

English

Quarter 3 – Module 5: Using Cohesive Devices



English– Grade 8
Alternative Delivery Mode
Quarter 3– Module 5: Using Cohesive Devices
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English

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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-tests 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 Teacher are also provided to our 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. And 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

Hello learner! Have you experienced difficulty connecting your ideas and coming up with a well-organized message? Have you heard any speech which you find difficult to understand? Well, this module is carefully crafted to help you use and understand cohesive devices in various types of speech.

Moreover, this module has different activities that are highly engaging which will help you understand the functions and application of these cohesive devices. Hopefully, this will guide you through your writing. This will also help you write cohesively.

The Most Essential Learning Competency (MELC) covered in this module focuses on the use of appropriate cohesive devices in various types of speech.

Objectives:

As a learner of this module, you are expected to:

- classify the different types of cohesive devices;
- use appropriate cohesive devices in a paragraph;
- create a speech using appropriate cohesive devices; and
- realize the importance of using cohesive devices in a speech.

10. The mountainsides are fertile and abound in vegetation, but the lowlands are rocky and *barren*. Which then is the meaning of *barren*?

- A. dry
- B. hard
- C. unproductive
- D. productive

11. Only the ashes of the big building remained after the *conflagration*. Which of the following is the meaning of *conflagration*?

- A. earthquake
- B. fire
- C. flood
- D. disaster

For items 12 to 13, identify what type of text is being asked or shown in each item.

12. What type of text contains a list of instructions to follow?

- A. demonstrative
- B. informative
- C. narrative
- D. persuasive

13. What type of text tells a story/real event that has happened to some characters in a specific place and time?

- A. demonstrative
- B. informative
- C. narrative
- D. persuasive

“Good news, we have a SPECIAL OFFER! Buy one cellphone TODAY and you will get a pocket Wi-Fi for FREE! You will surely love it because of its advanced features with 24mp front and back camera. It is also a water-resistant phone. You don’t want to miss this SPECIAL offer! Call NOW...”

14. In the above paragraph, how is the word “and” used?

- A. to add information
- B. to show contrast of ideas
- C. to compare two things
- D. to show reason

15. Which among these sentences uses a cohesive device correctly?

- A. I want to enroll this school year, but I want to continue learning.
- B. I want to enroll this school year, unless I want to continue learning.
- C. I want to enroll this school year, yet I want to continue learning.
- D. I want to enroll this school year, because I want to continue learning.

Lesson

1

Using Cohesive Devices



What's In

In your previous module, you learned about analyzing literature as a mirror of people's shared heritage. Similarly, maintaining unity in writing shares that characteristic of literature. In making sure meaning is clearly conveyed, we consider writing in the most cohesive way. In this activity, you will be assessed on the extent of your learning from the previous lesson in connection with the current topic.

Memory Check!

Directions: Read the passage below. Answer the following questions. Write only the letter of your answer on a separate sheet of paper.

The Man with the Coconuts

Adapted story from Mabel Cook Cole, Philippine Folk Tales

One day, there was a man who had been in the forest to gather his coconuts. He loaded his horse heavily with them. On his way home, he met a boy **and** a girl whom he asked on how long it would take him to reach the house.

"If you go slowly," said the boy, looking at the load on the horse, "you will arrive very soon; **but** if you go fast, it will take you all day."

The man could not believe this strange speech, **so**, he hurried his horse. **However**, the coconuts fell off and he had to stop to pick them up. **Then**, he hurried his horse all the more to make up for lost time; **still**, the coconuts fell off again. Many times he did this, and it was night when he reached home.

1. Where did the story take place?
 - A. in the farm
 - B. in the forest
 - C. in his house
 - D. in the city
2. How will you describe the character in the story?
 - A. boastful
 - B. kind
 - C. disobedient
 - D. impatient
3. What do you think is the message of the passage?
 - A. Never listen to the advice of others.
 - B. Being close-minded is good for you.
 - C. Accepting help from others is a bad thing.
 - D. If you rush things out, you will never finish your work on time.

4. In the second paragraph, how is the word “**but**” used in the sentence?
- A. to add information C. to show result
B. to show contrast of ideas D. to express reason
5. Which among the choices express the functions of the above highlighted words?
- A. They give connections of ideas.
B. They show unity of ideas.
C. They make sentences clear and easy to understand.
D. All of the above.



