



Republic of the Philippines
Department of Education
 Regional Office IX, Zamboanga Peninsula



- JANUARY**
Matuguhon
- FEBRUARY**
Mahigugmaon
- MARCH**
Matinabungan
- APRIL**
Matinahuron
- MAY**
Mahapsay og Mahimpyo
- JUNE**
*Maablik og Masunod sa
Dhasakong Oras*
- JULY**
Maantigo og Maabilidad
- AUGUST**
*Maginhuhuhunon
para sa Uban*
- SEPTEMBER**
Madaginaton
- OCTOBER**
Matinud-anon
- NOVEMBER**
Masaligan
- DECEMBER**
Maalampon

4



Zest for Progress
 Zeal of Partnership

English

Quarter 2 – Module 3:

Possessive and Collective Nouns



Name of Learner: _____

Grade & Section: _____

Name of School: _____



What I Need to Know

Welcome to another lesson in English 4. Today you will learn about possessive nouns and collective nouns.

This lesson is filled with fun and creative learning activities that you will surely enjoy. As you go on, you will learn the following:

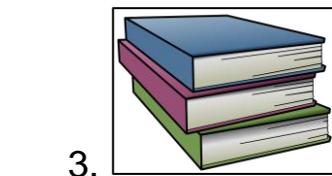
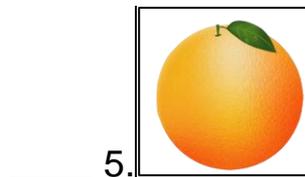
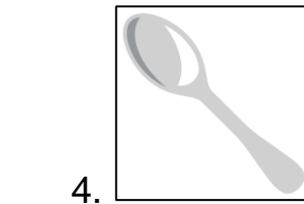
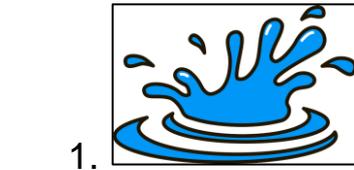
- Identify possessive nouns and collective nouns
- Use possessive nouns and collective nouns in sentences



What's In

In this part, we will recall past lessons on mass and count nouns.

Look at the picture below. Identify each picture and write M if it is a mass nouns and write C if it is a count nouns.





What's New

Congratulations in answering the activity on mass and count nouns. As we go further you will read and learn a story about Linda and her friends' experiences at the farm.

After reading it, answer the comprehension questions below and take note of the words/phrases written in bold.

At the Farm

By: Rojelyn E. Infante

It was a hot summer day. Linda and her friends decided to go to her **grandma's farm**. They wanted to visit the farm for **Linda's homework** in Science which was about animals. As they reached a grassy field, they heard a noise. It was **a herd of carabaos** eating grass. Linda get **Andy's camera** to take pictures of the animals. As they look up, they saw birds flying in a V – shape, it was **a flock of herons**. They counted the number of herons and wrote it on **Linda's notebook**. As they walked forward, they find **a litter of new born puppies**. There were five of them. The children were so happy looking at the cute puppies.

"Look, this one looks like **Ana's puppy**," Linda said pointing to the white one.

The children were very busy with the puppies that they did not notice the **colony of ants** beside them. Linda and her friends ran away itching their feet bitten by the ants. They went home with big smiles on their faces. Now, they know that animals are going together as a group. It was a great day indeed for Linda and her friends.

Comprehension questions

1. Who went to grandma's farm?

2. Why did they want to visit the farm?

3. What animals did they found first?

4. What did Linda use to take pictures of the animals?

5. What did they learn about animals?



What is it

Based on the story read, what are the words or phrases written in bold?
These are the phrases written in bold based on the story.

Linda's homework	a herd of carabaos
Andy's camera	a flock of herons
Linda's notebook	a litter of new born puppies
Ana's puppy	colony of ants
Grandma's farm	

What have you notice on the phrases in the first column?

The phrases on the first column are examples of possessive noun. What are possessive nouns?

Possessive nouns show ownership. *Possessive* comes from the same root as *possession*, something you own.

Singular Possessives

Add **'s** to singular words to show possession.

Linda's homework *Andy's camera* *car's engine*
(Linda + 's) (Andy + 's) (car + 's)

If a singular word ends in **s**, it is still necessary to add **'s**.

