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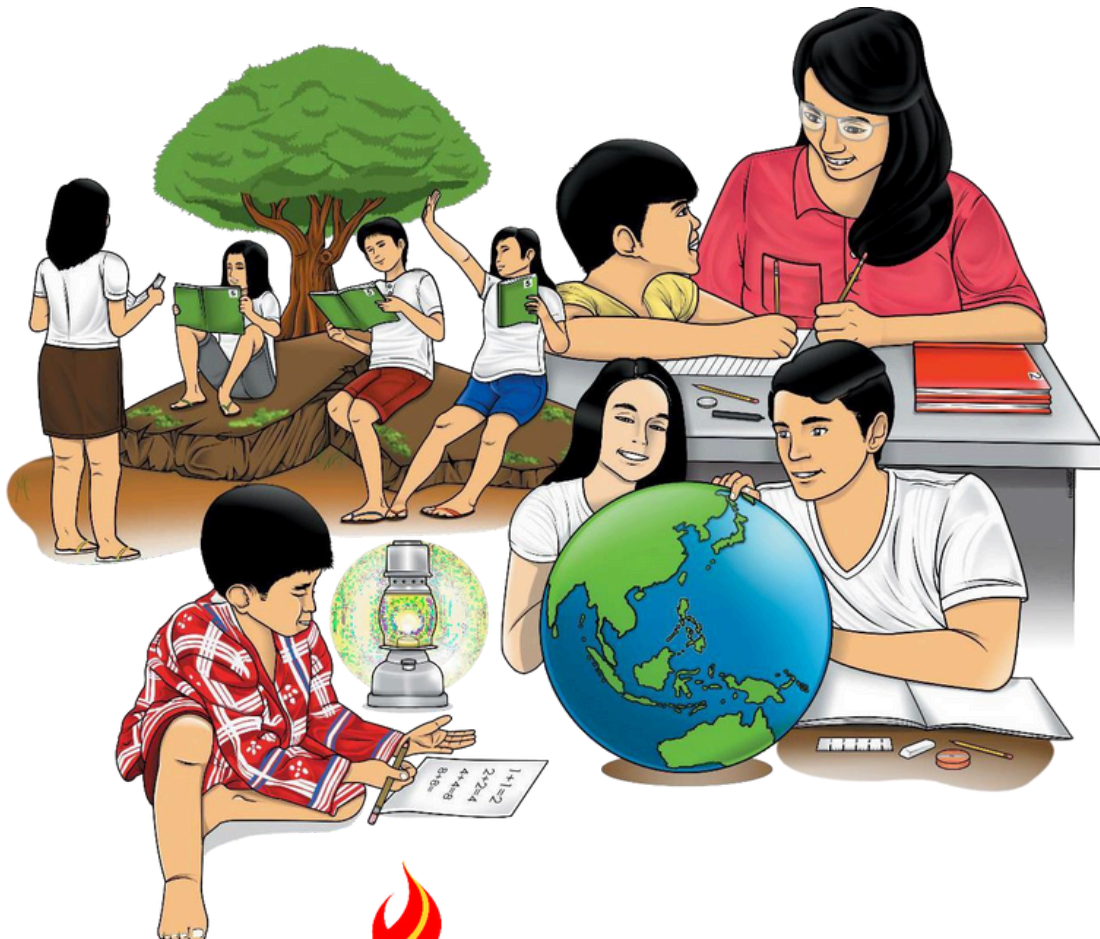# English

Quarter 2 – Module 1: Explore Significant Information

English – Grade 6
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Development Team of the Module	
Writer:	Ma. Cecilia A. Solas
Editors:	Eric G. Buenafe, Melva C. Barranco, Gracelle V. Gapit
Reviewers:	Arnaldo R. Tuga, Leila G. Valencia
	Jezereel Grace G. Tiron, Bernie P. Alcedo
Illustrator:	Nechael A. Plotea
Layout Artists:	Paolo John D. Bretaňa, Heidi C. Galaura, Lee Lanie P.
Management Team :	Ramir B. Uytico,Elena P. Gonzaga Donald T. Genine
	Paul Nestor Pingil Arlo L. Villalva Leila G. Valencia Arnaldo R. Tuga

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English

Quarter 2 – Module 1: Explore Significant Information

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DEPARTMENT OF EDUCATION

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by- step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

What I Need to Know

This module was designed and written with you in mind. It is here to help you master the various types of information. Information is very important in increasing knowledge on a particular subject and in making us aware of the things that happen around us. The scope of this module can be used in many different learning situations. The language used recognizes the diverse vocabulary levels of learners like you.

