


W1	Learning Area	ENGLISH	Grade Level	8
	Quarter	Fourth	Date	
I. LESSON TITLE		Grammatical Signals/ Expressions		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		<b>MELC 17:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: - general to particular - problem-solution - claim and counterclaim - and others - cause-effect Enabling Competencies: - Use appropriate modifiers - Use appropriate logical connectors for emphasis		
III. CONTENT/CORE CONTENT		Cause-Effect, Claim and Counterclaim		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: 15 minutes)				
<b>LET'S CONNECT:</b> Look for connection among the words flashed. Using these words, try to guess the correct term from the jumbled letters				
<div><div><div><div>COVID-19</div><div>Economic shutdown</div></div><div><div>No vaccines</div><div>No face-to-face learning</div></div><div><div>USACE DNA CTEEFF</div><div>Answer:</div><div></div></div></div><div><div><div>Schools should utilize online teaching and learning.</div><div>Not all students have no gadgets.</div></div><div><div>The government should provide laptops to teachers and learners.</div><div>The government has no sufficient budget.</div></div><div><div>ICAML AND CCMUAEIOTRNL</div><div>Answer:</div><div></div></div></div></div>				
D. Development (Time Frame: 1 hour and 30 minutes)				
<b>Learning Task 1:</b> Read the sentences carefully. Connect the sentences into one (1) statement by using the following words: <b>primarily, for instance, however, as a result.</b>				
<div><div>1. The president has accomplished many achievements; _____, he has also received many criticisms from people.</div><div>2. Many people had bought supplies in the grocery mart; _____, the shop become short of its stocks.</div><div>3. More places are already under the general community quarantine; _____, National Capital Region is under this mode for weeks now.</div><div>4. There are many ways to combat COVID-19; _____, it is through physical distancing.</div></div> <div>How do the words, when used, change the meaning of the sentences? _____</div>				
<div><div></div><div><p>In writing an essay or any write ups, you may not notice but you are using different patterns of developing an idea. These patterns are unique from each other and depend on what is your purpose in writing. When you write, you can compare and contrast terms, or come up with a solution in a problem. Bear in mind that these types of ideas can be found all together in one selection.</p><p>When writers develop ideas, they use words that will help them in conveying thoughts more clearly and properly. This is what we call grammatical signals or transitional signals. Note that these signals can be used in multiple patterns of idea development.</p><p><b>Cause and effect</b></p><p>A cause and effect write up looks at the reasons for an action or an event, then the results. For this reason, cause and effect selections are sometimes referred to as reason and result essays. They are one of the most common forms of organization in writing.</p></div></div>				

Ex. She chose to be a social worker, **because** she wanted to serve the people.

**CAUSE**

**GRAMMATICAL SIGNAL**

**EFFECT**

The parents believe in providing quality time to their children; **as a result**, the children are all successful in their different fields of endeavor.

**CAUSE**

**GRAMMATICAL SIGNAL**

**EFFECT**

In writing statements showing cause and effect relationships, the following **grammatical signals** can be used:

### To introduce a cause/reason

for this reason	as	since
for	to be the effect of	as a result of
because	due to	as a consequence of

### To introduce effect/result

as a result	therefore	to affect
as a consequence	so	the cause of
consequently	hence	thus

### Claims and Counterclaims

Claim is just a fancy way of saying that you're stating your main point. In a formal paper, you might say something like, 'It is necessary for me to obtain a new cell phone.' Claims are not just opinions. A claim tells what you think is true about a topic based on your knowledge and your research.

A counterclaim is just the opposite of a claim. In a more formal way, she might say, 'Your current situation does not require a new cell phone.' Counterclaims are also provable and supportable by reasons and evidence.

**CLAIM**

**COUNTERCLAIM**

Ex. Alfonso insisted that he needs to buy a new cellphone; **however**, her mother said that he does not need it since his phone is still working.

**GRAMMATICAL SIGNAL**

In writing statements showing claims and counterclaims, the following **grammatical signals** can be used:

### To contrast:

however	but	to be different (from)
in contrast	whereas	on the other hand
in/by comparison	while	to be unlike

### E. Engagement (Time Frame: 1 hour and 30 minutes)

**Learning Task 2:** Analyze the following sentences. **Underline** the part of the sentence expressing **cause**. Meanwhile, **double underline** the phrase stating **effect**. **Encircle** the **grammatical signal** being used.

#### a. Cause and Effect

- As a result of the COVID-19 pandemic, many citizens have lost their jobs.
- The spread of the disease has been lowered since the government implemented physical distancing.
- Many people want to return to their home province; hence, they avail the Balik Probinsya program of the government.
- Due to the policy of community quarantine, Filipinos were told to stay inside their homes.
- Indigent families were given cash allowance from the government for they lost their source of income.

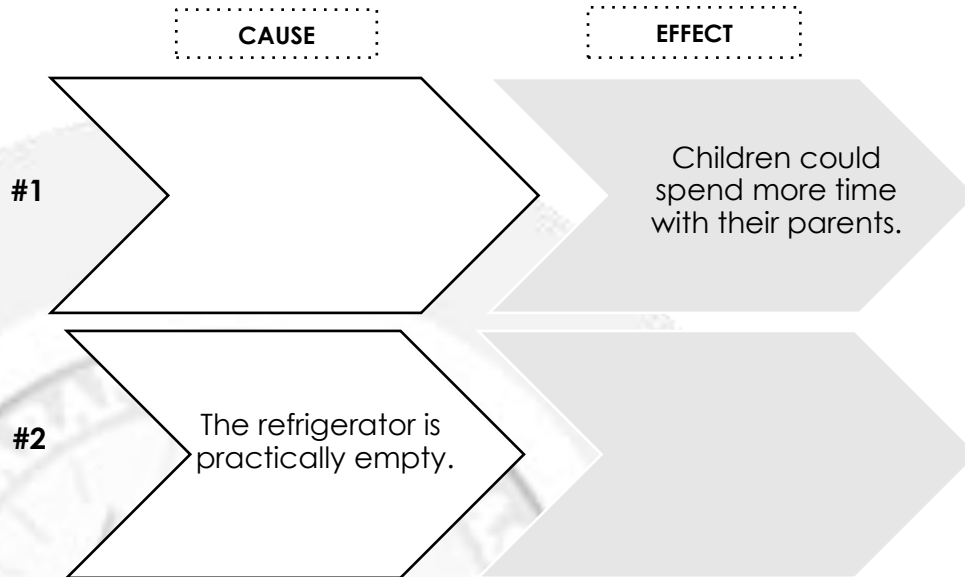
**Learning Task 3:** Analyze the following sentences. **Underline** the part of the sentence expressing the **claim**. Meanwhile, **double underline** the phrase stating **counterclaim**. **Encircle** the **grammatical signal** being used.

#### b. Claims and Counterclaims

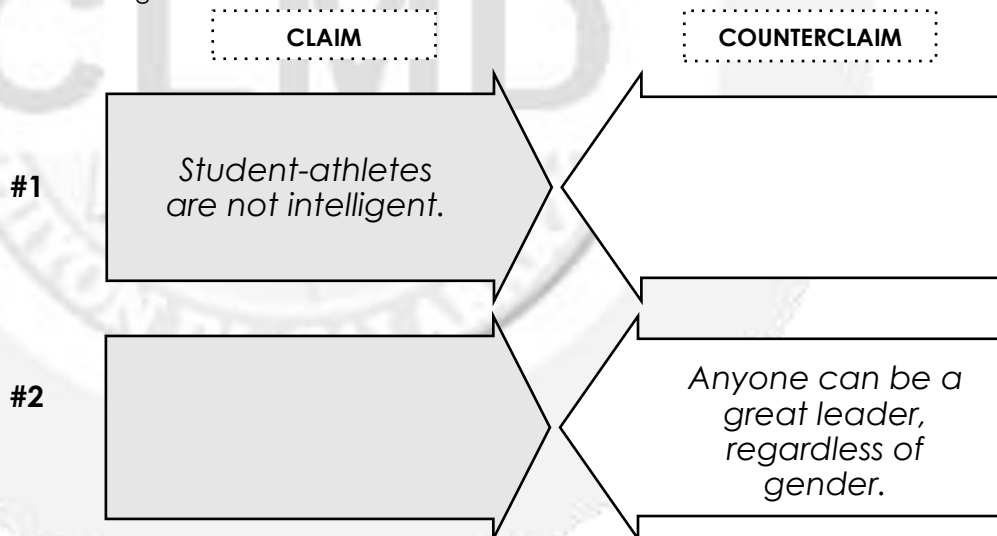
- Health professionals are not allowed to leave the country at the moment due to the global pandemic. However, they stressed out that the government neglects them by not providing adequate salary.
- The authority has reported that the country is winning in its battle against CoViD-19; yet, the numbers of positive cases every day is increasing, making the country among the Top 5 highest cases in Southeast Asia.
- The government has maximized its resources to respond to the needs of its citizens, but numerous families in the country said that they do not receive help from the national government.

4. Liquor ban is well-implemented during the ECQ. On the other hand, a beverage company reported that it has increased its sales during quarantine.
5. CoViD-19 is not a fatal disease as compared to other illnesses; yet, it has claimed thousands of lives across the world.

**Learning Task 4:** Supply the cause/effect needed in the chain based on the given connected statement. Write your answer on the blank figures.



c. Supply the claim/ counterclaim needed in the chain based on the given connected statement. Write your answer on the blank figures.



**Learning Task 5:** In your previous activity, connect the given statement to the idea you have written by using grammatical signals. Combine the two phrases and write your answers on the chart below.

	CAUSE AND EFFECT
1	
2	
	CLAIM AND COUNTERCLAIM
1	
2	

### A. Assimilation (Time Frame: 25 minutes)

\*Analyze the following scenario and identify the type of idea development (**cause & effect, claim & counterclaim**) that the actors might employ in the given context. \*Suggest **grammatical signals** that the speaker should utilize to make his/her statement cohesive.

\***State your reasons** in not more than five (5) sentences. Write your answer on the space provided

1. You want to buy a new laptop for the online learning that the DepEd will implement but your mother is firm with her decision that basic necessities should be prioritized. \_\_\_\_\_
2. You were reprimanded by your teachers for you have not submitted your assignment for the day. You keep explaining that you have spent your night in the hospital to take care of your sick relative. \_\_\_\_\_

**Suggested grammatical signal:**

- 1.
- 2.

**Reason:**

- 1.

- 2.

### V. ASSESSMENT (Time Frame: 10 minutes)

Read the following statements. Write **CE** if the idea developed in the sentence is **cause & effect**, then **CC** if it's **claim & counterclaim**.

1. Because the alarm was not set, Jamie was late for work.
2. I believe that cellphones are great for students in junior high school however, they can affect students' attention and focus in study.
3. Jose didn't follow the recipe correctly, so the cake did not come out as expected.
4. Since the electricity went out for most of the day, the ice in the freezer melted.
5. Gina believes that homework should be required for every student, every night. On the other hand, Gino thinks it would lessen the time for family bonding of students.

### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ☆ - I was able to do/performance the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/performance the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/performance the task. It was extremely difficult. I need additional enrichment activities to be able to do/performance this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

### VII. REFERENCES

Smith, Sheldon. "EAPFoundation.com." Last modified March 24, 2020.  
<https://www.eapfoundation.com/writing/essays/cande>  
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<b>W2</b>	<b>Learning Area</b>	ENGLISH	<b>Grade Level</b>	8
	<b>Quarter</b>	Fourth	<b>Date</b>	
<b>I. LESSON TITLE</b>		Grammatical Signals/ Expressions (Part 2)		
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>		<b>MELC 17:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>		
<b>III. CONTENT/CORE CONTENT</b>		Enabling Competencies: <ul style="list-style-type: none"> <li>- Use appropriate modifiers</li> <li>- Use appropriate logical connectors for emphasis</li> </ul>		

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### I. Introduction (Time Frame: 15 minutes)

With the increasing number of CoVid-19 cases, the Department of Health (DOH) came up with a strong and cohesive information campaign that will encourage the Filipino people to take an active role in the fight against CoVid-19. Study the picture below on how we can defeat the virus.



