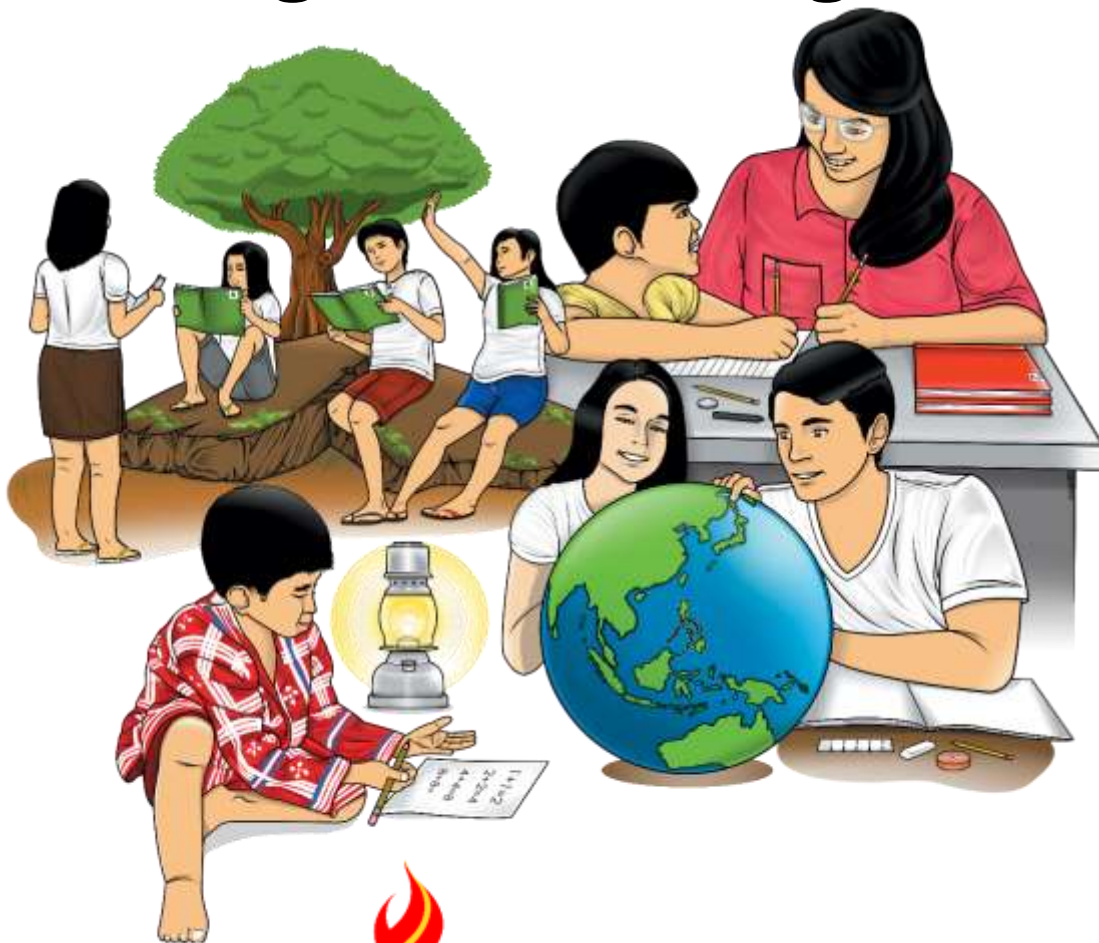


English

Quarter 1 – Module 4: Using Transition Signals



English – Grade 8
Alternative Delivery Mode
Quarter 1 – Module 4: Using Transition Signals
First Edition, 2020

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English

Quarter 1 – Module 4: Using Transition Signals

Introductory Message

For the facilitator

Welcome to the **English 8** Alternative Delivery Mode (ADM) Module on **Using Transition Signals!**

This module was collaboratively designed, developed and reviewed by public educators to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners 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 the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 8** Alternative Delivery Mode (ADM) Module on **Using Transition Signals!**

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give 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 correct (100%), you may decide to skip this module.



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 will be introduced to you in various ways such as 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 solidify your understanding and skills of 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 concerns.

**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 will be given to you to enrich your knowledge or skill of the lesson learned. This also tends 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. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and 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 answering the tasks in this module, do not hesitate to 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 deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written to help you master the skills in using transition signals to indicate coherence in writing sentences and paragraphs. The activities are arranged to follow the standard sequence of the lesson, but the order in which you read them can be changed to correspond with the Learner's Material (LM) you are now using.