What's New

Like any form of writing, literature also requires cohesiveness. At this point, it is important to learn how cohesion can best be achieved. Specifically, what devices can writers take advantage to come-up with a well-organized message?

Directions: Read the dialog below.

Hello? Is Anna on the line? I am Mrs. Cruz, her adviser in Grade 8.



Yes Ma'am. This is Anna. How are you Ma'am? I've been inside our house, **since** the day the government declared that it is not safe to go out. I miss going to school, I miss listening to your discussions, **and** I also miss talking with my classmates. **However**, my parents tell me to stay home because they are concerned of my safety.



Despite the situation we are in Anna, I'm happy to hear all these things from you. You really love going to school. Even I, myself, miss school **and** my students so much. Although we are facing a pandemic right now, the Department of Education **still** puts an effort towards helping you continue schooling. **So**, the department offers different learning modalities **such as** online modular, television or radio-based instruction and blended learning. Your parents should not worry, **for** the department considers everyone's safety.

Wow, that sounds great Ma'am! **Therefore**, we do not have to worry anymore. My parents will be pleased to know these. **Since** we have internet at home, I think I can do online. Thank you so much for reaching out to me Ma'am. Stay safe **and** God bless.



You are welcome Anna. Send my regards to your parents. Stay healthy **and** enjoy learning.



Self Check:

- What is the dialog all about?
- What is the concern of Anna's parents in enrolling her to class this school year?
- How did Mrs. Cruz convince Anna and her parents to attend school?

Now that we know what they talked about, let us look closely the cohesive devices used in this conversation.

- In the first response of Anna, how did she explain to her teacher about her whereabouts during the present situation?

*She told her teacher that she was in her house **since** the day that the government declared that it is not safe to go out.*

The use of “**since**” expresses time describing when she started to stay inside their house. It can also express cause or reason like in the statement, “**Since** we have internet at home, I think I can do online.”

- In the response of Mrs. Cruz regarding Ana attending school, how is the word “although” used?

Although in the sentence expresses reason and provide an option to answer the problem mentioned in the situation.

- Try deleting the words despite and although, what do you think will happen to the statements above?

Without those words, the statement seems **choppy** and **disconnected**. The ideas presented look as if they are not unified.

- Why is it important that our ideas are interconnected?

It is important for us to be understood by the readers as well as for clear presentation of ideas.

- How can we ensure that our ideas are linked together? What devices should we use?

We can ensure that our ideas are linked together if we know the functions and purposes of the different cohesive devices.



What is It

Now that you learned about how to make ideas flow through cohesive devices, let us learn more about other strategies to achieve cohesion. Well, this part of the module will teach you different connectors called **cohesive devices** which you can use in writing.

Study the sentences below. These are some responses which are taken from the previous dialogue.

1. Stay healthy **and** enjoy learning with us.

2. **Therefore**, we do not have to worry anymore.

3. **However**, my parents told me to stay home and stop schooling **because** they are concerned of my safety.

As you can see in the given sentences, you will notice that there are word connectors used to link your ideas to make your sentence clear and easy to understand.

1. Stay healthy **and** enjoy learning with us.

In the first sentence, the word **“and”** is used to add something to the previous idea. It connects the ideas of “Stay healthy” **and** “enjoy learning with us.” Also, you will notice that both statements start with verbs “*stay*” and “*enjoy*”. Thus, apart from using the word connector “*and*”, using parallel structures as seen in the example may be used to achieve cohesion.

2. **Therefore**, we do not have to worry anymore.

In the second sentence, the word **“therefore”** is used to give or show conclusion. With the efforts of the Department of Education with regards to students attending classes, Anna and her parents **therefore**, do not have to worry about her enrolment. Also, you will notice the use of the pronoun “we” which apparently refers back to Anna’s parents. The use of pronoun is also another cohesive device that you can take advantage. When you keep on referring to the same idea, it makes ideas stick together.

3. **However**, my parents told me to stay home and stop schooling **because** they are concerned of my safety.

In the third sentence, the word **“but”** shows contrast of ideas. Also, the word **“because”** shows reason. So, in the sentence, **because** Anna’s parents are concerned of her safety.

