

# ENGLISH

## Quarter 3 - Module 4



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**ENGLISH - Grade 2**  
**Quarter 3 - Module 4 Mastering Verbs, Imperative Sentences, and Everyday Words**  
**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's 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 question about 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 Mastering Verbs, Imperative Sentences, and Everyday Words!

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 Mastering Verbs, Imperative Sentences, and Everyday Words!

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 21<sup>st</sup> 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

Quarter 3 - Module 4  
Mastering Verbs, Imperative  
Sentences, and Everyday Words



## What I Need to Know

This module was designed and written with you in mind. It is here to help you master key skills in English that are essential for your learning. The scope of this module allows it to be used in various learning situations, ensuring that you can apply what you learn in real-life contexts. The language used considers the diverse vocabulary levels of pupils, making it accessible and engaging for everyone.

After going through this module, you are expected to:

- Lesson 1- Identify words with different functions in sentences - verb. (EN2VWK-III-4)
- Lesson 2 - Sequence words to represent meaning in simple imperative sentences (EN2GAGS-III-4);  
and
- Lesson 3 - Use basic sight words, high-frequency, and content-specific words in your reading and writing (EN2CCT-III-4).

Enjoy your learning journey. Good luck!

# Lesson 1 - Verbs



## What I Know

Before we begin, let's see what you already know!

Let someone read aloud the dialogue "Eva's Birthday Surprises". Then, answer the following questions.

### Eva's Birthday Surprises

*by: Krizza Mae E. Aguirre*

Father: Happy birthday, Eva!  
We have something special for you!

Mother: Are you excited to see your presents?

Eva: Yes, mother! I can't wait to open them! Will you help me?

Mother: Of course, Eva. Let's open them together.

Eva: Wow! I love these beautiful red ribbon hair ties! It will look so pretty in my long, curly hair!

Father: Now, open my gift, Eva.

Eva: Oh, thank you, father! These red shoes are perfect!

Mother: The shoes match your hair tie, Eva.

Eva: I cannot wait to wear them both tomorrow when we go to school. Thank you so much, mother and father!



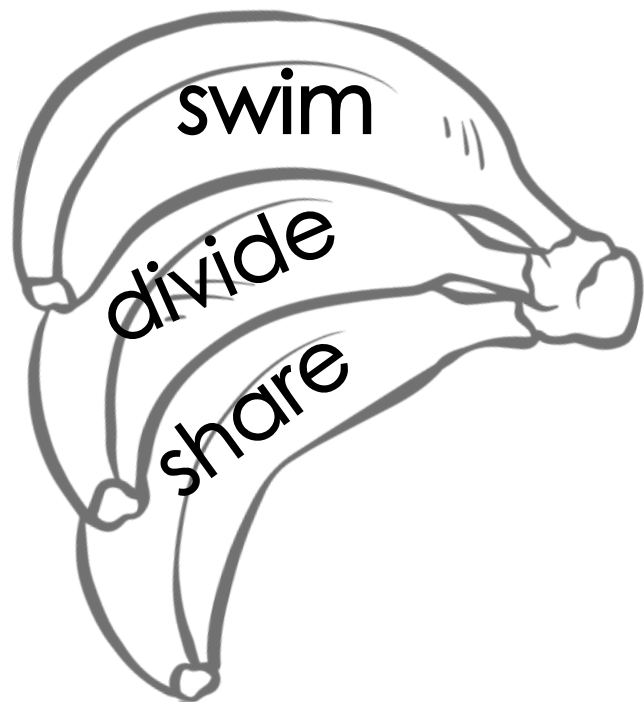
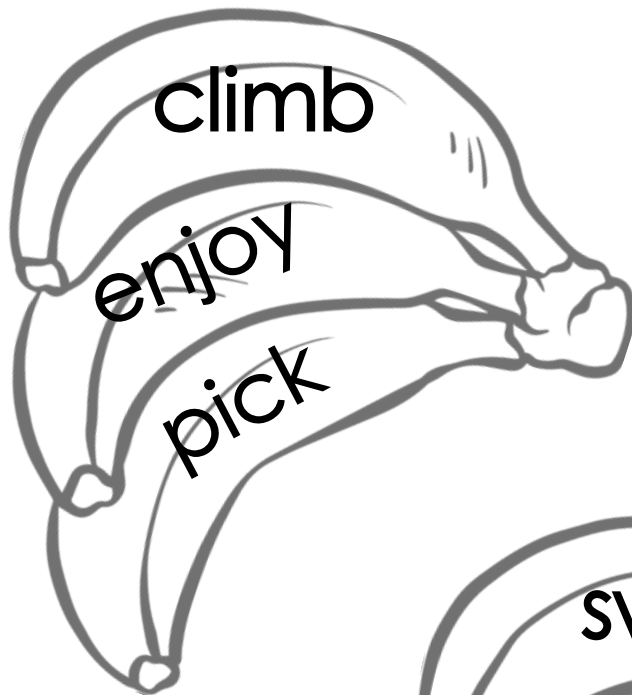
1. What does Eva say she can't wait to do?
  - a. to sleep
  - b. to play
  - c. to open the presents
  - d. to eat the cake
  
