English
Quarter 1 – Module 5:
Emotive Words:
Verb, Adjective and Adverb
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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-test are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module, or if you need to ask your facilitator or your teacher’s assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teachers are also provided to the facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.
What I Need to Know

How effective are you in expressing your feelings? Do you have the skill to speak out convincingly? These are some of the important ingredients in successful communication. Going through the exciting learning activities will help you do it!

In this module, you will learn how to use powerful verbs, adverbs, and adjectives in writing in order to create an emotional response to the readers. These emotive words can be used to convince others. The right choice of emotive words can lead others to believe in your ideas or perspective as a writer. Furthermore, emotive words are significant in arousing reader’s interest. If it is used effectively, it can help you achieve your purpose in writing.

Hence, it is expected that at the end of this module, you will be familiarized of the different emotive words to be used in your own writings.

Essential Competency:

Use range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade.

Objectives:

At the end of this module, you should be able to:

1. point out the verbs, adjectives and adverbs in the sentence;
2. construct sentences with verbs, adjectives, and adverbs; and
3. express feelings or ideas in different situations using verbs, adjectives, and adverbs.
**What I Know**

**Directions:** Read the sentences carefully. Identify whether the underlined word is a verb, adjective or adverb. Write your answer on a separate sheet of paper.

Example: enjoyed - verb

1. Asians are **industrious**.
2. The Chinese are **thrifty**.
3. Most teenagers **prefer** Korean drama.
4. Japanese are **passionately** nature – lovers.
5. Africa is the **second largest** continent in the world.
6. Philippine beaches are **incredibly** famous worldwide.
7. The Taj Mahal **characterizes** Indian Art.
8. The Chinese and the Japanese **serve** tea to their visitors.
9. Asians **extremely** value close family ties.
10. Singapore’s Marina Bay Sands is truly **magnificent**.
11. Religion **influences** some Asian traditions.
12. Majority of the population in Cambodia, Thailand and Myanmar **believe** in Buddhism.
13. Filipino tribal groups **excellently** depict their culture through art.
15. Ethnic arts in the Philippines **manifest** love and patience.

**What’s In**

In the previous lesson, you have mastered the use of cohesive devices in linking one idea to another. In order to make your thoughts fit together, you have learned the different functions of these devices such as to signal contrast, comparison, addition, sequence, result, and many others.

For example, if you want to express contrasting ideas, you use the signals such as **in contrast, instead, or on the contrary**. To add more, you apply terms like **furthermore, also, or moreover** while **therefore, so, or thus** are used to express result.

With this, you are now ready to take on the new challenge and develop your skill in using emotive words (verb, adjective, and adverbs).
Activity 1. **Link me Right!**

**Directions:** Rewrite the following sentences by adding appropriate cohesive devices. Write your answer on a separate sheet.

*Example:* Human beings have no gills. They cannot stay underwater for a long period of time.

*Answer:* Human beings have no gills. Hence, they cannot stay underwater for a long period of time.

<table>
<thead>
<tr>
<th>therefore</th>
<th>however</th>
<th>furthermore</th>
</tr>
</thead>
<tbody>
<tr>
<td>for example</td>
<td>in addition</td>
<td></td>
</tr>
</tbody>
</table>

1. They always wear seat belts. They were not injured when the car crashed.
2. Dennis enjoys playing drums. He has a place where he can practice without disturbing others.
3. Anybody who wears shoes is not allowed to enter the museum. You may enter if you leave your shoes outside.
4. Many adults discover talents that they never knew that had. Uncle Renan became an accomplished pianist in his fifties.
5. Planning a menu that is easy to prepare allows us to have a grand time. It’s the best way to enjoy entertaining visitors.
What’s New

Activity 2. Emoji Match.

Directions: Pair the emoji to the correct feeling it expresses. Choose the correct answer from the box. Write your answer on a separate sheet of paper.

sad  happy  angry  surprised  tired

https://www.google.com/search?q=emoticon&source=lnms&tbm

Activity 3. Fix me Up!

Directions: Arrange the jumbled letters to form a verb or an adverb that will complete the sentence. Write your answer on a separate sheet.

<table>
<thead>
<tr>
<th>VERB/ADVERB</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. erscude</td>
<td>Our team_______the lost campers.</td>
</tr>
<tr>
<td>2. azcrily</td>
<td>Covie jumps________because of the good news.</td>
</tr>
<tr>
<td>3. gmaicalyl</td>
<td>The rainbow appeared________.</td>
</tr>
<tr>
<td>4. unabndatly</td>
<td>The mango tree bears fruit________.</td>
</tr>
<tr>
<td>5. adreo</td>
<td>Teachers_________diligent students.</td>
</tr>
</tbody>
</table>
Activity 4: **REALization.**

**Directions:** Answer the following questions based on the previous activities. Write your answer on a separate sheet.

1. What are the 3 parts of speech that function as emotive words?

2. How do they function in the sentence?

Learn about emotive language

**Emotive Language**

Emotive language is the term used to refer to word choices that are designed to evoke an emotional response. It aims to persuade the reader or listener to share the writer or speaker’s point of view, using language that stimulates an emotional reaction.

**Use of Emotive Language**

Emotive language can be used in a number of ways.

1. It could be used within speeches, spoken word performances, public addresses, debates and even everyday conversations.

2. It is often used in creative or fictional writing to give the reader a dynamic and engaging experience. Emotive language is common in novels, poetry, short stories and plays.

3. Emotive language can also be used in non-fiction writing, such as biographies, newspaper articles, opinion pieces and personal blogs.

**Emotive Words**

Some words evoke a strong emotional reaction in the majority of readers or listeners. They hold a certain weight that is hard to ignore. Some examples of these are:
1. **Adjectives** are words often used by writers to characterize something in a particular way. When you see an adjective, think carefully about its connotations and the effect it might have on the reader.