Apart from using these connectors, it was also evident that there were a couple of repetitions evident in the dialogue. What words were repeated? The words *school* and *stay* were repeated. Also, the idea of the pandemic which was suggested by the following phrases *the situation right now* and *pandemic* are repeated. Thus, another way of achieving cohesion is through repetition of ideas or words.

This time, let us discuss more about cohesive devices.

Cohesion in writing may be achieved through the following means:

1. **Repetition of words or ideas.** This helps to focus your ideas and to keep your reader on track.

Example:

Most people find contemporary art difficult to understand. Contemporary art is purposely abstract, leaving the viewers wondering what they are looking at.

2. **Use of synonyms for key words and phrases.** Synonyms are words that have essentially the same meaning, and they provide some variety of word choices, helping the reader to stay focused on the idea being discussed.

Example:

At the end of the run, he was suddenly afraid. The height of the tree terrified him.

3. **Pronouns / Determiners.** This, that, these, those, he, she, it, they, and we are useful pronouns for referring to something previously mentioned. Be sure, however, that what you are referring to is clear.

Example:

Mr. Noviel Fraga is the CEO of Fraga Fisheries and Company. He became the CEO in 2018.

4. **Use transitional devices (linkers, conjunctions or connectors).** These are words which give cues to the readers on the relationships between sentences, joining sentences together.

The most common cohesive device used is the use of transitional devices. They are sometimes called linking words, linkers, connectors, or transitional words. These are words or group of words that show the relationship between sentences and paragraphs of a text or speech. These are words like **‘For example’**, **‘In conclusion’**, **‘however’**, and **‘moreover’**.

We use them to link sentences, paragraphs or any pieces of texts. In other words, cohesive devices make our ideas **coherent**, **consistent** and **organized**. Inappropriate use of these can affect the flow of thoughts or ideas expressed in the sentence.

The common transition words are shown below.

Cohesive Devices			
Type:	Cohesive Devices	Description	Examples
Conjunctions 1. Coordinating Conjunctions These conjunctions connect words, phrases, and clauses of equal value. Clauses of equal value are called independent clauses and can stand on their own as separate sentence.	for	for explaining why	He gains more weight, for he eats too much sweets.
	and	the same, similar or equal; without contrast	His favorite snacks are apples and bananas.
	nor	for two non-contrasting grammatically, negative items	He doesn't like soft drinks, nor hard liquors.
	but	for contrast	I eat vegetables, but I never eat junk foods.
	or	an alternative	Would you like bread or cookies with your coffee?
	yet	contrast, despite, something	He is still young, yet he is already very responsible.
	so	for showing the consequence of something	He was very hungry, so he ate the remaining fruits.
	because, so that, as, since	to express cause or reason	As he was feeling sick, Pedro didn't go to work yesterday.

Cohesive Devices			
Type:	Cohesive Devices	Description	Examples
2. Subordinating Conjunctions The clause beginning with the subordinating conjunction is always the subordinate clause, which depends on the main clause and cannot exist without it.	before, after, until/till, when, as soon as, whenever, while	to express time	The baby cries whenever he feels hungry.
	unless, if, even if, in case, providing	to express condition	I'll lend you my phone, provided that you will use it carefully.
	although, even though, whereas	to express contrast or concession	Joy loves outdoor activities, whereas her sister prefers to stay home.
3. Adverbial Conjunctions These are words that join independent clauses into one sentence. A conjunctive adverb helps you create a shorter sentence. When you use a conjunctive adverb, put a semicolon (;) before it and a comma (,) after it.	also, besides, finally, furthermore, in addition, moreover, still,	adding something	It rained hard; moreover , lightning flashed and thunder boomed.
	also, as well, alike, similarly	comparing	Sleeping early makes me feel relax; also, makes me active for the next day.
	at the same time, in contrast, in spite of, on the other hand even if	contrasting	I wanted to finish answering my activity in this module; even if , it takes longer time to do it.
	certainly, definitely, indeed, in fact	emphasizing	Following health protocols is; indeed , very important for us to be safe.