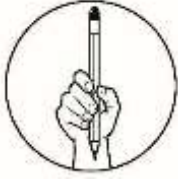
Here, you are expected to develop your knowledge and skill in identifying and using cohesive devices or transition signals to indicate coherence.

The **Most Essential Learning Competency (MELC)** covered in this module is identify and use signals that indicate coherence (e.g. additive - also, moreover; causative – as a result, consequently; conditional/concessional – otherwise, in that case, however; sequential – to begin with, in conclusion; clarifying – for instance, in fact, in addition);

Objectives:

As learners of this module, you are expected to:

- identify transition signals used in sentences and paragraphs;
- classify the types of transition signals used in sentences and paragraphs;
- scan texts rapidly for connecting words or expressions that signal sequence;
- construct sentences using transition signals; and
- write a paragraph using transition signals to achieve coherence.



What I Know

In your journey as a learner, have you encountered transition signals? The activity that follows will serve as a pre-test to determine your knowledge about it. Your whole new adventure starts here!

Fill in the blanks with the appropriate transition signals in each of the sentences below. Choose the letter of the correct answer. Write your answers on a separate sheet of paper.

1. Walking can make people become more aware of their surroundings, _____ the cleanliness of the environment, and the friendliness of the neighborhood.
A. consequently B. despite C. unfortunately D. such as
2. Residents complain bitterly about the trash thrown anywhere, _____ these same people are the ones doing it.
A. although B. and C. moreover D. yet
3. Some city folks choose to live on a farmland; _____, they have to adjust to its slow pace, quietness, and the absence of cable and Internet connectivity.
A. because B. consequently C. despite D. such as
4. Teleconferencing is widely used nowadays to establish communication among those who are in the work from home modality; _____, this allows the participants to hear or see each other in a meeting.
A. after B. although C. during D. moreover
5. _____ most people are concerned about COVID-19, they hope for a vaccine.
A. Because B. Still C. As a result D. Even though
6. A lot of people ignored the reminder of the government to stay at home to avoid exposure to the disease. _____, the number of cases increased.
A. In fact B. Such as C. As a result D. In addition
7. The plan of a city-wide lockdown gained many reactions from the people; _____, positive and negative opinions were expressed.
A. despite B. however C. that is D. in addition
8. _____ the home quarantine period, military and police forces are visible to monitor strict compliance of the policies.
A. Because B. Consequently C. During D. As a result

9. There are many things one can do at home to be productive. _____, one can listen to music while doing household chores, do gardening, read books, watch TV shows, and the like.
A. Because B. In fact C. In addition D. For example
10. Grocery stores and wet markets require a quarantine pass to control the number of shoppers. _____, wearing of a face mask is enforced.
A. Because B. In fact C. In addition D. For example
11. The Department of Education came up with a plan on how to continue the education of the learners _____ from the different modalities proposed for this school year.
A. at this point
B. in this regard
C. as can be seen
D. as a matter of fact
12. _____, the Department of Education, in partnership with different stakeholders conducted a series of webinars for the teachers in preparation for the online classes.
A. At this point
B. In this regard
C. As can be seen
D. With this in mind
13. _____ the problems with the internet connectivity, these did not stop the teachers from participating in the series of webinars given.
A. And B. Despite C. However D. Moreover
14. The month of June marks the enrolment for the school year. It was speculated that only a few would enroll due to fear of the virus. _____, it turned out to be the other way around.
A. Frequently B. Furthermore C. In addition D. On the contrary
15. As education faces the 'new normal', learners are very eager to start the school year. _____, they are excited to learn.
A. Although B. Despite C. Furthermore D. Yet

Lesson

4

Using Transition Signals

As you continue this lesson, your goal in this section is to learn and understand the key concepts on what transition signals are, their uses, and importance to achieve coherence.



What's In

In your previous lesson, you have learned about the use of Modals. Let us see how well you remember their important concepts and functions.

Activity: Review It!

Read aloud the sentences below and study the underlined words and the ideas that they express.

1. I would rather spend and enjoy my journey here on earth **because** life is short.
2. If only I could talk to God, I would ask Him to heal our land. I would **also** request that peace on earth would prevail.
3. As Filipinos, we must obey the laws of the land. **In addition**, we must respect and love one another.
4. Due to weather disturbance, we may experience occasional rains. **Therefore**, we must always bring our umbrellas with us.
5. No one can visit patients under quarantine **even though** they need the care and support from their families.

- What do we call those underlined words? What do they express?
- You are right! The underlined words are called **modals**.

