

ENGLISH 6

SECOND QUARTER

Activity No. 1

Type of Activity: Skill Development

Topic	:	Global Fear: Ebola Outbreak Cause and Effect
Learning Objectives	:	Note down relevant information from the text read Differentiate between a cause and an effect Give the effects of some given causes
Reference	:	Essential English 6, p. 144-146
Author	:	Rebecca de Lemos-Mendoza
Concept Notes	:	

* Ebola virus disease (EVD), formerly known as Ebola haemorrhagic fever, is a severe, often fatal illness in humans. The virus is transmitted to people from wild animals and spreads in the human population through human-to-human transmission. The Ebola virus causes an acute, serious illness which is often fatal if untreated. Ebola virus disease (EVD) first appeared in 1976 in 2 simultaneous outbreaks, one in Nzara, Sudan, and the other in Yambuku, Democratic Republic of Congo. The latter occurred in a village near the Ebola River, from which the disease takes its name.

Cause and Effect

- A cause is the reason why something happens. An effect is what happens because of something.
- The cause is oftentimes introduced by because.
- A cause happens first but sometimes in sentences, the effect is written before the cause is revealed.

Ex. Joshua didn't study his lessons so he failed the tests.

Cause

Effect

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Activity No. 2

Topic	:	Type of Activity: Lesson on Grammar Verbs Principal Parts of a Verb
Learning Objectives	:	Identify verbs in sentences and paragraphs Recognize the differences among linking, transitive, and intransitive verb Conjugate verbs into their principal parts Use the different kinds of verbs in sentences and paragraphs
Reference	:	English This Way
Author	:	Elisa M. Robles
Concept Notes	:	

Verbs

A verb shows action or state of being.

A. Action Verb

1. Transitive verb needs a receiver of its action

Ex. Father drives the car carefully.

2. Intransitive verb does not have any receiver of its action

Ex. Father drives carefully every day.

B. Linking verb expresses a state of being.

am, is, was, are, were, feel, appear, smell, taste, sound

Ex. The food tastes good.

C. Helping / Auxillary verbs or Modals are used in helping another verb

may, shall, will, can, must, could, ought to

Ex: They may like this new recipe.

Principal Parts of a Verb

The principal parts of a verb are: base form, past form, past participle, present participle.

Base Form	Past Tense	Past Participle	Present Participle
walk	walked	walked	walking
run	ran	run	running

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Activity No. 3

Type of Activity: Lesson on Grammar

Topic	:	Subject – Verb Agreement
Learning Objectives	:	Construct sentences with correct subject and verb agreement Observe capitalization and use of punctuation marks in writing sentences
Reference	:	Across Borders Through Language 6, pp. 97 - 105
Author	:	Pacita M. Gahol
Concept Notes	:	

Subject – Verb Agreement

1. A singular subject followed by such expression as as well as, in addition to/with, accompanied by, together with, no less than, takes a singular verb.
Ex. The **general manager**, together with his key man, **is** here.
2. Singular subjects joined by or or nor take a singular verb.
Ex. Neither the **director nor his assistant is** available for comments.
3. If two subjects, one singular and one plural, are connected by or or nor, the verb agrees with the nearer subject.
Ex. Either the senior structural engineer or **his assistants are** responsible for the structural design of the building.
4. If the compound subject is composed of an affirmative and negative subject, the verb agrees with the affirmative subject.
Ex. The **construction expeditor**, not the superintendents, **checks** shop drawings.
5. If a sentence begins with here or there, the verb agrees with the subject, not with the introductory word.
Ex. Here **are** the **objectives** of the new policy.
6. If a sentence begins with the expletive it, the verb is always singular even if the subject that follows the verb is plural.
Ex. **It is** the Cruzes.
7. If fractions are used, the verb agrees with the object of the of-phrase.
Ex. One half of the **welders were** laid off.
One half of the **work was** already completed.

