



10 English Quarter 1



Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

This module was carefully examined and revised in accordance with the standards prescribed by DepEd Region 4A and Curriculum and Learning Management Division CALABARZON. All parts and sections of the module are assured not to have violated any rules stated in the Intellectual Property Rights for learning standards.

The Editors

English Grade 10

Regional Office Management and Development Team: Job. S. Zape, Jr., Jhonathan S. Cadavido, Romyr L. Lazo, Fe M. Ong-Ongowan, Lhovie A. Cauilan, Ephraim Gibas

Schools Division Office Development Team: Lorna R. Medrano, Glenda DS. Catadman, Marife T. Morcilla, Edita T. Olan, Leticia A. Rogacion, Ivan Honorpette A. Mijares, Marites R. Peñaredonda, Kimberly Anne G. Albarillo, Jennelyn C. Pacanza, Maria Aprille Gem M. Inciong, Ariel L. Abel, Mark Joseph Tupas, Mary Grace L. Asa, Marvin E. Clutario, Rowena O. Esquita, Melanie A. Magat, Vergel S. Perdon, Marie Grace S. Buenaventura, Jael Faith Ledesma, Fernando Mamauag Jr., Don Kirby M. Alvarez

English Grade 10 PIVOT IV-A Learner's Material Quarter 1 First Edition, 2020

Published by: Department of Education Region IV-A CALABARZON

Regional Director: Wilfredo E. Cabral Assistant Regional Director: Ruth L. Fuentes

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description					
uction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant					
Infroduction	What is new	samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson					
ant .	What I know	The teacher presents activities, tasks, contents of value and interest to the learners. This shall expose the learners					
Development	What is in	on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved					
٥	What is it	around the concepts to develop and master the skills of the MELC.					
ţ	What is more	The teacher allows the learners to be engaged in variou tasks and opportunities in building their KSA's to maningfully connect their learnings often doing the tasks					
Engagement	What I can do	meaningfully connect their learnings after doing the task in the D. This part exposes the learner to real life situa- tions /tasks that shall ignite his/ her interests to mee the expectation, make their performance satisfactory of					
	What else I can do	produce a product or performance which lead him/ her to understand fully the skills and concepts.					
tion	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part					
Assimilation	What I can achieve	of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.					

Information from Various Sources

Lesson

This lesson deals with getting information from various sources in everyday life. Information, as available data everywhere, can be found in various platforms and means such as news reports, speeches, informative talks and panel discussions, among others. Getting information will basically expose you not only in pool of information but should also help you identify which details are factual and not. You are expected to identify certain details from different sources and use them in various contexts.

Learning Task 1: In your notebook, copy the statements below. Assess yourself as to how you personally deal with information you encounter. Place a check (/) in every statement that applies to you

I try to determine if the content in an article is worth knowing and relevant.
I assess the content through its relatedness and importance in my future goals.
I appreciate the content of a text because it fits my plans in life.
I evaluate the information presented in every printed materials that I read particularly those which affect my personal views.
I compare the information I read to my previous learnings.
I value the content in current reading articles because I have experience that before and I have learned from it.
I am affected by personal speeches and discussions as I choose my career goals.
I apply what I have learned from articles and discussions in every aspect of my life making me a better individual.

D

Learning	Task	2:	Identify	if	the	given	item	is	а	primary,	secondary	or	tertiary
source. W	Irite vo	ur	answers	in	V011	r notel	oook.						

6. History of Tayabas
7. court hearing
8. references
9. EDSA People Power picture
10. biography

Learning Task 3: Read the news report below published by GMA News Online on July 27, 2020. In your notebook, answer the questions that follow.

Roque: Duterte to deliver SONA at Batasan even as some expected attendees tested positive for COVID-19

President Rodrigo Duterte will still deliver his fifth State of the Nation Address (SONA) at the Batasang Pambansa even as some individuals expected to attend the event have contracted COVID-19, Malacañang said Monday.

"As of 2:30 [p.m.], President Duterte is expected to deliver his 5th SONA at Batasan," presidential spokesperson Harry Roque said in a message to reporters.

Roque issued the statement after House Deputy Speaker Johnny Pimentel and at least six Palace personnel who were supposed to render technical support during the SONA tested positive for COVID-19.

Only those who will test negative for COVID-19 will be allowed to attend the SONA physically based on the event's safety protocols.

Earlier, it was reported that Cabinet executives who tested negative are attending the SONA at the Batasan — Secretaries Menardo Guevarra (Justice), Wendel Avisado (Budget and Management) and Delfin Lorenzana (Defense) as well as presidential spokesperson Harry Roque.

Secretaries Eduardo Año (Interior and Local Government) and William Dar (Agriculture) as well as Cabinet Secretary Karlo Nograles will also be present during the event, according to a separate report by dzBB's Tuesday Niu.

Duterte will deliver his SONA before a joint session of Congress at 4 p.m. — Virgil Lopez/RSJ, GMA News

Source: GMA News Online

SOURCES OF INFORMATION

There are various sources of information that you may use in finding significant details and data that can be used in your daily life. Sources of information may be classified as to primary, secondary and tertiary sources. The context of information presented in a source is helpful in classifying information.

Primary Sources

Sources of information are classified as primary if they are authentic and have not been subjected to evaluation or assessment. These report discoveries, sharing of information and first-hand. These are information written at a certain time or period of research. Definition of primary sources vary depending on the contexts and/or disciplines.

Examples:

speeches video recordings photographs government records communication newspaper/magazine portraying information from eyewitnesses

Secondary Sources

Secondary sources provide information, discussion and/or interpretation of the evidence. These are usually evaluations of primary sources. These are also information written by authors who do not personally witness the event or action. Definition of secondary sources vary depending on the contexts and/or disciplines.

Examples:

commentaries critiques evaluations history Journals/magazines (not portraying information from eyewitnesses)

Tertiary Sources

Tertiary sources serve as collection of primary and secondary sources.

Examples: bibliographies directories dictionary almanac abstracts indexes encyclopedias databases

In using the information gathered whether they are primary, secondary or tertiary sources, take note of these six (6) characteristics that information should have.

- 1. Accuracy. Information should be reliable, useful, free from flaws and of high quality.
- 2. Completeness. Information should provide all needed details. It should be able to answer the wh– questions (what, who, when, where, why and how).
- 3. Timeliness. Information should be up-to-date.
- 4. Consistency. Information should be consistent for it to be considered accurate and useful.
- 5. Relevant. Information should suit the demand, needs and interests of the readers.
- 6. Uniqueness. Information should be distinct.

Ε

Learning Task 4: Read Bliss Abraham Lincoln's *The Gettysburg Address* below. Then answer the questions that follow. Write your answers in your notebook.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln/November 19, 1863

- 1. Is the information primary, secondary or tertiary? Explain.
- 2. How many years do four score and seven years mean?
- 3. What greatest concern or emergency was mentioned by Lincoln in his speech?
- 4. Explain Lincoln's message when he said that *government* is *of the people*, by the people and for the people?
- 5. What do you think was the occasion being celebrated when Lincoln delivered this speech. Explain your answer.

PIVOT 4A CALABARZON

Learning Task 5: Using a dictionary entry below, discuss what information it can provide to readers. Write your answers in your notebook.

beetle1

/'bēdl/

noun

noun: beetle; plural noun: beetles

• an insect of an order distinguished by forewings typically modified ir (elytra) that cover and protect the hind wings and abdomen.



Sentence: I used to collect beetles from our mango tree during my childhood days.

.._.

beetle²

verb

verb: **beetle**; 3rd person present: **beetles**; past tense: **beetled**; past participle: **beetled**; gerund or present participle: **beetling**

• make one's way hurriedly or with short, quick steps.

Sentence: Ethan and John <u>beetled</u> on their way to the office. They were almost late.



Learning Task 6: Give examples of sources of information based on the classifications below. Write your answers in your notebook.

Primary Sources	Secondary Sources	Tertiary Sources

Learning Task 7: Get a copy of any news article written in English. Write and/or paste it in your notebook. Then, provide an analysis on what significant information are provided in the said article. Also, write a 5-sentence summary of the article.