1. What solution did the DOH come up with to resolve the problem against CoVid-19?  
\_\_\_\_\_
2. What health protocols were presented in the "BIDA Solusyon sa CoVid-19"?  
\_\_\_\_\_  
\_\_\_\_\_

### D. Development (Time Frame: 1 hour and 30 minutes)

**Learning Task 1:** Encircle the **letter** of the word that correctly identifies the type of idea development described.

1. When you read this write-up, it discusses the reason for something, and the result. This is the most common form of idea development.  
A. Cause-effect      B. Problem-solution      C. General-particular      D. Claim-counterclaim
2. What type of writing discusses a broad topic by using specific details that support the topic?  
A. Cause-effect      B. Problem-solution      C. General-particular      D. Claim-counterclaim
3. In this type of writing, the writer states his/her point or opinion, or oppose others' beliefs.  
A. Cause-effect      B. Problem-solution      C. General-particular      D. Claim-counterclaim
4. Which of the following types of idea development presents a timely or important issue and provides answers to it?  
A. Cause-effect      B. Problem-solution      C. General-particular      D. Claim-counterclaim
5. In this write up, the topic sentence should identify a general view about a subject.  
A. Cause-effect      B. Problem-solution      C. General-particular      D. Claim-counterclaim

General

In continuation with last week's topic, another two grammatical signals or expressions will be presented in this module. Let us see if the signals can be used in multiple patterns of idea development.

**General to particular**

Particular

This idea development discusses a broad topic using specific details that supports the topic.

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

Ex. Many diseases originally came from animals. An example of these is COVID-19 which has turned into a pandemic this year.

**GENERAL**

**GRAMMATICAL SIGNAL**

**PARTICULAR**

In writing statements showing general to particular ideas, the following grammatical signals can be used:

**To give an example:**

**To show order of importance:**

for example	such as (+ noun)	in this case
for instance	like	to demonstrate

above all	primarily	the most important
first and foremost	a more important	the primary

**To show chronological order:**

first, second, etc.	finally	as
first of all	previously	as soon as
then	meanwhile	before
next	gradually	since
now	after	until
soon	while	when

**Problem**

### Problem and solution

Problem and solution is a pattern of organization where information in a write up is expressed as a dilemma or concerning issue (a problem) and something that was, can be, or should be done to remedy this issue (solution or attempted solution).

**Solution**

Ex. Employees from various sectors were laid off from their jobs; as a response, the government provided cash assistance.

**PROBLEM**

**SOLUTION**

In writing statements showing problem and solution, the following grammatical signals can be used:

**To show order of importance:**

above all	primarily	the most important
first and foremost	a more important	the primary

**To conclude:**

all in all	in summary	We can see that...
in brief	to summarize	The evidence suggests...
in conclusion	to conclude	These examples show...
in short	It is clear that...	

## E. Engagement (Time Frame: 1 hour and 45 minutes)

**Learning Task 2:** Analyze the following sentences. Write **GENGEN** if the underlined part of the sentence expresses general thought while **PARTY** if the phrase states particular thought.

### A. General to Particular

1. In this time of the pandemic, individuals find ways to seek income even in quarantine. First obvious example is online selling.
2. Online sellers have sold a lot of products to online customers. For example, different foods such as budin, palabok, leche flan, even breads are sold.
3. Filipinos inside their homes can still shop through online shopping sites. Now, a baker can find materials and ingredients for baking through sites such as Shopee, and Lazada.
4. Restaurants now offer takeout orders. Previously, most establishments only cater to dine in orders.
5. With this growing number of people and businesses doing their services online, new policies from the government are implemented like demanding sellers to post their items' prices instead of personal messages to customers.

**Learning Task 3:** Analyze the following sentences. **Underline** the part of the sentence expressing the **problem**. Meanwhile, **encircle** the phrase stating **solution**.

## B. Problem and Solution

1. President Duterte said that face-to-face learning in schools is not an option unless a vaccine is already available. It is clear that schools can only use modules or online for teaching.
2. Some teachers are not yet adept with online teaching. In short, they must be oriented in teaching using apps, sites, and other resources from the internet.
3. Other students have no access to the internet. Primarily, modular-based learning is an option for them
4. Students will learn inside their own homes. We can see that parents and guardians will definitely have a part in teaching their children.
5. Department of Education may face certain problems in implementing education in the next school year. The most important decision is to involve local government units and stakeholders

**Learning Task 4:** Supply the general/ particular idea needed in the chain based on the given connected statement. Write your answer on the blank figures.

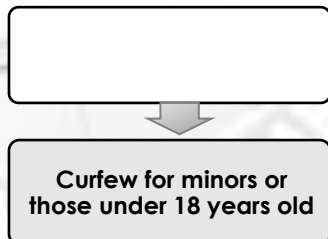
#1

Frontliners

#2

CoVid-19

C. Supply the problem/ solution needed in the chain based on the given connected statement. Write your answer on the blank figures.



Curfew for minors or those under 18 years old

Slow internet connection in the nation

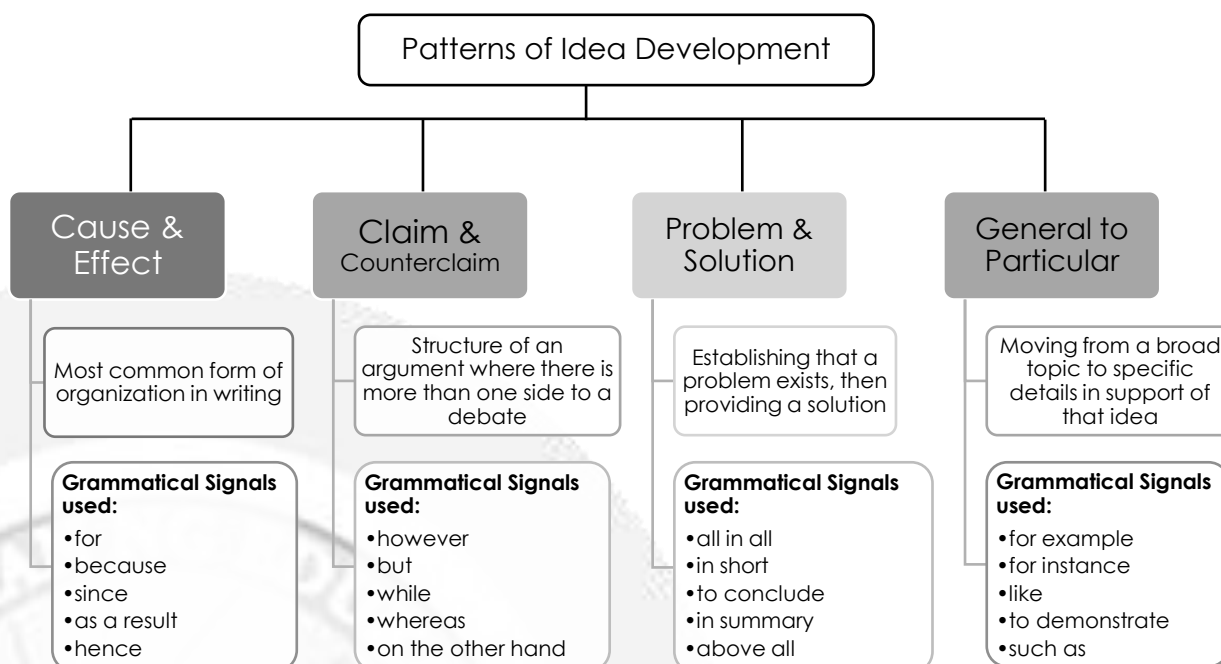


D. In your previous activity, connect the given statement to the idea you have written by using grammatical signals. Combine the two phrases and write your answers on the chart below.

	GENERAL TO PARTICULAR
1	
2	
	PROBLEM AND SOLUTION
1	
2	

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### A. Assimilation (Time Frame: 25 minutes)



#### V. ASSESSMENT (Time Frame: 5 minutes)

Read the following statements. Write **TRUE** if the statement states a fact and **FALSE** if it doesn't.

- \_\_\_\_\_ 1. General sentence focuses on a single experience or event.
- \_\_\_\_\_ 2. In writing an essay, we usually start with a broad idea followed by specific details in support of that topic.
- \_\_\_\_\_ 3. General sentence needs specific ones for clarification while particular ones can stand alone.
- \_\_\_\_\_ 4. *In summary, above all, and to conclude* are some of the grammatical signals used in constructing general to particular statements.
- \_\_\_\_\_ 5. In every problem, it's important to find a solution.

#### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

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#### VII. REFERENCES

Palero, Juan Miguel. "English 8-Pattern of Idea Development (General to Particular)." Accessed May 10, 2020. <https://www.slideshare.net/jmpalero/english-8-pattern-of-idea-development-general-to-particular>

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<b>W3</b>	<b>Learning Area</b>	ENGLISH	<b>Grade Level</b>	8
	<b>Quarter</b>	Fourth	<b>Date</b>	

<b>I. LESSON TITLE</b>	Primary and Secondary sources
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<b>MELC 18:</b> Expand the content of an outline using notes from primary and secondary sources
<b>III. CONTENT/CORE CONTENT</b>	Enabling Competencies: - Use writing conventions to indicate acknowledgement of sources

#### IV. LEARNING PHASES AND LEARNING ACTIVITIES

##### I. Introduction (Time Frame: 25 minutes)



How will you know if the article you've read is real news and not fake? How will you verify it? Study the claim made by President Rodrigo Duterte posted in social media.



**Claim:** President Rodrigo Duterte said he will punch Sen. Manny Pacquiao over Pacquiao's insistence that the President is not doing enough to assert the Philippine's territorial rights against China.

##### Questions:

- Can you identify the source of the news? \_\_\_\_\_
- Can you find this news in other websites? \_\_\_\_\_
- What's your final verdict? Is it fake or real? \_\_\_\_\_
- Why? \_\_\_\_\_

##### D. Development (Time Frame: 1 hour and 40 minutes)

**Learning Task 1:** During your Grade 7, primary and secondary sources were discussed. Can you still remember them? Let us see if you can still identify them. Read the following descriptions and determine if it is a primary or a secondary source.

A. primary source

B. secondary source

- \_\_\_\_\_ 1. A classroom history textbook
- \_\_\_\_\_ 2. A copy of the text of the Phil. Constitution
- \_\_\_\_\_ 3. A biography of Carlos P. Romulo
- \_\_\_\_\_ 4. A video of Martin Luther King Jr.'s I Have a Dream speech
- \_\_\_\_\_ 5. An interview with a survivor of a natural disaster
- \_\_\_\_\_ 6. An opinion of the editor from the newspaper
- \_\_\_\_\_ 7. A Wikipedia article about George Washington
- \_\_\_\_\_ 8. Ann Frank's autobiography The Diary of a Young Girl
- \_\_\_\_\_ 9. A map of Africa from 1900
- \_\_\_\_\_ 10. A story on a televised national news program about a bill passed by Congress



In writing an academic essay or research, you have to gather information and evidences from a variety of sources like books, news articles, interviews, website, etc.

In this week's module, we will discuss the primary and secondary sources – what they are and when you can use them.

