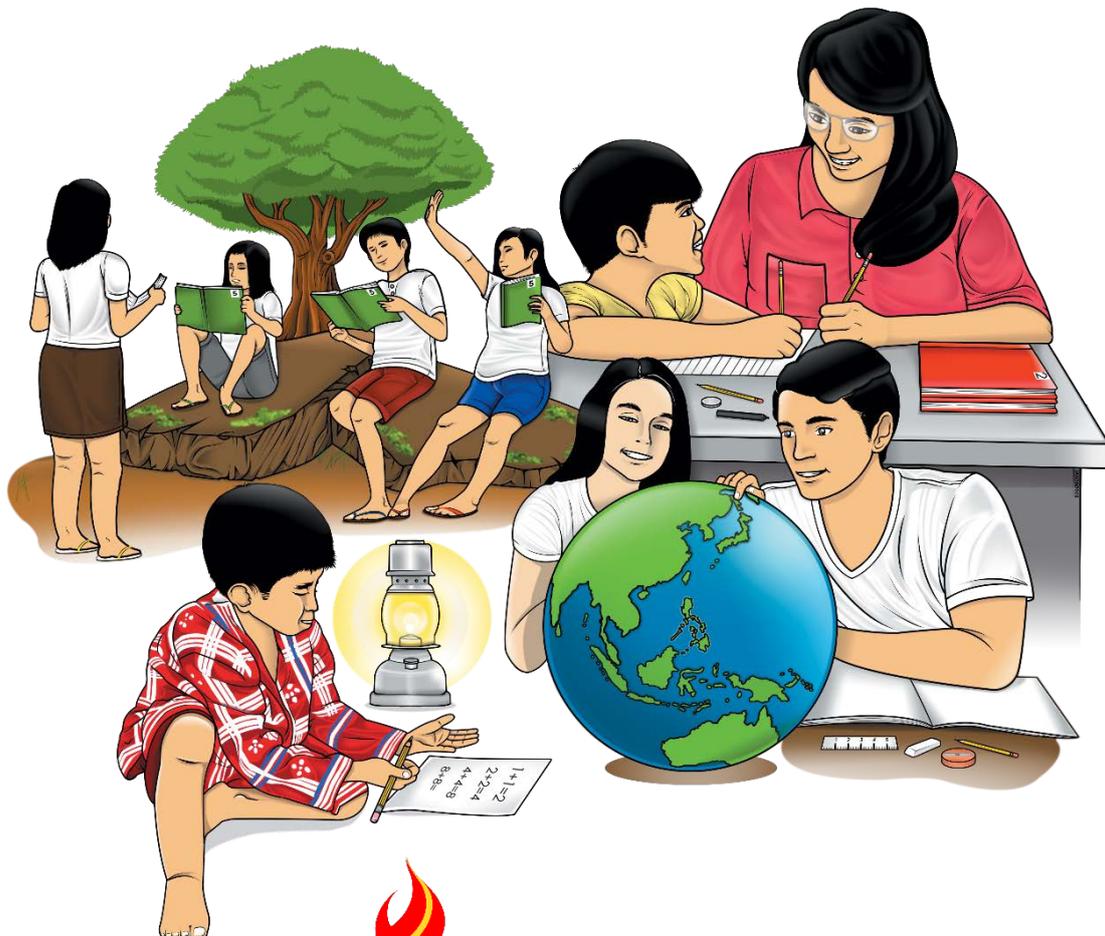


English

Quarter 3 – Module 6

Feelings and Reasons

(Infer Speaker's Tone, Mood and Purpose)



English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 6: Feelings and Reasons (*Infer Speaker’s Tone, Mood and Purpose*)
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata, Mai Anne D. Rondola

Reviewers:

Illustrator: Jerome Bonzo

Layout Artist: Krysta Lynne I. Fuertes

Management Team: Gilbert T. Sadsad

Francisco Bulalacao

Grace U. Rabelas

Leilani Lorico

Sancita B. Peñarubia

Edison Mallapre

Maritess Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 6

Feelings and Reasons

(Infer Speaker's Tone, Mood and Purpose)

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! We are your friends, Ella and Eloy.

Welcome to the exciting world of English. For the Third Quarter, Module 6, we are going to work on the different activities together so that at the end of the module, you will be able to: *infer the speaker's tone, mood and purpose.*

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy, in this adventure. First, let us find out how well you know the topic.



What I Know

A. Tone and Mood: Infer the speaker's tone and mood. Choose your answers from the given choices in the box. Write them on your answer sheet.

