



Republic of the Philippines  
Department of Education  
**NATIONAL CAPITAL REGION**  
Misamis Street, Bago-Bantay, Quezon City

## UNIFIED SUPPLEMENTARY LEARNING MATERIALS (USLeM)



## ENGLISH

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# UNIFIED SUPPLEMENTARY LEARNING MATERIALS

## Grade 6 English

### Lesson 5:

Distinguish TEXT-TYPES ACCORDING TO PURPOSE AND LANGUAGE

FEATURES: cause and effect.

### Expectations:

At the end of this module, you are expected to;

- Define cause and effect
- Identify the cause and effect in a selection that you are going to read
- Tell the relationship expressed in the selection as to cause and effect
- Give other possible causes to a given effect and other possible effects to a given cause.
- Distinguish text-types according to purpose and language features: cause and effect.

### PRETEST

**I. Directions:** Tell whether the given statements show cause and sentences. Put a check (/) if it does and a cross (X) if it does not.

- Which of the following shows a cause-effect relationship of ideas?
  - Get her now!
  - The people rushed to the place, for they heard loud noises.
  - The panel gave a good decision.
  - Mathematics is my favorite subject.
- Which of the following shows a cause-effect relationship of ideas?
  - The bags are nice and expensive.
  - The trucks in-front of us were not moving, so we rushed and got out of our car before we received injuries from an incoming bus.
  - This mansion is a good home for my family.
  - We slept all day.
- Which of the following shows a cause-effect relationship of ideas?
  - Tony rushed him to the hospital, for he was severely injured.
  - You called him a daughter, but you never cared for him.
  - The one who started the fire was jailed, and they say he was with someone.
  - They keep on telling me things I do not remember.
- Which of the following sentences shows a cause-effect relationship of ideas?
  - Buy the latest TV for as low as Php. 12,999.
  - Lia was late.
  - We need to study hard and be good pupils.
  - The boy worked as a waiter to finish his studies, for he knows his parents cannot support him.
- Which of the following sentences shows a cause-effect relationship of ideas?
  - The rain was heavy last night, so the classes were suspended.
  - The rain was heavy last night.
  - We need to plant trees.

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D. Plant trees for the future!

**II. Directions:** Read this short fable. Then do the exercise below.

A fox said to a crow with a piece of cheese between its beak, "If you can sing as prettily as you sit, then you are the prettiest singer. The fox thought that once the crow started to sing, the cheese would drop from her beak. But the crow carefully removed the cheese with the claws of one foot and said, "They say you are sly, but you cannot fool me. "Not giving up, the fox continued to praise the crow. "You are really about your talents, but I have to go to look for food because I'm hungry." "Wait!" called the crow quickly. "Here, have a share of my lunch while you listen as I tell about myself." After a while, the fox, stroking his tummy and with a smile on his face, bade goodbye to the crow who was still talking.

**Directions:** The sentences below describe events in the fable. Match each effect in Column II with its cause in Column I.

COLUMN I CAUSE	COLUMN II EFFECT
6. The fox wanted the crow to drop the cheese from its beak.	A. The crow quickly called the fox back to have a share of her cheese.
7. The crow carefully took the cheese with the claws of one foot	B. The fox did not get the cheese.
8. He said he wanted to hear the crow talk about her talents and fame, but he had to go look for food.	C. The fox was already stroking his tummy with a smile on his face as he bade the crow goodbye.
9. The fox got the crow's share of the cheese.	D. The crow did not drop the cheese from her beak.
10. He continued to praise the crow.	E. The fox did not give up on getting the cheese.

### LOOKING BACK

**PICTURE QUIZ Directions:** Identify the picture and distinguish whether it is a cause or an effect.



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1. What do the pictures show?

\_\_\_\_\_

2. Can you describe them? \_\_\_\_\_

\_\_\_\_\_

3. Which of these have you experienced?

\_\_\_\_\_

4. What do you think are the reasons why this disaster/calamity happened?

\_\_\_\_\_

5. What will you do to avoid this disaster so that it will not happen again?

\_\_\_\_\_

❖ *These pictures are related to our lesson, now, what do you want to know based on the pictures?*

### BRIEF INTRODUCTION

In everything that we do there is always a reason. If we do something, there is always an effect. Today, you are going to learn more about **Cause-and-Effect** relationship.

A **CAUSE** is the reason why something happens while **EFFECT** is the result or an outcome of a certain cause or reason.

Study the questions and answers on the chart.

