

ENGLISH 6

THIRD QUARTER
Activity No. _____

Type of Activity: Grammar Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Degrees of Comparison of Regular / Irregular Adjectives
Learning Objectives : Recall adjectives.
Compare adjectives properly and accordingly.
Use the degrees of comparison in comparing nouns and pronouns.
Reference : Soaring High with Reading Workbook 6, p.122
Essential English 6, 146
Author : Gina O. Gonong, et al
Concept Notes :

- Since adjectives are used to describe nouns or pronouns, these are also used to compare them. These adjectives are called **comparison** or **degrees of adjectives**. This helps us indicate greater or lesser degrees of the quality or quantity being described.

- There are three (3) degrees of adjectives: positive, comparative and superlative.
 - **Positive** is when there is only one noun being described.

Example: The planet Earth is a **gigantic** planet.

- **Comparative** is when a noun or a pronoun is being compared with another one.

Example: Earth is **more gigantic** than Venus.

To form the comparative, we use the *-er* suffix with adjectives of one syllable. For longer adjectives, we use *more*.

- **Superlative** is when a noun or a pronoun is being compared with a lot of other nouns or pronouns.

Example: Jupiter is the **most gigantic** planet in the solar system

To form the superlative, we use the *-est* suffix with adjectives of one syllable. We normally use *the* before a superlative adjective. For longer adjectives, we use *most*.

Examples of irregular adjectives are:

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad / ill	worse	worst
little (amount)	less	least
little (size)	smaller	smallest
much / many	more	most
far (place + time)	further	furthest
far (place)	farther	farthest
late (time)	later	latest
late (order)	latter	last
near (place)	nearer	nearer
near (order)		next
old (people and things)	older	oldest
old (people)	elder	eldest

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THIRD QUARTER
Activity No. _____

Type of Activity: Grammar Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Identifying and Ordering Adjectives
Learning Objectives : Define what adjectives are.
Give examples of adjectives.
Put adjectives in order accordingly
Use the adjectives in sentences
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

- An **adjective** is a word that modifies, describes, identifies or qualifies a noun or a pronoun and usually comes before the noun or pronoun it modifies.
Example: The **delicious** *sisig* was served.
The *sisig* was **delicious**.
The word delicious describes and modifies the noun *sisig*.
- A noun or pronoun may have a lot of descriptions. Because of this, a noun or pronoun may have a lot of adjectives that describe it.

THE ROYAL ORDER OF ADJECTIVES

Determiner	Observation	Physical Description				Origin	Material	Qualifier	Noun
		Size	Shape	Age	Color				
A	beautiful			old		Italian		touring	car
An	expensive			antique			silver		mirror
Four	gorgeous		long-stemmed		red		silk		roses
Her			short		black				hair
Our		Big		old		English			sheepdog
Those			square				wooden	hat	boxes
That	dilapidated	Little						hunting	cabin
Several		Enormous		young		American		basketball	players
Some	delicious					Thai			food

- In the example:
I found **an interesting old American** book about dinosaurs.
- ↓
determiner

↓
observation

↓
age

↓
origin

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Type of Activity: Reading Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