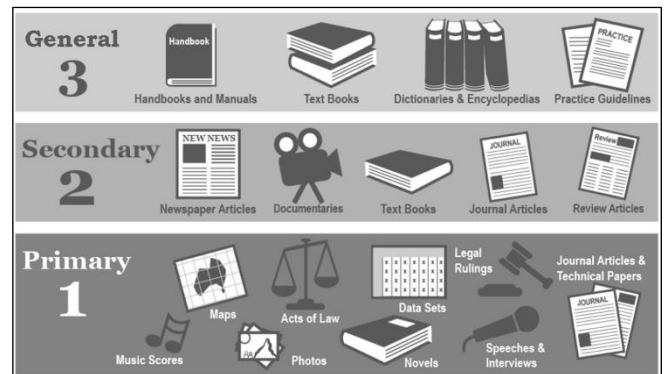
## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### What is Primary Source?

A primary source is anything that gives you direct evidence about the people, events, or phenomena that you are researching. Primary sources will usually be the main objects of your analysis.

If you are researching the past, you cannot directly access it yourself, so you need primary sources that were produced at the time by participants or witnesses (e.g. letters, photographs, newspapers).

If you are researching something current, your primary sources can be collected by yourself (e.g. through interviews, surveys, experiments) or sources produced by people directly involved in the topic (e.g. official documents or media texts).



### ? When to use

Primary Source	Secondary Source
Make new discoveries	Gain background information on the topic
Provide credible evidence for your arguments	Support or contrast your arguments with other researchers' ideas
Give authoritative information about your topic	Gather information from primary sources that you can't access directly (e.g. private letters or physical documents)

### What is Secondary Source?

A secondary source is anything that describes, interprets, evaluates, or analyzes information from primary sources. Common examples include:

- ✓ Books, articles and documentaries that synthesize information on a topic
- ✓ Synopses and descriptions of artistic works
- ✓ Encyclopedias and textbooks that summarize information and ideas
- ✓ Reviews and essays that evaluate or interpret something

### Primary vs secondary sources: which is better?

Most research uses both primary and secondary sources. They complement each other to help you build a convincing argument. Primary sources are more credible as evidence, but secondary sources show how your work relates to existing research.

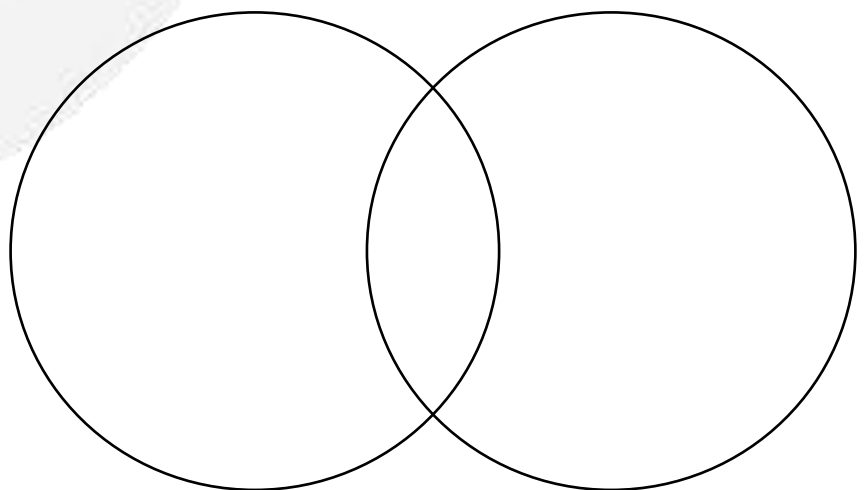
### E. Engagement (Time Frame: 1 hour and 30 minutes)

**Learning Task 2:** Sort the sources and the characteristics in the appropriate circle. Any sources or characteristics that are both primary or secondary may be written in the center circle.

Newspaper	Interview
Diary	Textbook
Speech	Video tape
Words written after an event has occurred	Actual words of people who witness an event
Provide evidence about the history	Pictures
Autobiography	Biography
Encyclopedia	Original artwork

### PRIMARY SOURCES

### SECONDARY SOURCES



**Learning Task 3:** Using the information taken from the secondary source, accomplish the sentence outline below.

"The fear of snakes was instilled into us as young children, and it was an instinctive act to kill them whenever we could. We early learned how to give first-aid treatment for a snake bite. First, there was the tourniquet to be tied on the patient's arm or leg to localize the poison. Then you took the pen knife or a razor blade and made an incision between the two punctures from the snake's fang, and provided your teeth and gums were sound, you sucked the poison out of the wound. Finally, you rubbed some Condy's crystals into the wound and took the patient off to a doctor."

An outline is a breakdown of the main and supporting ideas in your essay, report, or speech.



I. Children are afraid of snakes

A. First-aid treatment given for snake bites

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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**THERE IS NO ONE KNOWN CAUSE OF EATING DISORDERS**

**THE MEDIA, SOCIETY, FAMILY & PSYCHOLOGICAL FACTORS**  
are believed to affect weight concerns and promote disordered eating behaviors. A preliminary aspect of treatment may involve addressing motivation, engagement, and "readiness to change."

**BULIMIA NERVOSA AND BINGE-EATING DISORDER TEND TO RUN IN FAMILIES**  
This suggests either genetic transmission or shared psychological factors affecting family members. Anorexia alone is 56% determined by genetics.

Eating disorders also affect the male population but with a lower prevalence.

8% ANOREXIA  
15% BULIMIA  
20% BINGE EATING

**BINGE EATING IS THE MOST COMMON DISORDER AND AFFECTS 1-2 MILLION AMERICANS**

Body dissatisfaction is a key risk factor for eating disorders.

About **HALF** of all women are unhappy with their **BODY**

When considering the context of any given binge, there are three clusters of triggering factors: External factors including place and time, social factors including the presence or absence of others, and internal factors including thoughts and feelings.

**TREATMENT FOR EATING DISORDERS**

**COGNITIVE-BEHAVIORAL THERAPY HAS BEEN FOUND MORE EFFECTIVE THAN OTHER TREATMENTS**, including pill placebo, stress management, and antidepressant treatment, in reducing binge eating and purging. CBT typically eliminates binge eating and purging in 30 to 50% of all cases.

Anorexia nervosa has a six-fold increase in risk for mortality and **50-70% WILL RECOVER WITH TREATMENT**. Anorexia develops from an intense fear of obesity and is a debilitating illness with one of the highest mortality rates of any psychiatric disorder. Therefore, information on risk factors and prevention is crucial.

**LESS THAN 50% OF EATING DISORDER SUFFERERS GET THE TREATMENT THEY NEED**

Nonetheless, prognosis with treatment is good, particularly when initiated during the early stages of illness. The dissemination of effective and acceptable treatments for eating disorders is fundamental to improving the quality of life of hundreds of millions of individuals globally.

Learn more at [oxfordclinicalpsych.com](http://oxfordclinicalpsych.com)

## EATING DISORDERS

### I. FACTORS AFFECTING EATING DISORDER

- A. Media  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. Psychological

### II. THREE MAJOR TYPES OF EATING DISORDER

- A. \_\_\_\_\_  
1. 56% determined by genetics  
B. \_\_\_\_\_  
1. genetic transmission or shared psychological factors  
C. Binge Eating  
1. most common disorder  
2. genetic transmission or shared psychological factors

- III. \_\_\_\_\_  
A. Cognitive-Behavioral Therapy



EATING DISORDER



## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### A. Assimilation (Time Frame: 25 minutes)



## Remember this!

### Primary Source

- first-hand accounts, record or evidence about a person, place, object or an event
- **Point of View:** I was there
- more credible as evidence
- **Examples:** videos, films, interviews, weather records, letters, diaries, legal agreements

### Secondary Source

- accounts, record or evidence that comes from an original or primary source
- **Point of View:** I heard or learned about it from somebody who was there
- show how your work relates to existing research
- **Examples:** textbooks, documentaries, journal articles

### V. ASSESSMENT (Time Frame: 5 minutes)

**Instructions:** Choose an appropriate answer to the following questions.

- Speech is an example of which type of sources?
  - Primary Source
  - Secondary Source
- In research writing, researchers are advised to use which type of sources?
  - Primary Source
  - Secondary Source
- The statement "I heard or learned about it from somebody who was there" refers to?
  - Primary Source
  - Secondary Source
- Which source helps the student to have a deeper understanding about the history?
  - Primary Source
  - Secondary Source
- If you read a newspaper to get information in writing an article, which source are you using?
  - Primary Source
  - Secondary Source

### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

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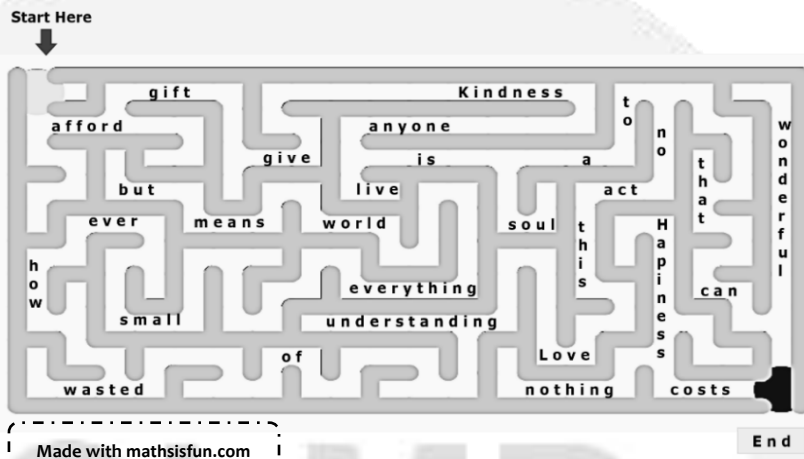
<b>W4</b>	<b>Learning Area</b>	English	<b>Grade Level</b>	8
	<b>Quarter</b>	4	<b>Date</b>	

<b>I. LESSON TITLE</b>	Synthesizing Information from Multiple Sources
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	Synthesize essential information found in various sources
<b>III. CONTENT/CORE CONTENT</b>	Enabling Competencies: - Drawing conclusions from a set of details - Summarizing information from the text listened to

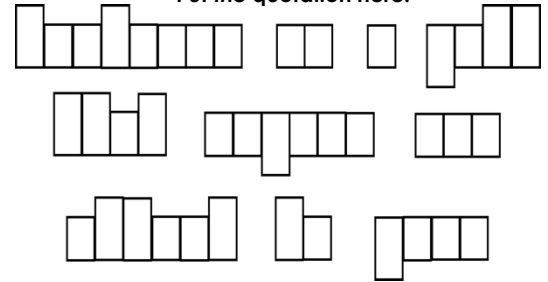
## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### I. Introduction (Time Frame: 30 minutes)

Find the right way to get out of this maze. Find the correct tunnel to go through and collect the words contained in it. Arrange the words to produce the correct quotation to be placed in the boxes provided. After you unlock it, express your idea about it. Go forth and conquer!



Put the quotation here.



**Synthesizing** is like a puzzle. You need to put pieces and details together to make a whole new idea.

As we already know, we can find various information through reading, listening, and watching. However, in order for us to benefit more from reading, we should only select the information that is essential. To do this, we must first make sure whether it is factual, accurate or reliable. We can advance our reading comprehension and information processing with the help of synthesizing.

However, **synthesizing** is one of the challenging reading strategies. Many are confused and mistaken that this is the same as *summarizing* or *making a conclusion*. Actually, these three strategies are different but they are related.

✓ **Summary** comes from the Latin word *summa* which means "**whole, totality, gist.**" It means giving an overview of the text's main points (either from reading, listening or watching) using your own words. It is just more on retelling details and usually shorter than the original one.

It answers the question, "**What is the article / topic all about?**"

✓ On the other hand, **conclusion** means a **reasoned judgment or inference**. It is an afterword that contains the essence of something, it is achieved after considering all the important points. Conclusion is no place for bringing up new ideas but rather it wraps up the main points.