The module is divided into three lessons, namely:

- Lesson 1 – Gathering Relevant Information from Various Sources
- Lesson 2 – Determining the Tone, Mood, and Purpose of the Author
- Lesson 3 – Identifying the Purpose and the Structural and Language Features of

    Informational/Factual Text

After going through this module, you are expected to:

1. identify the purpose and the structural and language features of informational/factual text;
2. gather relevant information from almanac, encyclopedia, and dictionary; and
3. determine the tone, mood, and purpose of the author.

Gathering Relevant Information from Various Sources

What is It

Gathering information is very important in planning for your research works, speeches, and other classroom-based tasks. It provides credibility and depth in discussing the topic with your target audience.

The following are sources of relevant information:

1. **Encyclopedia** gives factual information on a wide range of subjects, people, places, science, technology, history, business, and government. It consists of volumes of books in which the topics are listed alphabetically.

> Example: When I need to learn the culture of Spain, I may use an encyclopedia. Through the use of an encyclopedia, I may also acquire knowledge on the population and historical places of the said country.

2. **Almanac** provides an annual publication containing general information about government, industry, politics, commerce, world events, and sports.

> Example: When I need to research the number of typhoons that hit the Philippines last year, I may use an almanac.

3. **Dictionary** supplies information about words, spelling, pronunciation, meaning, derivation, etymology, syllabication, stress, and level of usage.

> Example: When I need to know the definition and pronunciation of the word *facade*, I may use the dictionary.

What I Can Do

Choose the correct answer inside the parentheses in each item and write it on a separate answer sheet.

1. To gather information on rivers, lakes, seas, and oceans of a particular country, we use (**encyclopedia, almanac, dictionary**).

2. To gather information on the correct stress and syllabication of the word, we use (**encyclopedia, almanac, dictionary**).

3. To gather information on the significant events in Philippine sports during a year, we use (**encyclopedia, almanac, dictionary**).

4. To gather information on the different kinds of magnet, we use (**encyclopedia, almanac, dictionary**).

5. To gather information on the correct spelling and pronunciation of words, we use (**encyclopedia, almanac, dictionary**

Determining the Tone, Mood, and Purpose of the Author

Authors have different purposes when writing books. The emotions readers feel about the story may sometimes differ from the sentiments of the author. Tone and mood are important in determining the purpose of the author.

What is It

In a story or any literary piece, the author's point of view is reflected in the purpose of the selection. In determining the author's purpose, mood and tone are

important factors to consider.

Tone is the author's attitude on the subject. It is the feeling, emotion, or attitude that the author wants the readers to experience. It can be created by the choice of words of the author and his/her viewpoint on a particular subject.

Example:

Excerpt from the Biography of Dr. Jose Rizal

Jose Rizal was born in Calamba, Laguna in June of 1861 and was named Jose Protasio Rizal Mercado y Alonso Realonda. His family lived on rented property that was owned by a religious order from Dominica, which made them a family of wealthy farmers. (**Truthful**)

Source: yourdictionary.com

Some Examples of Tone Words				
sad	light	playful	furious	ironic
bitter	candid	scary	humorous	generous
pompous	formal	cheerful	truthful	

Mood is a story's atmosphere or the feeling the reader gets from the passage. It creates feelings that the author hopes the reader will experience. The author's mood is often recognized through the words that he/she uses to develop the setting - the time and place of the events.