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Activity No. 4

Type of Activity: Continuation of the Lesson on Grammar

Topic	:	Subject – Verb Agreement
Learning Objectives	:	Construct sentences with correct subject and verb agreement Observe capitalization and use of punctuation marks in writing sentences
Reference	:	Across Borders Through Language 6, pp. 97 - 105
Author	:	Pacita M. Gahol
Concept Notes	:	

Subject – Verb Agreement

8. The verb agrees with the subject, not with the noun in the predicate.
Ex. His main **problem is** irrigation projects.
9. A series of words preceded by every or many a require a singular verb.
Ex. **Many a geologist has** hoped for a good break.
10. The verb in the clause that follows one of those is plural.
Ex. A reinforcing ironworker is one of those skilled craftsmen who set steel mesh into forms.
11. A noun referring to amount of money, a space of time, or a unit of measurement is singular even if the form is plural.
Ex. **Two thousand pesos was** given to the dealer.
Thirty meters is the width of the area.
Two years is a long time to finish the project.
12. When the amount refers to separate units, the verb is plural.
Ex. Five gold coins were found in different boxes.
13. If the number is preceded by a and followed by of, the verb is plural; if preceded by the, the verb is singular.
Ex. **A number of workers were** affected by the presidential decree.
The number of operations manager has increased.

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Activity No. _____

Type of Activity: Lesson on Grammar

Topic	:	The Simple Tenses
Learning Objectives	:	Distinguish the simple present, the simple past, and the simple future Use verbs in the simple tenses in sentences
Reference	:	English This Way 6, pp. 136 - 142
Author	:	Elisa M. Robles
Concept Notes	:	

The Simple Tenses

1. Simple present tense expresses:
 - a. Habitual action
Ex. Good boys and girls wake up early every day to go to school.
 - b. Permanent condition
Ex. Former President Fidel Ramos is a native of Pangasinan.
 - c. General truth
Ex. The moon revolves about the earth from west to east.
 - d. Opinion
Ex. Girls talk more often than boys.
2. Simple past tense expresses action done in the past
 - * Regular verbs form their past tense by adding -d or -ed to the base form
 - * Irregular verbs form their past tense by changing the spelling of the verbs.

Ex. Father prepared our supper last night.
We won the championship game a year ago.
3. Simple future tense shows an action, a condition, and a state of being in the future time.
 - It is formed with the use of will or shall with the base form of the verb.

Ex. Grandmother and Grandfather will visit us this Christmas.