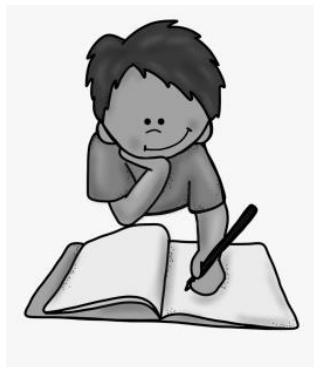
	for/as an example, for instance, in other words, namely, such as	giving example	There are different symptoms of COVID-19; namely , cough, fever and sore throat.
	as ... as, both ... and, either ... or, neither ... nor, not only ... but also	showing equality	Neither the minors nor the senior citizens are allowed to go out during the pandemic.
	as it was/has been said, in conclusion, finally, in short, in other words, hence	summarizing, concluding	COVID-19 is a serious disease; hence , we need to follow health protocols.

Other correlative devices used in listings are shown below.

first(ly) finally in the first place then to conclude to begin next	listings	Example: I love the Philippines a lot. Firstly , I love its museums. Secondly , I love its people. Finally , I love its tourist attractions.
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Other ways of achieving cohesion are through repetition of words and ideas, use of synonyms, pronouns and determiners as provided in the examples on page 9. It is important to remember that the goal is to make the ideas stick together so that unity in meaning is achieved.

Cohesive devices may slightly vary as they appear in different text types. Below are some examples:



Text types may be *informative, persuasive, narrative, and demonstrative*. Below are the *different* types of speeches with examples. Try to study the cohesive devices used. The passages are followed by questions. Try answering it on your own. Enjoy learning!

1. **Informative Text** – This text serves to provide interesting and useful information to your audience. Some examples of informative speeches are found below:

Example:

Posting of health protocols is a must. It directs the people on how to follow physical distancing in the workplace **namely**, maintaining distance between employees and avoiding mass gatherings. **Moreover**, posting it at the entrance of every establishment is also advised. **Furthermore**, establishing daily disinfection procedures **like**, placing hand washing stations **and** checking of body temperature are strictly practiced. These are simple precautionary measures **for** the prevention of virus transmission.

- ✓ What do you think is the text all about?

If you think that it is about posting health protocols, then you are correct.

- ✓ How is “**namely**” used in the second sentence?

The connector “namely” was used to give examples. In giving information, it is important to show examples for clarity of the purpose.

2. **Demonstrative Text** –This type of text teaches you something. They differ from other types mostly because the writer shows its readers how to do things. Below is an example:

Example:

How to Wash Your Hands Properly

According to the World Health Organization (WHO), you need to wash your hands properly **so that** you can protect yourself against infection.

Wash your hands with soap **and** water, **then**, dry them thoroughly. If not, use alcohol-based hand rub.

Washing your hands properly should be **as long as** singing the "Happy Birthday" song twice. Here are the steps: **first**, you need to wet hands with water; **second**, apply enough soap to cover up all hand surfaces; **third**, rub hands palm to palm; **fourth**, palm to palm with fingers interlaced; **fifth**, back to fingers to opposing palms with fingers interlocked; **sixth**, rotational rubbing of left hand; **seventh**, rotational rubbing of backwards and forwards with clasped fingers of right hand and left hand and vice versa; **then**, rinse hands with water; and **finally**, dry thoroughly with a single use of towel.

- ✓ Why do we need to wash our hands properly?

If you answered, "we need to wash our hands for us to be clean and to avoid acquiring the virus", then, you got it right.

- ✓ How are the highlighted words used in the passage?

The highlighted words are called cohesive devices. They are used to show the proper sequence or steps on how to wash your hands properly.

- In writing a demonstrative speech, the cohesive devices to be used show steps or manner of how things should be done. In the paragraph, the highlighted words are the appropriate cohesive devices to be used in demonstrating how to wash hands properly.

3. **Persuasive** – this text is used to convince the readers or listeners to change the way they think, do, so they begin doing something new. Below is an example:

Example:

Why go out when it is much safer at home? Why don't you reflect **and** ponder on lessons brought about by this pandemic rather than blame others? Why do you always have to rant or complain on social media about the government's work when you can be of help to it?

My dear friends, this pandemic will never be gone **if**, we, the people, will not help our government officials **and** front liners prevent it. The only way we can be of help to them is to follow the implemented policies and health protocols. **Hence**, let us help altogether to heal our country as one!