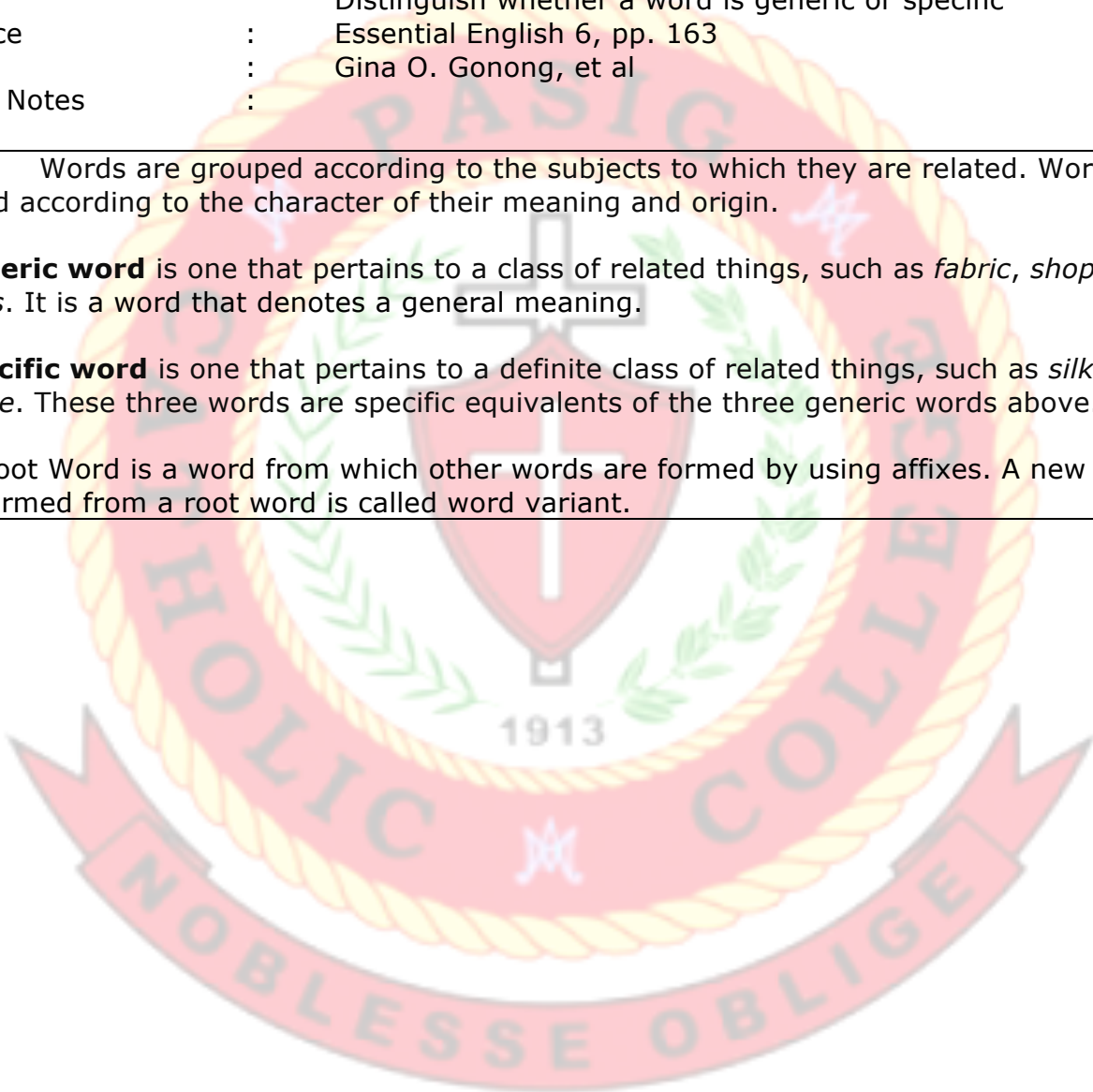
Topic : Generic and Specific Words and Root Words
Learning Objectives : Determine what the root word of a given word is
Distinguish whether a word is generic or specific
Reference : Essential English 6, pp. 163
Author : Gina O. Gonong, et al
Concept Notes :

Words are grouped according to the subjects to which they are related. Words are classified according to the character of their meaning and origin.

* A **Generic word** is one that pertains to a class of related things, such as *fabric, shop, products*. It is a word that denotes a general meaning.

* A **Specific word** is one that pertains to a definite class of related things, such as *silk, quilter, hardware*. These three words are specific equivalents of the three generic words above.

- Root Word is a word from which other words are formed by using affixes. A new word formed from a root word is called word variant.



