

PAREF SOUTHRIDGE SCHOOL
ENGLISH DEPARTMENT
WORKLOAD FOR GRADE 5
For the Period June 26 to July 1, 2009

LANGUAGE

A. Compound Sentences

Think about this...

How will you rewrite this paragraph in as few sentences as you can without omitting any important detail?

John is a doctor. He travels often. John would go to far-off provinces. He would go to other countries. He likes going to other places. He likes the Philippines better. John helps a lot of people. He makes many new friends. His next trip would be in Cebu. He might go to Davao.

Language Focus

When complete sentences with a simple subject and a simple predicate are joined together, we come up with a **COMPOUND SENTENCE**. We do this by putting a comma after the first simple sentence and connecting the other sentence with a conjunction (**and**, **or**, or **but**).

Example:

Benjamin Franklin is a politician. He is also a famous inventor.

Benjamin Franklin is a politician, **and** he is also a famous inventor.

NOTE: Do not confuse a compound sentence with a simple sentence that has a compound subject, a compound predicate or both. A compound sentence has a subject and a predicate on **EACH** side of the connecting word.

Example:

- **Compound Subject**

The Philippines and Japan are in Asia.

- **Compound Predicate**

The Philippines is in Asia and lies north of the equator.

- **Compound Subject and Compound Predicate**

The Philippines and Japan are in Asia and lie north of the equator.

- **Compound Sentence**

I will go to Japan, and I will study there.

EXERCISES

Directions: Rewrite the following sentences into compound sentences using the correct conjunction.

1. Jose Rizal is our national hero.
He is known around the world.
2. He has Chinese blood.
He is proud to be a Filipino.
3. He wants to be a doctor.
He wants to be an artist.
4. He is sent to Spain.
He studies there.
5. Bonifacio asks for Rizal's help.
Rizal does not agree to a revolution.
6. He marries Josephine Bracken.
They live in Dapitan.
7. He is known as an artist.
He is better known as a hero.
8. He wants freedom for the Filipinos.
He wants the Philippines to be a province of Spain.
9. He wants to persuade the Spaniards.
He plans to talk to them.
10. The Spaniards arrest him.
He is sentenced to death.

On Your Own

Directions: Write five compound sentences using the different conjunctions.

B. Compound Subjects and Predicates

Think about this...

Sam and Kenneth are good brothers. Both of them are into sports, especially basketball. One day, they go to a sports shop to buy a basketball. Sam wants to buy a ball with the logo of his favorite NBA team and Kenneth also wants to buy a ball with the logo of his favorite team. Each ball costs 1200 pesos. Unfortunately, both boys only have 500 pesos each. If they were to buy a ball on that day, what would be the best way for them to have a ball?

Language Focus

When we speak or when we write, we often connect words to make our thoughts more concise. When we talk of the same things we usually string them together with the use of conjunctions, and depending on which part of the sentence they may appear, we create **compound subjects** or **compound predicates**. Look at this example:

Apples are fruits. Bananas are also fruits.

In this example, there are two subjects, namely *apples* and *bananas*. Both subjects have the same predicate *are fruits*. We can leave these sentences alone since they are grammatical but there is a better way of writing them. We can connect certain parts of the two sentences, in this case the subjects.

Apples **and** bananas are fruits.

In this example, we have a **compound subject**. A sentence has a compound subject if there are two or more simple subjects that are connected by a conjunction.

Apples **and** bananas are my favorite fruits.
Apples **or** bananas are my dessert everyday.
Ice cream, cakes **and** pies made of apple are my favorites.

On the other hand, if the words connected by a conjunction are found in the predicate, the sentence would then have a **compound predicate**. A compound predicate is a predicate made up of two or more simple predicates.

The students studied **and** worked hard for their test.
The students passed **or** failed the test.
They laughed, shouted **and** played after the exams.

Exercises

Directions: Identify which part of the sentence is compound. Write **CS** if the sentence has a compound subject or **CP** if it has a compound predicate.

1. Handbags and wallets can be made from plastic.
2. Plastic materials are hard and last long.
3. Plastic products may last for a year or stay durable for a longer time.
4. Plastic, steel and aluminium are building materials.
5. Is aluminium or steel stronger?

6. Aluminium is much lighter than steel but is also stronger.
7. Coal, gas or oil can be used to make plastics.
8. Glass lenses chip and break more easily than plastic lenses.
9. Plastic lenses fog or get scratched easily.
10. Computers and cameras have some very strong, lightweight and sturdy plastic parts.

On Your Own

Directions: Write three sentences with a compound subject and another three sentences with a compound predicate.

Compound Subject

1. _____
2. _____
3. _____

Compound Predicate

4. _____
5. _____
6. _____

C. Coordinating Conjunctions

Think about this...

The town of Hamilton is situated near a river. The townspeople of Hamilton use the river as their main source of livelihood. On the other side of the river is the town of Trent. The inhabitants of Trent are farmers and craftsmen. The two towns of Hamilton and Trent have been in constant trade with each other. They ferry their products to and from the opposite banks of the river.

- What are the possible difficulties that both towns may experience in the current way that they do their trading?
- If you were living in either of the towns, what would you do to make trade and travel easier from one town to another?

Language Focus

In Language, when we want to connect two words or phrases of equal value we use **coordinating conjunctions**. Coordinating conjunctions are connecting words that allow us to make subjects, predicates and sentences into compounds. The most commonly used coordinating conjunctions are **and**, **or** and **but**. The conjunction that we use depends on our purpose.

- Use **and** to add information:

I am a student **and** a varsity player.
Ross is smart **and** diligent with his work.

- Use **or** to give choice:

Would you like coffee **or** tea?
Which do you like better, soccer **or** basketball?

- Use **but** to show contrast:

He may be rich **but** he is very humble.
I love going to the beach, **but** I can't really swim well.

Exercises

Directions: Write **and**, **or** or **but** to complete each sentence.

1. Shall we sail now _____ wait until later?
2. The wind is strong, _____ the waves are high.
3. We might tip over _____ freeze out there!
4. Sailing is a joy, _____ not in bad weather.
5. We could water-ski, _____ the sea is rough.
6. You _____ I should shoot baskets instead.
7. I want to swim, _____ I'm cold.
8. Do you like sailing, _____ is hiking better?
9. John, Huey _____ I can steer.
10. Help us raise the sail _____ pull up the anchor.
- 11.

On Your Own

Directions: Write two sentences each using the conjunctions given below.

and

- 7. _____
- 8. _____

or

- 9. _____
- 10. _____

but

- 11. _____
- 12. _____

READING

Directions: Read the selection and answer the questions that follow.

THE JAMISON WAY

By Kitty Cotton

When I started sixth grade, I got a new best friend. Or maybe I should say he got me.

His name was Jamison. Actually, it was Francis Albert Jamison, but he insisted on being called Jamison. You got used to it, like anything else he told you to do.

Jamison had just moved to town. He landed with a splash, like bowling ball in a puddle. Right off, he seemed to rearrange our whole sixth grade world to conform to the Jamison way.

The first day of school, for example, he decided I was going to be his best friend. I'm not sure why. I'm not sure how, either. He didn't walk up and say, "Hi, you're going to be my new best friend," or anything like that. But if he had, I probably would have just said "okay." Not that I'm a jellyfish. But he did have this convincing way about him. Plus my old best friend, Jake, had moved away over the summer, and I was up for grabs.

So I didn't mind. Jamison was funny and smart and seemed way older than everybody else in sixth grade. He gave you the feeling he knew how the world worked – not in the way teachers knew, or parents knew, but in some other sort of real and true way. Plus, he was about a head taller than everyone else, and had broad shoulders that made him look like a linebacker. We were all impressed.

When I became Jamison's best friend, people started being impressed with *me* too. Even *I* started being impressed with me. It was as if the air around Jamison was charged with some powerful particles, and when I was with him I breathed them in and they made me more – I don't know – special, somehow.

There was only one problem. After about a week, I began to figure out that being Jamison's best friend meant always doing whatever he wanted to do. It showed in little ways and in big ways. One dumb example: when we walked to school together, Jamison always stayed a full step in front of me, no matter how hard I tried to keep up. After a while I stopped trying.

I stopped trying to talk about myself too, ever. My job was to listen. I liked listening; I was a good listener. And I had to admit his stories were more interesting than mine, if I even had any stories, which I wasn't sure I did.

I didn't so much like doing a hundred little "favors" a day for him, though. And I didn't take to his nickname for me: Shrimp. But what I really hated was the way he bossed other kids around. Take the daily lunchtime ritual. Jamison never bothered to stand in line to get his food. He just sat down at his favorite table and placed his order. There were always kids willing to get him whatever he wanted.

He wasn't a bully. He didn't need to be. He just demanded things, and he got them. If he didn't, you didn't want to be around him.

At first I just ignored it. I told myself it all would balance out after a while; he was the new kid, but eventually he would just become regular like the rest of us. Or maybe I didn't tell myself anything. I just kept thinking how great it was that the coolest guy in school chose me as his best friend.

But slowly, it started to seem not so great anymore.

One day when I was feeling pretty fed up with Jamison, he invited me home after school. "Yes!" I thought. "Now comes the part when we'll be real friends."

I thought wrong. It turned out he wanted me to help him with our homework assignment, an essay called "The Person I Admire Most." "Look Shrimp, you can write," he said. "Help me out, huh? I hate writing."

Boy, did I hate being called Shrimp.

"I can't write it for you, Jamison," I said, my voice a little shaky. "You have to do it yourself." I stopped and took a deep breath. "Never mind that I have no idea who you admire, or why. The important thing is, it's just wrong. It's one thing to have everyone run around and get your lunch for you, or get your books out of your locker. That's bad

enough. But you can't have someone else do your homework for you." I think this was the most sentences he'd ever let me get out at once.

He looked sort of stunned, as if he couldn't believe what he was hearing. "of course you can do it. That's what friends are for, right? Especially best friends." He slapped me on the back, pretty hard. "look at all I've done for you Shrimp. If it weren't for me, you'd still be a nobody. You know it and I know it. Show a little gratitude."

I just sat there, silent.

"Shrimp, grab some paper and start writing. I'll toss out a few ideas."

"I'm not doing it."

"Sure you are," he said, standing over me, all the good humor drained from his voice.

"No." My voice was suddenly firm. "Look, Jamison. I won't." I got to my feet. He seemed to tower several feet above me. "You can't just expect everybody to do your bidding, you know," I continued. It seemed that once I started, I couldn't stop. "I'm sick of you bossing people around, and so is everyone else. If you keep it up, you're not going to have one single friend, including me."

I thought Jamison looked a little pale. But he just said, "I'm starving," and headed into the kitchen. He stayed there for a long time.

Finally, I called out, "I'd better get going, then," and picked up my backpack.

There was no sound from the kitchen.

The next morning on my way to school, I didn't wait at the corner where Jamison and I usually met. I figured he'd never speak to me again.

But as I neared the schoolyard, I heard someone bellow my name. "Hey, Peter!" I turned around. It was Jamison, huffing up the street. "How come you didn't wait for me?"

He ran the last block to catch up. Then for the first time, he fell in step with me.

When we were in front of the school, he stopped and said, "Maybe you want to see my homework assignment." He handed me a sheet of paper. "The Person I Admire the Most." The first line read, "The person I admire most is my friend Peter, because he says what he thinks and tells me the truth."

The rest of the page was blank.

I looked up at him. Jamison blushed and shrugged. "That's all I had to say. I told you I'm no writer."

Guide Questions

1. Based on the details in the first three paragraphs, what kind of person do you think Jamison was? Support your answer.
2. What was the initial impression of the narrator towards Jamison?
3. How did the friendship of Jamison affect the life of the narrator? Was it for the good or for the bad?
4. How were the narrator's feelings about Jamison starting to change? What details helped you figure this out?
5. Do you agree with the narrator when he said that Jamison wasn't a bully? Support your answer.
6. Did the narrator do the right thing when he ignored the things Jamison was doing to everyone around him?
7. How did the narrator feel when he told Jamison that he would not write his essay for him? How did you know?
8. What details let you know that Jamison's behavior had changed?
9. If you were in the same situation as the narrator, would you have done the same thing? Explain your answer.
10. What virtue did the narrator show when he stood up to Jamison?