These modals express different uses; giving preference, stating probability, expressing obligation, indicating possibility, giving prohibition, asking permission, seeking advice, showing ability, making request, demonstrating willingness, and manifesting lack of necessity.

- Have you noticed the words written in bold print?
- What do the **words because, also, in addition, therefore, even though** express?

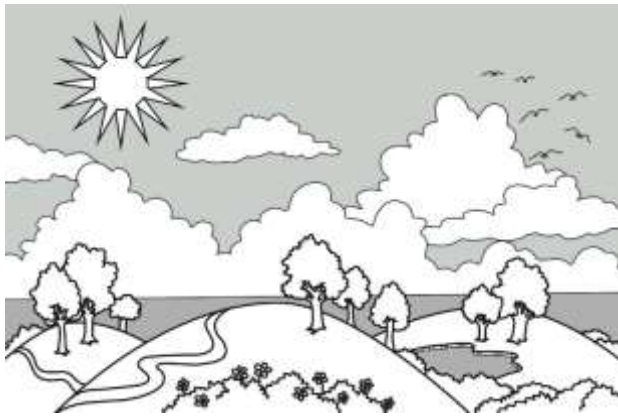


What's New

Did you experience feeling lonely and restless?
If you did, how did you deal with these feelings?
The poem entitled 'Sunshine' will inspire you to look at the brighter side during difficult times.

Activity: Signals to Connect

Read the lines in the poem below and answer the questions that follow. Write your answers on a separate sheet of paper.



Sunshine

by: Maribel Azote Cabalan-Buco

Simultaneously, we all made a stop
Unfortunately, threats and trials were rough
Nonetheless, to keep everyone safe
Similarly, stay at home is what we make
However, with lots of twists and turns
In other words, it's full of challenges
Nevertheless, it all went well
Eventually, life is back as well

1. Have you noticed the letters in bold print?
2. What do the letters S - U - N - S - H - I - N - E stand for?



What is It

To help you better understand the concept on transition signals, you need to deepen your knowledge and understanding by discovering what the topic is all about. Study the given sentences below.

1. Threats and trials were rough.
2. Life is full of challenges but meant to be well.

In sentence number one, the transition signal 'and' is used to connect two incidents equally.

While in sentence number two, the transition signal 'but' introduces the opposite ideas.

Take note that simple conjunctions serve different purposes. Conjunctions that join words, phrases, or clauses together are the most basic transition signals.

The words 'and' and 'but' are examples of transition signals.

Transition signals are words and phrases that connect ideas of sentences and paragraphs for coherence. They also indicate building up new idea or thought or compare ideas or draw conclusions.

Transition signals are of different types and each type helps to make certain connections.

Common Types and Functions of Transition Words:

1. **Comparison/Contrast** points out alternatives or differences:

Comparison	Contrast
as	but
also	despite
likewise	however
similarly	even though
in the same way	on the contrary

Example:

My mom loves pasta, **but** she dislikes spaghetti. **Similarly**, she did not like lasagna. **On the contrary**, she loves macaroni. **Likewise**, she loves *pancit guisado, pancit bihon, sotanghon, and palabok*.

2. **Chronology** helps define **time**:

after	before	during	first
later	next	simultaneously	soon

Example:

Before you go to the stadium to watch your favorite basketball game, make sure that you have your snacks and video camera that you will use **during** the game. **Later**, you will find it enjoyable when you can **simultaneously** eat while videotaping.

3. **Cause/Effect** - shows the consequences of an action:

Cause	Effect
accordingly	consequently
because	as a result
due to	therefore
since	so

Example:

Since you have been a consistent honor student and a skillful one, **therefore**, there would be a possibility that you would graduate cum laude or be cited with technical skills award in college. **As a result**, you would have a better chance to find a job or be an entrepreneur, **because** some companies would prefer those applicants with impressive school records or those with technical skills.

4. **Illustration/Example** add emphasis or introduce evidence:

Illustration	Example
to demonstrate specifically truly	for example such as namely

Example:

Mateo loves vegetables. **Truly**, he is happy to eat those every day - **specifically**, 'pinakbet', 'chopsuey', and vegetable salads. **To demonstrate** his love for vegetables, Mateo is planning a vegetable socials for all his friends.

5. **Addition** adds information or reinforces ideas:

furthermore	also	moreover	and
in addition	as well	equally important	then

Example:

Gabriel loves, respects, **and** obeys his parents. **Moreover**, he helps in the household chores if he is not studying. **Furthermore**, he is grateful that his parents are very supportive in every task he does.