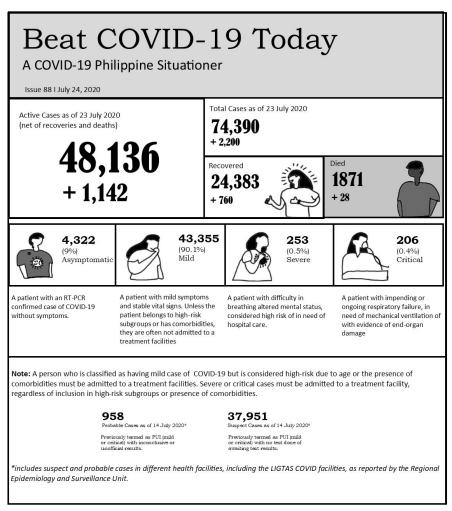
Learning Task 8: Search and watch President Rodrigo Duterte's 5th State of the Nation delivered on July 27, 2020. Analyze and identify the important information discussed in his SONA. SONA's transcript which is available online may also be used. Write your answers in your notebook.

Textual Aids in Understanding Texts

Lesson

This lesson focuses on various textual aids that may be used in understanding texts. This highlights the importance and use of textual aids in making information presentation more comprehensive and understandable for readers. Some of these textual aids include graphic organizers, titles and non-linear illustrations, among others. You are expected to identify information portrayed in graphics and other non-linear texts, and convert non-linear information to textual information and vice versa.

Have you seen posters or infographics? Examine the sample below.



Learning Task 1: Using this infographic on COVID-19 Philippine Situationer issued on July 24, 2020 by the Department of Health, answer the following questions in your notebook:

- 1. Identify the number of active cases in the country.
- 2. Determine the number of total cases as per the situationer.
- 3. Enumerate the different classifications of active cases.
- 4. Describe each classification of active cases.
- 5. Identify the number of active cases based on their classifications.
- 6. As per report, determine the number of probable and suspected cases.



Learning Task 2: Choose the letter of your answer. Write your answers in your notebook.

1.	Textual aids are educational instruments that	
	workplaces. These comprehension	of texts.
	A. simplify B. complicate C. c	reates D. organize
2.	Textual aids use or images that given	ve a general idea of the topic.
	A. texts B. research C. graphi	cal outlines D. reports
	Underlining, Bolding, Highlighting and	
	textual aids that can be used by anyone easily	
	A. Aligning B. Margining C. J	
4.	is one example of a textual aid	I that helps in identifying the
	causes and effects of a situation/ happening.	
	A. Cause and Effect Diagram	C. Graphic Organizer
	B. Flow Diagram	C. Graphic Organizer D. Venn Diagram
5.	is one example of a textual aid that	
	differences of two or more categories.	
	A. Cause and Effect Diagram	C. Graphic Organizer
	B. Flow Diagram	D. Venn Diagram
б.	is one example of a textual aid that	at shows sequence or a step by
	step process of how to do something.	
	A. Cause and Effect Diagram	C. Graphic Organizer
	B. Flow Diagram	D. Venn Diagram
7.	are textual aids that have visual of	lisplays and shows key content
	information.	
	A. Concept Map B. Fishbone diagram	C. Graphic Organizer
	B. Fishbone diagram	D. Ishikawa Diagram
8.	A helps you in creating an outline	
	A. Main Idea Organizer	C. Spider Map
	B. Hamburger Writing Graphic Organizer	D. Concept Map
9.	Ishikawa diagram, also called as,	is an example of a Cause and
	Effect diagram.	
	A. Fishbone Diagram B. Flow Diagram	C. Concept Map
	8	D. Venn Diagram
1C	o is an example of a textual aid that	at can show the central thought
	with its matching characteristics.	
	A. Main Idea Organizer	C. Spider Map
	B. Hamburger Writing Graphic Organizer	D. Concept Map

Learning Task 3: Using the table below, transform the information presented into paragraph form. Write your answer in your notebook.

	Enrollment by Key Stage					
Sector	Key Stage 1 Kinder to Grade 3	Key Stage 2 Grade 4 to 6	Key Stage 3 Junior High School (G7-10)	Key Stage 4 Senior High School (G11-12)	Learners with Special Needs (ES & JHS)	Grand Total
Private	194,185	136,897	272,157	270,022	938	874,199
Public	1,036,525	782,627	937,290	180,695	10,173	2,947,310
SUCs/LUCs	872	824	3,462	6,613	0	11,771
Grand Total	1,231,582	920,348	1,212,909	457,330	11,111	3,833,280

Source: CALABARZON Learning Continuity Plan (2020)

LINEAR AND NON-LINEAR TEXTS

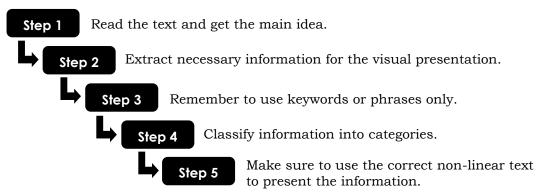
The difference between a Linear Text and Nonlinear Text is the reading path. A **linear text** is a traditional text that needs to be read from beginning to end to make sense of the text. Examples of Linear texts are short stories, novels, letters and educational texts.

A **nonlinear text**, on the other hand, is not required to be read from beginning to end since its reading path is non-sequential. In assisting the readers, visual aids such as graphic organizers, concept maps, diagrams and charts.

Transcoding Linear to Nonlinear Text and vice versa

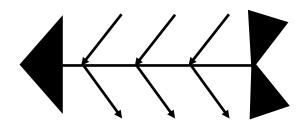
Transcoding Linear to Nonlinear text and vice versa is a skill that one has to be familiar with since it can be used in our everyday lives. There will be times when you would have to transcode a linear text to nonlinear text to make it easier for other people to understand it and a nonlinear text to linear text to have a detailed description of a certain topic.

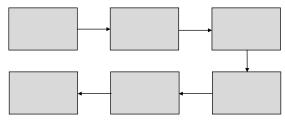
To transcode a linear text to nonlinear text, follow these simple steps.



Cause-and-Effect Diagram

This diagram emphasizes the connection between the different concepts and is sometimes called as the beneficial organizer since it can be applied to all subject areas. This is more known as the Fishbone or Ishikawa diagram.



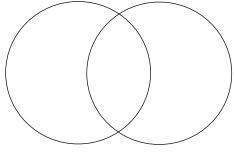


Flow Diagram/Chart

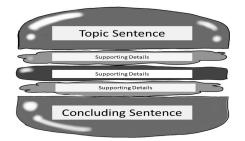
This is a sequence chart that shows series of events in order. If you have a concept that has steps such as processes or sequence, the Flow Diagram is the applicable textual aid organizer.

Venn Diagram

This is used to identify, classify, categorize and recognize similarities and differences of two or more subjects, ideas, thoughts or concepts. Called as the most commonly used textual aid, this instructional tool can be found in teacher resource materials, examinations, hand outs, etc.



PIVOT 4A CALABARZON



Graphic Organizers

Graphic Organizers are visual displays that have key content information. These textual aids provide learners with structure for abstract concepts. These are usually created and designed for those who have trouble organizing information and thoughts.

Other forms of non-textual information include concept maps, spider map, sensory observation chart, line graph, bar graph, pie graph, pictograph and other related images. Information may also be presented in a form of infographics.

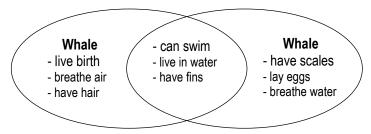


Learning Task 4: What is your favorite dish or dessert recipe? In your notebook, present the steps in preparing or cooking your favorite food using a flow chart/diagram.

Learning Task 5: In your notebook, transform the text below into a non-textual information source.

Sharks and whales are a classic example of two different animals revealing similar traits in the same environment. One of the similarities of these two marine animals is their habitat. They both live in the vast range of depth in their environment. They also have the same fin structure. They only have a single tail for propulsion and because they are both large aquatic animals, they both consume large volume of food, however, sharks hunt for their food. Whales do not have this hunting tendency. Another difference of sharks to whales is their class. Whales are mammals while sharks are fish but they both live in the ocean. Also, whales have bones while sharks only have cartilages.

Learning Task 6: In your notebook, transcode the information below into paragraph form.





Learning Task 7: Identify what is asked in each item. Write the letters of your answers in your notebook.

- 1. Textual aids are educational ______ that could be written or printed, or other ways of emphasizing the essential phrases, thoughts, graphs, and/or images.
- A. materials B. instruments C. diagrams D. connectors 2. The following statements about Textual aids are TRUE EXCEPT
- A. These are tools that provide support and simplify comprehension of texts.
 - B. These are graphical outlines or images that gives a general idea of a topic.