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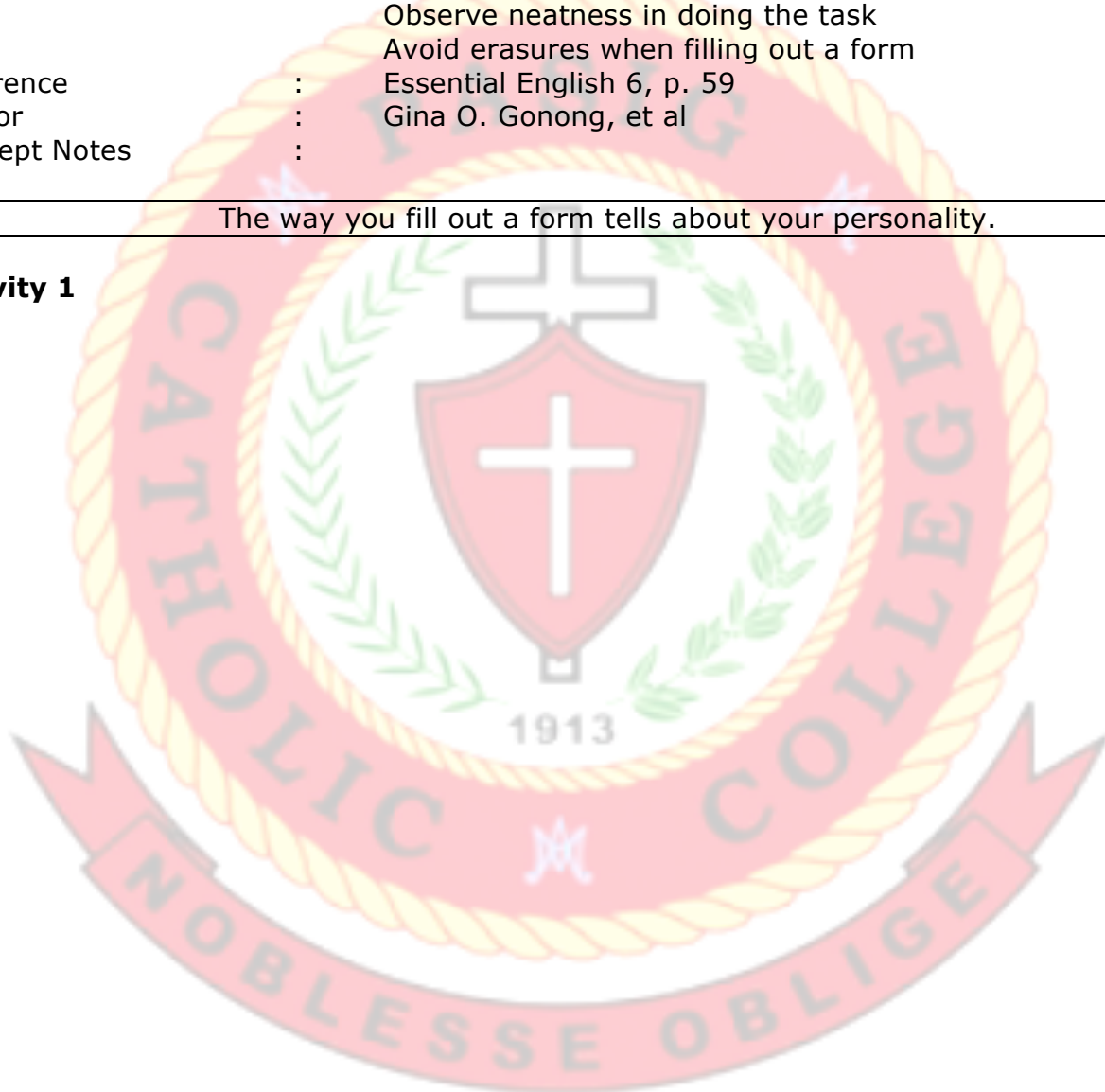
Activity No. _____

Type of Activity: Skill Development

Topic	:	Filling Out a Form
Learning Objectives	:	Fill out a form accurately Observe neatness in doing the task Avoid erasures when filling out a form
Reference	:	Essential English 6, p. 59
Author	:	Gina O. Gonong, et al
Concept Notes	:	

The way you fill out a form tells about your personality.

Activity 1



Complete the registration form below.

Registration Form for Race Day

*This form is only an image for the pdf link
of the official registration form for this event. Do not use this form for registration.*

First Name:
Last Name:
Gender: M F **Birth Date:** **Evening Phone:**
Address:
City: **State:** **Zip:**
T-shirt: S M L XL XXL
eMail Address:
Emergency Contact:
Emergency Phone: **Club:** *For*
Age Group: **Phys. Challenge:**
Medical Condition(s):

<i>Mark the Entry Fee for Races for which you would like to register.....</i>	Entry Fee	Additional Fee
	<input type="checkbox"/>	

Signature: <input type="text"/>	Date: <input type="text"/>	Total: <input type="text"/>
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PERSONAL DATA