- ✓ What is being emphasized in the text?

It emphasized the need to act during these trying times. We can be of help to them by simply following the implemented policies on health protocols.

- ✓ What do you think is the purpose of the writer?

The purpose of the writer is to persuade or convince people to be of help to the government.

- ✓ Are the cohesive devices used appropriate in presenting the ideas of the passage?

Yes. It connects appropriately one idea to the others. It makes the passage easy to understand.

4. **Narrative** — A narrative text is used to tell a story, often one that is based on personal experience. Below is an example:

Example:

On Saving

As a young teen, Camella does not enjoy much of her teenage life **unlike** the other teenagers do. Her weekends are spent on looking for work **so**, she can earn her allowance. She spends two hundred pesos a week. One hundred pesos for her lunch, eighty pesos for her fare **and** twenty pesos **for** classroom dues.

She earns more than what she needs for the week. **Moreover**, on Saturdays, her routine would be to go to a distant relative and wash clothes to earn one hundred pesos. In the afternoon, she volunteers weeding at her neighbor's garden for a small fee.

Furthermore, on Sundays after church services, she would iron out her teacher's uniform for one hundred pesos. **Despite** her weekend routine, she remains to be one of the smartest in class.

- ✓ What is the text all about?

You are correct! The text narrates how Camella juggles work to earn money.

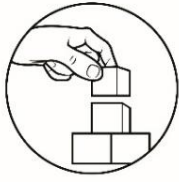
- ✓ What is the purpose of the writer?

The purpose of the writer is to narrate how Camella spends her weekends and her manner on saving money.

- ✓ Are the cohesive devices used appropriate in presenting the ideas of the passage?

Yes. It shows unity and organization of ideas. It makes the narration clear and easy to understand.

From the four types of text discussed, it is evident that cohesive devices may slightly vary in different text types. Nevertheless, they are important in making ideas flow and organizing information in the paragraph.