2. What gift does Father ask Eva to open?
  - a. a book
  - b. a hat
  - c. a pair of red shoes
  - d. a toy
  
3. What does Eva want to do with her new hair ties and shoes?
  - a. to play with them
  - b. to wear them to school
  - c. to put them in a box
  - d. to share them with her friends
  
4. Which of these is a verb?
  - a. open
  - b. red
  - c. hair tie
  - d. beautiful
  
5. What is a verb?
  - a. a word that names person, thing, place, animal or event
  - b. a word used to replace a noun
  - c. a word that shows action
  - d. a word that describes people, places, or things



## What's In

### Activity 1

**Directions:** In the previous module, you read the story **The Wise Monkey**. Look at the words inside the banana and select the ones that tell what they did.





## What's New

Let someone read the short story "Eva's School Day". Then, complete the activity below by identifying and writing correct word that fits the sentence.



### Eva's School Day

*by: Krizza Mae E. Aguirre*

Eva went to school wearing her new red shoes and ribbon hair ties. Her friends said, "You look great, Eva!"

Eva smiled and said, "Thank you!"

After class, Eva hugged her parents and said, "I had a wonderful day!"

Her parents smiled and replied, "We're glad you did."

Eva felt happy and excited to wear her gifts again.

## Activity 2

**Directions:** Choose the correct word in the box that tells the action in each picture.



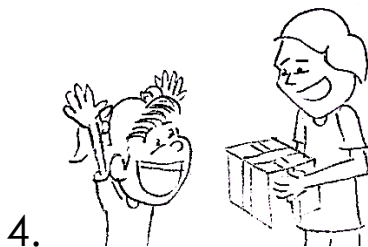
open    sing    dance



kiss    hug    give



smile    cry    kiss



tap    place    give



go    play    dance



## What is It

Do you ever think about how we talk about actions or things we do every day? When we talk about what someone did or what they are doing, we use **verbs**. Verbs are action words. They tell us what people or things **do**.

In the story *Eva's School Day*, we can find many verbs. Let's look at some examples from the story:

Eva **went** to school wearing her new red shoes.  
(The verb here is **went** – it tells us the action Eva did.)

Her friends **said**, "You look great, Eva!"  
(The verb **said** tells us what her friends did.)

After class, Eva **hugged** her parents.  
(The verb **hugged** shows us what action Eva did.)

Verbs are important because they help us understand what people are doing. Some verbs talk about things happening **now**, and some talk about things that happened **before**.

Let's explore some examples of verbs!

climb

pick

enjoy

eat

divide

wait

give

go

smile

say

sing

dance

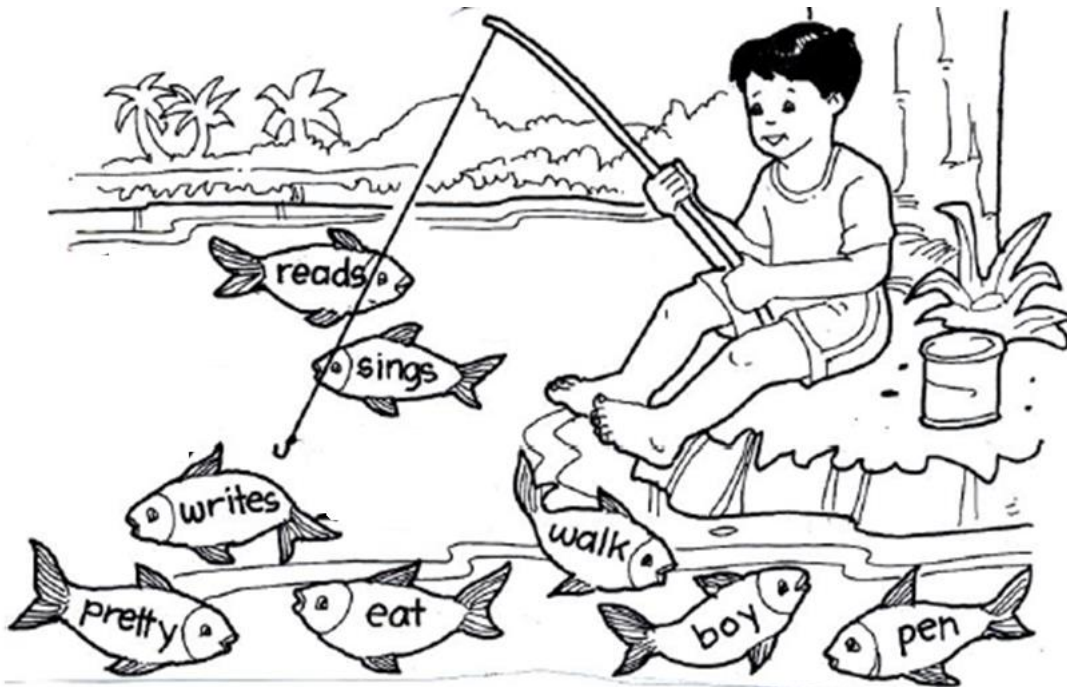


## What's More

You've learned about the different functions of words in a sentence, let's review what you've done.

### Activity 3

**Directions:** Help the boy in the illustration catch fish by finding the fish with a verb printed on its body. Write the verb in your notebook.





## What I have learned

**Directions:** After reading about verbs, let's reflect on what you have learned. Answer the questions below.

1. What is a verb?
  - a. a word that names person, thing, place, animal or event
  - b. a word that replaces a noun
  - c. a word that shows action
  - d. a word that describes people, places, or things

Identify the verb in each sentence for items 2-4.

2. Are you excited to see your presents?
  3. Let's open them together.
  4. The shoes match your hair tie, Eva.
  5. Make a sentence and identify the verb in it.
-



## What I can do

Get ready to use your skills in new ways and show how much you can do!

### Activity 4

**Directions:** Read each sentence. Identify the action word in the sentence.

1. The children play in the park.
2. The neighbors help each other.
3. Princess shares her toys.
4. Everyone celebrates the holidays together.
5. The children clean the streets every day.



## Assessment

It's time to show what you've learned! In this activity, you'll answer few questions to see how well you understand the lesson.

**Directions:** Refer to the story "Eva's Birthday Surprises" to answer the following questions.

1. What gift does Father ask Eva to open?
  - a. a book
  - b. a hat
  - c. red shoes
  - d. a toy

2. What does Eva say she cannot wait to do?
  - a. to sleep
  - b. to play
  - c. to open presents
  - d. to eat cake
  
3. What does Eva want to do with her new hair ties and shoes?
  - a. to play with them
  - b. to wear them to school
  - c. to put them in a box
  - d. to share them with her friends
  
4. What is a verb?
  - a. a word that names person, thing, place, animal or event
  - b. a word that replaces a noun
  - c. a word that shows action
  - d. a word that describes people, places, or things
  
5. Which of these is a verb?
  - a. open
  - b. red
  - c. hair tie
  - d. beautiful



## Additional Activities

For more practice, try this:

- List 3 verbs about the picture



- Think about what you did today. Write two complete sentences that tell your actions.

# Lesson 2 - Imperative Sentence



## What I Know

Let's take a quick look at what we've learned so far about sentences.

**Directions:** Read each sentence carefully. Write **Yes** if the sentence is a commanding or requesting sentence and **No** if it is not.

1. Are you excited to see your presents?
2. Now, open my gift, Eva.
3. The shoes match your hair tie, Eva.
4. Eva went to school wearing her new red shoes.
5. Let's play, Eva.



## What's In

### Activity 1

**Directions:** Read the sentences about Nanay Gracia's Birthday. Identify the commanding or requesting sentences below.

- a. Make a simple card for Nanay Gracia.
- b. We started drawing our designs.
- c. Please write your message in the card.
- d. Prepare the materials for the card.
- e. Add on some stickers.
- f. Give your card to Nanay Gracia.



## What's New

Read aloud the following sentences:

*I love to go to the park. (Telling)*

*Where is the park located? (Asking)*

*Let's go to the park. (Commanding)*

What do you notice about the sentences?

You're right! The sentences have different punctuation marks and are spoken with different intonations. Each sentence serves a different purpose—some give information, some ask, and others command.

Let's learn more about how commanding or requesting sentences work!



## What is It

Previously, you learned about asking and telling sentences. Now, you will focus on imperative sentences.