Princess's sneakers *Kass's dresses* *bus's tires*
(Princess + 's) (Kass + 's) (bus + 's)

Plural Possessives

If you have added an **s** to make a word plural (for example, cat ⇒ cats), adding **'s** will sound ridiculous (cats'). In that case, add only the apostrophe to the end of the word.

Cats' collars *brothers' toy cars* *Girls' dresses*
(dogs + ') (brothers + ') (girls + ')

Just like singular possessives, plural possessives that don't end in **s** add **'s**.

Children's homework *fish's bowls* *octopi's tentacles*
(children + 's) (fish + 's) (octopi + 's)

Hint:

Look at the ending in front of the apostrophe to see if the word is singular or plural.

One dog's tail (One dog has one tail.)

Two dogs' tails (Two dogs have two tails.)

If two people own something together, use an 's after the second person only.

Joe and Mary's car is new. (Both Joe and Mary own the car.)

If two people own two separate things, add 's to each name.

Laurie's and Megan's nails are painted the same color. (*Each girl has her own nails.*)

Now, let's talk about collective nouns which are found at the second column on the table above.

Collective noun expresses the idea of "many but are considered as one". It refers to a group or a whole unit of persons, animals, places, or objects.

Examples:

a bouquet of flowers	a herd of carabaos
a cup of tea	a flock of herons
a parade of elephants	a litter of new born puppies
a jar of candy	colony of ants

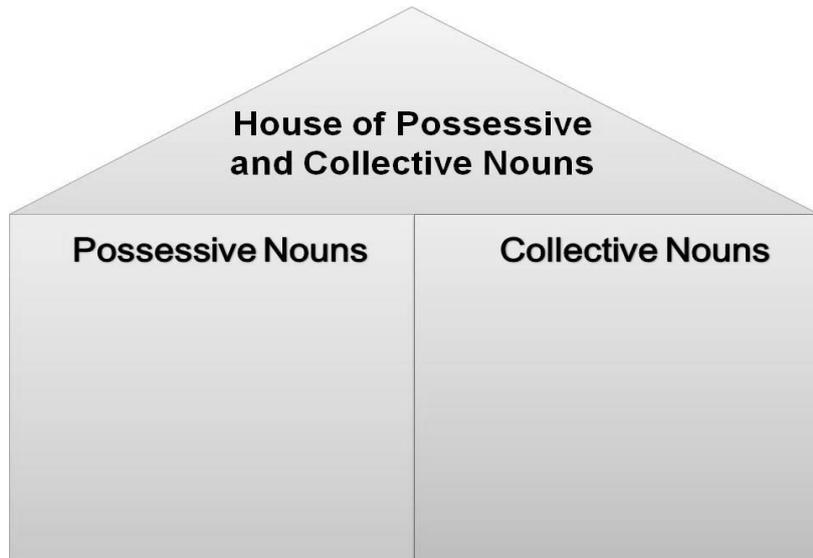


What's More

Activity 1

Directions: Identify each phrase on the table below as possessive or collective and write it under the right column.

wife's medicine	a battalion of soldiers
Jess's toys	sisters' bags
a choir of singers	a gang of thieves
Mimi's puppy	dog's house
a flock of geese	a bundle of sticks



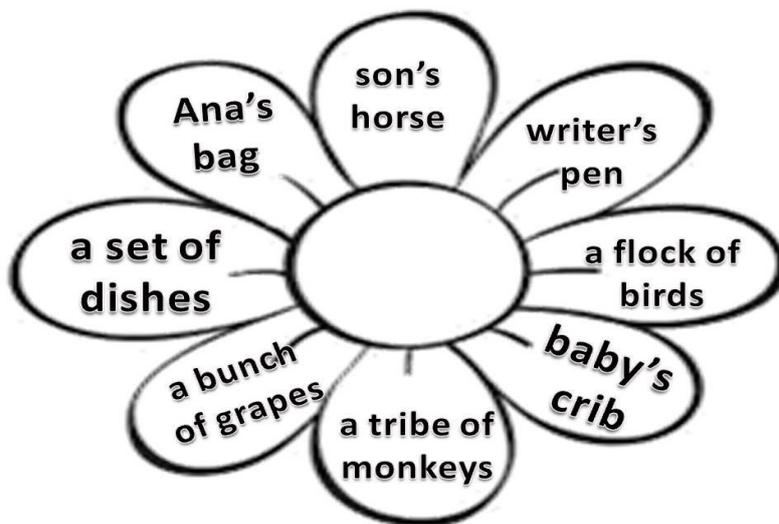
Activity 2

Directions: Draw a moon ☾ if the phrase is a possessive noun and a star ☆ if it is a collective noun.