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THIRD QUARTER
Activity No. _____

Type of Activity: Grammar Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Compound Adjectives
Learning Objectives : Define what compound adjectives are
Use compound adjectives in sentences accordingly
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

- A **compound adjective** is an adjective formed from two words. A compound adjective may be hyphenated, open or close. It may have a meaning different from its separate parts, or it may have a related meaning. For example, *palm-fringed* which means lined with palms, had a related meaning to *palm* and *fringe*; *lion-hearted* which means *brave*, has a meaning related to the ideas which *lion* and *heart* symbolize.

Examples:

homelike	clean-cut	crystal clear
homemade	day-care	greyish white
homesick	deep-rooted	dull brown
homeward	king-size	bright red
kind-hearted	loose-leaf	flaming orange
overnight	long-suffering	reddish brown
steadfast	pitch-black	shipshape
short-lived	shoreward	world-weary
worldwide	worm-eaten	crystal clear

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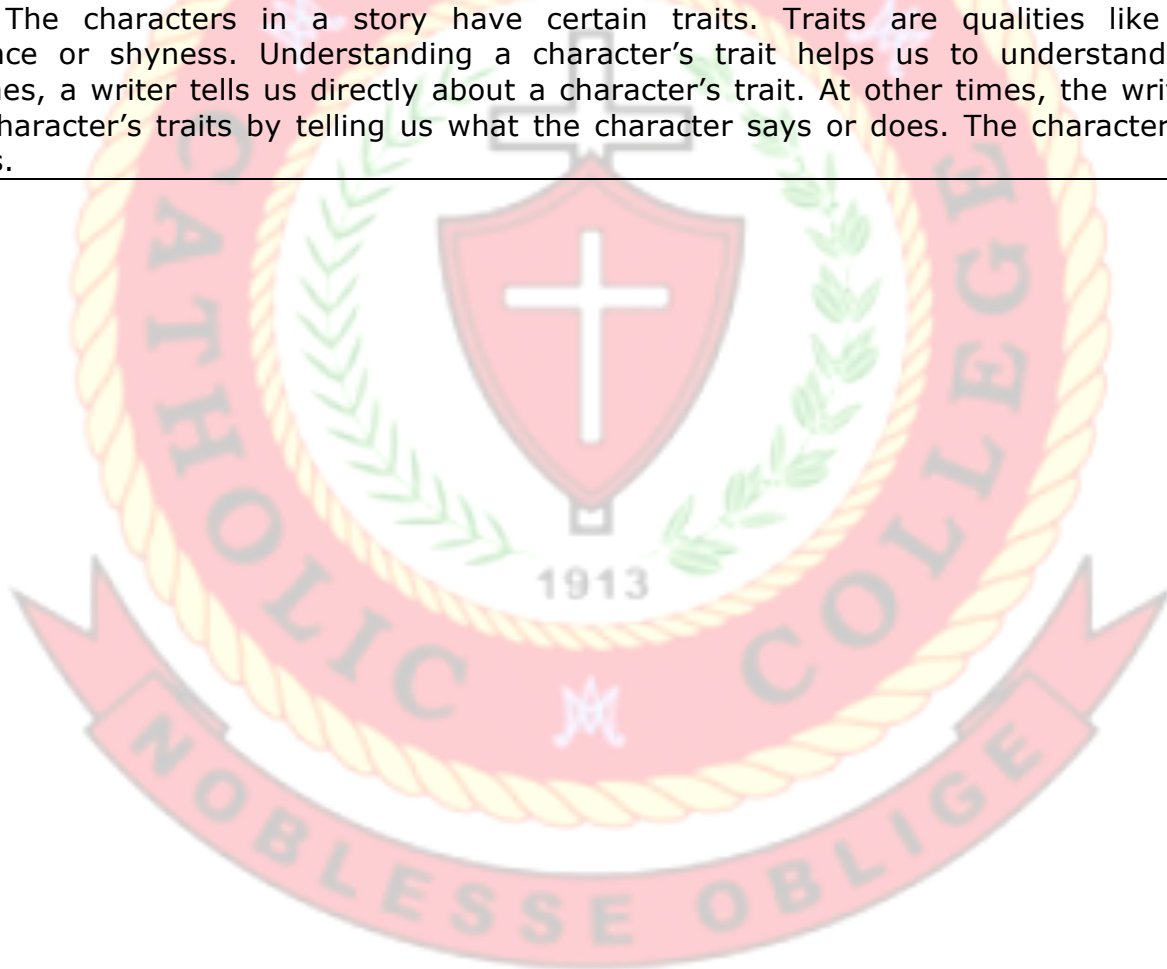
Activity No. _____