6. **Clarification** shows support:

that is	in other words	to put it another way
I mean	in this case	under certain circumstances

Example:

I love going to school; **that is**, I like it very much. **In other words**, I want to learn more. **To put it another way**, a school is one of the best places I need to go for me to learn better.

7. **Qualification** presents conditions or intentions:

almost	with this in mind	possibly
probably	frequently	never

Example:

With what was **possibly** the greatest fight of all times, the Filipino in the front lines faced the pandemic with bravery. They **almost** gave up but recovered. **With this in mind**, Filipinos have proven time and again to be resilient.

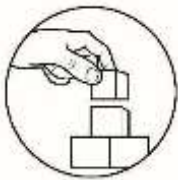
8. **Summary/Conclusion** restates ideas:

Summary	Conclusion
as can be seen	in the long run
given this point	in conclusion
to summarize	to conclude
to sum up	therefore
so	finally

Example:

All the documents have been presented and, **as can be seen**, the facts are clear. **Given this point**, it's time to correct the practices that do not conform to the policies. **In the long run**, the nation and its people will benefit from this change.

Transition signals can be used within a single sentence, between two different sentences, paragraphs, or even between paragraphs to achieve coherence or unity of ideas.

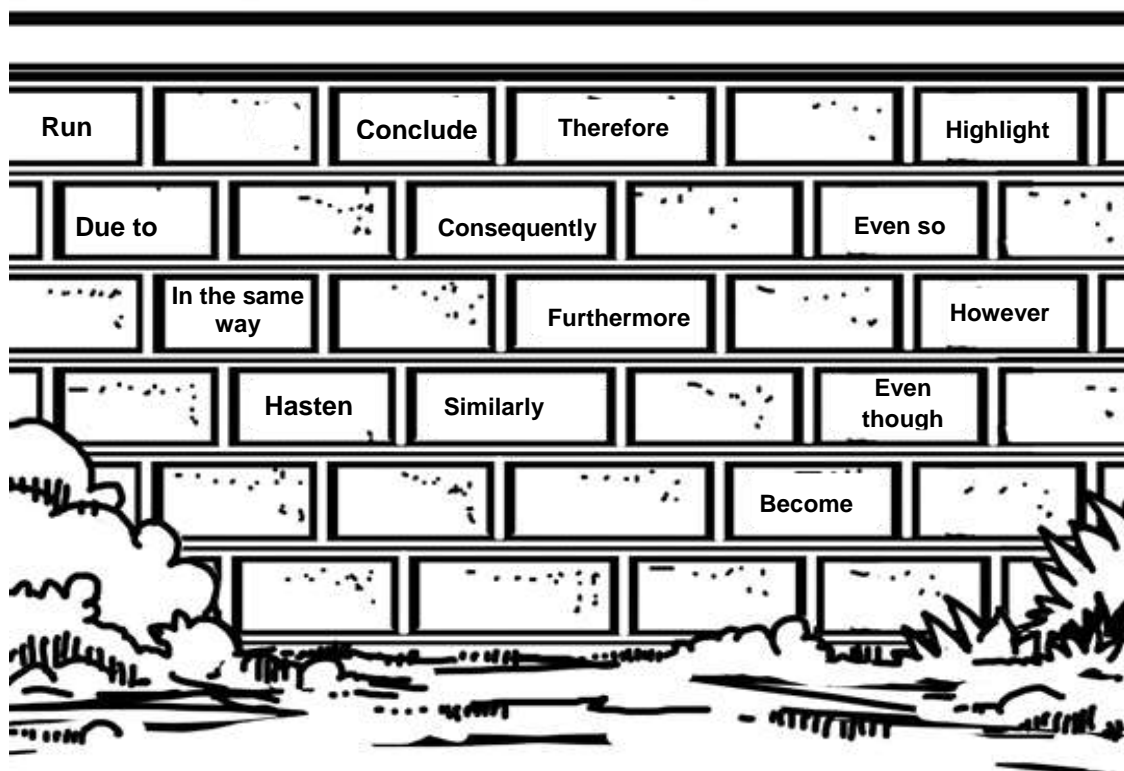


What's More

Let us practice your skill in identifying transition signals.

Activity 1: Pick Me Out!

From the brick wall, pick out the transition words. Write your answers on separate sheet of paper.



Illustrated by: Joy G. Torion, Anselmo S. Osoros Jr., Gil C. Dayot Jr.

Assessment 1: Point Me Out!

Fill in the blanks with the appropriate transition signals. Choose your answers from the transition signals in Activity 1 Pick Me Out! Write your answers on a separate sheet of paper.

1. Bel loves to sing in video karaoke. _____, her family does it too.
2. We did not expect a heavy traffic on our way to the airport. _____, we missed our flight.
3. It was raining very hard. _____, we need to finish cleaning the yard.
4. The courageous frontliners showed overwhelming dedication in performing their jobs. _____, they were commended for their services.
5. All borders were closed. _____, all means of transportation were not allowed to operate.
6. Classes will formally open. _____, it will not be the traditional face-to-face.
7. Gabriel was not given permission to go out _____ bad weather.
8. All establishments are not allowed to operate. _____, only the skeleton force of the offices is authorized to work.
9. _____ Paolo was quarantined, he didn't feel isolated.
10. Driving requires concentration. _____, biking needs full attention.

Activity 2: Search It!

Look for the words in the given puzzle below. These words may be formed in an upward, downward, sideward, and diagonal position. Write your answers on a separate sheet of paper.

- | | |
|-----------------|------------------|
| 1. comparison | 6. addition |
| 2. contrast | 7. clarification |
| 3. chronology | 8. qualification |
| 4. illustration | 9. summary |
| 5. example | 10. conclusion |

C	L	A	R	I	F	I	C	A	T	I	O	N	S
F	J	G	B	K	C	O	N	T	R	A	S	T	Q
S	O	A	D	D	I	T	I	O	N	W	Q	D	U
V	N	O	I	S	U	L	C	N	O	C	T	I	A
G	K	V	C	S	U	M	M	A	R	Y	L	Q	L
N	Z	U	F	P	M	H	B	R	E	L	X	E	I
R	O	K	Z	R	E	X	P	F	U	V	S	M	F
V	E	S	N	W	L	C	F	S	M	U	Z	G	I
B	F	G	I	B	P	E	T	W	A	Y	P	Q	C
N	Y	L	D	R	M	R	B	C	J	G	H	M	A
D	O	C	F	E	A	I	G	H	B	A	V	E	T
T	L	H	X	T	X	P	O	A	G	M	L	Z	I
B	I	Q	I	J	E	Z	M	J	X	C	W	H	O
K	E	O	C	H	R	O	N	O	L	O	G	Y	N
T	N	J	V	Y	I	X	S	V	C	Y	I	V	S

Assessment 2: Classify the Connections

Read the paragraph carefully. Take note of the underlined transition signal in each sentence. Classify each according to the eight (8) types of transition signal learned. Write your answers on a separate sheet of paper.

When there is misunderstanding among friends, the usual reaction of those involved will sometimes turn their backs after an argument. (1) For example, friends who exchanged words would probably not talk for quite a while. (2) Moreover, they will try to convince their other friends that they are right. (3) Unfortunately, this will not help solve the problem. (4) As a result, when there is a communication gap, the longer the relationship will not be patched up. (5) To avoid this, friends should constantly communicate with each other.

Activity 3: Transition Riddles

Let's have some fun!

Recite first the given lines below.

**Little Diddle, Transition Doodle
Give the Answer of the Spoken Riddle.**

Guess what **transition signal** is described in each riddle by filling in the missing letters.

1. It is a six-letter word consisting of two syllables.
 - The first syllable sounds like the name of the insect in the picture.
 - The second syllable sounds like the name of a number.



The transition signal is **B _ E _ R _**

2. It consists of two words.
 - The first word is already given.
 - The first syllable of the second word are the last two letters of the word 'within'.
 - The last syllable of the second word is to be replaced by the underlined letter of the word 'stand' with **ce**.

The transition signal is **F O R** _ _ _ _ _

3. It consists of two words.
 - The first word is synonymous with the word 'equal'.

The transition signal is _ _ _ _ **THOUGH**

4. It is a four-syllable word that if broken can create three new words
 - The first is the opposite of the word 'always'.
 - The second is already given.
 - The third is the opposite of the word 'more'.

The transition signal is _ _ _ _ **T H E** _ _ _ _ .

5. It is a seven-letter word that begins with **B**, followed by an **E**.
- The rest is in relationship with the word 'effect'.
- The transition signal is __ **C** _ **U S** _.

Assessment 3: Fill Me In!

Fill in the blanks with the correct transition signals that will complete the ideas of the given sentences. Choose from the given choices. Write your answers on a separate sheet of paper.