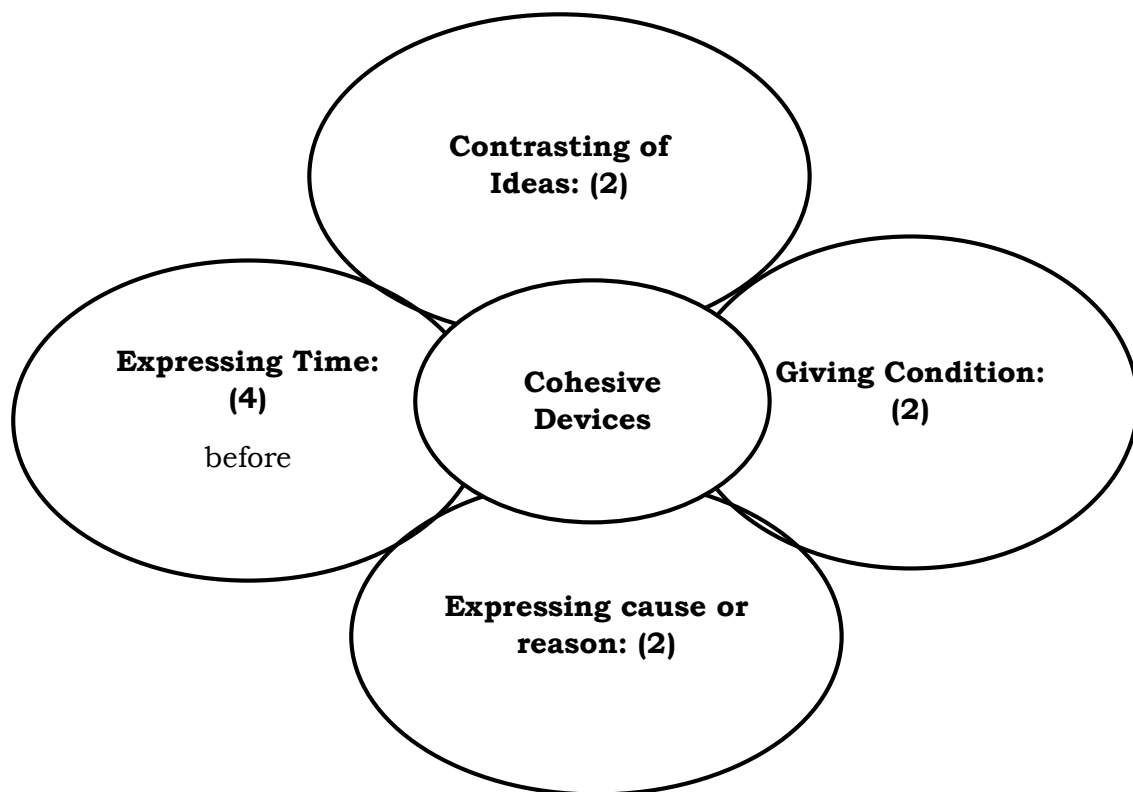
What's More

After learning about the different cohesive devices used in different text types, I guess you are ready to practice what you learned in the next set of activities. Are you ready? The following activities and assessments are carefully designed in preparation for you to use cohesive devices in connecting ideas to form sentences and paragraphs. Good luck and enjoy!

Activity 1.a: Classify Me!

Directions: Look at the linking words inside the box. Classify them based on purpose. Use the organizer below. A sample answer is already given. Write your answers on a separate sheet of paper.

Unless	yet	if	although
as soon as	before	after	because
so that	until	firstly	



Activity 1.b: Match Me!

Directions: Match each word to its synonym. Choose the letter of your answer. Write them on a separate sheet of paper.

A.

___1. giggle

___2. angry

___3. speak

___4. clever

___5. rich

B.

A. cry

B. laugh

C. mad

D. smart

E. talk

F. wealthy

Assessment 1.a: Fill Me!

Directions: Fill in the blanks with coordinating conjunctions For, And, Nor, But, Or, Yet, So (FANBOYS) correctly. Write them on a separate sheet of paper.

Example:

Your sister called today but her voice couldn't be heard well.

1. My mother will go to the market _____ buy some fruits.
2. I have just finished eating dinner, _____ I am already full.
3. Why don't you call Isabel _____ you to know what time she's coming over tonight?
4. Don't tell John about our surprise celebration for his birthday _____ share our plans to his friends.
5. I am planning to buy a new laptop _____ my money is not enough.

Assessment 1.b: Choose Me!

Directions: Choose a synonym from the box to replace a word in each sentence. Copy the sentence in a separate sheet of paper. Underline the word in the sentence and write the replacement word.

loyal new polite safe vacant weak

- 1) The guards made sure the plane was secure. _____
- 2) My dog is a faithful friend. _____
- 3) The old woman was very frail. _____
- 4) It is always nice to be courteous to others. _____
- 5) The abandon house was empty. _____

Activity 2: Which is Which?

Directions: Read the two texts below. After which, answer the questions that follow on a separate sheet of paper.

A

Cellphones are important for students in terms of communication, cellphones should still be regulated in school. It is used for educational purposes. This is due to several reasons: disrupting the learning process, tempting students to cheat, making others feel inferior or worst, making way to cyber bullying.

B

Although cellphones are important for students in terms of communication, they should still be regulated in school unless it is used for educational purposes. This is due to several reasons such as, disrupting or disturbing the learning process, tempting or attracting students to cheat, making others feel inferior or worst, making way to cyber bullying.

1. Which do you think is better, text A or B?
2. What is the main difference between the two given selections?
3. What are the cohesive devices used?
4. What do you think is the importance of using cohesive devices in writing?
5. What type of text is used?
6. Apart from the use of transition words, are there other cohesive devices evident in the text?

Assessment 2: Below is an excerpt or portion of a text which lacks cohesive devices. Complete it by choosing your answers from the words inside the parenthesis. Write the words on a separate answer sheet.

I could not imagine how I become what I am today **1. (and, for)** ____ it was really different before. I stand before you now as a teacher. It was seven years ago, **3. (so, yet)** ____ I could still imagine as if it were just yesterday. I used to carry bags containing vegetables **4. (such as, for)** ____ okra, eggplant and bamboo shoots. I would sell them to the neighborhood where my playmates would **5. (not only, either)** ____ laugh at me, and tell stories of our poor family, **6. (but also, nor)** ____ bully me. **7. (However, Moreover)** ____, I did not mind them **8. (because, so that)** I needed to surprise my mother. I am secretly buying her medicines.