Type of Activity: Reading Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Inferring Character Traits and Character Sketching
Learning Objectives : Infer character traits
Support inferences with evidence from the text
Infer how a character changes across a text
Reference : Soaring High with Reading Workbook 6, p.122
Essential English 6, 146
Author : Gina O. Gonong, et al
Concept Notes :

The characters in a story have certain traits. Traits are qualities like honesty, intelligence or shyness. Understanding a character's trait helps us to understand a story. Sometimes, a writer tells us directly about a character's trait. At other times, the writer shows us the character's traits by telling us what the character says or does. The character's actions are clues.



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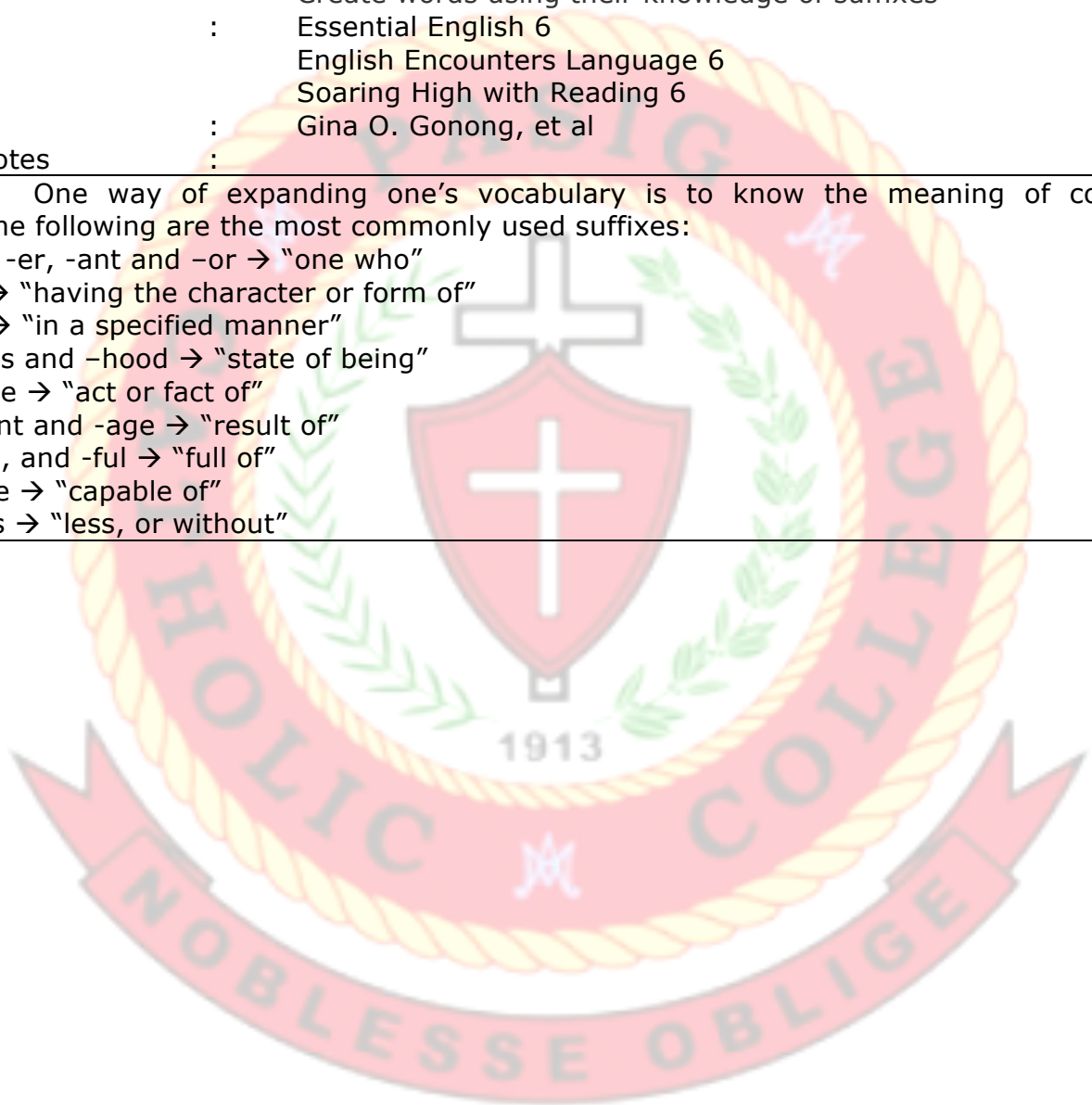
Type of Activity: Reading Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Suffixes
Learning Objectives : Students will define common suffixes
Create words using their knowledge of suffixes
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