Position Desired	:	_____	Date	:	_____
Name	:	_____	Gender	:	_____
City Address	:	_____			
Provincial Address	:	_____			
Telephone	:	_____	Cellphone	:	_____
E-mail Address	:	_____			
Date of Birth	:	_____	Birth of Place	:	_____
Civil Status	:	_____	Citizenship	:	_____
Height	:	_____	Weight	:	_____
Religion	:	_____			
Spouse	:	_____	Occupation	:	_____
Name of Children	:	_____	Date of Birth	:	_____
	:	_____		:	_____
	:	_____		:	_____
Father's Name	:	_____	Occupation	:	_____
Mother's Name	:	_____	Occupation	:	_____
Language or dialect spoken and written:	_____				
Person to be contacted in case of emergency:	_____				
His or her address and telephone:	_____				

EDUCATIONAL BACKGROUND

Elementary	:	_____	Year Graduated	:	_____
High School	:	_____	Year Graduated	:	_____
College	:	_____	Year Graduated	:	_____
Degree Received:	_____				
Special Skills	:	_____			

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<small>THIS DEPOSIT/PAYMENT IS SUBJECT TO THE TERMS AND CONDITIONS COVERING THIS ACCOUNT</small>											

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SECOND QUARTER

Activity No. _____

Type of Activity: Lesson on Grammar

Topic	:	Verbs in the Progressive Tenses
Learning Objectives	:	Distinguish the present, the past, and the future progressive tenses Use verbs in the progressive tenses in sentences Contrast the simple and the progressive tenses
Reference	:	English This Way 6, pp. 143-148
Author	:	Elisa M. Robles
Concept Notes	:	

The Progressive Tenses

1. Present progressive tense expresses an action happening at the time of speaking
 - Verb form: am, is, are + ing form (present participle) of the verb
 - Time expressions: right now, now, at this moment, at this time
 - Ex. They are writing at this moment.
2. Past progressive tense shows:
 - An action in progress for a certain period of time in the past
 - An ongoing action at a time when another past action happens
 - Verb form: was, were + ing form (present participle) of the verb
 - Time expressions: yesterday, last weekend, a while ago
 - Ex. I was reading about Albert Einstein's life last night.
The children were cleaning the room when the teacher *came*.
3. Future progressive tense shows a future action in progress at a certain period of time in the future
 - Verb form: will be or shall be + Ing form(present participle) of the verb
 - Time expressions: next summer, by tomorrow, any expression indicating future time
 - Ex. They will be attending a seminar next summer.

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Activity No. _____

Type of Activity: Lesson on Grammar

Topic	:	Verbs in the Perfect Tenses
Learning Objectives	:	Distinguish the present, the past, and the future perfect tenses Use verbs in the perfect tenses in sentences
Reference	:	English This Way 6, pp. 151-159
Author	:	Elisa M. Robles
Concept Notes	:	

The Perfect Tenses

1. Present perfect tense

- Verb form: has or have + past participle form of the verb
- Time expression: for three days, until now, since 1980, several times, again and again
- Expresses an action that takes place at some indefinite time in the past
Ex. We have already watched the movie "The Spiderman."
- Expresses an action that started in the past and is still going on in the present
Ex. My family has lived in Pasig for 5 years.
- Expresses an action that happens for a number of times in the past
Ex. She has seen the movie twice.

2. Past perfect tense

- Verb form: had + past participle form of the verb
- Time phrase begins with when, before, after
- Expresses an action or state of being that is completed in the past before another past action or state of being
Ex. We had eaten dinner when our cousins from the province came.

3. Future perfect tense

- Verb form: will have or shall have + past participle form of the verb
- Time phrase begins with by
- Expresses an action that will have been completed before another action happens
Ex. Mother will have prepared dinner before father comes.

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Activity No. _____

Type of Activity: Lesson on Grammar

Topic	:	Voice of Verbs
Learning Objectives	:	Differentiate between the active and passive voice of verbs Use verbs in the active and passive voice in sentences
Reference	:	English This Way 6, pp. 160 -165
Author	:	Teresita B. Gutierrez
Concept Notes	:	

Voice of Verbs

Voice is the quality of a verb that tells whether the subject is the doer or the receiver of the action.