TONE	MOOD
gloomy	sorrowful
joyous	frightening
horror	cheerful

1. Jumping up and down in the room, the little girl laughs so loud as she repeatedly says, "*I will be a big sister soon!*"

Tone: _____

Mood: _____

2. He slowly opened the creaking door as he tiptoed inside the room. It was very dark that he cannot see anything. Suddenly, a creepy voice whispered in his ear, “*What are you doing here?*” Then, there was silence.

Tone: _____

Mood: _____

3. Allen hugged the dog one last time and wiped his tears. He cannot believe that he will not be able to see his best friend again. With a heavy heart, he whispered, “*I will miss you. Rest well now.*”

Tone: _____

Mood: _____

B. Purpose: Infer the speaker’s purpose as suggested in the following paragraphs. Choose the letter of your answer. Write the answers on your answer sheet.

1. ***Bored? Find a Book!***

by: Ma. Francia N. Bulacan

There are times that you feel bored and can’t find something interesting to do. Well, this situation is easy to end. Pick a book and open it. Once you start to read, you will surely travel to different places with different exciting things to learn. The more you read, the more you realize that you could still learn more. So next time you feel bored, go and find a book!

- A. To entertain B. To inform C. To persuade

Purpose: _____

2. ***Roxan’s New Friend***

by: Ma. Francia N. Bulacan

Roxan is a very shy girl. She does not have many friends in school. She enjoys most of her time reading in a corner. One day, someone came near her and said, “It is a nice storybook you are reading. Roxan looked up and saw her classmate, Tina. She found out that they both love reading. From then on, they spend most of their time together and they even started joining quiz bees.

- A. To entertain B. To inform C. To persuade

Purpose: _____

3.

What the Body Needs

by: Ma. Francia N. Bulacan

Good food gives us the energy that our body needs. Healthy foods are those that contain vitamins and minerals that keep us strong and help us fight diseases. Eating healthy foods means having the power to fight sickness. It is like a superpower! The basic food groups namely go, grow and glow foods are everything our body needs.

A. To entertain

B. To inform

C. To persuade

Purpose: _____



Wait a minute!

Let us pause for some time and analyze your answers.

A. Tone and Mood: Did you answer 1) joyous, cheerful; 2) horror, frightening; 3) gloomy, sorrowful?

B. Purpose: Did you write, 1) To persuade, 2) To entertain, 3) To inform?

Good job! If you were able to get **7-9**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?



Lesson

6

Infer Speaker's Tone, Mood and Purpose

Speakers and writers can express their emotions through the words they use. Their emotions towards what they say or write can affect how the readers react or feel towards their works. Besides, these add meaning to the message they want to tell the readers or listeners.

It is important to know the speaker's tone, mood, and purpose to fully understand the feelings and reasons behind the speaker's or writer's words. In this module, we will be doing fun activities and exercises for you to infer the speaker's tone, mood, and purpose.



What's In



To explore more about this topic, let us have a quick review of the topic discussed in the previous module. **Can you still remember it?**

The use of graphic organizers is important to infer the speaker's tone, purpose, and mood. By plotting words on visual maps like this, it is easier to see and feel what the author wants us to experience.

Use Appropriate Graphic Organizers in Text Read

Read the short text below then use the graphic organizer to present the important details about the topic in it. Write the answers on your answer sheet.

Cyril Mae is my best friend. She has a round face and short hair. She is nice and hardworking. She loves cooking and enjoys reading books. She tells us stories about her interests and goals.

tells a lot of stories	
CYRIL MAE	

Do not forget to review your answers before checking.



Check your answers by looking at the **Answer Key** on page 20.

If you were able to get **4-5: Nicely done!** You are more than ready to learn the new set of skills.

3 and below: Oops. You might want to take a peek again at our previous module. Below is a gentle reminder from Kuya Pat.

REMEMBER:

Graphic organizers are charts or visuals and are useful tools in organizing and presenting information in a short, understandable manner. These are also very useful tools in inferring speaker's and writer's mood, purpose, and tone.





What's New

Before learning about how speakers and writers create tone and mood and convey purpose in their writing, it is also important that we are aware of our own emotions as readers and listeners.

Say the expression **“Thank you so much!”** with the following emotions:

1. Happy
2. Sad
3. Afraid

Then, ask somebody from your family to listen to you and guess the emotions you want them to feel. Let them notice the differences in the tone of their voice and if the other person was able to guess the emotion correctly.