One way of expanding one's vocabulary is to know the meaning of common suffixes. The following are the most commonly used suffixes:

- -ist, -er, -ant and -or → "one who"
- -ic → "having the character or form of"
- -ly → "in a specified manner"
- -ness and -hood → "state of being"
- -ence → "act or fact of"
- -ment and -age → "result of"
- -ous, and -ful → "full of"
- -able → "capable of"
- -less → "less, or without"



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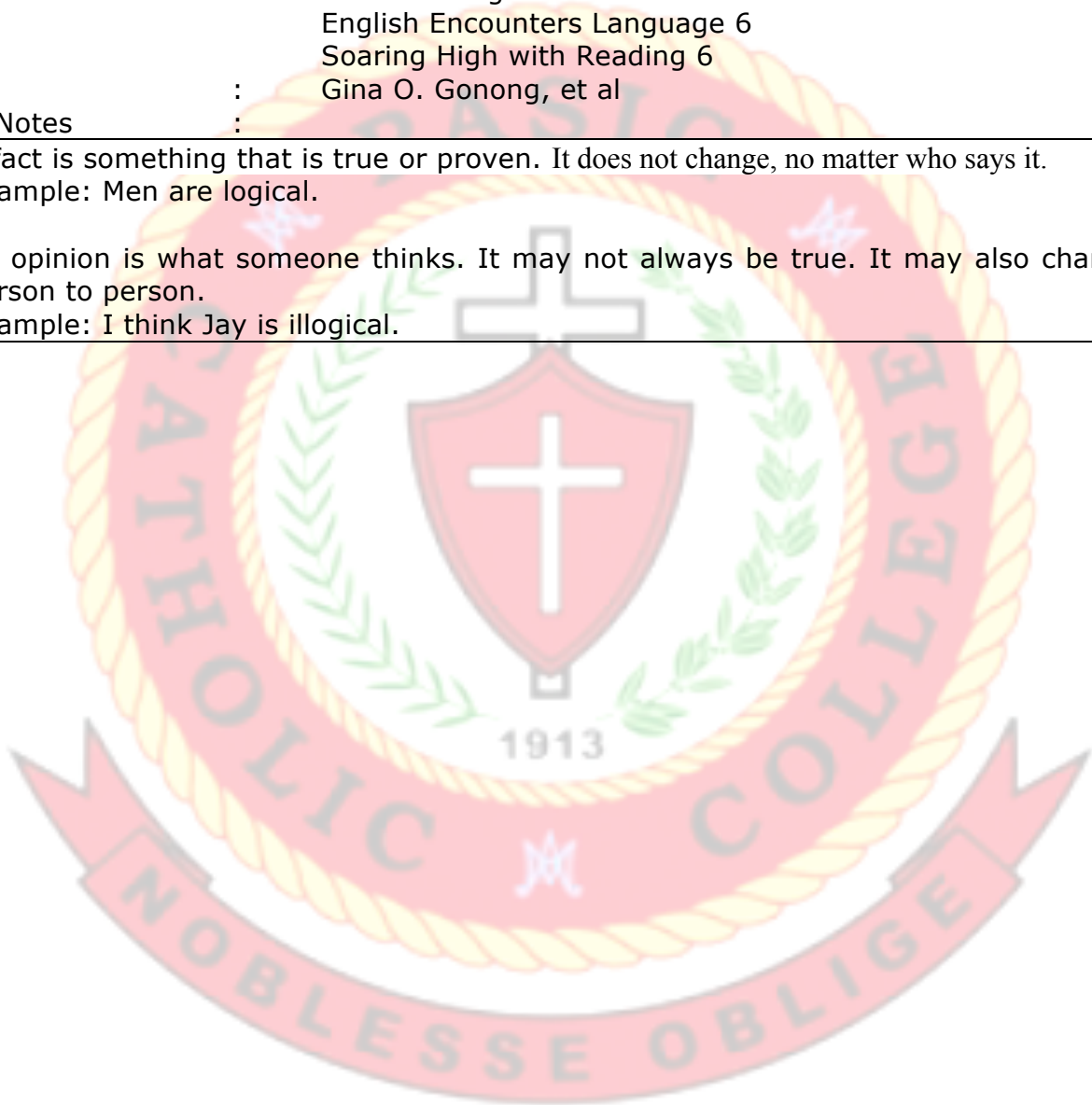
THIRD QUARTER
Activity No. _____

Type of Activity: Reading Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Fact and Opinion
Learning Objectives : Distinguish the difference between a fact and an opinion
Give his/her own opinion from a fact
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

- A fact is something that is true or proven. It does not change, no matter who says it.
Example: Men are logical.
- An opinion is what someone thinks. It may not always be true. It may also change from person to person.
Example: I think Jay is illogical.



Type of Activity: Reading Lesson

Name: _____ Score: _____
Grade & Section: _____ Date: _____

Topic : Differentiating a Dictionary from a Thesaurus
Learning Objectives : Identify the difference between a dictionary and a thesaurus
Use a dictionary and thesaurus in looking for different meanings of a word
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

- Dictionary is a book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage.
- Thesaurus is a reference work that lists words grouped together according to similarity of meaning (containing synonyms and sometimes antonyms), in contrast to a dictionary, which provides definitions for words, and generally lists them in alphabetical order. The main purpose of such reference works is to help the user "to find the word, or words, by which an idea may be most fitly and aptly expressed" – to quote Peter Mark Roget, architect of the best known thesaurus in the English language.

Entry word - The * separates the syllables. The 1 notes there are more than one definition entry.

Pronunciation - This is separated into syllables and tells you how to pronounce the entry word. The ' tells you which syllable is stressed.

Definition - This explains the meaning of the entry word. If there is more than one meaning, the definition is divided by numbers. Also, an example sentence is often used to make the meaning more clear.

Guide words - This tells you the first and last words defined on each page.

Part of speech - This abbreviation tells you what part of speech the defined word is.

Page number

Plural form - Shows how the entry word is written in plural form.

Origin - Shows the origin of the entry word.

intention/interview 387

in-tent¹ [in tent'] *n.* **1** Something that is intended; purpose; aim. Her *intent* has always been to go to college. **2** Meaning; significance. What was the *intent* of what he said?
plural intents (from L. *intendere* "a stretching out")

in-tent² [in tent'] *adj.* Having the mind firmly fixed on something. Is he *intent* on leaving? She was *intent* on the book she was reading. (from L. *intentus* "attentive, eager, waiting")

hat, āge, cāre, fār; let, bē, tērm; it, īce; hot, gō, ōrder; oil, out; cup, p
th, thin; ʃH, then; zh, measure, ə represents a in about, e in taken, i

Pronunciation guide - This guide explains the meanings of the symbols used in the pronunciation. It is normally located in the front of a dictionary and at the bottom of every facing page. It is usually separated from the page by a line or is placed in a colored box.

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THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Be a Fit Kid
Informational Texts and Non-Fiction Texts
Learning Objectives : Be informed of what informational texts are
Differentiate informational and fictional texts
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :



The world is made up of people of all shapes, sizes and abilities, but not everyone is athletic or has an interest in becoming the world class body builder or sports all-star. However, we all need to find fun ways to stay fit and healthy. Developing active and healthy habits at a young age is the key to being able to maintain a steady fitness routine as an adult.

Informational Text is a subset of the larger category of non-fiction (Duke & Bennett-Armistead, 2003). Its primary purpose is to inform the reader about the natural or social world. **Informational text** is non-fiction writing, written with the intention of informing the reader about a specific topic. This is typically found in magazines, science or history books, autobiographies, and instruction manuals. They are written in way that allows the reader to easily find key information, and understand the main topic. The authors will do this by providing **headers over certain sections, bold important vocabulary, and use visual representations with captions**. These representations can be pictures or even infographics that include tables, diagrams, graphs, and charts. In some cases the author will even provide the reader with a table of contents or a glossary to assist them in finding the information easier.

- Informational text is key to success in later schooling.
- Informational text is ubiquitous in society.
- Informational text is preferred reading material for some children.
- Informational text often addresses children's interests and questions.

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THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Adverbs and Adverbial Phrases
Learning Objectives : Define what adverbs are
Identify adverbs and adverbial phrases in a sentence
Use adverbial phrases in meaningful sentences
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

An **adverb** is a word that modifies a verb, adjective, another adverb, determiner, noun phrase, clause, or sentence. Adverbs typically express manner, place, time, frequency, degree, level of certainty, etc., and answering questions such as *how?*, *in what way?*, *when?*, *where?*, and *to what extent?*.

Examples:

I found the movie incredibly boring.

The meeting went well and the directors were extremely happy with the outcome.

Adverbial phrase (or adverb phrase) is the term for two or more words which play the role of an adverb.

Examples:

He would always talk **with a nationalistic tone**.

After the game, the king and the pawn go into the same box.



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THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Kinds of Adverbs
Learning Objectives : Recall what adverbs are
Identify the different kinds of adverbs
Define its kind of adverb and give an example each
Use the given adverbs in a sentence
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

Adverbs of Manner tell us that in which manner the action occurs or how the action occurs or occurred or will occur.

Examples.

She speaks loudly.
He was driving slowly.
You replied correctly.

Adverbs of Place tell us about the place of action or where action occurs/occurred/will occur such as *here, there, near, somewhere, outside, ahead, on the top, at some place*.

Examples.

He will come here.
The children are playing outside.
He was standing near the wall.

Adverbs of Time tell us about the time of action like *now, then, soon, tomorrow, yesterday, today, tonight, again, early, yesterday*.

Examples.

I will buy a computer tomorrow.
The guest came yesterday.
Do it now.

Adverbs of Frequency tell us how many times the action occurs or occurred or will occur like *daily, sometimes, often, seldom, usually, frequently, always, ever, generally, rarely, monthly, yearly*.

Examples.

He goes to school daily.
She never smokes.
They always come in time.
Barking dogs seldom bite.
The employees are paid monthly.

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THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Adverbs VS Adjectives
Learning Objectives : Recall what adverbs and adjectives are
Distinguish an adverb from and adjective when used in a Sentence
Use the adverb / adjective as stated in the sentence
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

- An adjective tells us more about a noun.
Example: an expensive car, a clever girl
- An adverb tells us more about a verb.
Example: He talked nervously.