It answers the question, "**So what?**"  
The **So-what Strategy** is used to clarify the important points of the article and suggests to the reader a solution, question or insight into the topic that reiterates what matters to them.

✓ **Synthesis** comes from the Greek word "**syntithenai**" – **syn** means **together** and **lithenai** means **to put** or **to place**. In other words, it means putting ideas and findings from multiple sources together in order to make an overall and new idea.

Unlike summary, which is a basic reading technique, synthesis is an advanced reading technique which requires:

1. **New understanding** (something not considered before until a text is read)
2. **Deeper understanding** (become more responsive or appreciative of an idea after reading a text)
3. **Changed Understanding** (resulted to opposite or alternate perspective)

### D. Development (Time Frame: 30 minutes)

**Learning Task 1.** Read the following statements. Categorize the following as summary, conclusion or synthesis. Write **SUM** for Summary; **CON** for Conclusion or Inference and **SYN** for Synthesis.

- |   |   |
|---|---|
| _____ 1. It aims to create an understanding or original perspective of the information from various texts.    | _____ 4. It combines multiple sources to create new ideas.                        |
| _____ 2. It is a judgment or decision reached by reasoning.   | _____ 5. It is no place for bringing up new ideas and ties up the main points.    |
| _____ 3. It is always shorter than the original text, and often about 1/3 in length compared to the original. | _____ 6. It gives a brief overview of what was discussed in the story or article. |

**Learning Task 2.** Read the following passages. Then, answer the questions below by writing the letter of your choice on the space provided before the number.

- \_\_\_\_\_ 1. Every Monday, Sheila wakes up early. After she eats and takes a bath, she prepares the materials for her modules. She really follows what is stated in the class schedule. She reads and understands the content of each lesson. What can we infer about Sheila?
- A. She is organized and diligent in her studies.      C. She wants to accomplish her lessons as early as possible.  
B. She has many things to do.

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

2. Because of the high cost of living today, James is trying to save money to meet the basic needs of his family. One of his ways is to grow vegetables to meet their daily food supply. What can we infer about James?

- A. He is a nature-lover. B. He is a stingy man. C. He is economical and frugal.

3. Angela lost her job due to the impact of COVID 19 pandemic in the country. Despite this, she did not stop looking for a solution until she came up with an idea of selling Filipino delicacies such as *kakanin* by posting these on social media. Her product presentations were creative. Also, she tried other unique ideas to make it popular to customers. What can we infer about Angela?

- A. She loves cooking and selling. B. She is resourceful and creative. C. She is a risk-taker.

### E. Engagement (Time Frame: 2 hours and 30 mins.)

**Learning Task 3.** Read the summarized information about **Community Pantry**. Make sure you highlight the important points in each source given, for you to answer the questions below.

#### Process Questions:

1. What key point/s did you get from Source 1? Source 2? Source 3? Source 4?
2. What similarities and differences did you identify from the sources?
3. Complete the organizer below.

## Community Pantry

### An Act of Kindness



Maginhawa Community Pantry became a buzz when Ana Patricia Non took a step by putting up a bamboo cart filled with foods and essential goods to help the needy and posted it on her social media account to inspire others to do the same. Since then, people from all walks of life have been encouraged to sustain the pantries that will support people especially those who are suffering from the two main problems of this pandemic - the unemployment and hunger.



Source 1



Source 2

Various stories of heroism and philanthropy were highlighted in the community pantry upturn. Community pantries enlisted help and donations from private organizations, celebrities, and concerned citizens to reach even more the underprivileged.



On the other hand, those people who lost their jobs and were severely affected by the pandemic such as drivers, solo parents, senior citizens, carpenters, construction workers and others received help and assistance through this project. This act of kindness only shows the bayanihan and solidarity of the Filipino. It is said by many that even in difficult circumstances and comfort they come together and work together.



Many consider community pantries to be political and revolutionary after critics said it was due to lack of government action to help those in need.

Along with this, based on the recent posts, this kind of initiative is now facing threats of red-tagging.

Despite these allegations, many still recognize it as a concerted effort. Likewise, they want to empower everyone to help in any way they can.



Source 3



Source 4

Even before community pantries became popular, many artists, celebrities and even ordinary people became famous in the field of vlogging. Some of them even had to disguise themselves to find people with good hearts. Many are amazed and enticed to do good to others and try to help in small or large ways without expecting anything in return.



There are vloggers who provide monetary support, foods, essential goods, educational support, livelihood and housing projects. Their immediate response to the needs of people at the marginalized society can be seen especially during pandemic and difficult circumstances.

## COMMUNITY PANTRY

Share with us the idea you have got from the summaries.

### CONCLUSION

Upon exploring the topic from multiple perspective...

### SYNTHESIS

Complete the phrases below.

At first, I was thinking ...

Now, I'm thinking ...

After reading, I think ...

Illustrations Credit to: Timothy James C. Surban and Sheila Mae C. Surban

Made with Canva

**Learning Task 4.** Read the following passages. Then, answer the questions that follow. Write your answer on a separate sheet of paper.

### Reading Passage 1

### SINGAPORE SOJOURN

by Tammy Mendoza

When you're a visitor in this remarkable state, one impression that you will have is that people tend to ask you how many times you've been in Singapore. For the past many years, this Asian dragon has become one of the top tourist draws in Asia. Its vibrant economy has made it arguably the gateway in Southeast Asia, and perhaps, on this account, people have grown quite used to tourists seeing Singapore more often than once.

Last September, our group flew to Singapore on the largesse of Singapore Airlines, unquestionably one of the pillars of the impressive success story of the city-state. Cited several times as the best airline by prestigious international magazines, Singapore Airlines is a showcase reliability and finesse. And so is the famed Changi Airport. Also, the object of international distinction, the modern airport has consistently been voted the world's best, and it proves appropriate, interesting insights of what awaits the Singapore guest. Singapore, like the Changi Airport, is a marvel - the fruit of both foresight and careful orchestration. Despite having a land area of only about 650 square kilometers, Singapore has a thriving economy. It has one of the world's busiest ports, and is conceded as Asia's business and financial center. Singapore by night is a thrilling sight, as we arrived in the Apollo Hotel, there seemed to be so much to look forward to in this sprightly city of surprise.

Our next stop was the Night Safari. Now a popular attraction of Singapore, the Nights Safari was probably our best experiences. It features over 1000 nocturnal creatures which one can see either by tram or trail. Because of the way the park was developed, the creatures can be seen in their natural habitat without wire harnesses. Fittingly, Singapore's Night Safari received the 1995 ASEAN Tourism Association, Award for Excellence as the best New Tourist Attraction in the ASEAN. Next in line was the Sentosa Island. Accessible from certain points by MRT - Singapore Mass Transit System, bus, or cable car. Sentosa Island is a destination in itself. World, Volcanoland, and Cinemania. Images of Singapore, Fantasy Island, Cinemania.



After a hearty lunch at Timbua Restaurant, where we had our fill of delectable Indonesian cuisine, we spent the afternoon looking around spent the afternoon looking around Orchard Road, Singapore's shopping paradise. Along the stretch of Orchard Road can be found mall upon quality merchandise for every mold of shopper. After a generous breakfast buffet, we were whisked to the Singapore Science Center. It was here that we viewed a film at Southeast Asians only Omnimax Theater, where images projected on a dome screen gave us the feeling of being engulfed in the picture. Besides the Omnimax Theater, the Singapore Science Center also houses a variety of exhibits on the life science, technology discoveries, and aviation. As for the evening, it belonged to a taxi ride and dinner at Clark's Quay, mainly a cluster of stores by a Singapore river. The highlight of the visit was a taxi ride, where we were taken on a guided tour of the city to better appreciate its history.

The following day, the group had splendid time at the Jurong Birdpark which a co-passenger on the taxi ride at Clarks Quay said was his personal choice as the best attraction of Singapore. Here we had breakfast with the birds, a quick tour of the aviaries, and a Panorail ride through the park, after which we viewed the International Bird Show at the amphitheater where trained bird showcased their wares. Some of the more memorable sights at the 20.2-hectare Jurong Birdpark were the Penguin Parade and the Southeast Asian Birds Aviary. With hindsight, the Singapore sojourn turned out to be a truly splendid experience for the group, especially for some of us who tried Singapore's night life for more taste adventure. The thing with Singapore is, it doesn't really matter if you've been there before or not at all. Constantly discovering and ever-changing, Singapore is forever new, and it's never the same again.

from The Philippine STAR  
December 10, 1995

1. How will you describe the places in Singapore?
2. How does the author feel about Singapore?
3. Why do you think tourists keep going back there?
4. Why does the author say that Singapore is "constantly discovering and ever-changing"?

## Reading Passage 2

### THE TAXIMAN'S STORY

by Catherine Lim

1 Very good, Madam. Sure, will take you there in plenty good time for your meeting, madam. This way better, less traffic, less car jams. Half hour should make it, madam, so not to worry.

2 What is it you say, madam? Yes, yes, ha, ha, been taxi man for twenty years now, madam. Long time ago. Singapore not like this so crowded so busy. Last time more peaceful, not so much taximen, or so much cars and buses.

3 Yes madam, can make a living. So so. What to do. Must work hard if wants to success in Singapore. People like us, no education, no capital for business, we must sweat to earn money for wife and children.

4 Yes, madam, quite big family---eight children, six sons, two daughters. Big family! Ha! Ha! No good, madam. In those days. Where got Family Planning in Singapore? People born many, many children, every year, one child. Is no good at all. Today is much better. Two children, three children, enough, stop. Our government say stop.

5 Luck for me, all my children big now. Four of my sons working---one a businessman, two clerks, one a teacher in Primary school, one in National Service, one still schooling, in Secondary Two. My eldest daughter, she is twenty plus, stay at home, help the mother. No, not married yet---Very shy and her health not so good, but a good, and obedient girl. My other girl Oh, Madam! Very hard for father when daughter is no good and go against her parents. Very sad like punishment from God. Today, young people not like us when we are young. We obey. Our parents say don't do this, we never do. Otherwise, the cane. My father cane me. I was big enough to be married, and still, got caning. My father he was very strict, and that is good thing for parents to be strict. If not, young boys and girls become very useless. Do not want to study, but run away, and go to night clubs and take drugs and make love. You agree with me madam?

6 Today, young people they are very trouble to their parents. Madam, you see this young people over there, outside the coffee house? See what I mean, madam? They are only school boys and school girls, but they act like big shots, spending money, smoking, wearing latest fashion, and making love. Ah, Madam, I know, I know! As taximan, I know them and their habits. Madam, you are a teacher, you say? You know or not that young school girls, fifteen, sixteen years old, they go to public lavatory or hotel and change into these clothes, and they put make-up on their face. Their parents never know. They tell their Mum got school meeting, got sports and games, this, that, but they really come out and play the fool.

7 Ah, madam, I see you surprise, but I know, I know all their tricks. I take them about in my taxi. They usual is wait in bowling alley or coffee house or hotel, and they walk up, and friend, friend, the European and American tourists, and this is how they make fun and also extra money. Madam, you believe or not when I tell you how much money they got? I say! Last night, madam, fourth floor flat---and she open her purse to pay me, and I say! All American notes---ten-dollar notes all, and she pull one out and say keep change as she has no time already. Madam, I tell you this, every month, I get more money from these young girls and their American and European boyfriends in my taxi, more than I get from other people who bargain and say don't want go by meter and wait even for ten cents change. Phui!! Some of them really make me mad. But these young girls and their boyfriends don't bargain, they just pay, pay, and they make love in taxi so much they don't know if you go round and round and charge them by meter! I tell you, Madam, some of them don't care how much they spend on taxis. It is like this: after the 1 a.m. taxi fare double, and I prefer working this time, because naturally, much more money. I go and wait outside Elroy Hotel or Tung Court or Orchid mansions, and sure enough, madam, will have plenty business. Last Saturday, madam, no joking, on one day alone I make nearly one hundred and fifty dollars! Some of it for services. Some of tourists don't know where, so I tell them and take them there, and that's extra money. Ah, madam, if I tell you, no end to the story.