Like what you did in the previous activity, you changed your tone and made facial expressions to convey mood. These are also possible in speaking and writing.

While reading or listening, you can also feel what the speaker feels. Let us go back to the Pre-test and analyze this sentence.

Jumping up and down in the room, the little girl laughs so loud as she repeatedly says, “I will be a big sister soon!”

Answer the questions below:

1. What attitude does the speaker display toward the topic?
2. What did you feel toward the topic?

Think about these before moving on...

1. What word in the sentence suggests emotion?
2. What other clues give you an idea about the emotions conveyed here?



What Is It

For Question Number 1:

Did you answer *laugh*? This gives you the idea that the character is joyous.

Joyous expresses the Tone.



Tone is the attitude that the speaker or writer takes towards his writing or speaking. This can be expressed through the use of words and details included in the text or changes of tone, pitch, and rhythm when saying something.

Other examples of tone: uneasy, emotional, loving, sincere, undecided, angry, amused, funny, amused, unhappy, understanding, playful, factual, cruel



For Question Number 2:

Did you answer *jumping up and down*? This suggests that the character is cheerful.

Cheerful expresses the Mood.

Mood is how we feel as we read or listen. It is the emotion created by the speaker and experienced by the reader.

Other examples of mood: hopeless, stressed, peaceful, festive, lonely, restless, reflective, frustrated, calm, frightening, sentimental, romantic



Aside from Tone and Mood, there is another important feature of writing or speech that you need to understand. Writers convey mood and tone because they have different reasons for writing.

Let us analyze these paragraphs from the Pretest and infer the speaker's reason for writing the text. Write your answers to the Comprehension Questions on your answer sheet.

Bored? Find a Book!

by: Ma. Francia N. Bulacan

There are times that you feel bored and can't find something interesting to do. Well, this situation is easy to end. Pick a book and open it. Once you start to read, you will surely travel to different places with different exciting things to learn. The more you read, the more you realize that you could still learn more. So next time you feel bored, go and find a book!

Comprehension Questions:

1. What does the text want you to do?
2. Do you agree with it?

Roxan's New Friend

by: Ma. Francia N. Bulacan

Roxan is a very shy girl. She does not have many friends in school. She enjoys most of her time reading in a corner. One day, someone came near her and said, "It is a nice storybook you are reading. Roxan looked up and saw her classmate, Tina. She found out that they both love reading. From then on, they spend most of their time together and they even started joining quiz bees.

Comprehension Questions:

1. What does the text want you to do?
2. Were you amused after reading the text?

What the Body Needs

by: Ma. Francia N. Bulacan

Good food gives us the energy that our body needs. Healthy foods are those that contain vitamins and minerals that keep us strong and help us fight diseases. Eating healthy foods means having the power to fight sickness. It is like a superpower! The basic food groups namely go, grow and glow foods are everything our body needs.

Comprehension Questions:

1. What does the text want you to know?
2. Are the information presented true or facts?



Make sure you were able to answer all the comprehension questions before moving on.

*As shown in the paragraphs you have just read, writers write for different reasons. The reason why they write is called **PURPOSE**. Let us analyze the author's purpose for the three texts you analyzed a while ago.*

Let us once again go back to what you did in the paragraphs to identify the writer's purpose.

Bored? Find a Book!

Were your answers like these?

1. The speaker wants you to read a book when you cannot find something interesting to do.
2. Yes

This text was written by the author to convince the reader, to change the reader's mind, or get them to do something. The speaker's purpose here is to **PERSUADE**.

Roxan's New Friend

Were your answers like these?

1. The author wants us to know more about Tina's story.
2. Yes

This text was written by the author to teach the reader a lesson, with the main goal of making the reader feel amused. The speaker's purpose here is to **ENTERTAIN**.

What the Body Needs

Were your answers like these?

1. Good food gives the energy that our body needs.
2. Yes

This text was written by the author to enlighten the reader by showing or explaining facts. The speaker's purpose here is to **INFORM**.

Let us have a quick check to know if you were able to understand everything. You can study the discussion again before you work on the activities! You can also choose to continue or take a little break.

Let us see if you can apply these new skills you gained in the texts below.

Direction: Read the text below and infer the speaker's tone, mood, and purpose. Write the letter of the correct answers on your answer sheet.

I look at all the medals hanging on the wall. I whispered to myself, "I did my best and everything was worth it."

1. What is the speaker's tone?
 - a. angry
 - b. proud
 - c. unhappy
2. What mood does the text suggest?
 - a. determined
 - b. stressed
 - c. happy

3. What is the author's purpose for writing the text?
- to entertain
 - to inform
 - to persuade



Use the **Answer Key** on page 20 to check your work.