Active voice – the subject is the doer of the action (this is preferred in oral and written communication)

Ex. My grandparents harvest tomatoes every summer.
subject verb direct object

Passive voice - the subject is the receiver of the action

Ex. Tomatoes are harvested by my grandparents every summer.
direct object verb subject

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Activity No. _____

Type of Activity: Grammar

Topic	:	Tag Questions
Learning Objectives	:	Add an appropriate tag question to a given statement Use the correct pronoun in the tag question
Reference	:	Essential English 6, pp. 110-111
Author	:	Gina O. Gonong, et al
Concept Notes	:	

Tag Questions

A tag question is a structure added at the end of a statement to turn it to a question.

1. A tag question is formed by two words, a verb and a pronoun.
Ex. The family spent their vacation in the province, **didn't they?**
 2. When the statement is affirmative, the tag question is negative.
Ex. Gab is a smart boy, isn't he?
 affirmative negative
When the statement is negative, the tag question is affirmative.
Ex. Gelo will no longer play volleyball, will he?
 negative affirmative
 3. The pronoun in the tag question should agree with the subject of the statement in number and in gender.
Ex. **Letty** is a kind-hearted young lady, isn't **she?**
Feminine - singular feminine - singular
 4. The verb of the tag question should agree with the verb of the statement in tense.
Ex. Sonia **lives** in the city, **doesn't** she?
 present present
 tense tense
- The tag question ends with a pronoun.
 - A comma separates the tag from the statement. A question mark follows the tag question.

➤ Study the pairs of verbs

<u>Statement</u>	<u>Tag Question</u>
am	ain't
is	isn't
are	aren't
was	wasn't
were	weren't
have	haven't
has	hasn't

must
should
will
can
base form
-s form
past form

mustn't
shouldn't
won't
can't
don't
doesn't
didn't



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Activity No. _____

Type of Activity: Skill Development

Topic	:	Making an Outline
Learning Objectives	:	Differentiate between a cause and an effect Give the effects of some given causes
Reference	:	Essential English 6, p. 77, 82
Author	:	Gina O. Gonong, et al
Concept Notes	:	

Outline

An outline is a formal system used to think about and organize your paper. You can use it to see whether your ideas connect to each other, what order of ideas works best, or whether you have sufficient evidence to support each of your points.

There are two kinds of outlines: the topic outline and the sentence outline.

How to make an outline:

1. Identify the topic - The topic of your paper is important. Try to sum up the point of your paper in one sentence or phrase.
2. Identify the main categories - What main points will you cover?
3. Create the first category - What is the first point you want to cover?
4. Create subcategories - After you have the main point, create points under it that provide support for the main point. The number of categories that you use depends on the amount of information that you are going to cover; there is no right or wrong number to use.

Example: Sentence Outline

The Student Center

Eating in the Student Center is a pleasant experience. First, the food is excellent. It is well prepared and it tastes delicious. There are many kinds of food like hamburgers, tacos, pizza and chicken. Moreover, each person serves himself, selecting just what he or she wants. Second, the environment in the student center is positive. Many young people are talking and laughing. However, the atmosphere is still calm. It is possible to study and do homework. Finally, there are many friendly people there. Even the strangers say hi and offer to share their tables. When that happens, speaking in English is practiced and friendship often follows. For these reason, it is nice to go to the student cafeteria once in a while to enjoy the eating, studying and talking with people.

Topic Sentence: Eating in the student center is a pleasant experience

A. Food is excellent.

1. The food are well prepared and delicious.
2. There are variety of food (pizza, tacos, chicken and others)

3. Self-selection is practiced.
- B. Environment is positive.
1. Young and happy people are talking.
 2. There is a calm atmosphere for studying.
- C. People are friendly
1. Strangers say 'hi' and offer their tables.
 2. People converse in English.

