

English

Quarter 4 – Module 2, Lesson 3: Writing Paragraphs Showing Problem-Solution Relationships



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English – Grade 5
Alternative Delivery Mode
Quarter 4 – Module 2, Lesson 3: Writing Paragraphs Showing Problem- Solution Relationships

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5

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 and good luck!

Lesson**3****Writing Paragraphs Showing Problem-Solution Relationships*****What I Need to Know***

Have you ever encountered problems? What were they? How were you able to choose the appropriate solution for it?

Some informational text types are organized by problem and solution. This text begins with presentation of a problem between individuals, among groups, or an issue going on in the world. This is followed by one or more possible solutions that are explained.

At the end of this module, you are expected to:

- recall the structure of a sentence showing a problem-solution relationship by labeling the parts correctly;
- tell whether a sentence contains an example of a problem-solution relationship;
- describe the structure of a paragraph written problem-solution relationships;
- identify a paragraph showing problem-solution relationships;
- write paragraphs showing problem-solution relationships; and
- observe politeness in asking and giving responses.



What I Know

Write YES if the paragraph contains a problem-solution relationship; NO if it does not.

Paragraph 1

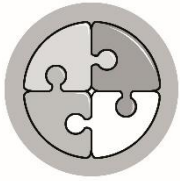
Even if it is difficult, the problem about drugs can be solved or minimized. How? What can be done to solve the problem on drug abuse in young people? Education is the most effective solution. Children need to be taught about the dangers of drug abuse at home and in school. Parents can talk about the positive and negative effects of drugs while having breakfast, lunch, or dinner. Teachers can also discuss how students can avoid getting involved in drugs in their lessons. Barangay and other officials can also provide enjoyable activities such as games, sports, and shows that will take the attention of children away from bad influences like drugs.

Paragraph 2

Once upon a time, there lived a King who owned a thousand horses. Each horse had its own room in the palace which is also guarded by a thousand soldiers. Each horse also had a name. The Kings favorite horses were Lagatak, Pumitos, Parayaw, and Bardagol. This is because each of these five horses had a unique characteristic. Lagatak was a black horse with big hooves which causes a small earthquake when running. Pumitos was very fast and could run a kilometer in only second. Parayaw was white and muscular which makes any rider look handsome. Bardagol was the strongest and had a skin as tough as metal which cannot be penetrated by any weapon.

Paragraph 3

One morning, a rabbit and is boasting about his speed in front of the other animals and challenges any one of them to race him. A turtle accepts his challenge. At first the rabbit thinks it's a joke, but the turtle is being serious. So, soon after they begin the race. The rabbit runs full speed ahead and was already halfway in less than five seconds. However, to make fun of the turtle who is running just an inch in one minute, he decides to take a nap. The turtle keeps slowly going and going. When the rabbit wakes up at noon, he notices that the turtle is almost at the finish line. In panic, he ran swiftly to catch the race, but he stumbles and rolls down the canal. The turtle wins the race.



What's In

Activity 1

Do you remember your lesson on writing sentences containing a problem and a solution in Quarter 1? Let's check if you can still identify the correct structure by putting a check mark to the sentence which has the problem-solution relationship.

- _____ 1. Ana is very happy because she got a new pair of shoes from her aunt.
- _____ 2. The road is so dry and dusty since it has not rained for six months.
- _____ 3. Dodong is taking some medicine because he is not feeling well.
- _____ 4. People should avoid crowded places nowadays.
- _____ 5. To make our bones stronger, we should drink milk.

Activity 2

Answer the following questions.

1. Which sentence(s) above are written with problem-solution relationships? Choose from Sentences 1-5.
2. Based on these sentences that you have checked, how many parts or elements does each sentence with a problem-solution relationship have?
3. What are these parts? Can you label these parts based on the idea it contains?
4. Go back to the sentences that you have not checked. Are all the parts or elements of a problem-solution relationship present?
5. When do we say that a sentence has a problem-solution relationship?

You may recall that sentences which contain problem-solution relationships have two (2) important parts **written in the same sentence**: (1) the problem, and (2) the solution.

The barangay lockdown will start tomorrow,
(problem)
so we should prepare enough food, water, and other supplies.
(solution)

Notice in the example that the sentence begins with the problem and then followed by the solution.

However, the arrangement may also start with the solution and then followed by the problem as shown in the next example.

We should prepare enough food, water, and other supplies
(solution)
because the barangay lockdown will start tomorrow.
(problem)

Identifying and writing sentences with problem-solution relationship will be easy if you take note of the two parts which must always be present in the same sentence. If one part is missing, then there is no problem-solution to talk about.

However, when we start writing more than one sentence that contains a problem-solution relationship **in the form of a paragraph**, things get more challenging because the two parts may now appear separately in different sentences.