1. _____ the invention of gaming gadgets, children and teenagers usually spent more of their leisure time playing outdoor games.
A. Because B. Before C. Even though D. For instance
2. If you will have a powerpoint presentation in class, you need to prepare in advance. _____, setting up the computer or laptop, including the LCD, the projector, and checking its connectivity to avoid technical problems.
A. Before B. Even though C. For instance D. Nevertheless
3. _____ I am allergic to sunlight, my friends and I still went to the beach for sunbath.
A. Before B. Even though C. For instance D. Nevertheless
4. She lost her balance in doing her routine at the competition. _____, she stood up and finished the dance gracefully.
A. Before B. Even though C. For instance D. Nevertheless
5. I did not hear the phone ringing _____ the sound of the television was in full blast.
A. because B. before C. even though D. nevertheless



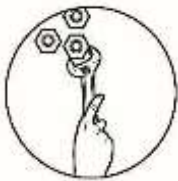
What I Have Learned

Let us sum up what you have learned in this lesson through a journal. Write your learnings on a separate sheet of paper following the structure below.

I have learned that _____

I realized that _____

I conclude that _____



What I Can Do

Activity 1: Point Me Out!

Directions: Read the paragraph carefully then identify the transition signals used. Write your answers on a separate sheet of paper.

As a learner, it is important to develop a good study habit. You may start before the beginning of the school year. Here are some tips for you.

First, you need to plan and organize your activities. For example, plan when you will do your assignments, tests, projects, outputs, and other activities. Also, you need to think about how much time you will spend to each.

Second, find a place where you will not be disturbed to study. For instance, studying in front of a television, or with noisy and crowded areas will not be helpful. In addition, texting, online gaming, and facebooking while studying are also forms of disruptions.

Third, develop a study plan, knowing the lessons will be easier. Similarly, knowing the different test types will help set your mind. Furthermore, having review-strategies will make studying easier during examinations.

Fourth, read a lot. It pays to develop the habit of reading.

Lastly, think positive. Having the right mindset will make things different.

To sum it up, developing a good study habit will help you succeed.

Activity 2: Cloze to You!

Fill in the blanks with the appropriate transition signals to complete the idea of the paragraph. Choose from the given pool of words below. Write your answers on a separate sheet.

indeed	now	at first
when suddenly	because	
yet	in fact	in order
with this in mind	nevertheless	
that is	as a matter of fact	ultimately

It was 1. _____ a surprise, 2. _____ the way I live changes. 3. _____, I had difficulty coping up. 4. _____, there were times that I felt low, being alone. 5. _____ as time flies, I realized that this feeling was a state of my mind, 6. _____, I allowed myself to be controlled by it without noticing that my family is with me 7. _____ I was too busy thinking of my social life. 8. _____, it is not too late. 9. _____, my perspective in life began to change. 10. _____, I know that it is always up to me how to see things that will make me happy and contented. 11. _____, one must have to look in all directions to accept positively what is happening around 12. _____ to find beauty in life amidst the pandemic.

Activity 3: Write Me Down!

On a separate sheet, construct sentences using the given transition signals.

1. likewise _____
2. before _____
3. because _____
4. specifically _____
5. also _____
6. in other words _____
7. almost _____
8. given these points _____



Assessment

To test how far you've learned in this lesson, do the given activity below.

Fill in the blanks with the appropriate transition signals in each of the sentences below. Choose the letter of your choice. Write your answers on a separate sheet of paper.

1. _____ most people are primarily concerned about COVID-19, they hope for a vaccine.
A. Because B. Still C. As a result D. Even though
2. _____ the home quarantine period, military and police forces are visible to monitor strict compliance of the policies.
A. Because B. During C. Consequently D. As a result
3. There are many things one can do at home to be productive. _____, one can listen to music while doing household chores, do gardening, read books, watch TV shows, and the like.
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5. The Department of Education came up with a plan on how to continue the education of the learners _____ from the different modalities proposed for this school year.
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6. _____, the Department of Education in partnership with different stakeholders conducted a series of Webinars for the teachers in preparation for the online classes.
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15. A lot of people ignored the reminder of the government to stay at home to avoid exposure to the disease. _____, number of cases increased.
A. In fact
B. Such as
C. As a result
D. In addition



Additional Activities

Activity 1: Internalize It!

Read the story below then do the activity that follows.

MAKATO AND THE COWRIE SHELL (A Summary)

By Supanee Khanchanathiti

Once upon a time, there was an orphan whose name was Makato. He didn't have any ways to support himself, so he did every kind of work such as, carrying heavy things, clearing away forest, and even feeding pigs. Although he was paid only a small wage, he never idled and was satisfied of everything. As a result, people around him noticed his hard work and were very pleased of him.

Makato dreamed of going on an adventure to a far and bigger place where the land was fertile, and the people were kind. He left his village and set out into the wide world. He walked along cheerfully, enjoying new insights and talking to the people he met on the way. After a long month's journey, he reached a village on the boundary of the Kingdom of Sukhotai. He met an old woman who helped her. He told her that he had come from a far place and he wanted to see the king, who he had heard was kind. He worked with the king's elephants and he started working for her. After some time working, he finally met with the king. During the encounter, he picked up a cowrie shell that was lying on the road and offered it to the king (Cowrie shells were used for money, but just one was practically worthless).

When Makato offered the shell to the King, the King said he could keep it. Makato was wondering what he could repay to honor the king's gift. He saw some lettuce seeds at a stall in the market and thought that he could grow them. He asked the woman about them, and she let him have as many as would stick to his finger in return for his treasured cowrie shell. He made the lettuces grew abundantly. The next time he saw the king, he gave one to him and told him he grew them from the shell that he had given him. The king was very impressed and gave him a job in the castle. Eventually, Makato grew up and married the daughter of the king.

Read the lines taken from the story. Identify the transition signals used in each sentence. Write your answers on a separate sheet of paper.

1. Although Makato was paid only a small wage, he never idled and was satisfied of everything.
2. Fortunately, he met an old woman who helped her.
3. As a result, people around him noticed his hard work and were very pleased of him.
4. After a month's journey, he reached a village on the boundary of the Kingdom of Sukhotai.
5. So he did every kind of work such as carrying heavy things, clearing away forest, and even feeding pigs.

6. During the encounter, he picked up a cowrie shell that was lying on the road and offered it to the king.
7. After some time working, he finally met the king.
8. Truly, Makato dreamed of going on an adventure to a far and bigger place where the land was fertile and the people were kind.
9. The king was very impressed and in the long run, gave him a job in the castle.
10. Eventually, Makato grew up and married the daughter of the king.

Activity 2: Think Of It!

Write a five-sentence paragraph on how to improve your study habits using the given transition signals in the box. Observe coherence and mechanics in writing. Write your paragraph on a separate sheet of paper. You will be graded according to the rubrics below.

also	because
and	likewise
almost	specifically
before	in other words

(title)

RUBRICS IN MAKING A PARAGRAPH				
	Poor 4 pts	Fair 6 pts	Good 8 pts	Excellent 10 pts
Organization	2	3	4	5
	Paragraph is not in order. One or fewer transitional words were used.	Some of paragraph is in order. Used two or more transitional words.	Most of paragraph is in order. No steps were forgotten. Used three or more transitional words.	Paragraph is in order. Consistently used transition words at the appropriate time.
Conventions	1	2	3	3
	Lots of errors in spelling and punctuation. Makes the text very difficult to read.	Uses some spelling and punctuation correctly but there are distracting errors.	A few errors but most spelling and punctuation are correct.	There are no errors in grade appropriate spelling or punctuation.
Focus	1	1	1	2
	The writer does not stay on topic.	The writing is somewhat clear but strays a bit off the topic.	The writer stays on topic nearly all of the time.	Writing is consistently on topic and keeps reader interested.