PIVOT 4A CALABARZON

- C. These help people understand any story or subject since they give emphasis on what should be focused on.
- D. These only make the learning process complicated.
- 3. Textual aids help people understand a story or a subject since
 - A. It gives emphasis on what is focused on
 - B. It gives readers an idea of the story's plot and important scenes.
 - C. It shows pictures of what happened in the story.
 - D. It shows a graphic representation of the characters.

Choose among the definitions the appropriate one for the given textual aid.

- 4. Flow diagram
 - A. It emphasizes the connection between the different concepts.
 - B. it is composed of visual displays that have key content information.
 - C. It is used to identify, classify, categorize and recognize similarities and differences of two or more subjects, ideas, thoughts or concepts.
 - D. It is a sequence chart that shows series of events in order.
- 5. Graphic Organizers
 - A. It emphasizes the connection between the different concepts.
 - B. it is composed of visual displays that have key content information.
 - C. It is used to identify, classify, categorize and recognize similarities and differences of two or more subjects, ideas, thoughts or concepts.
 - D. It is a sequence chart that shows series of events in order.
- 6. Venn Diagram
 - A. It emphasizes the connection between the different concepts.
 - B. It is known as a general organizer or textual aid that can show the central thought with its matching characteristics.
 - C. It is used to identify, classify, categorize and recognize similarities and differences of two or more subjects, ideas, thoughts or concepts.
 - D. It is a sequence chart that shows series of events in order.
- 7. Cause and Effect Diagram
 - A. It emphasizes the connection between the different concepts.
 - B. It is known as a general organizer or textual aid that can show the central thought with its matching characteristics.
 - C. It is used to identify, classify, categorize and recognize similarities and differences of two or more subjects, ideas, thoughts or concepts.
 - D. It is a sequence chart that shows series of events in order.
- 8. Ishikawa diagram is also called as ______.
 - A. Hamburger Writing Graphic Organizer C. Venn diagram
 - B. Fishbone diagram

- D. Spider Map
- 9. A ______ is an example of a Graphic Organizer which uses pictures instead of words or numbers to present the data.
 - A. Sensory Observation Chart
- C. Pictograph

B. Pie Chart

- D. Main Idea Graphic Organizer
- 10. It is a commonly used diagram that identifies the cause and effect of a phenomenon or simple situations.
 - A. Hamburger Writing Graphic Organizer C. Venn diagram
 - B. Fishbone diagram

D. Spider Map

Learning Task 8: Get a sample bar/pie/line or pictograph. Copy or paste it in your notebook. Then, provide an explanation on the information presented by the chosen graph.

Plot, Setting and Characterization



Lesson

This lesson highlights the appraisal of the unity of plot, setting and characterization in a material viewed. This includes analysis of these concepts in understanding and achieving writer's purpose. You are expected to differentiate plot, setting and characterization, and identify author's purpose.

Learning Task 1: Study the pictures below. Then, identify the characters, plot and setting of the story.











Learning Task 2: Match the items in Column A with the items in Column B. Write the letters of your answers in your notebook.

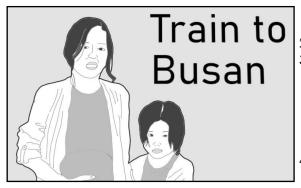
C	olumn A
1. expo	
2. conf	lict
3. clim	.ax
4. fallii	ng action
5. reso	lution
6. plac	e
7. time)
8. setti	ng
9. plot	-

10. characters

Column B

- a. location of the story
- b. moral lesson of the story
- c. struggle of the main character
- d. time and location of the story
- e. where resolution begins
- f. arrangement of story
- g. beginning of the story
- h. actors or movers of the story
- i. final outcome of the story
- j. turning point of the story
- k. period or time when the story occurs

Learning Task 3: Have you watched English-dubbed movie entitled *Train to Busan*. If you haven't watched it yet, you may still view it using this link: https://www.youtube.com/watch?v=uGBn96nxQKk. For this activity, you may also use any movie that you have watched or story that you have read. Then, answer the questions that follow. Write your answers in your notebook.



- 1. Who are the main characters of the story?
- 2. What is the setting of the story?
- 3. Using a story map, explain the plot of the story:
 - a. exposition,
 - b. conflict,
 - c. climax, and
 - d. resolution?
- 4. What social conditions are portrayed in the story?

PIVOT 4A CALABARZON

CHARACTERS (CHARACTERIZATION), PLOT AND SETTING

Characters

Characters refer to persons, persons, creatures or things serving as actors or movers in a story. They portray specific roles with corresponding dialogues and plot lines. Stories have protagonist/s and antagonist/s.

Characterization

Characterization is a writer's tool, or "literary device" that occurs any time the author uses details to teach us about a person. This is used over the course of a story in order to tell the tale. Let's figure it out from the example below:

In the Harry Potter series, Dobby refers to Potter as "the noble Harry Potter," or "good Harry Potter," which shows us how the house elf adores the young wizard. It might also be a hint of how Dobby would show affection for other people he admires.

Plot

Plot shows how the author arranges events to develop the basic idea; There are five essential parts of plot:

- **Exposition (introduction)** is the beginning of the story.
- **Conflict** can be any form of struggle the main character faces. there may be only one central struggle, or there may be many minor obstacles within a dominant struggle.
- Character vs. Self -struggles with own soul, physical limitations, choices, etc.
 - * **External** Struggle with a force outside one's self.
 - * Character vs. Character Struggles against other people.
 - * Character vs. Nature Struggles against animals, weather, environment, etc.
 - * Character vs. Society Struggles against ideas, practices, or customs of others
- **Climax** is the turning point of the story. Readers wonder what will happen next; will the conflict be resolved or not?
- **Falling action** is where the resolution begins; events and complications start to fall into place. These are the events between climax and denouement.
- **Resolution (Conclusion)** is the final outcome of events in the story.

Setting

Setting refers to the time and location when and where a story takes place. For some stories, the setting is very important; while for others, it is not. When examining how setting contributes to a story, there are multiple aspects to consider:

- **Place** Geographical location; where is the action of the story taking place?
- **Time** Historical period, time of day, year, etc.; when is the story taking place?
- Weather Conditions Is it rainy, sunny, stormy, etc.?
- **Social Conditions** What is the daily life of the character's like? Does the story contain local color (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
- Mood or atmosphere What feeling is created at the beginning of the story?

Learning Task 4: Watch the Disney movie entitled *Tangled*. If you haven't watched it yet, you may still view it using this link: https://www.youtube.com/watch?v=p-Ed9KUmXaY. For this activity, you may also use any movie that you have watched or story that you have read. Then, answer the questions that follow. Write your answers in your notebook.

- 1. Who are the main characters of the story?
- 2. What is the setting of the story?
- 3. Using a story map, explain the plot of the story:
 - a. exposition,
 - b. conflict,
 - c. climax, and
 - d. resolution?
- 4. What social conditions are portrayed in the story?



A

Learning Task 5: Identify what is asked in each item. Write the letters of your answers in your notebook.

- 1. Characterization is...
 - A. the central message in a story.
 - B. the problem in a story.
 - C. the process by which a writer reveals a character's personality and qualities
 - D. the color of the character's costume
- 2. The setting of a story may best be defined as
 - A. the conflict or problem in the story
 - B. the point of view of a story
 - C. the time and location in a story
 - D. the series of events in the story
- 3. What is it called when a reader has to infer what the character is like based on what he says, thinks, or does?
 - A. direct characterization
 - B. indirect characterization
 - C. the author's message
 - D. point of view
- 4. What is the meaning of the term plot?
 - A. the final outcome of the story
 - B. the sequence of events in a story
 - C. the beginning of a story
 - D. the high point of the story
- 5. Which of the following statements is the best climax definition?
 - A. the point of highest tension in a story.
 - B. the conclusion of a work of literature in which the conflict is resolved.
 - C. the introduction of characters, setting, and conflict in a narrative.
 - D. the series of events in the story

Sources of Information: Accessibility and Effectiveness

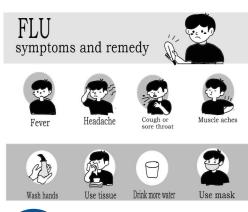
Lesson



The advent of technology has brought wide opportunities in knowledge production and dissemination. Bits of information have become largely available anytime, anywhere. This lesson highlights various sources of information that you may use. Understanding content is also essential. Accessibility and effectiveness of contents are also highlighted in this lesson to provide allow you to compare and contrast information to avoid information gap, misinterpretation and misinformation.