You are taught with good values such as obedience and respect by your parents at home and by your teachers in school. You want someone to tell you to do something in a nice way. In making a demand or request, command, order or direction, you are using an **imperative sentence**.

Examples:

1. Please join us for the clean-up this Saturday.
2. Help your friends carry their books.
3. Please plant trees in the backyard.



## What's More

Now that you know about imperative sentence, let's practice more!

### Activity 2

**Directions:** Look at the jumbled words below. Arrange them in the right order to make a complete imperative sentence.

1. **Words:** help/ clean/Please/the/ park.  
o **Sentence:** \_\_\_\_\_
2. **Words:** plant/ Let's/ trees.  
o **Sentence:** \_\_\_\_\_
3. **Words:** the/ flowers./ Don't/ pick  
o **Sentence:** \_\_\_\_\_
4. **Words:** Walk/ dog/ your/ around/ the/ park.  
o **Sentence:** \_\_\_\_\_
5. **Words:** Please/ recycle./ help/ us  
o **Sentence:** \_\_\_\_\_



## What I have learned

### Activity 3

**Directions:** Read each sentence below. Write "Yes" if it is an imperative sentence and "No" if it is not.

- \_\_\_\_\_ 1. Close the window.
- \_\_\_\_\_ 2. Where did you go?
- \_\_\_\_\_ 3. The neighbors love to go to the park.
- \_\_\_\_\_ 4. Please help us clean the park.
- \_\_\_\_\_ 5. Let's attend the tree growing activities.



## What I can do

Show what you can do by completing the activity. Have fun!

### Activity 4

**Directions:** Look at the picture below. Write 3 imperative sentences based on what you see. Write your answers on a piece of paper.





## Assessment

Read each sentence carefully. Write **Yes** if the sentence is a commanding or requesting sentence and **No** if it is not.

1. Are you excited to see your presents?
2. Let's play, Eva.
3. Now, open my gift, Eva.
4. Eva went to school wearing her new red shoes.
5. The shoes match your hair tie, Eva.



## Additional Activities

For more practice, try this:

- Create 5 imperative sentences about community.

# Lesson 3 - Sight Words, High-Frequency Words and Content Specific Words



## What I Know

In this lesson, you will explore different words that can help us create complete meaningful sentences.

**Directions:** Read each sentence carefully. Choose the correct word to complete the sentence.

1. Please \_\_\_\_\_ your hands before eating. (wash, wish)
2. Can I borrow \_\_\_\_\_ pencil? (your, their)
3. I \_\_\_\_\_ like to visit the park someday. (would, wish)
4. \_\_\_\_\_ book do you want to read? (Which, Why)
5. Look at \_\_\_\_\_ flowers in the garden. (these, those)

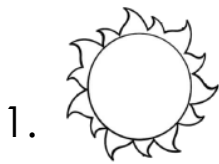


# What's In

Let's look at what we've already know. This will help you get ready for this lesson.

## Activity 1

**Directions:** Spell the name of the pictures by writing the letters in your notebook.



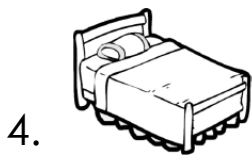
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# What's New

## Activity 2

**Directions:** Name the pictures below. Search the word in the word puzzle and write it in your notebook. The first picture has been done for you.



### Word Search Puzzle:

c	u	p	d	p
t	l	a	o	e
o	e	n	m	n
p	g	c	a	n
i	u	d	o	g



## What is It

Let's explore some important types of words that will help you become a better reader and writer!

**Sight Words:** These are words you see often in books and stories, and you should know them just by looking at them. For example, words like "the," "is," and "and" are sight words. They come up a lot, so it's important to recognize them quickly!

**High-Frequency Words:** These are words that show up a lot when you read or write. They are words like "like," "see," and "can." Knowing these words helps you read and write more smoothly because they are used all the time.

**Content-Specific Words:** These are special words that are important for a particular topic or subject you're learning about. For example, if you are learning about animals, words such as "dog," "cat," and "bird" are content-specific words. They help you talk about and understand the topic better.

Read aloud the examples of high-frequency words below.

right	their	these
those	us	use
very	wash	which
why	wish	work



## What's More

Let's get started and see how well you know your sight words, high-frequency words, and content-specific words!

### Activity 3

**Directions:** Fill in the blanks with the correct sight words from the list below. Write your answers in your notebook.

Sight Words List: the, it, and, is, a

1. \_\_\_\_ cat is on the mat.
2. She \_\_\_\_ happy today.
3. We have apples \_\_\_\_ oranges.
4. \_\_\_\_ dog runs fast.
5. This is \_\_\_\_ big house.