Study the next section of this module to get to know about writing problem-solution relationships in a paragraph.



What's New

The next activities will let you see the difference between a **sentence which contains problem-solution relationship** and a **paragraph which also contains the problem-solution relationship**.

Activity 1

Copy the problem-and-solution paragraph in your notebook. When this is done, encircle the problem and underline the solutions. Then answer the questions that follow in your notebook.

It was already December 18, seven days away from Christmas Day and Junver still had nothing to give to his baby sister. Why? he did not have money to buy a gift. So, to solve his problem, he did the several things. First, he saved ten pesos from his daily allowance. Second, he made and sold personalized and colorful Christmas cards to his friends and relatives which earned him 100 pesos after five days. Third, he joined his cousins in singing carols in the neighborhood. Finally, he got about 500 pesos with which to buy a gift one day before Christmas Day.

1. What is the problem mentioned in the paragraph?
2. What are the three solutions that were also mentioned?
3. Are the problem and the three solutions written in the same sentence?

Activity 2

Copy the next paragraph in your notebook then identify also the parts that show the problem and the parts that show the solution. Circle the problems and underline the solutions. Once done, answer also the questions that follow.

The following actions are done by the government for the protection against COVID-19. People are not allowed to travel anywhere because the virus is already everywhere. In order to find and identify people who were exposed to the virus, contact tracers have been hired. Certain places like cities and barangays are also put on a lockdown to control the spread of the disease. If somebody gets sick, he or she is immediately isolated and treated. Almost everybody is also wearing a facemask since we do not know if the person next to us carries the virus. All these actions may be difficult but are life-saving.

1. How many problems were you able to identify and encircle in the paragraph?
2. How many solutions were you able to identify and underline the paragraph?
3. Are the problem and the solution written separately just like in the first activity? Or are the problem and the solution written in the same sentences?
4. Can you now say that there are two different ways to write a paragraph with a problem-solution relationship which are (1) writing a problem separately from its solution or solutions just like how they appear in the paragraph in **Activity 1** and (2) writing a pair of problem and a solution in the same sentence just like how they are written in the paragraph in **Activity 2**?



What Is It

You have learned in this lesson that the **structure of a problem-solution relationship in a paragraph can take different forms.**

One is by presenting first the problem in one sentence then giving the solution or solutions in the following sentences (See the paragraph in Activity 1 under What's New) and the other is by putting both the problem and the solution in any order in the same sentence (See the paragraph in Activity 2 under What's New).

Once you get familiar with the structure, the next thing to learn is how to write a paragraph or a composition containing a problem-solution relationship.

So how do we write it? Are there easy and simple steps to follow? Fortunately the answer is yes.

STEPS IN WRITING PROBLEM-SOLUTION ESSAYS OR PARAGRAPHS

1. Identify a common, preferably a real-life problem or problems that you can talk about in your composition. Usually, the best problems to talk about are those that you, yourself, are facing.

Examples of a real-life problem.

- a. Difficulty in answering exercises in the modules.
- b. Very slow internet especially during daytime
- c. Getting bored at home during the pandemic

2. Think about what you can do to solve or minimize the identified problem

PROBLEM - Difficulty in answering exercises in the modules.

SOLUTION- Ask a family member or friend who can help in understanding the module.

PROBLEM - Very slow internet especially during daytime

CAUSE - Use the internet at night or very early in the morning when there are fewer people who use the internet.

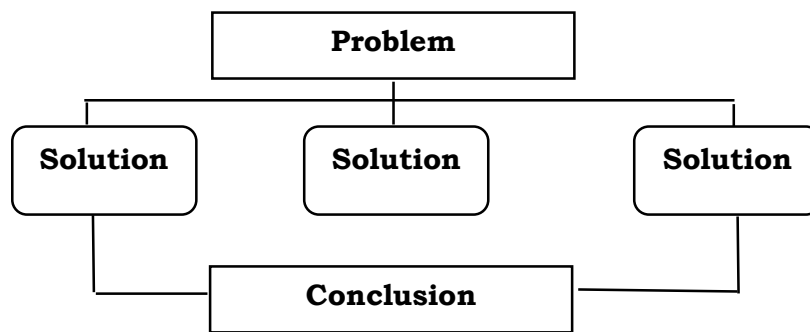
PROBLEM - Getting bored at home during the pandemic

CAUSE - Start doing some worthwhile activities like learning how to cook different types of food, gardening, and rearranging furniture and things.

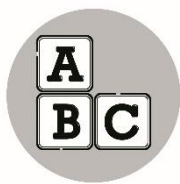
3. Once you identified and listed the problem or problems and the solutions, use a particular way or style in writing the paragraph. You can review the two forms given in the previous activities.
4. You may use transitional devices such as one, two, first, second, next, another, then, finally, so, because, for, as a result, that is why, etc. to arrange the flow of thought smoothly. Study the example that follows.

Anton's parents found out that his grades had become very low. To solve this problem his parents did the following things. **First**, they talked to him calmly after dinner and asked him his plans about his grades. **Second**, they went to school and spoke with the subject teachers, adviser, and school manager to iron things out. **Third**, they paid closer attention to his needs with regards to projects and extra-curricular activities. **As a result of these actions**, Anton was able to recover and pass the subject.

5. End your paragraph with a conclusion or end it with by summarizing the idea of the whole paragraph just like what is shown in the example below. Use the diagram in the next page as a guide.



The following actions are done by the government for the protection against COVID-19. People are not allowed to travel anywhere because the virus is already everywhere. In order to find and identify people who were exposed to the virus, contact tracers have been hired. Certain places like cities and barangays are also put on a lockdown to control the spread of the disease. If somebody gets sick, he or she is immediately isolated and treated. Almost everybody is also wearing a facemask since we do not know if the person next to us carries the virus. **All these actions may be difficult but are life-saving.**



What's More

Combine the pair of sentences in Items 1-5 as if you were already writing a paragraph. Use the example given as a guide.

Example:

Problem: Maribel was not feeling well.

Solution: She went to the hospital for check-up.

Possible Answers:

Maribel was not feeling well, **so** she went to the hospital for a check-up.

Maribel was not feeling well. **As a result**, she went to the hospital for a check-up.

Maribel was not feeling well. **That is why** she went to the hospital for a check-up.

Maribel went to the hospital for a check-up **because** she was not feeling well.

- Problem:** The school library becomes so warm if it is full of users.
Solution: The school should install more electric fans.
- Problem:** The school campus becomes dirty during lunch, recess, and dismissal.
Solution: The pupil government must launch an anti-littering campaign.
- Problem:** Liza needs to buy materials for her project.
Solution: She saves part of her allowance to have enough money to buy the materials.
- Problem:** Kyle is joining a field trip very early in the next morning.
Solution 1: Kyle must go to bed early.
Solution 2: Kyle must set his alarm to wake him up.
- Problem:** The pupils need a venue for the badminton tournament.
Solution 1: The principal should request for the use of the barangay plaza.
Solution 2: The tournament may be held at the school gym on a Saturday.
Solution 3: The school can rent a private venue.



What I Have Learned

A problem and solution paragraph essay or paragraph is actually similar with a cause-and-effect paragraph. Here, the problem may be considered a cause by which a solution (effect) must be given.

A problem basically gives or introduces the challenge, issue, or difficult situation while the solution provides the answer, response, or action that will be done to try to address the problem.

When the problem and the solution are written in a form of a paragraph, the paragraph is said to contain problem-solution relationship. The way or format in which the problem-solution relationship is written varies based on two styles:

1. A problem stated in one separate sentence then followed by different sentences containing the solutions; or
2. Both the problem and solution are stated in the same sentence and are also followed by other pair of problems and solutions combined in the succeeding sentences.

Whatever, format is used, the most important thing to remember is that a problem is identified and that the solutions to this problem or problems are also enumerated in the paragraph.

To make the ideas clearer in terms of importance or sequence, some transitional words are also used.



What I Can Do

Write a paragraph showing a problem- solution relationship from the situations given below. Choose one situation and use the correct signal words in the paragraphs. Do this on a sheet of paper or in your notebook.

1. You want to buy a headset worth P500 for your online class. Your parents told you that they can't give you some money yet since they just paid the hospital bill of your brother. What will you do to solve this problem?
2. You have noticed your school needs to be cleaned up. Think about what students could do to clean up your school and keep it clean. How would you solve this problem? Who would be involved? How would you get supplies?
3. You have heard that a classmate lost their house because of a fire. Think about what students could do to help a classmate feel comfortable. How would you help your classmate?