You are expected to identify sources of information; define accessibility and effectiveness; and recognize, compare and contrast contents of materials viewed from various sources.

Are you familiar with flu? Examine the infographic below about it.



Learning Task 1: Using the given picture, answer the questions below in your notebook.

- What information can be provided by the said picture?
- Which sources or references can you use to find other information about the issue or topic presented?
- Will you easily believe in the information presented? Explain.
- Is the information accessible and effective?



Learning Task 2: Read the items below. Match the information source in Column B with their appropriate descriptions in Column A. Write the letters of your answers in your notebook.

Column A _1. documents written by experts or discussing scholars results scholarly works like research 2. reports, censuses, policies, data and statistics issued and published by the government and its attached agencies 3. sources providing answers questions such as statistics, maps, background information (re)directing to additional sources 4. source containing timely, brief and non-technical explanations of events or commentaries for the general public source providing information in details segregated into chapters or parts

Column B

- a. books
- b. reference materials
- c. scholarly articles
- d. news/magazines
- e. government documents

Learning Task 3: Read each item carefully. Identify what is asked in each item. Write the letters of your answers in your notebook.

1. This characteristic of written communication enables one to understand, evaluate, use and engage with written texts to participate in society, achieve goals and realize potentials.

a. effectiveness

c. reliability

b. accessibility

d. credibility

2. It is described as the degree to which something is successful in producing a desired result

a. effectiveness

c. reliability

b. accessibility

d. credibility

3. This information accessibility focuses on the visual input presented using an additional description of the information in order for images to be useful for all.

a. video accessibility

c. text accessibility

b. audio accessibility

- d. image accessibility
- 4. This information accessibility deals with scripts about the video which are required for users who cannot access visual or audio media channels.

a. text accessibility

c. audio accessibility

b. video accessibility

- d. image accessibility
- 5. This kind of information source contains the most recent information or opinions

a. reference materials

c. government documents

b. books

- d. news/magazine articles
- 6. This information source uses technical language and contains bibliography as well as research methods, data and conclusions.

a. scholarly articles

c. reference materials

b. government documents

- d. news/magazine articles
- 7. The use of outside sources of information helps the writer and reader to do the following EXCEPT
 - a. to gain additional information on the topic
 - b. to lend credibility to the written material
 - c. to influence the reader to agree with the writer
 - d. to make the writing less persuasive

SOURCES OF INFORMATION

As information is highly available everywhere, it is essential that you identify the sources of your information. Understanding and verifying the sources of your information establish you credibility. Evaluating where they came from will help you get rid of fake news and other unverified information. Basically, there are three major sources of information: primary, secondary and tertiary documents.

Primary Documents

These are first-hand documents written by those who experience and/or see it at the period of research or the time an event happens. These are original documents which include personal accounts, personal documents, pictures, videos, speeches, historical documents (on eyewitness perspective), literary texts, literary works and letters.

Examples:

artifacts photos journals diaries letters

audio-recordings video recordings

manuals

original documents interviews

speeches

Secondary Documents

These are documents written as recount of events. The author has not personally witnessed what he or she has written. These include interpretations, discussions, commentaries or evaluations of prima resources.

Examples: biographical works evaluation

history (retold version) news (not by eyewitnesses)

books criticisms

Tertiary Sources

Tertiary sources are basically collections of information from primary and secondary sources.

Examples: almanacs bibliography indexes/indices

directories database dictionaries

encyclopedia abstracts

Aside from the major sources specified above, there are specific information sources that may be used in accessing certain details or information. These include the following:

Information Sources	Definitions/Descriptions	Examples
Scholarly Articles	 documents written by experts or scholars discussing results of scholarly works like research peer-reviewed technical has specific methods 	research projectstudies
Books	 source providing information in details segregated into chapters or parts synthesized version of information 	textbooksnovels
Government Documents	 reports, censuses, policies, data and statistics issued and published by the government and its attached agencies 	court proceedingslawsordersreportsstatistics
News/Magazine Articles	 source containing timely, brief and non-technical explanations of events or commentaries for the general public contains opinions and news 	school papermajor newspapermagazines
Reference Materials	 sources providing answers to questions such as statistics, maps, background information (re)directing to additional sources factual detailed 	encyclopediasatlasalmanacdictionaryencyclopedias

As those sources provide significant information, it is your duty to provide check the information in terms of two criteria: *accessibility* and *effectiveness*.

- **Effectiveness** refers to the degree of being able to achieve the desired result based from their objective or purpose.
- Accessibility refers to the quality of being easy to find, obtain and use.
 - a. **Text accessibility** arrangement of words for them to be easily accessed.
 - b. **Image accessibility** provides additional information about the text or concept.
 - c. **Audio accessibility** provides additional information through listening skills.
 - d. **Video accessibility** provides additional information through listening and viewing skills.

Aside from *accessibility* and *effectiveness*, it is essential to review the source of information for the readers to:

- 1. Satisfy the expectations of the academic community you are writing for;
- 2. Show evidence of wide, informed and relevant reading'
- 3. Show that your writing does not rely mainly on personal opinion;
- 4. Show the process by which you have arrived at your own conclusions about the topic, and to enable the reader to understand and evaluate the ideas and information you are presenting;
- 5. Show your ability to integrate material from a range of sources;
- 6. Show evidence of an analytical and critical approach to your source material;
- 7. Enable readers to follow up references or perspectives of particular interest to them; and
- 8. Avoid plagiarism.



Learning Task 4: In each group of sources, provide at least five sample documents classified under their classification. Write your answers in your notebook.

Primary Sources	Secondary Sources	Tertiary Sources

Learning Task 5: In each information source, provide at least five examples of documents classified under their groups. Write your answers in your notebook.

Scholarly Articles	Books	Government Documents	News/Magazine	Reference Materials



Learning Task 6: Are you familiar with cybercrime law? Examine the picture below. Write a 3 to 5-paragraph essay about it. Place your work in your notebook.

- Identify the major points presented in the infographic.
- Determine the meaning of each identified complaint below.
- In developing your essay, use various sources such as scholarly articles, book, government documents, reference materials and news/ magazine articles.



Learning Task 7: Using your essay in Learning Task 6, analyze it using the questions below. Do this in your notebook.

- Underline once the information from scholarly works; underline twice those from books; encircle the ones from government documents; box those from reference materials and highlight/color those from news/magazine articles.
- Accomplish the table below by examining how you evaluated the concepts you included in your essay in terms of accessibility and effectiveness.

Information Sources	Accessibility	Effectiveness
Scholarly Articles		
Books		
Government Documents		
News/Magazine Articles		
Reference Materials		

Learning Task 8: In your notebook, write a 5-sentence essay on your reflection of the importance of understanding the content of a particular material in terms of accessibility and effectiveness.

Analytical Listening in Problem Solving

Lesson

Listening is one of the most underrated macro skill. Only few activities focusing on listening are given to learners to enhance their auditory skills. This lesson highlights the importance of analytical listening in gathering details and collecting information. Problem-solving as a skill is also used in this lesson as springboard in enhancing learners' listening skills.

You are expected to describe analytical listening and problem solving and employ the former to solve existing problems.

Examine the excerpts taken from President Rodrigo Roa Duterte's speech.

State of the Nation Address (SONA)

July 27, 2020

If you have an access to internet, you may listen (and watch) to it via YouTube at https://www.youtube.com/watch?v=x0WglYr6Bpk .

My countrymen, it is sad that while government focuses its attention and resources to battle the coronavirus, there are those who take advantage of a pre-occupied government...



The dealers and purveyors of illegal drugs, hiding in the shadow of COVID-19, have stepped up their activities. The amount of shabu valued at millions of pesos seized during police operations speak volumes of the enormity and weight of the problem that we bear.

The corrupt, the grafters and the influence peddlers also take advantage of the fear and confusion that the coronavirus generates. The financial and material assistance of the government to the unemployed, the sick and the destitute running into billions of pesos, are not spared from corruption and ineptitude. Even the donations from well-meaning private persons are skimmed before reaching their intended beneficiaries. It is like snatching food from the mouths of babes.

The profiteers, over-pricers and corrupt felons must be laughing while they stash their dirty monies. But not for long. They cannot outrun the long arm of the law...

... If we allow greed, self-interest and ambition to rule us, then as stated by one prominent physician, we will "be left with nothing better than the lesser evil instead of the greater good."...