8 But I will tell you this, Madam. If you have a young daughter and she says Mummy I got meeting today in school and will not come home, you must not say, Yes, yes but you must go and ask her where and why and who, and you find out. Today young people not to trust, like young people in many years ago. Oh, Madam, I tell you because I myself have a daughter---oh, madam, a daughter I love very much, and she is so good and study hard. And I see her report cards and her teacher write "Good work" and "Excellent" so on, so on. Oh, madam, she my favorite child, and I ask her what she want to be after left school, and she says go to University. None of my other children could go to University, but this one, she is very smart and intelligent---no boasting, madam her teachers write "Good" and "Excellent", and so on, so on, in her report cards. She studies at home, and help the mother, but sometime a little lazy, and she say teacher want her to go back to school to do extra work, extra coaching, in her weak subject, which is maths, madam. So, I let her stay back in school and day after day she come home in evening, then she does her studies and go to sleep. Then one day, oh madam, it makes me so angry even now---one day, I in my taxi driving, driving along and hey! I see a girl looking like my Lay Choo, with other girls and some European outside a coffee---house but I think, it cannot be Lay Choo, how can, Lay Choo is in school, and this girl is all dressed up and make-up, and very bold in her behavior, and this is not like my daughter at all. Then they all go inside the coffee-house, and my heart is very, very---hoe you describe it, madam, my heart is very "susah hati" and I say to myself, I will watch that Lay Choo and see her monkey tricks.

9 The very next day she is there again I stop my taxi, madam, and I am so angry. I rush up to this wicked daughter and I catch her by the shoulders and neck, and slap her and she scream, but I don't care. Then I drag her to my taxi and drive all the way home, and at home I trash her stupid fool and I beat her and slap her till like hell. My wife and some neighbors they pull me away, and I think if they not pull me away, I sure to kill that girl. I lock her up in her room for three days, and I ashamed to tell her teacher, so I just tell the teacher that Lay Choo is sick, so please to excuse her. Oh, madam, how you feel in my place? Make herself so cheap, when her father drive taxi all day to save money for her University.

10 Wat is it, Madam? Yes, yes, everything okay now, thank you. She cannot leave the house except to go to school, and I tell her mother always check, check, in everything she does, and her friends---what sort of people they are. Ah, madam, young people today, what trouble they are... What, madam? Oh, sorry, madam, cannot wait for you to finish your meeting. Must go off, please to excuse me. In a hurry, madam. Must go off to Hotel Elroy- there plenty young people pick up. So very sorry, madam, and thank you very much.

## Process Questions:

1. What is the irony of the story?
2. How realistic is the story?
3. What do you think of the taxi man? Do you sympathize with him? Explain your answer.
4. How does this story appeal to the strict discipline image of Singapore?

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

**Learning Task 5.** Complete the table below by providing your analysis on the previous passages given.

Sources	Summary (overview of the article's main points)	Conclusion (your inference or reasoned judgment)	Synthesis (new idea you got from the sources)
<b>Source 1:</b> Singapore Sojourn			
<b>Source 2:</b> The Taximan's Story			
<b>Source 3:</b>  (Look for an article, vlog, documentary, news, etc that is related to Singapore)			

### A. Assimilation (Time Frame: 10 minutes)

#### Summary

- Collect details from ONE SOURCE and restates those details
- Just stating the ideas of the author
- An overview of the text's main points

#### Conclusion

- integrating multiple details from ONE SOURCE to generate new idea and bigger thought
- an idea of going beyond text which the author never said in the original text.
- an inference or reasoned judgment

#### Synthesis

- Integrating multiple details from MULTIPLE SOURCES or combining ALL AUTHORS' IDEAS to generate a NEW and BIGGER THOUGHT

### V. ASSESSMENT (Time Frame: 10 minutes)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

**INSTRUCTIONS:** Read each statement carefully. Choose the letters wisely to unlock the hidden word. Write the LETTERS of your answer on the boxes provided below.

- What should be considered when making a summary for an informational text?  
R. solution      E. facts and details      A. characters and setting      D. problem
- The following are examples of summary, EXCEPT:  
U. Achieves new idea.      B. Presents the overview.      E. Reiterates the information      R. A basic reading technique
- It is an act of arriving at a conclusion based on evidence.  
S. Fact      O. Opinion      A. Summary      R. Reasoned Judgment
- What does a conclusion do?  
T. Link ideas together.      R. Does not introduce a new idea.      U. Wraps up the main points.      E. All of these.
- It refers to the opposite or alternate perspective.  
L. New Understanding      I. Deeper Understanding      N. Irony Understanding      K. Changed Understanding
- Which is **true** about synthesizing?  
A. Integrating and retelling multiple details  
B. Integrating multiple details from multiple texts to generate bigger thought  
C. Integrating multiple details and generating bigger thought  
D. Putting ideas from various sources together to produce new idea

S. B only      T. A and C only      A. B and D only      R. C only

1 2 3 4 5 6  
       
 You have found it!

### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

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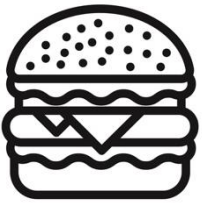
<b>W5</b>	<b>Learning Area</b>	ENGLISH	<b>Grade Level</b>	8
	<b>Quarter</b>	Fourth	<b>Date</b>	

<b>I. LESSON TITLE</b>	Composing an Effective Paragraph
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<b>MELC 20:</b> Compose Effective Paragraph Enabling Competencies: - Distinguish parts of a paragraph
<b>III. CONTENT/CORE CONTENT</b>	Paragraph

#### IV. LEARNING PHASES AND LEARNING ACTIVITIES

**I. Introduction (Time Frame: 1 hour)**

**How To Make It?** Arrange the following procedures on how to prepare a burger. Put numbers (1-7) on the line provided before the sentence.



- \_\_\_\_\_ Lay bun, cut side down on grill and cook until lightly toasted, 30 seconds to 1 minute.
- \_\_\_\_\_ Spread the mayonnaise and ketchup on the bun bottoms.
- \_\_\_\_\_ Add lettuce, tomato, burger, onion, salt and pepper to taste.
- \_\_\_\_\_ In a bowl, mix all the ingredients. Divide the mixture into equal portions and shape each into a patty about 4 inches wide.
- \_\_\_\_\_ Lay burgers on an oiled barbecue grill/pan over a solid bed of hot coals or high heat on a gas grill.
- \_\_\_\_\_ Cook burgers, turning once on grill/pan until browned on both sides. Remove from grill/pan
- \_\_\_\_\_ Set bun tops in place.

Constructing a paragraph is like preparing a burger. Each part contributes to its overall taste. One has to carefully decide which part goes first and so on so as to make reading more satisfying to its readers. In this week's module, you will learn to identify the topic sentence, supporting details and concluding sentence as well as their importance for you to be able to understand paragraphs better.

#### Paragraph

A paragraph is a group of sentences about one topic. It contains a topic sentence, supporting details and sometimes a concluding sentence. The sentences follow one another from the beginning to the end of the paragraph. A paragraph is usually part of a longer piece of writing, such as a letter or an essay.

The **topic sentence** is usually the first sentence of the paragraph. It states the main idea of the paragraph. A good topic sentence tells the reader exactly what the rest of the paragraph will be about.

The **supporting sentences** are the middle sentences of the paragraph. They provide details such as explanations or examples that expand or support the topic sentence. Supporting sentences are sometimes connected by transition words or phrases.

The **concluding sentence** is sometimes used in longer paragraphs to sum up the ideas presented. It expresses the same idea as the topic sentence but in different words. It can start with a transition such as **clearly** or **in conclusion**.

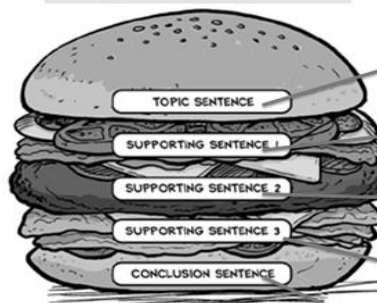
Terry Fox was a Canadian who suffered from bone cancer and raised awareness for cancer research by trying to run across Canada. He attracted a lot of attention by running the distance of a marathon daily on one prosthetic leg. He also challenged each Canadian citizen to contribute one dollar for cancer research. Unfortunately, Fox was forced to end his run near Thunder Bay because of health complications. The CTV network organized a nation-wide run to continue Fox's fundraising efforts. Clearly, Terry Fox had an impact on both cancer research and the millions of Canadians who participate in the Terry Fox Run every year.

#### Imagine a paragraph as a hamburger

The **top bun** is the *topic sentence*. The **bottom bun** is the *concluding sentence*. And, the **ingredients** between the two buns are the *supporting details*.



#### Hamburger paragraph



#### Parts of a Paragraph

**Topic Sentence:** This sentence tells the reader the main idea, or what the paragraph will be about.

**Supporting Sentence One:** This sentence gives specific details relating to the main idea.

**Supporting Sentence Two:** This sentence gives another specific detail relating to the main idea.

**Supporting Sentence Three:** This sentence gives more specific details relating to the main idea.

**Concluding Sentence:** This sentence refers to the topic sentence and sums up the main idea of the paragraph.



## IV. LEARNING PHASES AND LEARNING ACTIVITIES

In this paragraph, the format (in order) is:

- **Hook** - How can you draw your reader in?
- **Transition** - How to get your main info?
- **Thesis** - What is the main point of your paper? That is, what is the answer to the question your paper explores?

Body

- **First supporting Idea**
- **Transition** - What is your first main piece of information?
- Support the main piece of info with details
- **Second Supporting Idea**
- What is your second main piece of information?
- Support the main piece of info with details
- **Last Supporting Idea**
- What is your last main piece of information?
- Support the main piece of info with details

Conclusion

- **Transition** - General statement about your main point
- **Briefly restate** - in a sentence or two - your 3 big ideas
- **Restate or reword** your thesis statement from your intro
- **End the paragraph** with a statement about what everything you wrote means

### D. Development (Time Frame: 1 hour and 30 minutes)

**Learning Task 1:** Encircle the letter of the appropriate answer to complete the sentences below.

1. \_\_\_\_\_ is/are the sentence/s in the paragraph where it usually restates the main idea in different words or summarizes the main points of the paragraph.  
a. Paragraph                      b. Topic sentence                      c. Supporting details                      d. Concluding sentence
2. \_\_\_\_\_ is/are used to develop the main idea. In other words, it gives information about the main idea. It can be facts, statistics, details, or examples.  
a. Paragraph                      b. Topic sentence                      c. Supporting details                      d. Concluding sentence
3. \_\_\_\_\_ is a series of sentences that support a main idea, or point.  
a. Paragraph                      b. Topic sentence                      c. Supporting details                      d. Concluding sentence
4. \_\_\_\_\_ states the main idea of the paragraph. It shows what the whole paragraph is all about.  
a. Paragraph                      b. Topic sentence                      c. Supporting details                      d. Concluding sentence

**Learning Task 2:** Read the paragraph below. Identify the topic sentence and supporting details used in the paragraph.

1. People in my family love our dog Punch. However, I have several reasons for wanting to get rid of Punch. First of all, he knows I don't like him. Sometimes he gives me an evil look and curls his top lip back to show me his teeth. The message is clearly, —" Someday I 'm going to bite you." Another reason to get rid of Punch is he sheds everywhere. Every surface in our house is covered with Punch hair. I spend more time brushing it off my clothes than I do mowing the lawn. Last of all, Punch is an early riser, while (on weekends) I am not. He will start barking and whining to go outside at 7 a.m., and it's my job to take care of him. When I told my family that I had a list of good reasons for getting rid of Punch, they said they would make up a list of reasons to get rid of me.