<table>
<thead>
<tr>
<th>Delightful</th>
<th>Heavy</th>
<th>Anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witty</td>
<td>Irritated</td>
<td>Awestruck</td>
</tr>
<tr>
<td>Festive</td>
<td>Optimistic</td>
<td>Bashful</td>
</tr>
</tbody>
</table>

Example:

*Letitia is witty and optimistic.*

2. **Verbs** are words that express an action or a state of an emotional or psychological nature.

<table>
<thead>
<tr>
<th>Amuse</th>
<th>Annoy</th>
<th>Confuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disappoint</td>
<td>Excite</td>
<td>Frighten</td>
</tr>
<tr>
<td>Surprise</td>
<td>Interest</td>
<td>Motivate</td>
</tr>
</tbody>
</table>

Example:

*The coach motivates his players.*

3. **Adverbs** are words that give further information about a verb. Adverbs can be used to describe actions in a particular way. Always think about the connotations of adverbs and how they make the reader feel.

<table>
<thead>
<tr>
<th>Passionately</th>
<th>Eagerly</th>
<th>Enthusiastically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excitedly</td>
<td>Fiercely</td>
<td>Impulsively</td>
</tr>
<tr>
<td>Intensely</td>
<td>Zealously</td>
<td>Strongly</td>
</tr>
</tbody>
</table>

Example:

*He eagerly watched the demonstration.*
**What’s More**

Activity 5. **Find the one.**

**Directions:** Recognize the emotive word in the sentence and put it in the appropriate column. Copy the grid on a separate sheet of paper and write your answer on the appropriate column. The first one is done for you.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fake news confuse many people.</td>
<td>Confuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The student is so enthusiastic to begin the school year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Our group organizes the data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My friend courageously presented her research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Grade 10 learners showcase their talents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. She bravely passed the exam.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What I Have Learned**

Activity 6. **Finish Off!**

**Directions:** Supply the missing letter/s to the given word to complete the sentence. Use the clues as your guide. Write your answer on a separate sheet.

1. Rina decided to take a break because she was very_______.
   
   T I R____D

2. Gino was_________ to see his good grades.
   
   S____RP_______S____D
3. The graduating students___________their final requirements.

AC_____MPL____SH__D

4. Various youth organizations___________with the private sectors to sustain the Clean and Green Project.

C___LL___BO___AT ___

5. The class valedictorian___________delivered his speech.

H___MB____Y

What I Can Do

Activity 7: **Write with Emotion.**

**Directions:** Formulate a sentence with the given emotive word. Write your answer on a separate sheet of paper.

(consistently) 1. __________________________

(optimistic) 2. __________________________

(endlessly) 3. __________________________

(confident) 4. __________________________

(finalize) 5. __________________________

Assessment

**Directions:** Answer the following. Write it on a separate sheet.

**Test 1** Find the emotive word in the sentence and tell whether it is a verb, adjective or adverb.

1. We were amused of the presentation.
2. The place is tranquil.
3. He prayed fervently to pass the licensure exam.
5. The enrolment for this school year was done remotely.
**Test 2** Arrange the jumbled words to make a sentence containing emotive words. Observe correct punctuation and capitalization.

1. eat healthy food kids happily  
2. segregated garbage Jonah her  
3. a poem cheerfully recites Mario  
4. exercise daily teenagers  
5. carefully follow instructions to bake a cake, you have to

**Test 3** Use the following emotive words in a sentence.

(maximize) 1. 
(acquire) 2. 
(genuine) 3. 
(quietly) 4. 
(calmy) 5. 

**Additional Activity**

Activity 8. **Discuss Persuasively.**

**Directions:** Write a paragraph about one of the following topics below. Convince them by using at least five emotive words. Write your answer on a separate sheet.

1. Wearing masks in going to public places.
2. Engaging in worthwhile activities while staying at home.
3. Reading informative yet entertaining books.
You will be rated base on this rubric.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of emotive words</strong></td>
<td>The learner used 5 emotive words in the paragraph appropriately.</td>
<td>The learner used 3 emotive words in the paragraph appropriately.</td>
<td>The learner used only 1 emotive words in the paragraph appropriately.</td>
</tr>
<tr>
<td><strong>Coherence of Ideas and Correct use of the Language</strong></td>
<td>The paragraph has coherent ideas with correct structure.</td>
<td>The paragraph has coherent ideas with minor errors in composition and spelling.</td>
<td>The paragraph has less coherent ideas with major errors in composition and spelling.</td>
</tr>
<tr>
<td><strong>Knowledge about the Topic</strong></td>
<td>The learner has a good knowledge about the topic.</td>
<td>The learner has a limited knowledge about the topic.</td>
<td>The learner has a very limited knowledge about the topic.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
Answer Key

B. 1. Answer 2. Read 3. Read
C. 1. Answer 2. Read 3. Read

<table>
<thead>
<tr>
<th>Words</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Correct</td>
<td>Early</td>
</tr>
<tr>
<td>Read</td>
<td>Correct</td>
<td>Early</td>
</tr>
<tr>
<td>Read</td>
<td>Correct</td>
<td>Early</td>
</tr>
<tr>
<td>Answer</td>
<td>Correct</td>
<td>Early</td>
</tr>
</tbody>
</table>

5. Adjective 4. Adjective 2. Read 1. Answer

Activity 3: Mix me up

What's New?

What's New 2: English Match

What's New 3: Mini Match
References

Book

Bermudez, Virginia F. et al., English Expressways (Quezon City: SDPublications, 2007) 212 - 213

Online sources


DISCLAIMER

This Self-learning Module (SLM) was developed by DepEd SOCCSKSARGEN with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd's Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners of Region XII in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

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