...The efforts and resources which we poured out produced the momentum needed to bring our country closer to our goals. Suffice it to state, we made significant strides over time.

Learning Task 1: Using the excerpts above, answer the questions below in your notebook.

- 1. What information are provided by the texts above?
- 2. What is a State of the Nation Address (SONA)?
- 3. By mandate, who is tasked by the constitution to deliver a SONA?
- 4. When and where a SONA should be delivered?
- 5. What problems were identified by the President in his SONA?
- 6. Were the solutions to the identified problems presented? If yes, enumerate them. If not, identify the solutions that you would propose to solve the issues.



Learning Task 2: Read the items below. Match the listening stage in Column B with their appropriate descriptions in Column A. Write the letters of your answers in your notebook.

Column A

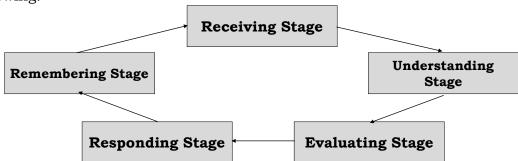
	Column A	Column B
1.	allows the listeners to provide verbal and/or	
	non-verbal feedback and responses based on the listening contexts	a. receiving stage
2.	has to check him/herself if he/she is able to hear clearly the sounds and other sound	b. understanding stage
	points	c. evaluating stage
3.	requires both the listener and the speaker	8 11.8
	to meet in between regarding the points portrayed in the listening process	d. responding stage
4.	is a personal stage for the listener allowing his/her to integrate in him/herself the	e. remembering stage
	information heard	
5.	focuses on generating meaning on what has	
	been heard	

ANALYTICAL LISTENING

Analytical listening, sometimes called *critical* or *active listening*, deals with one's ability and capacity to carefully and properly analyze the sound/s listened to. This does not only involve comprehension on what has been heard, but more importantly, the ability to distinguish and categorize the information listened to.

This is also called active listening as it requires the listener to provide significant and evaluative feedback or response on what he/she has heard from the speaker or the sound platforms. In here, the listener is able to rephrase or restate the information heard to check one's listening understanding. The features of analytical listening allow listeners and speakers to avoid miscommunication, misinterpretation and misinformation. As such, comprehension and understanding are both ensured.

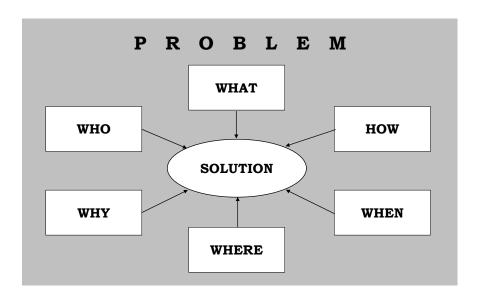
Analytical listening requires sequential process. These stages include the following:



1. **Receiving Stage** – refers to actual hearing process. In here, the listener has to check him/herself if he/she is able to hear clearly the sounds and other sound points.

- 2. **Understanding Stage** focuses on generating meaning on what has been heard. In here, the connection on communication between the listener and the speaker must be clearly established. This constitutes the idea that the understanding of the speaker must be the same with the listener.
- 3. **Evaluating Stage** requires both the listener and the speaker to meet in between regarding the points portrayed in the listening process. This allows the listener to critically examine the details of the information heard. This provides the time for information segregation.
- 4. **Responding Stage** allows the listeners to provide verbal and/or non-verbal feedback and responses based on the listening contexts.
- 5. **Remembering Stage** is a personal stage for the listener allowing his/her to integrate in him/herself the information heard. This also allows him/her to record in his/her system the information listened to for future access and use.

Analytical listening is a very helpful strategy in problem-solving activities. In solving a particular issue or concern, it is important to identify first the significant information required.



In solving a problem in a listening text, the first task is to identify the problem. From the listening texts, find the answers for the following questions: who, what, how, when, where and why.

According to American Society for Quality (2020), there are four (4) steps in solving a problem which include the following:

- 1. Define the problem;
- 2. Generate alternative solutions;
- 3. Evaluate and select an alternative; and
- 4. Implement and follow up on the solution.



Learning Task 3: Are you familiar with the Black Eyed Peas? Apl De Ap, one of its members is a Filipino. Using the song below, identify the problems and the solutions presented. If the solutions are not clearly stated, write your proposed solutions to the problems. Write your answers in your notebook using the table below.

WHERE IS THE LOVE?

by Black Eyed Peas

The song may be accessed at https://www.youtube.com/watch?v=EICNm-Ow0ms .

What's wrong with the world, mama People livin' like they ain't got no mamas I think the whole world's addicted to the drama Only attracted to the things that'll bring a trauma

Overseas, yeah, we tryin' to stop terrorism But we still got terrorists here livin' In the USA, the big CIA The Bloods and The Crips and the KKK

But if you only have love for your own race Then you only leave space to discriminate And to discriminate only generates hate And when you hate then you're bound to get irate, yeah

Madness is what you demonstrate And that's exactly how anger works and operates Man, you gotta have love, this'll set us straight Take control of your mind and meditate Let your soul gravitate to the love, y'all, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach?
And would you turn the other cheek?

Father, Father, Father help us Send some guidance from above 'Cause people got me, got me questionin' Where is the love (Love)

Where is the love (The love) Where is the love (The love) Where is the love, the love, the love

It just ain't the same, old ways have changed New days are strange, is the world insane? If love and peace is so strong Why are there pieces of love that don't belong?

Nations droppin' bombs Chemical gasses fillin' lungs of little ones With ongoin' sufferin' as the youth die young So ask yourself is the lovin' really gone

So I could ask myself really what is goin' wrong In this world that we livin' in people keep on givin' Makin' wrong decisions, only visions of them dividends

Not respectin' each other, deny thy brother A war is goin' on but the reason's undercover

The truth is kept secret, and swept under the rug If you never know truth then you never know love Where's the love, y'all, come on (I don't know) Where's the truth, y'all, come on (I don't know) Where's the love, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach?
Or would you turn the other cheek?

Father, Father, Father help us Send some guidance from above 'Cause people got me, got me questionin' Where is the love (Love)

Where is the love (The love)?
Where is the love, the love, the love?

I feel the weight of the world on my shoulder As I'm gettin' older, y'all, people gets colder Most of us only care about money makin' Selfishness got us followin' the wrong direction

Wrong information always shown by the media Negative images is the main criteria Infecting the young minds faster than bacteria Kids wanna act like what they see in the cinema

Yo', whatever happened to the values of humanity Whatever happened to the fairness and equality Instead of spreading love we're spreading animosity Lack of understanding, leading us away from unity

That's the reason why sometimes I'm feelin' under That's the reason why sometimes I'm feelin' down There's no wonder why sometimes I'm feelin' under Gotta keep my faith alive 'til love is found Now ask yourself Where is the love? Where is the love? Where is the love? Where is the love?

Father, Father, Father, help us Send some guidance from above 'Cause people got me, got me questionin' Where is the love? Sing with me y'all
One world, one world (We only got)
One world, one world (That's all we got)
One world, one world
And something's wrong with it (Yeah)
Something's wrong with it (Yeah)
Something's wrong with the wo-wo-world, yeah
We only got
(One world, one world)
That's all we got

Problems Identified	Proposed Solutions

Learning Task 4: Using the song in Learning Task 5, identify one problem that you think is very significant nowadays. Reflect on the possible solutions to this problem. Using the tune of your favorite song, write the new lyrics of your chosen music while presenting your identified problem and proposed solutions. Place your work in your notebook.



Learning Task 5: Identify what is asked in each statement. Write your answers in vour notebook. 1. It deals with one's ability to carefully listen, examine messages and provide significant feedback or response. 2. It deals with the main issue or concern that must be addressed in a particular text. 3. It serves as one's response to the identified problem which can be identified by asking the questions who, what, how, when, where and whu. _4. This also allows him/her to record in his/her system the information listened to for future access and use. _5. This allows the listeners to provide verbal and/or non-verbal feedback and responses based on the listening contexts. 6. This allows the listener to critically examine the details of the information heard. This provides the time for information segregation. _7. This constitutes the idea that the understanding of the speaker must be the same with the listener. 8. This allows the listener the listener to check him/herself if he/she is able to hear clearly the sounds and other sound points.

Learning Task 6: Using the excerpts of President Duterte's SONA, identify one problem that he mentioned in his speech. In your notebook, write an essay about your identified problem or issue and your proposed solution to address the issue.

