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Name: _____

Date: _____   Rating Score: _____

Inferring the Speaker's Tone, Mood, and Purpose

Activity 1:

DIRECTIONS: Read the following situations and the speaker's utterances. Choose and draw the correct emoticon that describes the speaker's moods or feelings.

| | LIKE | LOVE | HAHA | YAY | WOW | SAD | ANGRY |

Situations/Issues	Speaker's Utterances	Mood (Draw the most appropriate emoticon)
1. Three students from Camarines Sur High School in Naga City have earned their place among the stars: minor planets were named after them after they bagged an award at the 2018 Intel International Science and Engineering Fair.	*"We are very proud of the three students who brought honor to our country."*	
2. Many Filipinos gave assistance to the typhoon victims when there was a massive flooding in Cagayan and Isabela due to Typhoon Ulysses.	*"We thank all people who helped others in times of calamities."*	
3. DepEd prepared Self-Learning Modules for education's new normal. DepEd NCR uses various learning modalities to ensure continuity of learning.	*"We are happy to know that DepEd NCR provides different learning modalities for all learners."*	

_____

4. Teenagers spend a lot of time in browsing the network, particularly, the Facebook. It is fun to use the social media like Facebook and Twitter, but there are negative effects if one spends too much time on them.	_"We feel bad about the over usage of social media that affects the studies of some students and harms their health."_	
5. There are some people who do not follow health protocols that poses a challenge in stopping the spread of the virus.	_"Why don't you follow the health protocols? This leads to a bigger problem when you don't wear face mask and observe physical distancing!"_	

ACTIVITY 2:

DIRECTIONS: Read the situations. Choose the correct letter that corresponds to the mood of the event or situation.

___1. The family is planning to celebrate Christmas in the province when it is already safe to travel. My younger brother exclaimed, "_I can't wait to see our relatives in the province!_"

___2. A strong earthquake happened. People ran here and there. Everybody was shouting, "_Earthquake! Earthquake!_"

___3. The door of the house closed with a bang and the strong wind blew. Big, black bats flew from nowhere. The dogs howled, and the bamboos squeaked. The lights went out. "_I am scared now._"

___4. Aunt Betty has just come from the city when she saw some broken pieces of her flower vase in the dustpan. Her face went red and in a loud voice she said," "_Who broke my new flower vase?_"

___5. Francis was playing with his pet dog when suddenly it ran to the middle of the road. A speeding truck passed by and left his dog limping by the roadside. "_Oh, my dog is hurt._"

Happy
Afraid
Excited
Pity
Surprised
Panicking
Angry
Busy

ANALYZING THE ELEMENTS OF THE STORY

_____

Specific Week: Weeks 6 & 7
Target Competency: Inferring speaker's tone, mood & purpose and Analyzing the element of the Story.
Note to the Teacher This Learning Activity Worksheet was designed to help you guide your students Inferring speaker's tone, mood & purpose and Analyzing the element of the Story.

(This is a Government Property. Not For Sale.)

Activity 3: Read the text and answer the questions that follow.

"You Should Listen with Magic"

There was a good witch named Welda Kabbler. She used her magic to help all the people in the village, but her magic went crazy if someone didn't follow instructions.

Welda helped the policeman in the village with his police car. It was not moving as fast as he wanted, so the witch casted a magic spell on his car chair. She instructed him, "Move the chair back to go fast, but do not hit it hard".

Welda left, the policeman didn't listen. He hit the chair to test it. Then, the car zoomed past the police home. It bounced on a hill and went so fast that it flew into a tree.
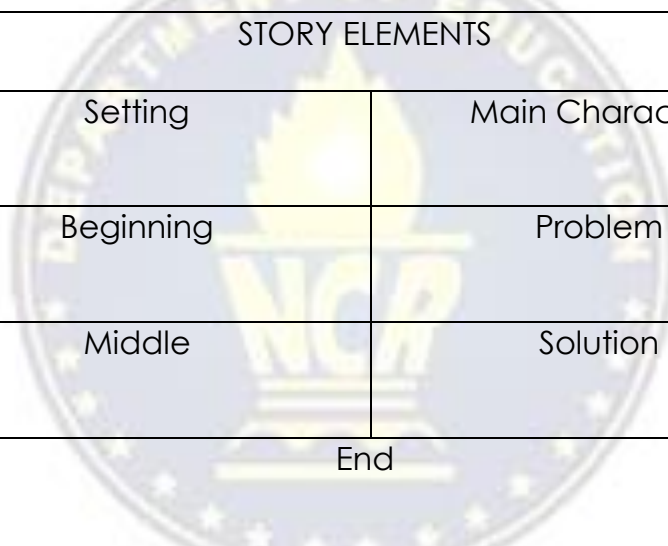
https://www.liveworksheets.com/worksheets/en/English_Language_Arts_

1. What is the main idea?
   A. Magic is bad.   C. It is hard to follow directions
   B. Witches are crazy.   D. Follow directions if you don't know.

2. Where is the setting of the story?
   A. in the City   C. along the road
   B. in the province   D. in the Village

3. What is the problem?
   A. The witch is hungry.   C. The cook wants more cookies.
   B. The policeman is sleepy.   D. The police car isn't fast enough.

4. Who are the characters in the story?
   A. Welda, nurse   C. Car, Welda
   B. Welda, doctor   D. Policemen, Welda

5. What is the solution to the problem?
   A. The witch gets a hat.
   B. The witch turns them happy.
   C. The witch makes a magic noodle pot.
   D. The witch makes the car faster with magic.

Activity 4: Use the story to fill up the story map.

Online Class
by: Rudith C. Yambao

Michelle woke up Monday morning and was excited that it is her first day of online class! She checked her things but didn't see her module. Oh no, she wouldn't be able to answer the activities on it if she couldn't find it. She looked on her shelf, under her bed, and family room but did not find her module. Her mom told her it was time to take her breakfast and they would look for it after school. Michelle was sad when she took her

STORY ELEMENTS	
Setting	Main Characters
Beginning	Problem
Middle	Solution
End	

_____

Specific Week: Weeks 6 & 7

Target Competency: Inferring speaker's tone, mood & purpose and Analyzing the element of the Story.

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