### Activity 4

High-Frequency Word Fill-In

**Directions:** Complete each sentence with a word from the word bank.

(Word Bank: cat, run, car)

1. The \_\_\_\_ is big.
2. I can \_\_\_\_ fast.
3. She likes to \_\_\_\_ in the park.
4. We see a \_\_\_\_ in the yard.
5. The \_\_\_\_ is sleeping.

## Activity 5

### Content-Specific Word Sorting

**Directions:** Group the words into their correct categories. Draw three boxes in your notebook and write each word in the appropriate box.

1. dog
2. tree
3. flower
4. car
5. cat

Plants	Animals	Objects



## What I have learned

**Directions:** Complete the sentences below to review what you've learned about different types of words. Choose the correct word from the box. Use separate sheet for your answers.

Sight Words  
High-Frequency Words  
Content-Specific Words

1. \_\_\_\_\_ are words that you see often in books and stories. Examples include "the," "is," and "and."
2. \_\_\_\_\_ are words that appear a lot when you read or write. Examples include "like," "see," and "can."
3. \_\_\_\_\_ are special words that are related to a specific topic or subject, like "dog," "cat," and "bird" when learning about animals.
4. It is important to know \_\_\_\_\_ because they help you read smoothly.
5. \_\_\_\_\_ help you talk about a particular subject, such as animals or plants.



## What I can do

### Activity 6

#### Sentence Building

**Directions:** Create your own sentences using these words: cat, jump, car, the, I. Write your sentences on a separate sheet.

1. cat: \_\_\_\_\_
2. jump: \_\_\_\_\_
3. car: \_\_\_\_\_
4. the: \_\_\_\_\_
5. I: \_\_\_\_\_



## Assessment

**Directions:** Read each sentence carefully. Choose the correct word from the options provided in parentheses to complete the sentence.

1. Look at \_\_\_\_\_ flowers in the garden. (these, those)
2. Please \_\_\_\_\_ your hands before eating. (wash, wish)
3. Can I borrow \_\_\_\_\_ pencil? (your, their)
4. \_\_\_\_\_ book do you want to read? (Which, Why)
5. I \_\_\_\_\_ like to visit the park someday. (would, wish)

# Answer Key

## Lesson 1

**What I Know**

1. c
2. c
3. b
4. a
5. c

**What's In**

**Activity 1**

1. climb
2. enjoy
3. pick
4. divide
5. share

**What's New**

**Activity 2**

1. open
2. hug
3. smile
4. give
5. go

**What's More**

**Activity 3**

reads, sings, writes, eat, walk,

**What I have learned**

1. c
2. excited
3. open
4. match
5. Answers may vary

**What I can do**

**Activity 4**

1. play
2. help
3. shares
4. celebrates
5. clean

**Assessment**

1. c
2. c
3. b
4. c
5. a

**Additional Activities**

Answers may vary

## Lesson 2

**What I Know**

1. No
2. Yes
3. No
4. No
5. Yes

**What's In**

**Activity 1**

1. a
2. c
3. d
4. e
5. f

**What's More**

**Activity 2**

1. Please help clean the park.
2. Let's plant trees.
3. Don't pick the flowers.
4. Walk the dog around the park.
5. Please help us to recycle.

**What I have learned**

**Activity 3**

1. Yes
2. No
3. No
4. Yes
5. Yes

**What I can do**

**Activity 4**

Answers may vary

**Assessment**

1. No
2. Yes
3. Yes
4. No
5. No

**Additional Activities**

Answers may vary

## Lesson 3

**What I Know**

1. wash
2. your
3. would
4. which
5. those

**What's In**

**Activity 1**

sun, car, pot, bed, ten

**What's New**

**Activity 2**

dog, top, leg, can, pen

**What's More**

**Activity 3**

1. The
2. is
3. and
4. The
5. A

**Activity 4**

1. cat
2. run
3. run
4. cat/car
5. cat

**Activity 5**

1. animals
2. plants
3. plants
4. objects
5. animals

**What I have learned**

1. Sight words
2. High frequency words
3. Content specific words
4. High Frequency words
5. Content specific words

**What I can do**

**Activity 6**

Answers may vary

**Assessment**

1. those
2. wash
3. your
4. which
5. would

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## DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 3 Module 4** titled "**Mastering Verbs, Imperative Sentences, and Everyday Words**" 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:

**Schools Division Office of Tacurong City  
Learning Resource Management Section (LRMS)**

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