Question	Answer
1. Why did the crow call back the fox who was leaving?	The crow called back the fox because she wanted the fox to hear what she was going to tell.
2. Why did the crow share her cheese with the fox later?	2. The crow shared her cheese with the fox so that the fox would not go away

The sentences in the answers show a cause-effect relationship. A cause-effect relationship describes something that happened and why it happened. **“Why it happened”, is called the CAUSE. “What happened”, is called the EFFECT.**

1. In our first answer, the cause and effect are as follow:

- **EFFECT-** The crow called the fox back,
- **CAUSE-** because she wanted the fox to hear what she was going to say.



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2. What is the effect in the answer to No. 2 in the chart? What is the cause?

The crow shared her cheese with the fox, so that the fox would not go away.

**EFFECT**

**CAUSE**

- The **cause** in no. 2 is, *so that the fox would not go away*, and the **result** is *the crow shared her cheese with the fox*.
- We can also show cause-effect relationship by using words such as: **because, so, so that, since, as a result**.

### ACTIVITIES

**Activity 1 DIRECTIONS:** Read the pairs of sentences. Write **C** if a sentence states a cause. Write **E** if it is an effect.

- \_\_\_\_\_ 1. There was a flash flood in the city.  
\_\_\_\_\_ There is a heavy downpour of rain.
- \_\_\_\_\_ 2. People from NCR quarantine themselves for at least 14 days.  
\_\_\_\_\_ This will prevent the spread of virus to the barangay.
- \_\_\_\_\_ 3. The virtual meeting was cancelled.  
\_\_\_\_\_ The internet connection is poor.
- \_\_\_\_\_ 4. Alaiza studied hard.  
\_\_\_\_\_ She got a perfect score in the summative test.
- \_\_\_\_\_ 5. The residents of Bacoar began to worry.  
\_\_\_\_\_ The mayor announced that ECQ will be extended for another 1 week.

**A. DIRECTIONS:** Read the sentences. Underline the cause and encircle the effect.

1. The Philippines is in danger because of the spread of COVID-19.
2. The plants were given fertilizers that's why they are robust.
3. Children easily get sick because they don't eat nutritious food.
4. Harvest is poor this year because of the absence of rainwater.
5. Jane was not able to buy his snacks because her money was loot.

**Activity 2. DIRECTIONS:** Read the sentences. Identify the cause and effect by writing them inside the boxes.

1. The pupils could not understand the explanation of the teacher because of the noise made by the buses and jeepneys.

Cause:

Effect:

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2. The price of gasoline is very high, as a result, some people use their cars less often.

Cause:

Effect:

3. The farmers apply fertilizer to their plants in order that they will have a good harvest.

Cause:

Effect:

4. Roads must be repaired so that travelling by land would be comfortable.

Cause:

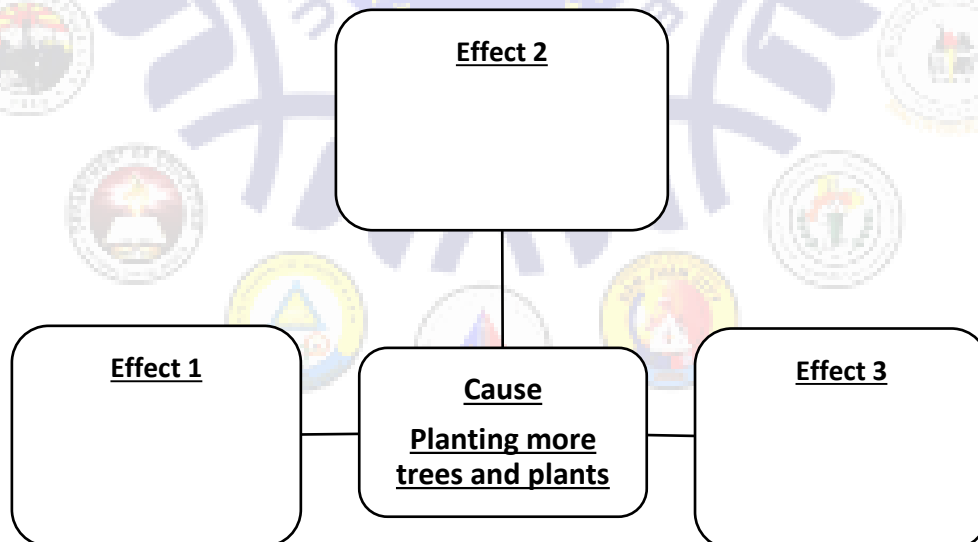
Effect:

5. The plants grow healthy because the gardener waters the plants every day.

Cause:

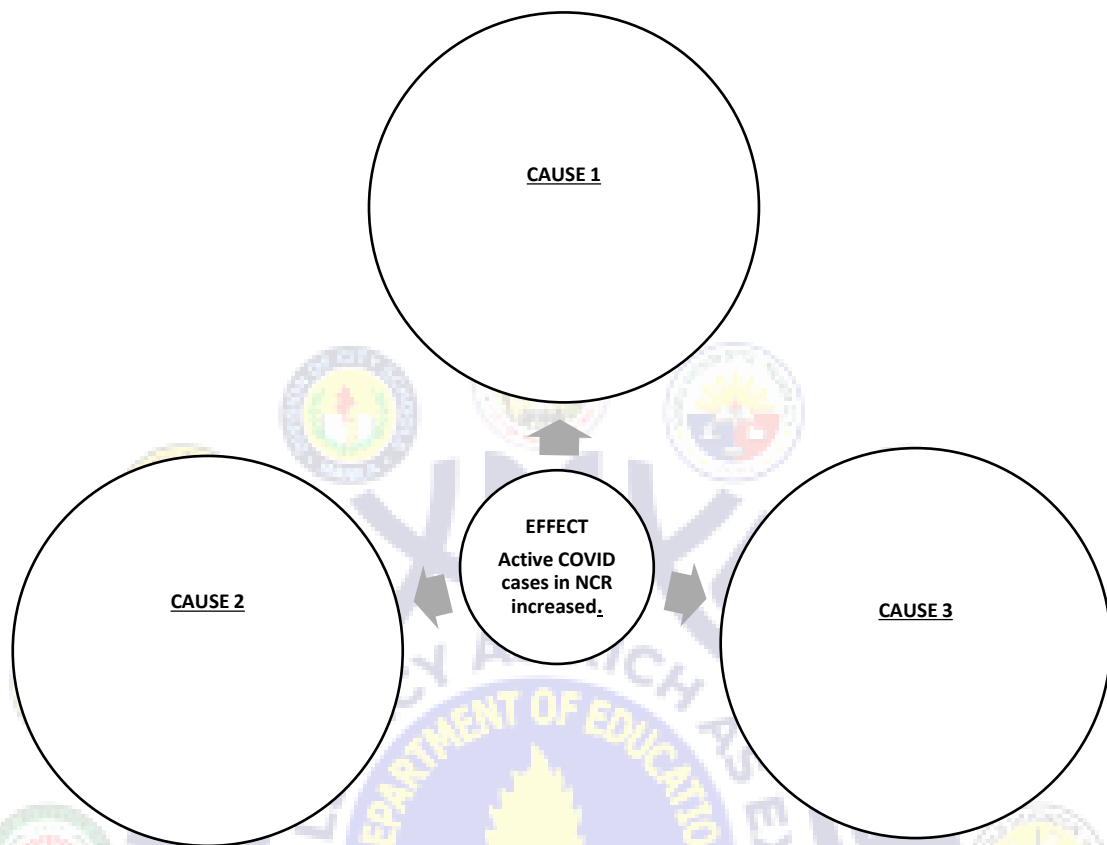
Effect:

**Activity 3 DIRECTIONS:** Make a web of the possible causes and effects. Write your answers in sentences and inside the space provided.



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**Activity 4 DIRECTIONS:** Choose the best effect for each of the given situations. Encircle the letter of the best answer.

1. Paulo was playing under the rain for hours. What do you think happened next?
  - A. He felt refreshed after playing in the rain.
  - B. He got cold and felt sick.
  - C. He took a cold drink after playing.
  - D. He called his mother to stop the rain.
2. After some days resting, Paulo was well again. He had regained his health. What do you think happened next?
  - A. He continued his vacation.
  - B. He helped do all her mother's work at home.
  - C. He started attending his classes.
  - D. He played in the rain again.
3. Paulo had missed many lessons, so he had to double his efforts. What do you think happened next?
  - A. He stayed awake until midnight, studying his lessons.
  - B. He asked his mother to do his homework for him.
  - C. He requested his teacher to tutor him after class.
  - D. He had to copy some of his classmates' answers to finish his works fast.
4. Paulo was very happy to see his classmates. He was so touched by their thoughtfulness. He said, "\_\_\_\_\_".
  - A. "Oh, thank you so much, but why did you come?"

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- B. "Oh thank you very much for coming. You have made me very happy."  
C. "Oh, thank you very much. Did you bring something for me?"  
D. "Oh, thank you very much, but I want to see someone else."
5. Despite his absences, Paulo got high grades. What do you think happened next?  
A. His classmates believe he had superpowers.  
B. He was elected president of the class.  
C. His mother became happy and proud of him.  
D. Paulo made many absences again.

### Remember:

#### A. What is a text that shows cause-effect relationship?

- A text showing cause-effect relationship describes something that happened and why it happened.

#### B. How can we identify statements/events that show the cause?

- **Cause** is described as the reason for an event. It answers the questions **WHY**. Sometimes it can be signaled by the conjunction because and other clue words (since, as, since, for a simple reason that).

#### C. How can we identify statements/events that show the effect?

- **Effect** is known to be the **result** or **outcome** of a certain cause. Some of the clue words used to connect the effect with the cause are therefore, so, consequently, that is why, as a result and otherwise.

## CHECK YOUR UNDERSTANDING

**DIRECTIONS:** Distinguish if the given text shows cause-effect relationship or not. Put a check (/) on the blank if it does and (X) if it does not.

- \_\_\_\_\_ 1. Children fly kites in summer when the winds are strong.  
\_\_\_\_\_ 2. It is dangerous to go out during a strong earthquake, for one could be hit by falling objects.  
\_\_\_\_\_ 3. We should always wear masks.  
\_\_\_\_\_ 4. Isaac did not see the broken glass until it was too late.  
\_\_\_\_\_ 5. The flood destroyed many establishments, so many people started from scratch again.

## POST-TEST

**DIRECTIONS:** Choose possible causes to a given effect and other possible effects to a given cause. Encircle the letter of the correct answer.

1. Some of the rice fields in Taal, Batangas and Cavite were buried in tons of lahar. What would result from this?



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- A. The rice fields will not be productive anymore.
  - B. The people would buy rice from neighboring towns.
  - C. The farmers would be idle the whole year.
  - D. The farmers will do nothing.
2. It is not raining, but it is dark. What might have caused this?
- A. Dark clouds cover the sky.
  - B. The wind blows lightly.
  - C. It was noon time.
  - D. The sun was gone.
3. Rivers and streams are swollen. Why?
- A. Rivers and streams are naturally full of water.
  - B. There is heavy rain.
  - C. The water from the sea goes to the rivers and streams.
  - D. There are bountiful sea creatures gathered under.
4. Dark clouds float in the sky. What may happen next?
- A. It will rain.
  - B. The weather will be fine.
  - C. There will be a strong wind.
  - D. There will be an eclipse.
5. Red tide is still prevalent in the waters around Cavite and Batangas. What may happen?
- A. Beaches will be closed to local tourists.
  - B. Fish and seashells caught around Cavite and Batangas will not be sold in the market.
  - C. The waters around Cavite and Batangas will be red.
  - D. Many sea creatures will live longer.

II. **DIRECTIONS:** Distinguish if the given text shows cause-effect relationship or not. Put a check (/) on the blank if it does and (X) if it does not.

- \_\_\_\_\_ 6. Danny wanted a new bike for his birthday, so he saved money from his allowances and bought the bike for himself.
- \_\_\_\_\_ 7. A small kitten followed me home, so I gave it a bowl of milk.
- \_\_\_\_\_ 8. We own an old American sports car.
- \_\_\_\_\_ 9. Climate is the overall state of a weather in a place for a long period of time.
- \_\_\_\_\_ 10. We decided to collaborate on our project, for it is easier to do it as a group.

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### Answer Key:

10. E
9. C
8. A
7. B
6. D
5. A
4. D
3. A
2. B
1. B
PRETEST

LOOKING BACK –
Answers may vary. Ask
teacher to check your
work.

ACTIVITY 1
1. E, C
2. C, E
3. E, C
4. C, E
5. E, C
B. Read the sentences. Underline the cause and encircle the effect.
1. <u>The Philippines is in danger</u> because of the spread of corona virus.
2. The plants were given fertilizers <u>that's why</u> they are robust.
3. <u>Children easily get sick</u> because they don't eat nutritious food.
4. <u>Harvest is poor this year</u> because of the absence of rainwater.
5. <u>ane was not able to buy his snacks</u> because her money was lost.

Activity 2
1. Cause: because of the noise made by the buses and jeepneys.
Effect: The pupils could not understand well the explanation of the teacher
2. Cause: The price of gasoline is very high.
Effect: some people use their cars less often.
3. Cause: The farmers apply fertilizer to their plants
Effect: they will have a good harvest.
4. Cause: Roads must be repaired
Effect: so that travelling by land would be comfortable.
5. Cause: because the gardener waters the plants every day.
Effect: The plants grow healthy.

Activity 3
Answers may vary. Ask help from
your parent or teacher to check your
work.
Activity 4
1. A
2. C
3. A
4. B
5. C

Checking your understanding
1. X
2. /
3. X
4. X
5. /

Post test
1. B
2. A
3. B
4. A
5. B
6. /
7. /
8. X
9. X
10. /

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