Concluding Sentence: It is nice to go to the student cafeteria once in a while to enjoy eating, studying and talking with new people.



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SECOND QUARTER

Hand-Out # 4

Speech Laboratory

Topic	:	Words which are Difficult to Pronounce
Learning Objectives	:	Pronounce difficult words properly Use these words in own sentences
Reference	:	Essential English 6 English Encounters Language 6 Soaring High with Reading 6
Author	:	Gina O. Gonong, et al
Concept Notes	:	

1. **thistle** - Be careful not to step on the thistle.
2. **crisps** - Potato chips are called crisps in England.
3. **should** - You should not pronounce the l when you say the word should.
4. **would** - Would and wood sound the same when you say them out loud.
5. **clothes** - Put on warm clothes before you head outside today.
6. **order** - The order of these words is not important.
7. **murder** - A man was charged with murder over the holidays.
8. **air** - The air is so cold you can see your breath.
9. **literature** - You can download classic literature for free online.
10. **language** - English is a difficult language to learn.
11. **onomatopoeia** - Onomatopoeia refers to words that sound like their meaning.
12. **deterioration** - It is difficult to watch the deterioration of a friend's health.
13. **little** - If you practice, your English will improve little by little.
14. **assailant** - The assailant was caught by the police.
15. **catastrophic** - A catastrophic earthquake struck the centre of the city.
16. **alter** - Don't alter your plans just because I can't go.
17. **exclamation** - One exclamation mark is enough to get your point across.
18. **crocodile** - Captain Hook was petrified of the crocodile in the movie Peter Pan.
19. **unfortunate** - It is unfortunate that the weather has delayed our trip.
20. **six** - Six plus six equal twelve, which is also known as a dozen.
21. **development** - The development of new technology has allowed us to receive information very quickly.
22. **decision** - It wasn't my decision to have a picnic in the rain.
23. **ambulance** - When you hear an ambulance you must pull over to the side of the road.
24. **law** - The law states that residents must clear their sidewalk when it snows.

25. **low** - If you bend down low, you will see where the children are hiding.
26. **entrepreneur** - Many young people decide to be an entrepreneur.
27. **mischievous** - Mischievous students are often reprimanded by the teacher.
28. **miscellaneous** - In school, we have lots of miscellaneous activities.
29. **affidavit** - You need to submit an affidavit of loss for you to replace a lost ATM card.
30. **asterisk** - An asterisk is a very useful symbol.



Using Library Resources

Reference books are used to look for important facts and information about a particular subject.

1. Dictionary gives the meaning, correct pronunciation, syllabication, etymology of a word. The words in the dictionary are arranged alphabetically.
2. Thesaurus is a book of synonyms and antonyms
3. A Book of Quotations contains statements that various people have spoken or written
4. An encyclopedia is a set of books that contain articles about a wide variety of subjects or topics. The subjects or topics are arranged alphabetically.
5. Who's Who is a book that contains a list of achievements of famous and influential people
6. Telephone Directory lists the names, addresses, and phone numbers of people and businesses
7. An atlas is a book of maps. It may contain different kinds of maps which are arranged alphabetically and shows the total land area and population of countries, provinces, or cities.
8. An almanac is a book that contains recent statistics and summaries of information on a wide variety of topics. It is published annually. Information is listed alphabetically by topic or subject.
9. Index is an alphabetical list of names, titles, and subjects that tell where the information about each can be found in other publications.
10. Newspaper provides the readers with the latest domestic and foreign updates on social, political, and economic events, most recent discoveries, and known personalities. It is published daily.
11. Magazine features some articles, stories, editorials, cartoons, photographs, reviews, poems and other literary pieces that entertain and inform its readers. It may be published weekly, monthly or quarterly.

Nowadays, we have the Internet as one of the most useful reference materials. However, not everything found in websites such as Wikipedia, Google, and other links, are acceptable. It is much better if we really consult the reference materials which are to be found in the libraries.