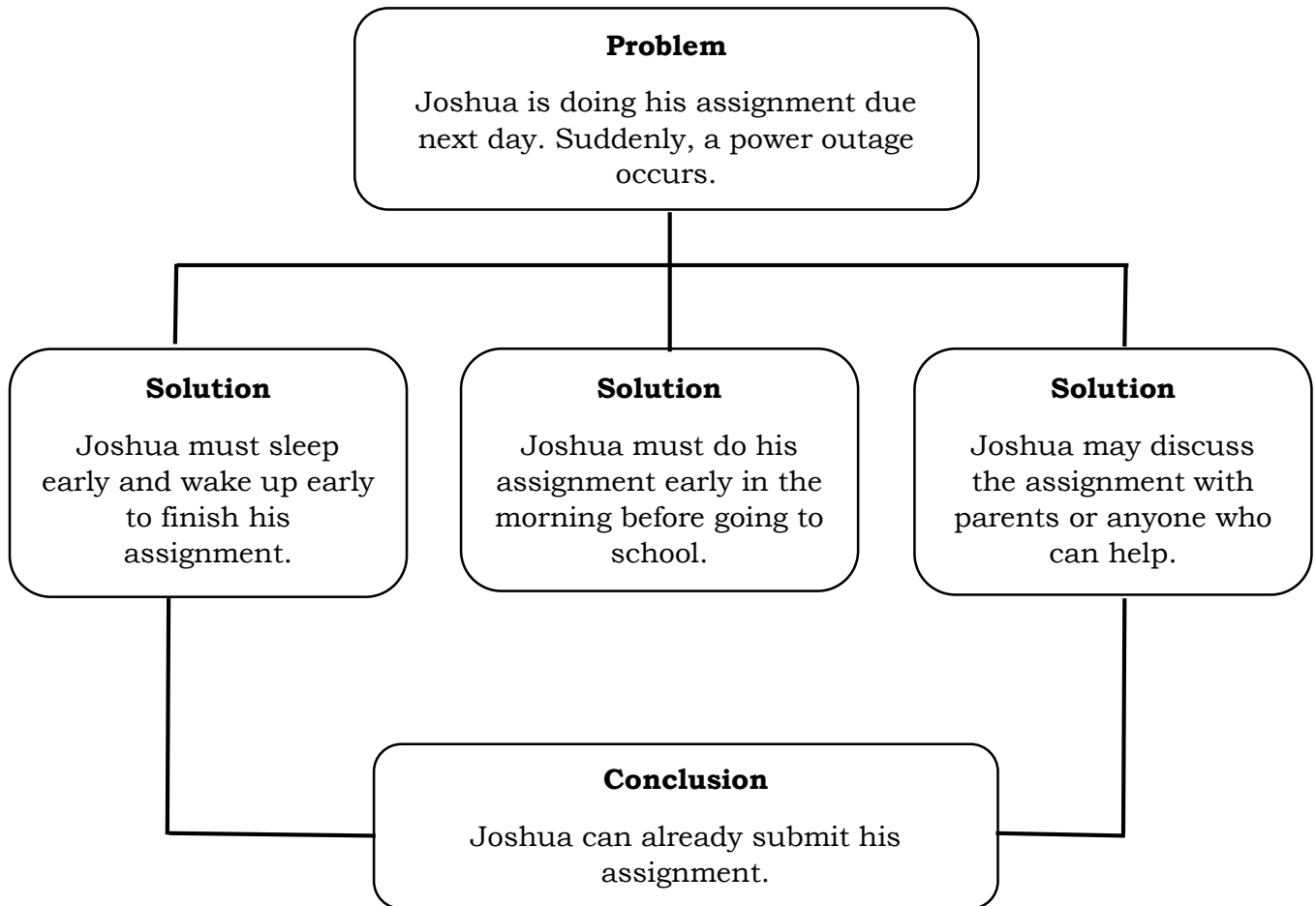
Assessment

Think of your own problems or challenges that you face every day. Write a short paragraph about this problem and enumerate the possible solutions for this problem. Observe the mechanics in writing the paragraph as reflected in the writing process mentioned in What Is It. Use a separate sheet of paper for your composition.



Additional Activities

Write a one- paragraph problem- solution text using the ideas in the graphic organizer. Use appropriate transitional words or devices.





Answers Key

Additional Activities

Joshua is doing his assignment due the next day. Suddenly, a power outage occurs. To solve his problem, he must **first** sleep early and wake up early to finish his assignment. **Next**, he must do his assignment early in the morning before going to school. **Then**, he may discuss the assignment with parents or anyone who can help. Finally, he can already submit his assignment.

What I Know

Paragraph 1 – YES
 Paragraph 2 – NO
 Paragraph 3 – NO

What's In

Activity 1
 1. NO 4. NO
 2. NO 5. YES
 3. YES

Activity 2

1. Sentences 3 and 5
 2. Two
 3. Problem, Solution

What's New

Activity 1
 1. Junver did not have money to buy a gift.
 2.
 a. He saved ten pesos from his daily allowance
 b. He made and sold personalized and colorful Christmas cards to his friends and relatives
 c. He joined his cousins in singing carols in the neighborhood
 3. No.

What I Can Do

Answers may vary.

Assessment

Answers may vary.

Activity 2

1. five
 2. five
 3. The problem and solution are written in each sentence.
 4. Yes

What's More

Answers may vary.

Activity 2

Answers may vary.

References

Castillo, K., et.al. 2016, Joy in Learning English 5, Department of Education, Vibal Group Inc.

Problem and Solution/ E-reading Worksheets

<https://www.ereadingworksheets.com/text-structure/patterns-of-organization/problem-and-solution/>

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