Source: <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Y27CA4&>



Answer Key

<p>Assessment 1.A 2.B 3.D 4.C 5.C 6.D 7.B 8.D 9.C 10.B 11.D 12.D 13.D 14.C 15.C</p> <p>What I Have Learned Answers may vary. 1.A 2.B 3.D 4.C 5.C 6.D 7.B 8.D 9.C 10.B 11.D 12.D 13.D 14.C 15.C</p> <p>What I Can Do 11. Third 12. Similarly 13. Furthermore 14. Fourth 15. Lastly 16. To sum it all</p> <p>Point Me Out 1. before 2. First 3. For example 4. and 5. also 6. Second 7. For instance 8. or 9. and 10. In addition 11. Third 12. Similarly 13. Furthermore 14. Fourth 15. Lastly 16. To sum it all</p> <p>Act. 1 1. indeed 2. When suddenly 3. At first 4. In fact 5. Nevertheless 6. that is 7. because 8. Yet 9. with this in mind 10. Now 11. Ultimately 12. in order</p> <p>Act. 2 1. indeed 2. When suddenly 3. At first 4. In fact 5. Nevertheless 6. that is 7. because 8. Yet 9. with this in mind 10. Now 11. Ultimately 12. in order</p> <p>Act. 3 Transition Riddles 1. Before 2. For instance 3. Even though 4. Nevertheless 5. Because</p> <p>Assessment (Fill Me In) 1.B 2.C 3.B 4.D 5.A</p> <p>Assessment (Classify) 1. Example 2. Addition 3. Cause/Effect 4. Cause/Effect 5. Summary/Conclusion</p> <p>Act. 2 Search It 1. comparison 2. contrast 3. chronology 4. illustration 5. example 6. addition 7. clarification 8. qualification 9. summary 10. conclusion</p> <p>Act. 3 Transition Riddles 1. Before 2. For instance 3. Even though 4. Nevertheless 5. Because</p> <p>Assessment (Fill Me In) 1.B 2.C 3.B 4.D 5.A</p> <p>What's More (in any order from the list below) Similarly Consequently even so therefore furthermore however due to in fact even though in the same way</p> <p>Assessment (Point Me Out) 1. Similarly 2. Consequently 3. Even so 4. Therefore 5. Furthermore 6. however 7. due to 8. In fact 9. Even though 10. In the same way</p> <p>Act. 2 Search It 1. comparison 2. contrast 3. chronology 4. illustration 5. example 6. addition 7. clarification 8. qualification 9. summary 10. conclusion</p> <p>Assessment (Classify) 1. Example 2. Addition 3. Cause/Effect 4. Cause/Effect 5. Summary/Conclusion</p> <p>Act. 3 Transition Riddles 1. Before 2. For instance 3. Even though 4. Nevertheless 5. Because</p> <p>Assessment (Fill Me In) 1.B 2.C 3.B 4.D 5.A</p> <p>What's In! (Review) 1. preference 2. probability 3. obligation 4. possibility 5. prohibition</p> <p>Additional Activities 1. Although 2. Fortunately 3. As a result 4. After 5. Such as 6. During 7. After, finally 8. Truly 9. In the long run 10. Eventually</p> <p>Activity 1 (Internalize It) Possible answer: Title: My Writing Buddy</p> <p>My English teacher has been an instrument in the development of my writing skills, specifically on the use of cursive writing. Also, she suggested that I have to practice regularly and use it constantly. Likewise, she advised me to write in a diary my experiences during the quarantine period. I followed her piece of advice because I want to join in a writing contest. In other words, my teacher has helped me improve my writing ability.</p>	<p>What I Know 1.D 2.D 3.B 4.D 5.A</p> <p>Act. 1 Pick Me Out! (in any order from the list below) Similarly Consequently even so therefore furthermore however due to in fact even though in the same way</p> <p>Assessment (Point Me Out) 1. Similarly 2. Consequently 3. Even so 4. Therefore 5. Furthermore 6. however 7. due to 8. In fact 9. Even though 10. In the same way</p> <p>Act. 2 Search It 1. comparison 2. contrast 3. chronology 4. illustration 5. example 6. addition 7. clarification 8. qualification 9. summary 10. conclusion</p> <p>Assessment (Classify) 1. Example 2. Addition 3. Cause/Effect 4. Cause/Effect 5. Summary/Conclusion</p> <p>Act. 3 Transition Riddles 1. Before 2. For instance 3. Even though 4. Nevertheless 5. Because</p> <p>Assessment (Fill Me In) 1.B 2.C 3.B 4.D 5.A</p>	<p>What I Know 1.D 2.D 3.B 4.D 5.A</p> <p>Act. 1 Pick Me Out! (in any order from the list below) Similarly Consequently even so therefore furthermore however due to in fact even though in the same way</p> <p>Assessment (Point Me Out) 1. Similarly 2. Consequently 3. Even so 4. Therefore 5. Furthermore 6. however 7. due to 8. In fact 9. Even though 10. In the same way</p> <p>Act. 2 Search It 1. comparison 2. contrast 3. chronology 4. illustration 5. example 6. addition 7. clarification 8. qualification 9. summary 10. conclusion</p> <p>Assessment (Classify) 1. Example 2. Addition 3. Cause/Effect 4. Cause/Effect 5. Summary/Conclusion</p> <p>Act. 3 Transition Riddles 1. Before 2. For instance 3. Even though 4. Nevertheless 5. Because</p> <p>Assessment (Fill Me In) 1.B 2.C 3.B 4.D 5.A</p>	<p>What's In! (Review) 1. preference 2. probability 3. obligation 4. possibility 5. prohibition</p>
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