Evaluating and Making Judgments

A

Lesson

Evaluating a text or performance has always been subjective in its very sense. Subjectivity in giving judgment has always been an issue in terms of fairness. In addressing this concern, criteria have been helpful tools in establishing objectivity in evaluating a text or performance. Simply, objectivity allows the evaluator to develop sound and fair judgment.

You are expected to establish a sense of objectivity in evaluating a picture, text and/or performance using a set of criteria.

Examine the painting/picture below. What can you say about it?



Learning Task 1: Using the painting/picture above, answer the questions below, Write your answers in your notebook.

- 1. What specific features of painting/picture are manifested?
- 2. What do you think is the painter's inspiration in his/her masterpiece?
- 3. What message is portrayed by the painting/picture?
- 4. What positive points are manifested in the painting/picture?
- 5. How can the painter still improve this painting/picture?



Learning Task 2: Read the lyrics of the song entitled *To Love Again*. There have been a number of renditions of this song. Two of the famous versions are those of Vanya Castor and Daryl Ong. Listen to their renditions and assess their similarities and differences using the questions below. Write your answers in your notebook.

- 1. How do the two differ in terms of expressing emotions portrayed in the song?
- 2. For you, which rendition is more relevant and charismatic?
- 3. Which of the two has better vocal quality and voice range?
- 4. Which rendition portrays better intonation, diction and enunciation?

TO LOVE AGAIN

Vanya Castor/Daryl Ong

Castor's version may be accessed at https://www.youtube.com/watch?v=KIg450LquwA

Ong's rendition may be accessed at https://www.youtube.com/watch?v=bWIblM4Y74g

The radio's fine
It helps me forget for a while
I look back and recall
Those days I had with you
Sometimes I need a friend
Just to make it through
Another day spent without you

You gave me all the reasons to live But then you had to go And I just got to let you know It's hard to love again Just to make it through Another day spent without you

And I don't want to go on pretending
That it's gonna to be a happy ending
If I should love again
Once I've learned to love again
And, oh, it will never be the same
Without you baby
This pain inside me is driving me crazy
'Cause, it's hard to love again

Friends are great (friends are great)
They cheer me up for some time
Only for some time (only for some time)
But when the day is done
My mind is back again with you
Oh God, I need a friend
Just to make it through
Another day spent without you

And I don't want to go on pretending
That it's gonna to be a happy ending
If I should love again
Once I've learned to love again
And, oh, it will never be the same
Without you, baby
This pain inside me is driving me crazy
'Cause, it's hard to love again

And, oh, it will never be the same Without you, baby This pain inside me is driving me crazy 'Cause, it's hard to love again.

EVALUATING AND MAKING JUDGMENTS

In making judgments, it is necessary that evaluators form the sense of objectivity. Being objective means being fair. There is no presence of bias. Personal feelings are detached from the act of judgment. Giving judgment vary from images, media, texts and images. Judging these complex works or performances becomes easier with the help of criteria. These criteria guide the evaluators on the scope and limitation of what to judge or examine.

Basically, *criteria* are set of standards and/or principles considered in judging a particular work, output or performance. They may vary depending on the what is to be judged or evaluated, i.e. criteria in evaluating an essay may be different in evaluating a song.

The most common indicators in evaluating a text include the following:

- 1. **Content** refers to the idea, concept, focus or details of the subject matter as discussed in text.
- 2. **Cohesion** refers to the connection and organization of words, phrases, ideas and concepts presented in the texts.
- 3. **Grammar** deals with fluency and accuracy in terms of language structure and facility.
- 4. **Mechanics** refers to accuracy in punctuations and capitalization.

- 5. **Word Choice** deals with appropriateness of words especially in terms of depth and level of formality.
- 6. **Tone** refers to the emotion or feelings attached as expressed by the texts.

Thought there are still other points to consider in evaluating texts, these six (6) indicators are the most common criteria used.



Learning Task 3: Read and examine the poem below written by Jose La Villa Tierra, a famous poet hailed from Atimonan, Quezon. Then, answer the questions that follow. Write your answers in your notebook.

Ballad of A Mother's Heart

Jose La Villa Tierra

The night was dark, for the moon was young
And the stars were asleep and rare;
The clouds were thick, yet Youth went out
To see his Maiden fair.

"Dear One," he pleaded as he knelt Before her feet, in tears, "My love is true; why have you kept Me waiting all these years?"

The maiden looked at him unmoved, It seemed, and whispered low: "Persistent Youth, you have to prove By deeds your love is true."

"There's not a thing I would not do For you, Beloved," said he. "Then go," said she, "to your mother dear And bring her heart to me." Without another word,
Youth left and went to his mother dear.
And opened her breast and took her heart.
He did not shed a tear!

Then back to his Maiden fair he ran, Unmindful of the rain; But his feet slipped and he fell down And loud he groaned with pain!

Still in his hand he held the prize That would win his Maiden's hand; And he thought of his mother dear So kind, so sweet, so fond.

And then he heard a voice, Not from his lips but all apart: "Get up," it said; "Were you hurt, Child?" It was his mother's heart.

- 1. What significant characteristics of a mother are described in the poem?
- 2. How is the mother's heart measured in the poem?
- 3. How will you relate the context of the poem to your own mother?
- 4. What do you think is the reason why La Villa Tierra entitled his work as such?

Learning Task 4: Evaluate the poem above using the criteria below. Write your answers in your notebook.

Indicators	Observations/Explanations
Content	
Cohesion	
Grammar	
Mechanics	
Word Choice	
Tone	



Learning Task 5: Read and examine the speech of the Nelson Mandela. Then, answer the questions that follow. Write your answers in your notebook.

ON FIGHTING POVERTY

Former South African President Nelson Mandela Johannesburg, South Africa—July 2, 2005

As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest. We shall never forget how millions of people around the world joined us in solidarity to fight the injustice of our oppression while we were incarcerated. Those efforts paid off and we are able to stand here and join the millions around the world in support of freedom against poverty.

Massive poverty and obscene inequality are such terrible scourges of our times — times in which the world boasts breathtaking advances in science, technology, industry and wealth accumulation.

We live in a world where knowledge and information have made enormous strides, yet millions of children are not in school. We live in a world where the AIDS pandemic threatens the very fabric of our lives. Yet we spend more money on weapons than on ensuring treatment and support for the millions infected by HIV. It is a world of great promise and hope. It is also a world of despair, disease and hunger.

Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom. The steps that are needed from the developed nations are clear.

The first is ensuring trade justice. I have said before that trade justice is a truly meaningful way for the developed countries to show commitment to bringing about an end to global poverty. The second is an end to the debt crisis for the poor countries. The third is to deliver much more aid and make sure it is of the highest quality.

- 1. What are the three major problems identified by Mandela?
- 2. Why do you think Mandela deals with these three problems as personal issues?
- 3. What pandemic was mentioned by Mandela? Has the world overcome this health crisis?
- 4. How can the world overcome poverty?
- 5. What possible steps can be undertaken to overcome poverty?
- 6. Explain this line: While poverty persists, there is no true freedom.

Learning Task 6: Evaluate the speech above using the criteria below. Write your answers in your notebook.

Indicators	Observations/Explanations
Content	
Cohesion	
Grammar	
Mechanics	
Word Choice	
Tone	

PIVOT 4A CALABARZON

Learning Task 7: Are you familiar with the Miss Universe Competition? Miss Universe 2018 Catriona Gray set a clear landmark with her performance during its 2018 edition. Read the final question and their final answers during the contest. Compare and contrast their answers by completing the diagram below.

"What is the most important lesson you've learned in your life, and how would you apply it to your time as Miss Universe?"

The video may be accessed at https://www.youtube.com/watch?v=3hCd48kqsPY

1. Venezuela: Sthefany Gutiérrez

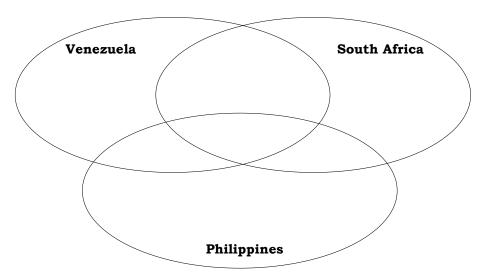
"I grew up in a family filled with women and each one of them taught me something very important. But what I always remembered is that by working hard and chasing for our dreams, and by having courage and strength and willingness to achieve these dreams, we can achieve anything we want in this lifetime. And tonight I am proving this, I am here at Miss Universe."