If you were able to get everything right, then you are very ready to work on more activities! Have fun learning!



What's More

A. Tone

Infer the speaker's tone in the following statements. Choose your answers from the words inside the box. Write them on your answer sheet.

amused	emotional	sincere
--------	-----------	---------

1. I cried and said, "I still remember those times when Father saves money just to buy something special for my birthday."

2. "Don't worry. I am here to help you. Through prayers, we will be able to solve this problem soon."

3. "Whoa! You were very hungry that you ate ten hotdogs in one meal?"

B. Mood

Infer the reader's mood developed in the following statements. Choose your answers from the words inside the parentheses. Write them on your answer sheet.

1. "This is everything I can buy with one thousand hundred pesos?" (shocked, peaceful)

2. “All these problems seem never-ending! How can I solve them all when I am alone? (bored, hopeless)

3. The deep blue shade of the seawater seems inviting. Its white sand feels fine and massages the feet. (refreshed, sick)

C. Purpose

Infer the author’s purpose in the paragraphs below. Choose your answers from the words inside the box. Write them on your answer sheet.

To entertain	To persuade	To inform
--------------	-------------	-----------

1. Grandmother gave me a music box for my birthday. It plays a lovely song when opened. A tall ballerina with a pink dress and gold crown dances in the middle and turns round and round. Flowers and hearts with tiny, sparkling stones are found on its lid.

2. Properly turning off your laptop helps it stay in good condition. First, close all running applications. Next, click the windows button. Then, point the arrow on the power button and select shut down. Finally, wait for the screen to power off before closing.

3. Riding a bike or walking to school is better than riding other vehicles. If your house is only a few meters from the school, riding a bike or walking can benefit you in a lot of ways. These activities can help you stay fit. These are forms of exercise after all. Besides, you can save money because they’re free. Try them next time!

Review all your answers before checking. Use the **Answer Key** on page 20 to check your work.

Were you able to get:

7-9: Excellent! You were able to follow through with the lessons presented. Outstanding performance!

8 and below: Oops, you need to focus more on doing the activities. Focus, take a deep breath, and go on.





What I Have Learned



Let us now give a summary of everything you learned in this module.

Complete the graphic organizers below with the missing words. Choose your answer from the given choices.

To fully understand the meaning of a text, there are features that we need to fully understand...

1

It is the attitude that the speaker or writer takes towards his writing. This can be expressed through the use of words and details included in the text.

2

It is how we feel as we read or listen. It is the emotion created by the speaker and experienced by the reader.

3

It is the reason why the author wrote his work.

Writers write for different reasons. Identify the purpose indicated in the following.

PURPOSE

<ul style="list-style-type: none">This text is written by the author to convince the reader, to change the reader's mind, or get them to do something. The speaker's purpose here is to _____. <p style="text-align: center;">4</p>	<ul style="list-style-type: none">This text is written by the author to teach the reader a lesson, with the main goal of making the reader feel amused. The speaker's purpose here is to _____. <p style="text-align: center;">5</p>	<ul style="list-style-type: none">This text was written by the author to enlighten the reader by showing or explaining facts. The speaker's purpose here is to _____. <p style="text-align: center;">6</p>
--	---	---

Check your answer using the **Answer Key** on page 20.

If you got **5-6**, it means you are now ready to work on more exciting activities. **Great work!**

If you got **4 and below**, go back to the discussion on pages 6 to 8 before going to the next part.

You can do this!





What I Can Do

Now, here is an activity where you will transfer your new knowledge or skill into real-life situations or concerns. Read the passage and be able to infer the tone, mood, and purpose.



A rabbit hopped into the clearing and saw the mushroom.

“Oh! Hide me!” he cried. “Save me! A fox is chasing me!” “Poor rabbit,” said the ant. “Let’s crowd ourselves a little more and take him in.”

As soon as they hid the rabbit, the fox came running. “Have you seen the rabbit? Which way did he go?” he asked.

“Oh! We have not seen him.”

The fox came nearer and sniffed. “There is a rabbit smell around. Isn’t he hiding here?”

Source: Mirra Ginsburg, “Mushroom in the Rain,” in English Grade 4 Learner’s Material (First Edition 2015), 140-142.

Tone: _____

Mood: _____

Purpose: _____

Note: You can choose your answers from the list of mood and tone on page 7.

Check your answer using the **Answer Key** on page 20.