Parts of a Newspaper

A newspaper contains up-to-date record of varied information about people, places, events, and ideas.

Sections:

- General News - This provides us with the latest and most important local and foreign news. The biggest news for the day is called the **banner**. It is found on the front page written in big bold letters.
- Local and Foreign News - The **local news** tells about the happenings in the towns, cities, and provinces in our country. The **foreign news** tells the readers about the current events in other countries.
- Editorial Page - This features important issues or controversies of the day as interpreted and assessed by the newspaper's editors and columnists.
- Business and Finance Page - This reports the economic standing of our country, which businesses are booming and which are not. News on foreign businesses, banking, stocks, and foreign exchange are also featured here.
- Sports Page - This features news related to sports tournaments as bouts, and championships happening both here and abroad.
- Classified Ads - This helps people who are looking for jobs. Advertisements help promote sales and rentals. Announcements and warnings are given to the readers about people who are no longer connected to a particular firm or institution.
- Home and Culture Section Page - Mothers may like this page as it features home care, beauty tips, budgeting, menu preparation, family health care, and many others.
- Society Page - Important people in society, in business, in arts, well-known families, announcements of marriage, baptism, birthdays, and awards received are publicized in this portion of the newspaper.
- Travel and Tourism Page - Descriptions of beautiful places here in our country, their amenities, and promotions are itemized in this page. This page features the schedule of departures and arrivals of airplanes, cruise ships, and ferries.
- Entertainment Page - Readers who follow up news about the lives of local and foreign showbiz personalities, showing and upcoming movies, comics, and crossword puzzles find them all here.
- Obituary Page - Announcements of condolences about deaths and the schedule of wakes, masses, and interments are seen in this section.

ENGLISH 6
Hand-Out # 2

The Elements of Poetry

Poetry is the expression of strong feeling and thought which leads to a communion between the individual and his surroundings, but most usually between a person and nature, the world, or the universe. Poetry is the means of universalizing and perpetuating a thought, an idea, a feeling, sensation, or internal experience.

* FORM - Poems have a given FORM. One poem will look very different from another, and still another poem will look very distinct from the second one, and so on. Each poet uses the "form" which will most effectively EXPRESS what he wants to convey to other human beings. Traditional poetry used to follow very strict forms. But nowadays we know that there is a strong tendency to break from the traditional and to become even very unorthodox, unconventional or even unusual. This kind of poetry is called FREE VERSE.

* LINES - After looking at a poem and seeing that it has some sort of FORM, we often notice that it also consists of LINES. These are the vehicle of the authors thoughts and ideas. These are the building blocks with which to create a poem. Ultimately, then, poetry creates sensations, moods, and images in the reader's mind.

* STANZAS - The lines in a poem are most often divided into sections looking as some sort of paragraphing. These we call STANZAS. A stanza, therefore, is the grouping of the lines, sort of like a paragraph.

* RHYME - Rhyme is the SONIC imitation usually of end syllables of words. The first is the most typical and best known by young people, END RHYME, in which the words at the end of a given line rhyme. The second kind of rhyme is called INTERNAL RHYME. This kind of rhyming is different from end rhyme in that the rhyming takes place somewhere within the line and not at the end.

* PATTERN - Rhyme contributes in creating a pattern when read appropriately. It creates a special effect which results in being pleasant and motivating. Humans in general are susceptible to patterns.

* RHYTHM - This brings us to the topic of RHYTHM, perhaps the pivot point of all the elements, because it is rhythm which creates the pleasant gliding effect when we read a poem.

* EUPHONY - is simply the combination of agreeable and melodious sounds which make a poem pleasant to listen to. EUPHONY is perhaps one ultimate aim of poetry. The esthete -- the beautiful. It is poetry which allows mankind to express such beauty from within. Poetry itself is beauty created.