

ENGLISH

Quarter 4 - Module 4



ENGLISH - Grade 2

Quarter 4 - Module 4 Adjectives and Sequence Words (Exclamatory Sentence)

Self-Learning Module (SLM)

MATATAG Curriculum

First Edition, 2025

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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 clearly 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.

A Pre-test is provided to measure your prior knowledge on lessons in each SLM. This will tell 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 carefully the instructions before performing each task.

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

Thank you.

For the learner

Welcome to the English - Grade 2 Self-Learning Module (SLM) on Adjectives and Sequence Words (Exclamatory Sentence)!

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in doing the tasks in this module, consult your teacher or facilitator. Always bear in mind that you are not alone. We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies.

For the facilitator

Welcome to the English Grade 2 Self-Learning Module on Adjectives and Sequence Words (Exclamatory Sentence)!

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

ENGLISH 2

Quarter 4 - Module 4
Adjectives and Sequence Words
(Exclamatory Sentence)



What I Need to Know

This module was designed and written with you in mind. It is here to help you on Adjectives and Sequence Words (Exclamatory Sentence).

The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read them can be changed to correspond with the textbook you are now using.

The module covers Module 4, Quarter 4,

- Lesson 1 – Words that describe persons, places, things, animals, events, ideas, and emotions (describing words-adjectives) EN2VWK-IV-4
- Lesson 2 – Sequence words to represent meaning in simple sentences (Exclamatory Sentences) EN2GAGS-IV-4

After going through this module, you are expected to:

1. identify and use adjectives to describe nouns in context using real-life situations
2. use sequence words to show the order of events in simple sentences
3. use exclamatory sentences to express strong feelings.

Lesson 1 - Adjectives



What I Know

Getting excited?

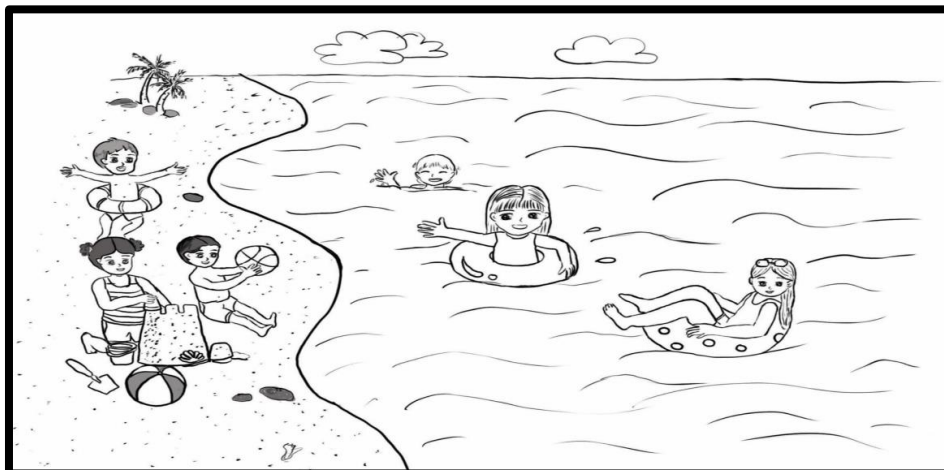
Let us first check how much you already know about the new lesson. Look for the describing word in each sentence and write it in your notebook.

1. The coconut tree is tall.
2. My pet is a black fish.
3. My friend's house is far from our school.
4. The tiny stars are shining in the sky.
5. A round fruit fell on the ground.



What's In

Study the picture below and answer questions in the next page.



1. Have you been to the beach?
2. What did you see there?
3. Can you describe the things you saw there?
4. How did you feel when you were there?
5. Was it nice to be at the beach? Why?

Remember:

Review the meanings of the words.

- **resort** – a place for vacation.
- **breeze** – (noun) a gentle wind, referring to the cool air.
- **cozy** – (adjective) comfortable, warm, and relaxing.



What's New

Read the story and answer the questions that follow.

Nearby Beach Resorts

by Rogie B. Pagayon

Many beach resorts are found in the quiet places of General Santos City and Sarangani Province offering a relaxing escape from the busy urban life. You can reach them either by car, traveling along the long stretch of Sarangani Highway, or by boat across the cool waters of General Santos City Bay. These resorts are surrounded by different kinds of plants.

As you stand beside the tall coconut trees, the fine sand of the warm beaches glows under the afternoon sunset and the cool sea breeze gently touches your face. You can relax and fall asleep on the cozy balconies of the beach houses, enjoying the peacefulness of the resorts.

Read the underlined words in the following phrases.

quiet place of General Santos City

warm beach

cool sea breeze

fine sand

tall coconut trees

cozy balcony

Questions:

1. What do the underlined words in the previous phrases mean?
2. What words do they modify or describe?
3. What are these underlined words called?



What is It

Read the following phrases taken from the story, then answer the following questions in your notebook.

quiet place of Purok Darussalam

warm beach

cool sea breeze

fine sand

cozy balcony

Questions:

- What word describes the place Purok Darussalam?
- What word describes the sea breeze?
- What word describes the beach?
- What word describes the sand?
- What word describes the balcony?

The words quiet, lush, cool, warm, and fine are used to describe the nouns - Purok Darussalam, sea breeze, beach, sand and balcony.

Word that describes a noun is called **adjective**.

Adjectives tell the size, shape, color, taste, smell, characteristic and the number of persons or objects.

Example:

size	-	large
shape	-	rectangular
color	-	red
taste	-	sweet
smell	-	fragrant
characteristic	-	kind
number	-	five



What's More

Read the sentences and write in your notebook the words that describe the nouns.

1. Our school has a spacious Library room.
2. Marta is a cute baby.
3. The carabao is a strong animal.
4. Be careful of the wet floor.
5. I like to eat yummy hot cake.



What I have learned

Directions: Complete each sentence by writing the missing word. Choose your answer from the words inside the box.

Adjectives	shape	taste	smell	number
------------	-------	-------	-------	--------

(1.) _____ are words that describe nouns.
They tell the size, (2.) _____, color, (3) _____,
(4) _____, characteristics and the (5) _____ of
persons or objects.

Remember!

Adjectives are words that describe nouns.

The underlined words are examples of adjectives.

1. tall trees
2. fresh fruits
3. big banana cake
4. clean surroundings
5. sweet mango



What I can do

Directions: Supply the correct adjective to describe each picture. Write your answer in your notebook.

1. _____ water



2. _____ beach



3. _____ grass



4. _____ coconut trees



5. _____ sea





Assessment

You are almost there! To check how much you have understood about describing words, let's do this activity.

Look for the adjectives in each sentence. Write the letter of the correct answer in your notebook.

1. My bag is nice.

- a. is b. my c. nice d. bag

2. The girl has a short hair.

- a. short b. the c. hair d. girl

3. The table in the garden is round.

- a. garden b. round c. in d. table

4. My friend likes to wear a red cap.

- a. red b. wear c. cap d. friend

5. Dan's family has a wide land with coconut trees.

- a. trees b. Dan c. has d. wide



Additional Activities

Fill in the blank with an appropriate adjective to describe each picture.

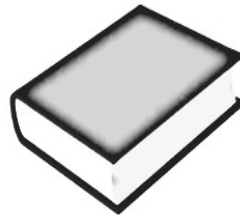
Example:



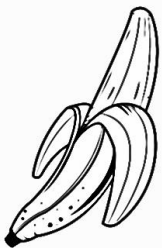
1. hot



1. _____



4. _____



2. _____



5. _____



3. _____

Lesson 2 – Sequence Words (Exclamatory Sentence)



What I Know

Choose the sentence that expresses strong feeling. Write the letter of your answer in your notebook.

1. a) We are going to the park!
b) Let's play on the swings.
c) Was the park open?
d) We ran to meet our friends.
2. a) Were there pretty flowers?
b) Wow, the streetlight was bright!
c) Go back to the market.
d) Where did I leave my book and snacks?
3. a) I lost my bag.
b) I forgot my bag at the market!
c) I realized I forgot something.
d) I forgot my book and snack at the market.
4. a) We were all tired.
b) We had fun at the park!
c) We went home.
d) The day ended happily.

5. Which sequence of events is in proper order?

- a) First, we went home!
Then, we saw the flowers!
Lastly, we tried the swings!
- b) First, we played!
Next, we saw pretty flowers!
Lastly, we went home.
- c) First, we were tired,
Then we forgot something
Lastly, we tried the swings.
- d) First, I forgot my bag,
Next we played,
Lastly the park closed!



What's In

Read and answer the following questions. Write the letter of your answer in your notebook.

- 1. Which of the following sentences is declarative?
 - a) I will go to the swings.
 - b) Go to the swings.
 - c) Do you like the swings?
 - d) I love the swings!

2. Choose the imperative sentence from the choices below.

- a) The sun sets in the west.
- b) Close the door.
- c) She loves reading books.
- d) Is it raining outside?

3. Identify the declarative sentence from the choices below.

- a) The sky is blue.
- b) Are you coming to the party?
- c) Please give me the salt.
- d) Sit down.

4. Which of the following sentences is interrogative? *

- a) The cat is sleeping on the mat.
- b) Close the door, please.
- c) What time is it?
- d) I enjoy reading books.

5. Choose the interrogative sentence from the following choices? *

- a) Please lend me your pencil.
- b) When is your birthday?
- c) The water is clear.
- d) Wow, he plays guitar!



What's New

Before you read the story, answer these questions:

1. Do you like going to the park?
2. What fun activities do you want to do at the park?
3. How do you feel at the park?

A Fun Day at the Park

by Rogie B. Pagayon

One Saturday morning, Grace shouted, "Hooray, the park is finally finished!" She ran happily to meet her friends, first, they tried the new swings and slides.

Jake said, "Friends look at the beautiful flowers in the garden! They are so colorful and sweet-smelling."

Next, Mia noticed something else. "Wow, the streetlight over there is so bright!" she said, looking at the light post shining over the place.

Then suddenly, Mia's became sad. "Oh no, I forgot my bag at the market!" she said, remembering that her favorite book and snack were there. Her friends told her, "Don't worry! We can get it later."

Feeling better, Mia cheered, "Yay, I can now enjoy!" The group ran to the swings, and played together happily.

Finally, they stopped playing, happy to have spent the day making memories together at Magsaysay Park.

This time, we are going to talk about the story where Grace and her friends had a fun day at the park. Let's go over what happened in the story using the words *first*, *next*, *then*, and *finally*.

Answer:

1. What made Grace excited when she arrived at the park?
2. What happened first in the story?
3. What happened next?
4. What was the last thing that happened?
5. When was the last time you spent a fun day with your friends at the park? What made it special for you?



What is It

Now, let's understand how to sequence events.

In the story A Fun Day at the Park, the sequence of events happens clearly using sequence words such as: first, next, then, and finally. These words help the reader follow the flow of the activities that Grace and her friends experience at the park.

For example:

First, they tried the new swings and slides.

Next, Mia noticed the bright streetlight.

Then, Mia realized she had forgotten her bag at the market.

Finally, they were done playing happily together.

Using these words helps you follow the order of events. They organize the story and make it easy to understand. Without these markers or time order words, the story could be unclear.

Remember:

Exclamatory sentences play a significant role in the story as they express the characters' feelings, such as joy, surprise and worry .

For example:

- "Hooray, the park is finally finished!"
shows Grace's joy.
- "Wow, the streetlight over there is so bright!"
shows Mia's joy being at the park.
- "Oh no, I forgot my bag at the market!"
shows Mia's worry.
- "Yay, I can now enjoy!"
shows Mia's joy after her friends comforted her.