Four years after, I did not climb the hills to get vegetables anymore instead I climbed the stage where my healed mother pinned more ribbons on me. Now, I still carry my bag no longer with vegetables to sell but with the harvested fruits of hard work namely wisdom, knowledge and values. I carry them free for you as long as, you promise that you would put them in your bags too. **9. (However, Hence)** ____ my dearest students it really matters how you carry your bag. It can be heavy at times and it does not hurt much to take a break. Rest and carry on. Never forget that there are people willing to help. **10. (Yet, So)** ____ as your classmate, do you want me to help you carry your bag too?

Activity 3: You Complete Me!

You're almost done! This time, I want you to complete the passage. Write your answers on a separate answer sheet.

Directions: Choose the appropriate cohesive devices from the choices inside the box to complete the passage. Then, identify the type of text used. Write your answer on a separate sheet of paper. Some items may have the same answers.

finally	but	even if and	while
so that	on the other hand	however	because
when	whenever		

One day, John drove his car for work. (1) _____ he was on his way, he noticed that the road was under repair. He needed to find a way (2) _____ he could reach his destination early.

(3) _____ he arrived, he was instructed by his boss to work with Ian on their next project. (4) _____, he is not yet familiar with Ian. He was hesitant to reach out to him (5) _____ he heard that he was boastful and arrogant. (6) _____, Ian approached him (7) _____ discussed details about the project. (8) _____ he felt awkward working with him (9) _____ he had no choice.

As the days went on, John noticed that Ian was the opposite of what he heard. (10) _____ they worked as a team and finished their project successfully.

Assessment 3:

Directions: Write your own sentences on a separate sheet of paper using the given transitional words. Please observe the use of appropriate pronouns. Two points each.
Example: John and Ian are well appreciated by **their** boss **because** of **their** outstanding performance.

- | | |
|----------|----------|
| while | 1. _____ |
| although | 2. _____ |
| unless | 3. _____ |
| such as | 4. _____ |
| moreover | 5. _____ |



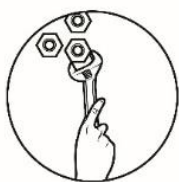
What I Have Learned

Let's check what you have learned.

I have learned that

I have realized that

Therefore, I conclude that



What I Can Do

Choose one among the pictures below and write any type of text about it in 3-5 sentences using cohesive devices. Please be guided with the rubric on the next page. Write your answer on a separate sheet of paper.



1. _____



2. _____



3. _____

Criteria	You made it!	Just Okay	Try Again	Score
	5	3	1	
Relevance to the picture	All ideas are related to the picture	Some ideas are related	Few ideas are related	
Cohesive devices used (Appropriate use of transitional words, synonyms, pronouns/determiners, repetition of words/key terms)	Ideas are well organized and cohesive devices are used appropriately	Some ideas are well organized and cohesive devices are used appropriately	Ideas are illogically arranged	
Correct usage	Committed no errors	Committed 1-2 errors	Committed 3 or more errors	
TOTAL				



Assessment

Gauge My Learning!

Directions: Choose the appropriate transition words in completing each sentence. Write your answer on a separate sheet of paper.

- Which among these sentences uses a cohesive device correctly?
 - I want to enroll this school year, yet I want to continue learning
 - I want to enroll this school year, but I want to continue learning.
 - I want to enroll this school year, unless I want to continue learning.
 - I want to enroll this school year, because I want to continue learning
- Will you cook my favorite food_____ will I just buy it?
 - and
 - but
 - or
 - so
- Pedro eats his dinner early _____ he needs to finish his assignment.
 - but
 - because
 - such as
 - while
- You can borrow my laptop _____ you will use it carefully.
 - and
 - as long as
 - even if
 - so
- Joy is going to finish her online work_____ the internet connection is poor.
 - also
 - and
 - even if
 - or

“Good news, we have a SPECIAL OFFER! Buy one cellphone TODAY and you will get a pocket WIFI for FREE! You will surely love it because of its advanced features with 24mp front and back camera. It is also a water-resistant phone. You don’t want to miss this SPECIAL offer! Call NOW...”

6. In the above paragraph, how is the word “and” used?

A. to add information	C. to compare two things
B. to show contrast of ideas	D. to show reason
7. Althea said that she didn’t know Mr. Jose. _____denied knowing _____.