Wow! You are finally here.

This is your final pit stop in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.





Assessment

Read the texts below. Infer the speaker’s tone, mood, and purpose. Select your answers from the given choices. Write the answers on your answer sheet.

TONE	MOOD
lazy	gloomy
emotional	stressed
excited	amused

A. Infer the speaker’s tone and mood

1. The child looked at her mother with wide eyes and said, “I cannot wait to see a real tiger! When can we visit the zoo? Will it be tomorrow. Please. Let’s go to the zoo.”

Tone: _____

Mood: _____

2. “I really want to see my sister soon. I thought she will come home this summer. She had to stay for a long time abroad,” said the little girl when asked why she is not happy.

Tone: _____

Mood: _____

3. Andrew’s room is messy. His dirty clothes are scattered on the floor. Books and papers are everywhere. When his mother told him to clean, he simply replied, “Next time, Mother”. Then, he continued playing with his phone.

Tone: _____

Mood: _____

B. Infer the speaker’s purpose

To entertain	To persuade	To inform
--------------	-------------	-----------

1. All people should learn to recycle. It is one way of saving Mother Earth. Recycling, instead of throwing trash in rivers or empty lots, will lessen pollution. You can even earn money from recycled materials. The next time you plan to throw your trash, think again.

2. Father lost his job. The family may not have enough money to send the children to school for the next school year. During summer, the children worked hard to sell snacks and drinks. They earned enough money for enrolment and to buy school supplies too.

3. Sun gives life to the Earth. It is the main source of heat and energy. Without it, the animals, plants, and even the people will freeze to death. It is the reason for the weather patterns of the planet. It is needed by plants for photosynthesis.

If your score is---

7-9: It means ***you did great!*** You know how to effectively infer the speaker's tone, mood, and purpose. Now, it will be easy for you to fully understand the meaning of the texts presented.

7 and below: Wait! You need to work on all the activities again. It seems that you were not able to get it yet. Go on and try again. I am still here to help you out.





Additional Activities

Look for some of your favorite stories/articles. Copy an excerpt of the text then infer its mood, tone, and purpose. Put your answers on your answer sheet.

Title: _____

Source (Where did you get it?): _____

Text: _____

Tone (What the speaker feels): _____

Mood (What I felt after reading): _____

Purpose (Why it was written): _____

Words that set the tone/mood: _____

Here is an example:

Title: *The Hiking Trip*

Text: My family and I went hiking. The travel is both tiring and exciting. The winding roads with tall, green trees on both sides seem to run forever. We slowly climbed the steep mountain and saw wild plants and flowers. The top view is breathtaking. "This is awesome!", I shouted with all my might. It feels like you are walking on the clouds. It was all worth it.

Source (Where did you get it?):

Writer: Ma. Francia N. Bulacan

Tone (What the speaker feels): excited, joyful

Mood (What I felt after reading): pleased, cheerful

Purpose (Why it was written): To entertain

Words that set the tone/mood: tiring and exciting, breathtaking, awesome, worth it



How to check your work:

If you were able to finish this activity, you will get 20 points. You cannot go on your next adventure unless you finish all the activities here. I know that the last one may seem challenging, but I am sure you can do it!

Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!





Answer Key

Assessment

A. Infer the speaker's tone and mood.
 1. Tone: excited
 Mood: amused
 2. Tone: emotional
 Mood: gloomy
 3. Tone: lazy
 Mood: stressed

B. Infer the speaker's purpose.
 1. To persuade
 2. To entertain
 3. To inform

What I Have Learned

1. Tone
 2. Mood
 3. Purpose
 4. To persuade
 5. To entertain
 6. To inform

What I Can Do
 Tone: uneasy
 Mood: frightening
 Purpose: to entertain

What Is It
 1. b
 2. a
 3. a

What's More

A. Tone
 1. emotional
 2. sincere
 3. amused

B. Mood
 1. shocked
 2. hopeless
 3. refreshed

C. Purpose
 1. To entertain
 2. To inform
 3. To persuade

What's In Use Appropriate Graphic Organizers in Text Read

round face
 short hair
 nice
 hardworking
 loves cooking
 enjoys reading books
 tells stories about her interests and goals
 *Your answers may appear in any order.

What I Know

A. Tone and Mood
 1) joyous, cheerful
 2) horror, frightening
 3) gloomy, sorrowful

B. Purpose
 1) To Persuade
 2) To entertain
 3) To inform

References

Department of Education. English Grade 4 Learner's Material. Philippines, 2015.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex

Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph