinator or subordinator that makes sense. Copy the sentences on your paper.

1. I lost my ticket \_\_\_\_\_ I could not claim the prize.
2. \_\_\_\_\_ you come home, please cook dinner.
3. Did you order roast beef \_\_\_\_\_ broiled chicken?
4. Helen read the book \_\_\_\_\_ saw the movie.
5. Take your dirty shoes off, \_\_\_\_\_ you come in the house.
6. Susan came late \_\_\_\_\_ she missed the bus.
7. We lost the game \_\_\_\_\_ we did not play our best.
8. Stephen made a basket \_\_\_\_\_ the fans cheered.
9. Some of the campers were sick \_\_\_\_\_ most enjoyed the trip.
10. Father fixed the roof \_\_\_\_\_ the rain started.
11. Sam passed the test \_\_\_\_\_ she can go abroad.
12. Clean your room \_\_\_\_\_ you have finished your homework.
13. They looked for Mike \_\_\_\_\_ they could not find him.
14. I have to stay home \_\_\_\_\_ wash clothes.
15. Will you clean the house \_\_\_\_\_ go to the market?

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\* Quarter 1 Week 9– Clarify meaning of words using dictionaries, thesaurus, and/or online resources (EN5V-lj-8.1/8.2/8.3)

Compose clear and coherent sentences using conjunctions (EN5G-lg-8.3/8.4)

Source: Lesson Exemplars (UNDP-Assisted Project)