A. He, her	C. She, him
B. He, him	D. She, her
8. Only the ashes of the big building remained after the *conflagration*. Which of the following is the meaning of *conflagration*?

A. earthquake	C. flood
B. fire	D. disaster
9. _____having their online classes, the children were assisted by their parents.

A. Although	C. Such as
B. Because	D. While
10. During their virtual graduation rites, Berto was awarded with highest honors; _____his parents were truly proud of him.

A. and	C. or
B. but	D. so
11. COVID - 19 pandemic threatens the health of the people; _____, health protocols are imposed.

A. and	C. however
B. as a result	D. or
12. The mountainsides are fertile and abound in vegetation, but the lowlands are rocky and *barren*. Which then is the meaning of *barren*?

A. dry	C. unproductive
B. hard	D. productive
13. Bullying is not good as it affects emotional and psychological behavior of an individual. Most victims of bullying experience physical, emotional and mental health issues. What cohesive device is applied in the given sentences?

A. Pronouns	C. Synonyms
B. Repetition of words	D. Transitional devices

For items 14 to 15, identify what type of speech is being asked or shown in each item

14. What type of speech contains a list of instructions to follow?

A. demonstrative	C. narrative
B. informative	D. persuasive
15. What type of speech tells a story/real event that has happened to some characters in a specific place and time?

A. demonstrative	C. narrative
B. informative	D. persuasive



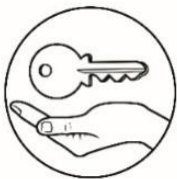
Additional Activity

Directions:

Write a persuasive text out of the picture below in 3-5 sentences. Then, use the cohesive devices in connecting your ideas. Refer to the rubric provided. Use another sheet of paper for your answer.



Criteria	You made it!	Just Okay	Try Again	Score
	5	3	1	
Relevance to the picture	All ideas are related to the picture	Some ideas are related	Few ideas are related	
Cohesive devices used (Appropriate use of transitional words, synonyms, pronouns/determiners, repetition of words/key terms)	Ideas are well organized and used appropriately the cohesive devices	Some ideas are well organized and used appropriately the cohesive devices	Ideas are illogically arranged	
Correct usage	Committed no errors	Committed 1-5 errors	Committed 6-above errors	
TOTAL				



Answer Key

What I Know

1. C
2. B
3. C
4. B
5. D
6. D
7. B
8. C
9. B
10. C
11. B
12. A
13. C
14. A
15. D

What's In

1. B
2. D
3. D
4. B
5. D

What's More

Activity 1.a

Express time:

1. before

2. until

3. after

4. as soon as

Contrasting of ideas

1. although

2. yet

Giving condition

1. if

2. unless

Express cause or reason:

1. because

2. so that

- 3.

Activity 1.b

1. B

2. C

3. E

4. D

5. F

What's More

Activity 2

1. Speech B

2. Cohesive Devices

3. Transitional

words(Although, unless,

such as, and); synonyms

(disrupting/disturbing,

tempting/attracting) and

pronouns

4. It makes the speech

coherent, consistent and

organized

5. Informative text

What's More

Assessment 2

1. for

2. or

3. yet

4. such as

5. not only

6. but also

7. however

8. because

9. hence

10. so

What's More

Activity 3

1. while

2. so that

3. when

4. however

5. because

6. on the other hand

7. and

8. even if

9. but

10. finally

What's More

Assessment 3

1. A sentence using while

2. A sentence using although

3. A sentence using unless

4. A sentence using such as

5. A sentence using moreover

What I Have Learned

ANSWERS MAY VARY

What I Can Do
ANSWERS MAY VARY
Assessment

1. D
2. C
3. B
4. B
5. C
6. A
7. C
8. B
9. D
10. D
11. B
12. C
13. B
14. A
15. C

What's More

Assessment 1.a

1. And
2. So
3. For
4. Nor
5. But

Assessment 1.b

- 1) The guards made sure the plane was secure. - **safe**
- 2) My dog is a faithful friend. - **loyal**
- 3) The old woman was very trail. - weak
- 4) It is always nice to be courteous to others. - polite
- 5) The abandon house was empty. - vacant

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