Adjective + ly

sad	sadly	quiet	quietly
nervous	nervously	soft	softly

Adjectives ending in -y >>>> ily

happy	happily	angry	angrily
-------	----------------	-------	----------------

Adjectives ending in -le >>>> ly

terrible	terribly	capable	capably
----------	-----------------	---------	----------------

Adjectives ending in -ly

friendly	in a friendly way / manner	daily	daily
Lively	in a lively way / manner	early	early
Lonely	in a lonely way / manner	monthly	monthly
Lovely	in a lovely way / manner	weekly	weekly
Silly	in a silly way / manner	yearly	yearly

Irregular forms

good	well	low	low
fast	fast	straight	straight
hard	hard	extra	extra
long	long	doubtless	doubtless

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THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Series of Adverbs

Learning Objectives :

Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6

Author : Gina O. Gonong, et al

Concept Notes :

When you write a sentence that has more than one adverb, there is a loose order in which you should arrange them:

Manner → Place → Frequency → Time → Purpose

In a sentence with five adverbs, it would go like this:

Harrison runs **dutifully** (manner) **around the track** (place) **every morning** (frequency) **before breakfast** (time) **to prepare for the marathon** (purpose).



Pasig Catholic College
Grade School Department
SY 2015-2016

ENGLISH 6

THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Comparison of Adverbs
Learning Objectives : Identify the different degrees of comparison of adverbs
Use the different degrees of comparison of adverbs appropriately in a sentence
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

Just like adjectives, adverbs may also be used for comparison. They have the same terminologies as adjectives: positive, comparative and superlative. They are used to compare the words that they modify. They also change their forms in the same way that the adjectives do. There are adverbs that cannot be used in comparison. These are the adverbs of time and place. In addition, absolute adverbs like forever, perfectly, never, or entirely cannot be used in comparison.

Example:

Mount Olympus stands majestically. (Positive)

Athena sings more beautifully than Aphrodite.

Hera punishes most severely than any other Greek god. (Superlative)

Pasig Catholic College
Grade School Department
SY 2015-2016

ENGLISH 6

THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Figures of Speech (Simile, Metaphor and Personification)
Learning Objectives : Differentiate simile, metaphor and personification
Distinguish the used figure of speech in a sentence
Give examples of simile, metaphor and personification
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

A simile is a comparison using *as* or *like*.

Example: My love is like a red rose.

A metaphor is a direct comparison without the use of *as* or *like*.

Example: My love is a red rose.

Personification gives human attributes or qualities to inanimate objects.

Example: My love embraces the people whom I am concerned with.



Pasig Catholic College
Grade School Department
SY 2015-2016

ENGLISH 6

THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Figures of Speech (Alliteration, Hyperbole, Apostrophe)
Learning Objectives : Differentiate alliteration, hyperbole and apostrophe
Distinguish the used figure of speech in a sentence
Give examples of alliteration, hyperbole and apostrophe
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

A hyperbole is a statement of exaggeration.

Example: You could have hidden in a nail to avoid me.

An apostrophe is a direct address to a person or a thing.

Example: "Ambition, you are a cruel master!"

Alliteration is a repeated sound of the first consonant in a series of multiple words, or the repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables of a phrase.

Example: Elmer Elwood eluded eleven elderly elephants.



Pasig Catholic College
Grade School Department
SY 2015-2016

ENGLISH 6

THIRD QUARTER

Activity No. _____

Name: _____ Score: _____

Grade & Section: _____ Date: _____

Topic : Phrases and Sentences
Learning Objectives : Differentiate a phrase from a sentence
Compose own sentence from a given phrase
Reference : Essential English 6
English Encounters Language 6
Soaring High with Reading 6
Author : Gina O. Gonong, et al
Concept Notes :

A sentence is composed of a subject and a predicate pair which expresses a complete thought. Some sentences may appear to be incomplete because the subject may not be stated but implied, as in the case of the imperative sentence wherein the subject can be understood "you". Some sentences do not have the usual word order like the subject coming ahead of the predicate. These are the sentences which are transposed or in the inverted order. Sentences begin with a capital letter and end with a punctuation mark.

Example: There goes the investigator.

Go!

Is she with you?

A phrase or fragment, on the other hand, is a group of words that expresses an incomplete thought. Phrases need not to begin in capital letter, unless needed by a proper noun. They also do not have punctuation marks at the end.

Example: friend's name

the story told

whereas the parents were informed