- ___ 1. baby's toy
- ___ 2. a squadron of flies
- ___ 3. pirates' treasure
- ___ 4. trees' leaves
- ___ 5. a bed of oysters

Activity 3

Directions: Color the petals red for possessive nouns and yellow for collective nouns.



Activity 4

- A. **Directions:** Underline the possessive noun and the thing it possess in the sentence.
1. Gino's cat is a Siamese.
 2. Nilda's flowers are red roses.
 3. Mina's doves are white and brown.
- B. Directions: Fill in the blanks with the appropriate collective noun.
1. a _____ of lions
 2. a _____ of oxen

Activity 5

Identify the underlined phrase in each sentence as possessive or collective noun. Write P for possessive and C for collective.

1. The trees' leaves are green.
2. A battalion of soldiers marched to the gate.
3. Mimi's puppy is cute.
4. The men's shirts were black.
5. Leah receives a bouquet of roses.

Activity 6

Write a sentence about the picture using the phrase in the box.

class of students



bouquet of flowers



bunch of grapes



Activity 7

Directions: Identify the possessions that match with the picture and write the correct form. The first one is done for you.



police officer's whistle









Activity 8

Read the words inside the box. Use these words to complete the paragraph below.

concert audience band guitar crowd dress

It was Leah's (1) _____. A big (2) _____ of people were in the Araneta Coliseum. Everyone in the (3) _____ was so quiet as the (4) _____ of musicians played so great. Leah's (5) _____ looks great and perfect for the occasion. The people enjoyed the show.



What I Have Learned

1. Identifying possessive and collective nouns
2. Using possessive and collective nouns in sentences
3. Answering higher order thinking skill questions from the story

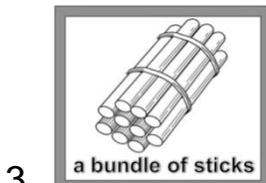


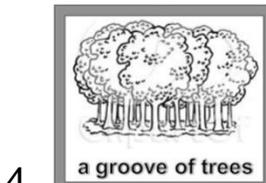
What I Can Do

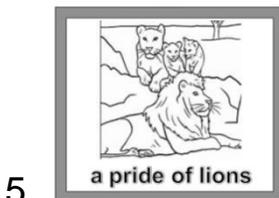
Directions: Write a sentence using possessive noun or collective noun based on the pictures.













Assessment

A. **Directions:** Choose the correct possessive noun to make the sentence complete.

1. The _____ desk is messy.
A. secretary B. secretary's C. secretaries' D. secretarie's
2. The _____ manager is in his office.
A. store's B. stories' C. stores' D. stores's
3. The _____ window was broken.
A. house B. houses ' C. house' D. house's
4. _____ bags are both red.
A. Betty and Bella C. Betty's and Bella
B. Betty's and Bella's D. Betty and Bella's
5. The _____ books were donated by the foundation.
A. childrens's B. children C. childrens' D. children's

B. **Directions:** Choose the appropriate collective noun to make the sentence complete.

1. Have you seen a _____ of lions at the zoo?
A. colony B. school C. litter D. pride
2. We usually see a _____ of birds early in the morning.
A. school B. flock C. bunch D. mass
3. Mother received a _____ of roses from father on her birthday.
A. bouquet B. group C. class D. colony
4. The _____ of grapes is already ripe.
A. herd B. flock C. bouquet D. bunch
5. I saw a _____ of fish in the ocean.
A. class B. pride C. school D. herd

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I Am a Filipino
by Carlos P. Romulo

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope—hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land, that nerved Lakandula in the combat against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuried sleep, shake off the lethargy that has bound his limbs, and start moving where destiny awaits.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

“I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever.”

(Reprinted from The Philippines Herald, August 16, 1941)