2. South Africa: Tamaryn Green

"Throughout my life, I've been exposed to both those who are privileged and underprivileged. And what I've learned is that we are all human. We all want to be loved, we all want to belong, and we all want to be seen, so we should treat each other that way. Thank you."

3. Philippines: Catriona Gray

"I worked a lot in the slums of Tondo, Manila. And the life there...it's poor, and it's very sad. And I've always taught myself to look for the beauty in it. To look in the beauty in the faces of the children, and to be grateful. And I would bring this aspect as a Miss Universe to see situations with a silver lining, and to assess, where I could give something, where I could provide something, as a spokesperson, and if I could teach also people to be grateful, we could have an amazing world where negativity could not grow and foster, and children would have a smile on their faces."



Learning Task 8: Evaluate the answers above using the criteria below. Write your answers in your notebook.

Indicators	Venezuela	South Africa	Philippines
Content			
Cohesion			
Grammar			
Mechanics			
Word Choice			
Tone			

Evaluating Listening Texts



Lesson

Listening is one of the most complex skills in terms of assessment. It is difficult to assess listening as it entails careful analysis of every detail of the listening process. This involves not only the analysis of the texts but the process also includes the analysis of various listening conventions such as fluency, tone, cohesion and correction, among others.

You are expected to evaluate various listening texts in different forms using the given criteria.

Are you familiar with the song, *The Journey?* Sing the song using the lyrics below.

THE JOURNEY

Lea Salonga

The song may be accessed at https://www.youtube.com/watch?v=zqVwhrWBzEM

Half the world is sleeping, half the world's awake half can hear their hearts beat half just hear them break

I am but a traveler, in most every way Ask me what you want...to know

What a journey it has been And the end is not in sight But the stars are out tonight and they're bound to guide my way

When they're shining on my life I can see a better day I won't let the darkness in, what a journey it has been.

I have been to sorrow I have been to bliss Where I'll be tomorrow, I can only guess

Through the darkest desert Through the deepest snow, Forward always forward, I go.. What a journey it has been and the end is not in sight But the stars are out tonight and they're bound to guide my way

When they're shining on my life I can see a better day I won't let the darkness in, what a journey it has been...

Forward, always forward... Onward, always up... Catching every drop of hope In my empty cup

What a journey it has been And the end is not in sight But the stars are out tonight and they're bound to guide my way

When they're shining on my life I can see a better day I won't let the darkness in, what a journey it has been...

What a journey it has been...

Learning Task 1: In your notebook, answer the questions below.

- 1. How did the singer deliver the song in terms of pronunciation?
- 2. Are the words understandable? Describe the song's tone, volume, pitch and speed.
- 3. Are the thoughts or ideas portrayed in the song organized? Explain your
- 4. What meanings or reflections does the song portray?



Learning Task 2: Match the items in Column B with their descriptions in Column A. Write the letters of your answers in your notebook.

	Column A	Column B
1.	feelings or emotions the speaker	
2.	portrays in a listening text or material highness or lowness of the speaker's	a. fluency
3.	voice	b. tone
	speaking	c. volume
	indicates attitude or certainty	
5.	ability to clearly pronounce words with appropriate speed, accuracy and	d. pitch
6.	expression rightness or precision in grammar and	e. speed
	concept	f. word choice
	loudness or softness of speaker's voice indicating emphasis on important points	g. cohesion
8	or concepts organization of words, phrases and	
0.	concepts	h. correctness

EVALUATING LISTENING TEXTS/MATERIALS

Listening texts vary in sources. These texts may come from a song, speeches, conversations, interviews and the like. A lot of listening materials may be used in listening activities.

As evaluating listening tasks or texts require careful analysis, aside from understanding the concepts portrayed in listening texts, other criteria may be used in evaluating listening materials. These include the following:

- 1. **Fluency** refers to one's ability to clearly pronounce words with appropriate speed, accuracy and expression.
- 2. **Tone** refers to the feelings or emotions the speaker portrays in a listening text or material.
- 3. **Volume** deals with the loudness or softness of speaker's voice indicating emphasis on important points or concepts.
- 4. **Pitch** refers to the highness or lowness of the speaker's voice. This involves the concept of intonation.
- 5. **Speed** refers to how slow or fast the speaker is in speech or delivery.
- 6. **Word choice** is very essential as it indicates attitude or certainty. Aside from volume, word choice also indicates emphasis on important concepts.
- 7. **Cohesion** refers to the organization of words, phrases and concepts presented in a listening text.
- 8. **Correctness** refers to the rightness or precision not only in grammar, but more importantly, the accuracy in concept.



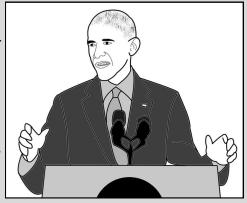
Learning Task 3: Examine/Read the (listening) text below.

FAREWELL ADDRESS TO THE NATION

Former US President Barack Obama 10 January 2017

You may accessed the video recording at https://www.youtube.com/watch?v=jjsdHt_BwI4

Michelle --- Michelle LaVaughn Robinson, girl of the South Side --- for the past 25 years, you have not only been my wife and mother of my children, you have been my best friend. You took on a role you didn't ask for and you made it your own, with grace and with grit and with style and good humor. You made the White House а place that belongs everybody. And the new generation sets its sights higher because it has you as a role model. So you have made me proud. And you have made the country proud.



Malia and Sasha, under the strangest of circumstances, you have become two amazing young women. You are smart and you are beautiful, but more importantly, you are kind and you are thoughtful and you are full of passion. You wore the burden of years in the spotlight so easily. Of all that I've done in my life, I am most proud to be your dad.

To Joe Biden --- the scrappy kid from Scranton who became Delaware's favorite son -- you were the first decision I made as a nominee, and it was the best. Not just because you have been a great Vice President, but because in the bargain, I gained a brother. And we love you and Jill like family, and your friendship has been one of the great joys of our lives.

To my remarkable staff: For eight years -- and for some of you, a whole lot more -- I have drawn from your energy, and every day I tried to reflect back what you displayed -- heart, and character, and idealism. I've watched you grow up, get married, have kids, start incredible new journeys of your own. Even when times got tough and frustrating, you never let Washington get the better of you. You guarded against cynicism. And the only thing that makes me prouder than all the good that we've done is the thought of all the amazing things that you're going to achieve from here.

And to all of you out there -- every organizer who moved to an unfamiliar town, every kind family who welcomed them in, every volunteer who knocked on doors, every young person who cast a ballot for the first time, every American who lived and breathed the hard work of change -- you are the best supporters and organizers anybody could ever hope for, and I will be forever grateful. Because you did change the world. You did.

And that's why I leave this stage tonight even more optimistic about this country than when we started. Because I know our work has not only helped so many Americans, it has inspired so many Americans -- especially so many

young people out there -- to believe that you can make a difference --- to hitch your wagon to something bigger than yourselves.

Let me tell you, this generation coming up -- unselfish, altruistic, creative, patriotic -- I've seen you in every corner of the country. You believe in a fair, and just, and inclusive America. You know that constant change has been America's hallmark; that it's not something to fear but something to embrace. You are willing to carry this hard work of democracy forward. You'll soon outnumber all of us, and I believe as a result the future is in good hands.

My fellow Americans, it has been the honor of my life to serve you. I won't stop. In fact, I will be right there with you, as a citizen, for all my remaining days. But for now, whether you are young or whether you're young at heart, I do have one final ask of you as your President -- the same thing I asked when you took a chance on me eight years ago. I'm asking you to believe. Not in my ability to bring about change -- but in yours.

I am asking you to hold fast to that faith written into our founding documents; that idea whispered by slaves and abolitionists; that spirit sung by immigrants and homesteaders and those who marched for justice; that creed reaffirmed by those who planted flags from foreign battlefields to the surface of the moon; a creed at the core of every American whose story is not yet written: Yes, we can.

Yes, we did. Yes, we can.

Thank you. God bless you. May God continue to bless the United States of America.

Source: The White House Archives https://obamawhitehouse.archives.gov/farewell

In your notebook, answer the questions below.

- 1. Who were the persons mentioned in the speech? Determine the roles they played for the speaker.
- 2. What are hopes and dreams of Obama for the United States?
- 3. How did he describe the younger American generation?
- 4. How did he describe his experience in serving the country?
- 5. What are last requests to the American people?
- 6. What does 'Yes, we did. Yes, we can' emphasize?

Learning Task 4: In your notebook, analyze the speech in Learning Task 3 by accomplishing the table below. Write your answers in your notebook.

Indicators	Observations/Explanations
Fluency	
Tone	
Volume	
Pitch	
Speed	
Word Choice	
Cohesion	
Correctness	



Learning Task 5: Examine/Read the (listening) text below. Then, describe her speech by completing the table below. Write your answers in your notebook.

Speech of Senator Miriam Defensor-Santiago

Explaining Her Verdict on Chief Justice Renato Corona Delivered on May 29, 2012 The video may be accessed at https://www.youtube.com/watch?v=lcSZLx3qHlM

The Constitution provides that in all criminal prosecutions, the accused shall be presumed innocent until the contrary is proved. The burden of proof is on the Prosecution. How much proof is necessary? In other words, what is that standard of proof?

I have adopted the very high standard of overwhelming preponderance of evidence pursuant to the recommendation of Prof. Charles Black of Yale University, author of The Impeachment, considered the bible for the whole world on impeachment process in a democracy.

My standard is very high because removal by conviction on impeachment is a stunning penalty, the ruin of a life.

The Defendant admitted that he did not declare his dollar accounts and certain commingled peso accounts in his SALN. Let us begin with this threshold question: Did this omission amount to an impeachable offense? No.

Under the rule of *ejusdem generis*, when a general word occurs after a number of specific words the meaning of the general word shall be limited to the kind or class of thing within which the specific words fall.

The Constitution provides that the impeachable offenses are "culpable violation of the Constitution, treason, bribery, graft and corruption, other high crimes or betrayal of public trust."

An omission in good faith in the SALN carries a light penalty. It is even allowed by law to be corrected by the person who submitted it. Thus, it is not impeachable because it is not in the same class as the offenses enumerated in the Constitution. If we disregard this rule of ejusdem generis, then we can interpret the law to mean anything as long as the enumeration of specific words is followed by a general word...

...The Constitution simply provides that the public officer shall submit a declaration under oath of his assets, liabilities, and net worth. I am quoting the Constitution. That is all. There are no details. The Constitution is a brief declaration of fundamental principles. Many constitutional provisions are only commands to the Congress to enact laws, to carry out the purpose of the Charter. As a general rule, constitutional provisions are not self-executory...

Source: Philippine Official Gazette

Indicators	Observations/Explanations
Fluency	
Tone	
Volume	
Pitch	
Speed	
Word Choice	
Cohesion	
Correctness	

PIVOT 4A CALABARZON

Textual Aids In Understanding Texts

6. Probable - 958, suspected - 37,951 Asymptomatic - 4,322, mild - 43,355, severe - 258, critical - 206 euq-oıdau qawade)

failure or in need of mechanical ventilation or with evidence of cate) and critical (patient with impending or ongoing respiratory tered mental status, considered high-risk or in-need of hospital stable vital signs), severe (patient with difficulty breathing, aland symptoms, mild (patient with mild symptoms and Asymptomatic (patient with an RT-PCR confirmed case of COVID 3. asymptomatic, mild, severe, critical

74,390 ٦. 981,84

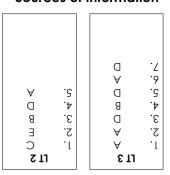
l 11

2. D 4. A 5. D 5. D 7. C 8. B 9. A 10. D	3. A 4. D 5. B 8. B 9. C 10. B
2. C	2. D
∀.ſ	a.ſ
2 TJ	Z 11

Plot, Setting and Characterization

H.01	
9.F	
G.8	
7. K	
∀ .9	
1.3	5. A
∃ .4	4. B
1.5	a.£
2. C	2.C
อ.เ	J.C
11.2	LT 5

Sources of Information



Analytical Listening in Problem Solving

В	.5
3	4.
Э	.ε
\forall	2.
D	٦.
2 11	

7. Understanding 6. Evaluating 2. Resbouding' 4. Remembering 3. Solving/solution 2. problem 1. analytical listening S 11

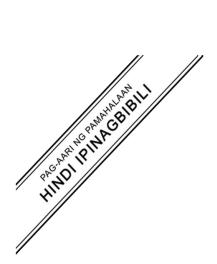
Evaluating Listening Texts

cohesion	.8
AmuloV	۲.
Correctness	.9
Fluency	.5
Word choice	.4
Speed	.ε
Pitch	2.
Tone	٦.
11 2	

References

Websites

- "Active Listening". Retrieved from https://courses.lumenlearning.com/austincc-learningframeworks/chapter/chapter-10-active-listening-in-the-classroom/
- "Characterization". Retrieved from http://teachersofindia.org/en/activity/make-stories-out-pictures
- "Cohesion". Retrieved from https://www.teachingenglish.org.uk/article/cohesion
- "Cohesion". Retrieved from https://www.teachingenglish.org.uk/article/cohesion
- "Correctness". Retrieved from https://www.thoughtco.com/correctness-grammar-and-usage-1689807#:~:text=In%20prescriptive%20grammar%2C%20correctness%20is,Contrast%20correctness%20with%20grammatical%20error.
- "Cybercrime Infographic". Retrieved from https://www.gmanetwork.com/news/scitech/technology/534597/top-5-cybercrimes-complaints-in-the-philippines-according-to-pnp/story/
- "DOH COVID-19 Infographic". Retrieved from https://www.facebook.com/OfficialDOHgov/photos/rpp.156566631021264/3531883016822925/?type=3&theater
- "Fluency". Retrieved from https://www.readingrockets.org/helping/target/fluency#:~:text=Fluency% 20is%20defined%20as%20the,phrases%20and%20add%20intonation%20appropriately.
- "Miss Universe 201". Retrieved from https://www.youtube.com/watch?v=3hCd48kqsPY
- "Nelson Mandela's Speeches". Retrieved from https://www.un.org/en/events/mandeladay/legacy.shtml
- "Obama's Farewell Speech". Retrieved from https://obamawhitehouse.archives.gov/farewell
- "Obama's Farewell Speech". Retrieved from https://www.youtube.com/watch?v=jjsdHt_BwI4
- "Primary, Secondary and Tertiary Sources". Retrieved from https://www.juhsd.net/cms/lib010/CA01902464/Centricity/Domain/138/Sources.pdf
- "Problem-Solving". Retrieved from https://asq.org/quality-resources/problem-solving
- "Roque: Duterte to deliver SONA at Batasan even as some expected attendees tested positive for COVID-19". Retrieved from https://www.gmanetwork.com/news/news/nation/748628/roque-duterte-to-deliver-sona-at-batasan-even-as-some-expected-attendees-tested-positive-for-covid-19/story/
- "Sen. Miriam Defensor's Speech on Corona's Conviction". Retrieved from https://www.officialgazette.gov.ph/2012/05/29/speech-of-senator-miriam-defensor-santiago-explaining-her-verdict-on-chief-justice-renato-corona-may-29-2012/
- "Sen. Miriam Defensor's Speech on Corona's Conviction". Retrieved from https://www.youtube.com/watch?v=lcSZLx3qHlM
- "Sources of Information". Retrieved from https://www.skillsyouneed.com/learn/sources-info.html#:~:text=There%20are%2C%20however%2C%20many%20other,(man%2Dmade%20objects).
- "Tangled". Retrieved from https://www.youtube.com/watch?v=p-Ed9KUmXaY
- "The Gettysburg Address". Retrieved from http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm
- "The Journey". Retrieved from https://www.youtube.com/watch?v=zqVwhrWBzEM
- "To Love Again". Retrieved from https://www.youtube.com/watch?v=bWIblM4Y74g
- "To Love Again". Retrieved from https://www.youtube.com/watch?v=KIg450LquwA
- "Tone". Retrieved from https://study.com/academy/lesson/listening-for-tone-attitude.html
- "Train to Busan". Retrieved from https://www.youtube.com/watch?v=uGBn96nxQKk
- "Where is the love". Retrieved from https://www.azlyrics.com/lyrics/blackeyedpeas/ whereisthelove.html
- Retrieved from https://writesite.elearn.usyd.edu.au/m2/m2u1/m2u1s2/m2u1s2_1b.htm



Para sa mga katanungan o puna, sumulat o tumawag sa:

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

Landline: 02-8682-5773 local 420/421

Email Address: Irmd.calabarzon@deped.gov.ph