Topic/Point: \_\_\_\_\_

Supporting detail: 1. \_\_\_\_\_

Supporting detail: 2. \_\_\_\_\_

Supporting detail: 3. \_\_\_\_\_

2. Being a celebrity is often difficult. First of all, celebrities have to look almost perfect all the time. There's always a photographer ready to take an unflattering picture of a famous person looking dumpy in old clothes. Celebrities also sacrifice their private lives. Their personal struggles, divorces, or family tragedies all end up as front-page news. Last, and most frightening of all, celebrities are in constant danger of the wrong kind of attention. Threatening letters and even physical attacks from crazy fans are things a celebrity must contend with.

Topic/Point: \_\_\_\_\_

Supporting detail: 1. \_\_\_\_\_

Supporting detail: 2. \_\_\_\_\_

Supporting detail: 3. \_\_\_\_\_



## IV. LEARNING PHASES AND LEARNING ACTIVITIES

3. People lie for different reasons. One common reason is to avoid hurting someone 's feelings. For example, a friend might ask, —" Do you like my new haircut?" — If you think it's ugly, you might still answer, —" Yes." Another common reason for lying is to avoid a fight. Say a friend angers you and then asks, —" Are you upset with me?" You might answer, —" No", to avoid an argument. People also lie so that they 'll fit in, as when you listen to a boring person and politely say, —" That's interesting." In addition, people lie to avoid spending more time with someone. For instance, you might lie, —" I have to go now."

Topic/Point: \_\_\_\_\_  
 Supporting detail: 1. \_\_\_\_\_  
 Supporting detail: 2. \_\_\_\_\_  
 Supporting detail: 3. \_\_\_\_\_

**Learning Task 3:** These sentences are from a scrambled paragraph. Match each sentences with its purpose. Write the letter of the correct answer on the space provided before the number.

- \_\_\_\_\_ 1. Nickel is another natural resource, used in the making of stainless steel, as well as coins.
- \_\_\_\_\_ 2. Hydroelectric power is a valuable source of renewable energy.
- \_\_\_\_\_ 3. These are just a few of the resources Canada offers.
- \_\_\_\_\_ 4. Canada offers a variety of natural resources that are used for different purposes.
- \_\_\_\_\_ 5. Timber is used for building materials and furniture.

- a. Topic Sentence
- b. Supporting Details 1
- c. Supporting Details 2
- d. Supporting Details 3
- e. Concluding Sentence

### E. Engagement (Time Frame: 1 hour)

**Learning Task 4:** Make a simple paragraph based on the picture below. Label your sentence/s with topic sentence, supporting details and concluding sentence.



**Topic Sentence:** (main idea/topic + personal opinion about the main topic/idea)

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**Supporting Details 1:** (main piece of info about the main idea/topic + support the main piece of info with details)

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**Supporting Details 2:** (main piece of info about the main idea/topic + support the main piece of info with details)

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**Supporting Details 3:** (main piece of info about the main idea/topic + support the main piece of info with details)

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**Concluding Sentence:** (Summary of main idea + personal opinion about the main topic/idea)

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## IV. LEARNING PHASES AND LEARNING ACTIVITIES

Rewrite your sentences here to form a paragraph:

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### A. Assimilation (Time Frame: 25 minutes)

To show that you have understood this week's lesson, complete the organizer by supplying the correct information.



- Conclusion  
- Introduction  
- Body

- Topic sentence is usually placed in the introduction.
- This sentence states the main idea of the paragraph.
- It also shows what the whole paragraph is about.

- Supporting sentences can be found in the body.
- They are used to develop the topic sentence.
- They give more information about the topic sentence.
- These sentences give facts, statistics, details or examples.

- It usually restates the topic sentence in different words or summarize the main points of the paragraph.

### V. ASSESSMENT (Time Frame: 5 minutes)

Instructions: Read the following statements and identify whether they are **TRUE** or **FALSE**. You may write your answer on the space provided before each number.

- \_\_\_\_\_ 1. The main idea of a paragraph is stated in the topic sentence.
- \_\_\_\_\_ 2. The topic sentence doesn't have to be the first sentence in a paragraph.
- \_\_\_\_\_ 3. The supporting sentences in a paragraph provide details about the topic sentence.
- \_\_\_\_\_ 4. It is necessary to use transition words and phrases to connect supporting sentences.
- \_\_\_\_\_ 5. Writers should never introduce new ideas in the concluding sentence.

### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Number 4	

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<b>W6</b>	<b>Learning Area</b>	English	<b>Grade Level</b>	Grade 8
	<b>Quarter</b>	Fourth Quarter	<b>Date</b>	

<b>I. LESSON TITLE</b>	Developing Paragraphs
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<b>MELC 21:</b> Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive) Enabling Competency: - Distinguish features of different text types
<b>III. CONTENT/CORE CONTENT</b>	Different types of paragraphs

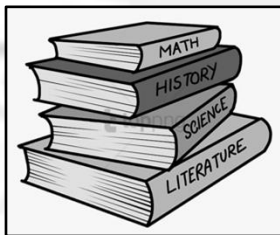
## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### I. Introduction (Time Frame: 30 minutes)

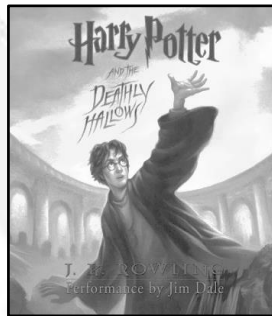
Can you analyze the type of text presented in the following materials? Choose your answer from the box and write it on the space provided.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

- Narrative
- Expository
- Explanatory
- Persuasive
- Factual and Personal recount



4. \_\_\_\_\_



5. \_\_\_\_\_



In the previous lesson, you learned about the parts of a paragraph and how to construct one. In this week's module, you will know the different types of paragraphs as well as their features and examples. This lesson will also help you understand the appropriate structure of paragraphs depending on their purpose, and such knowledge will help you communicate properly in different situations.

### Types of Text

- Expository text** is non-fiction (true) that seeks to explain or inform. It focuses on a specific topic. The writer shares ideas, conveys information and provides proof and explanations. In expository writing, linking words like first, second, then, and finally are usually used to help readers follow the ideas.
- Narrative text** tells a story or part of a story. It includes plot structure, conflict, characterization, setting, theme, point of view, sequencing, and transitions. It is focused on the sequence of events to recount an experience or occurrence and the detail surrounding it. It may be a story about the life of a person, an account of a significant historical incident, or a report on how an invention or innovation came to be. The basic purpose of narrative is to entertain, to gain and hold readers' interest.
- Persuasive text** intends to convince the reader that the writer's opinion is correct. It expresses the author's position or stand on an issue and gives justifications for it. With persuasive text, the author tries to convince the reader to adopt a particular opinion or perform a certain action.
- Explanatory text** (sometimes called an **explanation**) is a type of non-fiction text that explains a **process** (for example, how something works or why something happens). Explanations are used to teach people new information.



5. **Personal and Factual Recounts'** purpose is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of informing your audience.

**There are two types of recounts:**

- **Personal recount** is when the writer is involved in the event. A personal recount has a beginning, a middle and an end.
- **Factual recount** is when the writer is not involved in the event but the structure is the same as a personal recount, because it has a beginning, middle and end.

The difference between a personal recount and a factual recount is that a personal recount is a personal moment that you have experienced and a factual recount is when it's a moment that the writer has not experienced but has seen or thinks it is interesting to write about.

## D. Development (Time Frame: 1 hour and 20 minutes)

**Learning Task 1:** Match the items on the right to the items on the left. Write your answer on the space provided before the number.

- |                                       |   |
|---------------------------------------|---|
| _____ 1. Explanatory                  | a. To entertain by telling a story                              |
| _____ 2. Narrative                    | b. To show how or why something happens                         |
| _____ 3. Expository                   | c. To change or influence the reader's way of thinking          |
| _____ 4. Persuasive                   | d. To relate past experiences or events either real or imagined |
| _____ 5. Personal and Factual Recount | e. To provide facts in a way that is educational and purposeful |

**Learning Task 2:** Sort out the text into Narrative, Expository, Explanatory, Persuasive, Personal and Factual Recount.

Books about volcano	News article	<b>PERSONAL &amp; FACTUAL RECOUNT</b>	<b>NARRATIVE</b>
Pepsi poster	Twilight (novel)		
Three Little Pigs Story	Diary		
"How it Works" books	Gandhi's biography		
Advertisement	The process of creating a web page		
<b>EXPOSITORY</b>		<b>EXPLANATORY</b>	<b>PERSUASIVE</b>

**Learning Task 3:** Identify the passage whether it is expository, narrative, persuasive, explanatory, personal and factual recount.

- \_\_\_\_\_ 1. Renewable energy is energy that comes from sources that may naturally be replenished over time. Examples of renewable energy are biomass in general, hydropower, solar, wind, and geothermal. While the use of renewable energy is friendlier to the environment, its yield is much less when compared with traditional sources.
- \_\_\_\_\_ 2. Everyone should practice CLAYGO or Clean as you go not only in schools but in all places as well. We should be responsible for our own waste. If we always rely on somebody else to clean after us, what will happen if nobody is there to do it anymore? Ensuring the cleanliness of our surroundings should not be the responsibility of only a few people but of everyone.

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

3. Every morning, George wakes up to the sound of his alarm. It's four o'clock in the morning, He just had three hours of sleep coming from a two-hour battle with traffic going home the previous night. Now, he has to get up again, take a bath, and prepared himself for another two hours of tiresome commute back to work.
4. Last week, our class planted some bean seeds in ice-cream cups. We watered the seeds. After that we placed the cups on the window sill in the sun. About five days later, we observed that some of the seeds were beginning to germinate. A few days later, the plants had started to sprout leaves. By the end of the week, they were about seven centimeters tall.
5. Why does it rain? Warm air turns the water from rivers, lakes, and oceans into water vapor that rises into the air. That water vapors form clouds, which contain small drops of water or ice crystals (depending on how high the clouds is and how cold it is.) As cloud rise higher and higher, the air gets colder and colder. When the water vapor in the cloud becomes too heavy, it falls back to the ground as rain or snow.

### E. Engagement (Time Frame: 1 hour and 30 minutes)

**Learning Task 4:** Choose one (1) topic from the list below and write a paragraph about it. Follow the type of paragraph development indicated in each topic. Be guided by the given rubric.

- **My life as a student in the new normal** (narrative)
- **How to keep your home free from coronavirus** (explanatory)
- **Why a person needs to be vaccinated** (persuasive)
- **CoVid-19 and its Impact** (expository)
- **An act of kindness: Community pantry** (personal & factual recount)

Point Value	2 points	1 points	.5 points	0 points
<b>Topic Sentence</b>	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
<b>Supporting Details</b>	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Examples and details relate to the topic and some explanation is included.	Sufficient number of examples and details that relate to the topic.	Insufficient, vague, or undeveloped examples.
<b>Organization and Transitions</b>	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
<b>Style</b>	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
<b>Mechanics</b>	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

### A. Assimilation (Time Frame: 20 minutes)

With your own understanding, give a brief description of each type of paragraph.

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### Types of Paragraph

Narrative

Explanatory

Persuasive

Expository

Personal and  
Factual  
Recount

## V. ASSESSMENT (Time Frame: 5 minutes)

Choose the appropriate answer to the following questions.

- The nervous system works through a complex network of neurons. These are the basic functioning cells of the nervous system and conduct electrical impulses between the central and peripheral nervous system. Which type of text is used?
  - Personal and Factual Recount
  - Narrative
  - explanatory
  - expository
- Yesterday I fell over while walking in the hills and went to see the doctor, who bandaged my knee and gave me a tetanus injection. Which type of text is used?
  - Personal and Factual Recount
  - Narrative
  - explanatory
  - expository
- Which of the following is NOT an example of a Narrative Text?
  - Novels
  - Plays
  - Poems
  - Biographies
- Which of the following types of text is non-fiction?
  - Personal and Factual Recount
  - Narrative
  - explanatory
  - expository
- What is the main intention of the author when writing a persuasive text?
  - To convince the reader to write their own counter argument.
  - To raise awareness about issues in the world.
  - To convince the reader to agree with the author about an issue through use of facts.
  - To convince the reader to agree with the author about an issue through the use of fictional facts.

## VI. REFLECTION (Time Frame: 5 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Number 4	

## VII. REFERENCES

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<b>W7</b>	<b>Learning Area</b>	ENGLISH	<b>Grade Level</b>	8
	<b>Quarter</b>	Fourth	<b>Date</b>	

<b>I. LESSON TITLE</b>	How to deliver a manuscript or memorized speech
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<b>MELC 22:</b> Deliver a self-composed speech using all the needed speech conventions Enabling Competencies: <ul style="list-style-type: none"> <li>- Use the correct production of the sound of English when delivering a manuscript or memorized speech in oration, in a declamation or in a dramatic monologue</li> <li>- Deliver a manuscript or a memorized oral speech with ease and fluency before an audience</li> <li>- Use effective nonverbal communication strategies: gestures and body movements and eye contact, etc.</li> </ul>
<b>III. CONTENT/CORE CONTENT</b>	Speech delivery

#### IV. LEARNING PHASES AND LEARNING ACTIVITIES

##### I. Introduction (Time Frame: 1 hour)

**Self-Audit.** Tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers.

	Always	Sometimes	Seldom	Never
1. I use an appropriate type of speech delivery.				
2. I am aware of different speaking situations.				
3. I use a conversational style in my speech.				
4. I establish and maintain eye contact effectively.				
5. I adjust the volume of my voice depending on the size of the audience.				
6. I vary my speed.				
7. I modulate my voice.				
8. I use pauses effectively.				
9. I pronounce words correctly.				
10. I avoid mannerisms or distracting movements				
<b>Total</b>				
<b>Grand Total</b>				

SCORING	SCORE	LEVEL OF PROFICIENCY
Always – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Whatever level of proficiency you have achieved, it is important to remember that there is always room for improvement. Identify your weakness area, then refer to this lesson where you can find practical advice and tips to help you hone your skills in speech delivery.

#### Speech Delivery

Delivery is the most important ingredient of public speaking as a well-written speech can be useless if you do not know how to say it. It is the way by which you send your message to your audience. It is the art of presentation using two aspects: the vocal (your voice and your oral expression) and the visual (your platform behavior).



When you deliver a speech, you actually deliver two speeches: one verbally with your mouth, and the other, nonverbally with the other parts of your body. Appropriate use of the voice and body can therefore help the speaker reinforce the effectiveness of the delivery.

#### Principles of Speech Delivery

- Articulation** focuses on making individual sounds. In articulation, you change the sounds coming from your vocal folds by moving the teeth, tongue, and lips in recognizable patterns.
- Pronunciation** focuses on stress, rhythm, and intonation of the syllables in the word. In pronunciation, you change the sounds of words by using stress, rhythm, and tone change on different syllables of the word.
- Modulation** means a change in volume, timing or pitch. It makes your speech interesting to listen to and it is what makes the words and phrases stand out.



## IV. LEARNING PHASES AND LEARNING ACTIVITIES

### Vocal Components

1. **Volume** is the perceived loudness of the speaker. Loudness is what the audience actually perceives and it correlates with the physical strength (amplitude). Speakers control the production of sound either using their own voice or a microphone so that amplified sound is loud enough to be heard.
2. **Rate** is the speed of speaking in words per minute from slow to fast, with normal rate averaging about 125 words per minute. You can vary the rate depending of the emotions you are feeling or the type of message you are communicating. If you are experiencing joy, you will speak at a fast rate compared to a speaker who is expressing surprise who will speak at a much faster rate.
3. **Pitch** is the auditory attribute of sound ordered on a scale from low to high. You can think about the notes on a musical score with pitch getting higher as you move up the scale. Changing the pitch while speaking can convey shades of meaning such as emphasis or surprise, or distinguish a statement from a question.
4. **Pause** may refer to a rest or temporary stop. It is an interval of silence and may vary in length. The speaker may use pauses to enhance the message delivery or fill the pauses needlessly and distract the audience from the message.
5. **Power** means generating intensity in your voice, making it commanding. In order to make your voice powerful, you should not speak from your mouth but from inside the abdomen. Vary not just the loudness (volume) but also the power or intensity that you use in your voice.
6. **Emphasis** means placing some stress or focus on the keywords or syllables in order to provide contrast to your words and to bring out their desired meaning.
7. **Inflection** means the ups and downs of words. It links meaning and feeling with your words.

### Types of Speech according to Delivery

	Description	Speaking Situations
<b>Extemporaneous</b>	<ul style="list-style-type: none"> <li>• Speaking with limited preparation</li> <li>• Guided by notes or outline</li> <li>• Delivered conversationally</li> <li>• Most popular type</li> </ul>	<ul style="list-style-type: none"> <li>• When you are a candidate for a post in a student government and you deliver your campaign speech before a voting public</li> <li>• When you are assigned to report a topic in class</li> </ul>
<b>Impromptu</b>	<ul style="list-style-type: none"> <li>• Speaking without advanced preparation</li> <li>• Unrehearsed speech</li> <li>• Spoken conversationally</li> </ul>	<ul style="list-style-type: none"> <li>• In an event where you are asked to say a few words</li> <li>• First day at work or in class, or during an interview</li> </ul>
<b>Manuscript</b>	<ul style="list-style-type: none"> <li>• Speaking with advanced preparation</li> <li>• Planned and rehearsed speech</li> <li>• Reading aloud a written message</li> </ul>	<ul style="list-style-type: none"> <li>• Newscasting with a Tele-Prompter or an autocue device</li> <li>• Presenting the legal proceedings and verdict in court</li> <li>• Reading the rules and criteria in a contest</li> </ul>
<b>Memorized</b>	<ul style="list-style-type: none"> <li>• Speaking with advanced preparation</li> <li>• Planned and rehearsed speech</li> <li>• Reciting a written message word-for-word from memory</li> </ul>	<ul style="list-style-type: none"> <li>• When you perform in a stage play</li> <li>• When you deliver a declamation, oratorical, or literary piece</li> <li>• When an actor or actress in a scene performs a script from memory</li> </ul>

### D. Development (Time Frame: 1 hour and 30 minutes)

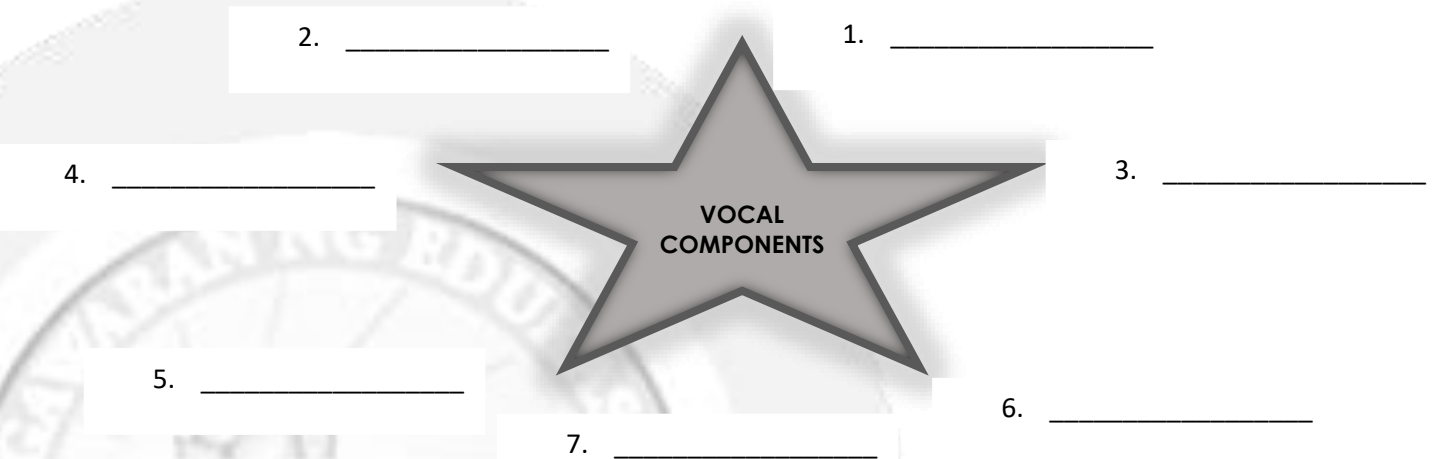
**Learning Task 1:** Read the sentences carefully and determine whether the statement is true or not. Write **TRUE** if the statement is correct and **FALSE** if it is not.

- \_\_\_\_\_ 1. Use a conversational style more often. This is the style that is more natural; it is the style that you always use when you express yourself with your family and friends. Audience members do not like the speaker to sound unnatural or exaggerated.
- \_\_\_\_\_ 2. Remember to adjust your volume to the size of the audience and the venue. When addressing a large audience, modulate your voice in such a way that you speak loudly without sounding like shouting or yelling.
- \_\_\_\_\_ 3. Vary your rate or speed to keep your audience interested and to avoid a monotone pattern. The audience might get bored if you speak very slowly and they might get confused if you speak very fast. Hence, your rate should be at an appropriate speed.
- \_\_\_\_\_ 4. Master your voice and find your pitch level (high or low). If you have a high pitch level, modulate or slightly move it down. If you have a low pitch level, modulate or slightly move it up. Your performance will definitely be affected if you do not modulate.

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

- \_\_\_\_\_ 5. Use pauses when you emphasize the most important words, phrases, or sentences. Your pauses should not last for three seconds. Otherwise, it will result in dead air or a moment of awkward silence.
- \_\_\_\_\_ 6. Pronounce and enunciate words correctly. You will confuse the audience if you mispronounce words, and it could distract them and affect your credibility.
- \_\_\_\_\_ 7. Avoid fillers or expressions that substitute actual words in your speech because these words are distracting. Examples of fillers are "like," "um," "ah," "uh," and "er." To reduce the use of these fillers, detect the instances when you use them: Do you generally use fillers after each sentence, between different ideas, or whenever you make transitions? Then, instead of using them the next time you deliver a speech, simply stop and pause.
- \_\_\_\_\_ 8. Pronunciation makes your speech interesting to listen to and it is what makes the words and phrases stand out.

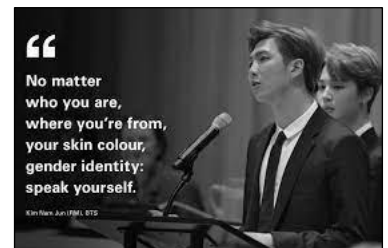
**Learning Task 2:** Complete the concept map of the components of voice modulation.



**Learning Task 3:** Watch and analyze the speech made by BTS' Kim Nam Jun (RM) at the launch of Generation Unlimited, at the UN General Assembly. (<https://www.youtube.com/watch?v=oTe4f-bBEKq>)

Answer the following questions:

1. What are your observations on the delivery of the speaker? Give at least five observations.
2. What makes his speech extraordinary?