These sentences show strong feelings, and an exclamation point is used.



What's More

Look at these sentences. Think about how you feel when you hear them. Are you **happy**, **afraid**, **excited**, **surprised**, or **sad**? Write your answers in your notebook.

1. Hooray, we won the game! _____
2. Help, a dog is running after me! _____
3. Wow, that's amazing! _____
4. I got a good grade! _____
5. Oh no, I forgot my pencil! _____



What I have learned

Answer:

- What time order words did you use to understand the sequence of events?
- What do exclamatory sentences show us, and how do we know when we see one



What I can do

Directions: Read the story and answer the questions below.

A Rainy Walk to School

by Rogie B. Pagayon

One morning, while Mara and his brother Kiko were walking to school, it started raining heavily. They quickly ran to take shelter in an old house next to the road. Mara asked Kiko if he was doing well. She also checked to see if Kiko's clothes were wet. She gave Kiko a towel to dry off his head. When the rain stopped, they went to school together.

Choose the correct sequence word (**first, next, lastly**) for each sentence based on the story.

1. _____, when the rain stopped, they went to school together.
2. _____, Mara asked Kiko if he was doing well.
3. _____, she also checked to see if Kiko's clothes were wet.

4. Which sentence shows strong feeling?

- a) I forgot my bag at the school.
- b) Oh no, I forgot my bag at the school!
- c) I will get it later.
- d) I forgot something.

5. Which sentence expresses Mia's excitement?

- a) I can now enjoy.
- b) Yay, I can now enjoy!
- c) Finally, we are tired.
- d) Let's go play.



Assessment

Choose the sentence that expresses strong feeling.
Write the letter of your answer in your notebook.

1.
 - a) We are going to the park!
 - b) Let's play on the swings.
 - c) Was the park open?
 - d) We ran to meet our friends.
2.
 - a) Were there pretty flowers?
 - b) Wow, the streetlight was bright!
 - c) Go back to the market.
 - d) Where did I leave my book and snacks?

3. a) I lost my bag.
b) I forgot my bag at the market!
c) I realized I forgot something.
d) I forgot my book and snack at the market.
4. a) We were all tired.
b) We had fun at the park!
c) We went home.
d) The day ended happily.
5. Which sequence of events is in proper order?
- a) First, we went home!
Then, we saw the flowers!
Lastly, we tried the swings!
- b) First, we played!
Next, we saw pretty flowers!
Lastly, we went home.
- c) First, we were tired,
Then we forgot something
Lastly, we tried the swings.
- d) First, I forgot my bag,
Next we played,
Lastly the park closed!



Additional Activities

Write the correct exclamatory sentence for each picture.
Choose from the given sentences in the box.

Yehey, I got an A+ grade!

Stop right there!

Thank you, Sir!

Wow, it's my birthday cake!



1. _____



2. _____



3. _____



4. _____

Answer Key

Lesson 1

What I Know	1. ball
	2. black
	3. far
	4. tiny
	5. round
What I can Do	Answers may vary
What Is It	1. quiet
	2. lush
	3. cool
	4. warm
	5. fine

What's More	1. spacious
	2. cute
	3. strong
	4. wet
	5. yummy
What I Have Learned	1. adjectives
	2. shape
	3. taste
	4. smell
	5. number
Assessment	1. c
	2. a
	3. b
	4. a
	5. d

Lesson 2

What I Know	1. a
	2. c
	3. b
	4. b
	5. b
What's In	1. a
	2. b
	3. a
	4. c
	5. b
What's More	1. happy
	2. afraid
	3. surprised
	4. happy/excited
	5. sad

What I Can Do	1. lastly
	2. first
	3. next
	4. b
	5. b
Assessment	1. a
	2. c
	3. b
	4. b
	5. b
Additional Activities	Answers may vary

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 4 Module 4** titled **"Adjectives and Sequence Words (Exclamatory Sentence)"** was developed by SDO TACURONG with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. 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.

For inquiries or feedback, please write or call:

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