**E. Engagement** (Time Frame: 1 hour)

**Learning Task 4:** Apply what you have learned from the lesson. Record yourself while delivering this welcome speech (no need to memorize). Submit your video to your teacher's messenger account.



### WELCOME SPEECH

Good day everyone!

The Arts Club, in cooperation with the Quezon Painters' Society, welcomes you to the first ever exhibit with the theme "Green Art Movement". This activity aims to showcase the best student art works from the different schools that talk about environmental preservation.

We appreciate all our dear visitors for today, especially those who travelled all the way from the provinces just to witness the masterpieces we have created to show our love for nature. We are truly honored that you have spent your time with us despite your busy schedules.

Art is truly the language of our soul and we are very proud to present to you our best works. We hope that you will also have the same passion for the art and for the environment just like us.

I would like to congratulate the officers of the Arts Club and Quezon Painters' Society and their adviser that spearheaded this activity.

Once again, good day and welcome to the Green Art Movement! Thank you very much.

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### A. Assimilation (Time Frame: 25 minutes)

Watch a video then evaluate the speaker by answering the following questions.

☐ If you have internet connection, watch the video of **Why We Tell Stories** by **Patricia Evangelista**.  
<https://www.youtube.com/watch?v=GczfdrQNzc>

☐ If you do not have internet access, watch one segment of a news program (24 oras or TV Patrol). Identify the TV broadcaster and his/her news program.

TV broadcaster: \_\_\_\_\_

News program: \_\_\_\_\_

Type of Speech According Delivery:	
Did the speaker adjust to the audience size and venue size?	
Did the speaker use the microphone?	
Did the speaker use the volume of his/her voice well?	
Did the speaker use his/her rate well?	
Did the speaker use his/her pitch well?	
Did the speaker pause well?	
Did the speaker pronounce words correctly?	
Did the speaker avoid fillers?	

#### V. ASSESSMENT (Time Frame: 5 minutes)

Differentiate the four types of speech delivery in terms of definition and give one example for each. Use the table below for your answers.

Types	Definition	Example
Extemporaneous		
Impromptu		
Manuscript		
Memorized		

#### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

##### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

✗ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Number 4	

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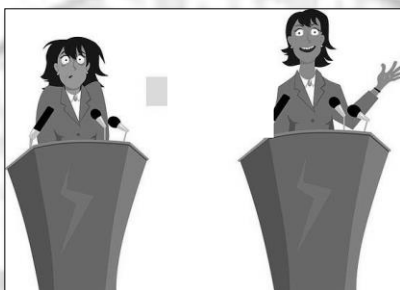
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<b>W8</b>	<b>Learning Area</b>	ENGLISH	<b>Grade Level</b>	8
	<b>Quarter</b>	Fourth	<b>Date</b>	
<b>I. LESSON TITLE</b>		Delivering a self-composed speech		
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>		<b>MELC 22:</b> Deliver a self-composed speech using all the needed speech conventions Enabling Competencies: <ul style="list-style-type: none"><li>- Use the correct production of the sound of English when delivering a manuscript or memorized speech in oration, in a declamation or in a dramatic monologue</li><li>- Deliver a manuscript or a memorized oral speech with ease and fluency before an audience</li><li>- Use effective nonverbal communication strategies: gestures and body movements and eye contact, etc.</li></ul>		
<b>III. CONTENT/CORE CONTENT</b>		Speech delivery		
<b>IV. LEARNING PHASES AND LEARNING ACTIVITIES</b>				
<b>I. Introduction</b> (Time Frame: 1 hour)				
<p>How good are you in delivering a speech? Can you still remember your scores in Self-Audit in Week 7? What is your level of proficiency?</p> <div></div> <p>In the previous module, practical advice and tips were presented to help you hone your skills in speech delivery. This week, you're going to apply them as you deliver your self-composed speech.</p> <p>Who are you in this picture? Are you the nervous speaker or the confident one? You might be anxious in speaking in front of an audience yet you are still obliged to do your best out of respect for them. Fortunately, there are some guidelines that can help you to be good in delivering a speech.</p>				
<hr/>				
<b>What Is Good Delivery?</b>				
<p>The more passionate you are about your subject, the more motivated you are to deliver it successfully. Good delivery is a process of presenting a clear, coherent message in an interesting way.</p>				
<b>A. Speech Convention</b>				
<p>Split your speech into three areas to arrange it and make it easier for your audience to understand your point: introduction, main body, and conclusion.</p> <ul style="list-style-type: none"><li>• In the <b>Introduction</b>, your aim is to <u>tell your audience who you are and what you're talking about</u>. Then, you want to <u>grab their attention</u>. You may <u>start with a story or a question</u> to get the audience's attention from the get-go.</li><li>• The <b>main body</b> of your speech is where you <u>make your arguments</u>. Divide this main body into <u>2-3 points</u>, and separate each point into different paragraphs. Because you're into separate paragraphs, it's important to make it clear what each section is about. To do that, ensure that you have your topic sentence for each paragraph.</li><li>• At the end, comes the <b>conclusion</b>. <u>A good conclusion takes everything you said and sums it up</u>. It <u>finalizes</u> the speech and <u>clarifies</u> to the audience what the <u>most important points</u> of the speech were.</li></ul>				
<b>B. Effective Nonverbal Communication Strategies</b>				
<ol style="list-style-type: none"><li>1. <b>Posture</b> – When you stand up straight, you communicate to your audience, without saying a word, that you hold a position of power and take your position seriously. On the other hand, if you are slouching, hunched over, or leaning on something, you could be perceived as ill prepared, anxious, lacking in credibility, or not serious about your responsibilities as a speaker. Remember, you only get one shot at making a first impression, and your body's orientation is one of the first pieces of information audiences use to make that impression.</li><li>2. <b>Facial Expressions</b> – Appropriate facial expressions can help you connect with your audience and reinforce the content of your speech. Do not forget to be natural and authentic.</li><li>3. <b>Gestures</b> - Don't put your hands in your pockets for this prevent you from gesturing freely. People who use their hands for gesturing appear more open and honest to the audience. Therefore, gestures should be an integral part of your speech. Remember, gestures should be natural and purposeful. Vary your gestures. Repetitive use of gestures distracts the audience. Avoid mannerisms such as twisting or pulling your hair, scratching your face or your head, or playing with an object. Remember that gestures should emphasize important ideas and strengthen your verbal message. Consider which gestures to use before your speech and practice using them during your rehearsals.</li></ol>				



4. **Dress** – Dress properly and appropriately if you want your audience to take you seriously. Wearing the proper attire will make you look more confident and professional. Make sure not to overdress, as this may distract your audience.
5. **Self-Presentation** - When you present your speech, you are also presenting yourself. Self-presentation, sometimes also referred to as poise or stage presence, is determined by how you look, how you stand, how you walk to the podium, and how you use your voice and gestures. Your personal appearance should reflect the careful preparation of your speech.
6. **Variety** - One of the biggest mistakes novice public speakers make is using the same gesture over and over again during a speech. While you don't want your gestures to look fake, you should be careful in including a variety of nonverbal components while speaking. You should make sure that your face, body, and words are all working in conjunction with each other to support your message.

### C. Delivering a Speech

1. **Speak about something YOU are interested in.**  
Make the speech about something you are genuinely interested in. By playing to your strengths, you'll make it so much easier for yourself.
2. **Follow the basic speech structure.**  
By following the structure of a typical speech (introduction, body and conclusion), you are making it easier for the observer/listener to process the information of your speech, which increases the likelihood that your message is well received.
3. **Write an outline and focus on key points.**  
Write down the key points of what you would like to say. Keep it as simple as possible. Bullet points work well. This is going to make your speech come off as less scripted.
4. **Simplify.**  
By simplifying and focusing on a few main points (3 is the magic number) you will make it easier for the audience to fully grasp what you are saying.
5. **Enunciate words clearly.**  
It can be helpful to remind yourself to speak slowly and to enunciate words clearly because many people have the tendency to speak a bit too when nervous.
6. **Take deliberate pauses.**  
Your audience need some time to catch up with what you are saying. This is particularly important when giving a humorous speech because pauses build tension and suspense which in turn is what makes something funny.
7. **Rehearse a lot.**  
It goes without saying that you need to rehearse at least a couple of times. At the very minimum, you should know your introduction.

### D. Development (Time Frame: 1 hour and 30 minutes)

**Learning Task 1:** Write **AGREE** if the statement is **true** and **DISAGREE** if the statement is **false**.

1. In thinking about a topic, make the speech about something you are genuinely interested in.
2. Speech structure has two sections namely: introduction and conclusion.
3. In writing down the key points in your speech, the more complicated the ideas are, the better.
4. Outlining gives you an extra repetition and enforces a strong foundation of the key points in your memory.
5. By simplifying and focusing on a few main points, you will make it easier for the audience to fully grasp what you are saying.
6. Speak as fast as you can because that will make you look more intelligent.
7. It pays to have an expressive body language and to purposefully move around the stage, as opposed to standing still in one place.
8. Never tell a funny story in engaging your audience.
9. It is important to know your audience and to get into an ideal state of mind before delivering a speech.
10. Speak with as many people as possible and introduce yourself.

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

**Learning Task 2:** Read the following tongue twisters thrice. When you have finished reading each tongue twister, check the box next to it.

✓	Tongue Twisters
	1. She sells sea shells by the sea shore.
	2. A proper copper coffee pot.
	3. Around the rugged rocks the ragged rascal ran.
	4. Red lorry, yellow lorry, red lorry, yellow lorry.
	5. A big black bug bit a big black bear.

**Learning Task 3:** Get a copy of the paragraph you composed on Week 6. Then, rewrite your paragraph following the pattern of a typical speech (introduction, body and conclusion). Be guided by the given rubric.

- **My life as a student in the new normal** (narrative)
- **How to keep your home free from coronavirus** (explanatory)
- **Why a person needs to be vaccinated** (persuasive)
- **CoVid-19 and its Impact** (expository)
- **An act of kindness: Community pantry** (personal & factual recount)

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Topic is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech is ended effectively with a review of the main points.					

### E. Engagement (Time Frame: 1 hour)

**Learning Task 4:** Using your output in **Learning Task 3**, record yourself while delivering the speech, then submit it to your subject teacher through Facebook messenger. Keep in mind the stance and behavior that you should exhibit when delivering a speech. Be guided by the given rubric.


#### Performance Rubric

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Verbal Skills	Speech style was conversational.					
	Fillers were avoided.					
	Volume was well-adjusted to audience size.					
	Rate or speed of speaking was varied.					
	Voice was modulated.					
	Pauses were effectively used.					
	Words were pronounced and enunciated well.					
Non-verbal Skills	Eye contact was effectively used.					
	Speaker was prepared and confident.					
	Distracting movements or mannerisms were avoided.					
	Facial expressions were appropriate to the message.					
	Mastery of the speech was evident.					
TOTAL						
GRAND TOTAL		/60				

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

#### A. Assimilation (Time Frame: 25 minutes)

1




**Things to keep in Mind**

---

a. Ideation  
b. Structurization  
c. Body Language  
d. Flow

2




**Things to Avoid**

---

a. Lack of Confidence  
b. Speaking Too Fast  
c. Long Content  
d. Too much of Body Language

3



**Where to Practice**

---

a. In Front of Parents & Teachers  
b. Infront of Friends  
c. Video Recordings

### V. ASSESSMENT (Time Frame: 5 minutes)

Choose 3 best tips in speech delivery cited in this lesson and explain why those tips are helpful to deliver your speech well.

1.  
Explanation:

2.  
Explanation:

3.  
Explanation:

### VI. REFLECTION (Time Frame: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

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