Example:

"I have asked myself many times: Is the Filipino worth suffering, or even dying, for? Is he not a coward who would really readily yield to any colonizer, be he foreign or homegrown? Is a Filipino more comfortable under an authoritarian leader because he does not want to be burdened with the freedom of choice? Is he unprepared, or worse, ill-suited for presidential or parliamentary democracy?" (**Reflective**)

Some Examples of Mood Words				
happy	idyllic	joyful	gloomy	reflective
romantic	sorrowful	whimsical	fanciful	mysterious
frustrating	frightening	melancholic	sentimental	suspenseful

The **purpose of the author** is either to inform, to persuade, to entertain, to instruct, or to criticize.

Below are the reasons or purposes of the author in writing the particular material.

Purposes	Resources
a. To criticize	- opinion columns, editorials, essay

Example:

Editorial
'Unintended misinformation'

A deleted post is probably the quickest way to deal with a social media faux pas. But if a post catches fire before deletion, it can't be erased from public consciousness that easily.

Excerpt-Philippine Daily Inquirer (A10)-October 15, 2020

b. To instruct   - recipes, manuals, experiment, handbook

Example:

Making the Pancake Batter

Making the pancake batter takes time. You sift the flour and baking powder in a bowl first, and then stir in the caster sugar. Next, you combine the buttermilk, eggs, and melted butter in a jug. Then, make a well in the center of the mixture of dry ingredients and pour in the milk mixture. You need to whisk the dry and wet ingredients together until they become a smooth batter.

Source: http://www.taste.com.au/recipes/10714/buttermilk+hotcakes
Adapted from English This Way 6 page 291

c. To inform   - news items/articles, reference books

Example:

Each kind of matter has its own set of properties that distinguishes it from other

kinds of matter. These properties may either be physical - those that can be observed or measured without changing the composition of matter, or chemical - those that can be observed after changing the composition of matter.

Source: Elementary Science Explorer 5

d. To entertain   - short stories, fairy tales, riddles

Example:

Riddle: Wherever I go, you always follow me. What Am I? (Answer: Shadow)

Marzin Parlor
soon to open
The first five customers will avail of a 20% discount on all our services.
Please visit us on December 15, 2020.
See you!

e. To persuade   - editorials, advertisements, propaganda, speech Example:

Identifying the Purpose and the Structural and Language Features of Various Types of Informational/Factual Text

What's New

Read the news article.

> US blames China for spread of virus
>
> WASHINGTON - The United States blamed China for the corona virus pandemic with the administration of US President Donald Trump pushing back on criticism of their handling of the situation.
>
> While Trump has lauded Chinese President Xi Jinping's work in responding to the virus, he also referred to the corona virus as the "foreign virus" that "started in China" and also took some digs at Europe for letting it spiral out of control.

Source: The Philippine Daily Inquirer, March 13, 2020

The news article contains informational/factual text. The following

are types of informational text:

The literary nonfiction type usually gives accurate information and defines clearly the beginning, middle and the end. It is written in story form and gives facts like personal essays, opinion pieces, speeches, literature essays and journalism.

The expository texts are written to explain or describe. They are usually labelled and

have detailed diagrams that help the readers understand the concept better. This type utilizes different text structures like description, cause and effect, comparison and contrast, temporal sequence, and problem and solution.

What is It

There are five common text structures used in informational and nonfiction texts.

Five Types of Informational Text Structures:

1. **Description** is a text structure that describes something. It starts with an introduction and provides descriptions of the subject, idea, or character in the text. It makes use of vivid words.

2. **Sequence** is a text structure that covers few purposes such as sequential instructions, chronological events, and arguments that use evidences to support a claim.

3. **Cause and Effect** is a text structure that explains why an action happened and provides the result of that action. This structure becomes complex when the effect has multiple causes or vice versa. This is usually encountered in historical texts.

4. **Compare and Contrast** is a text structure that involves a comparison of two or more persons, animals, things, or concepts, revealing how they are similar and how they are different.

5. **Problem and Solution** is a text structure that involves two parts: the author identifies a problem and details a solution.

As a learner, you must learn to distinguish these five text structures and study their components to fully understand and analyze informational texts, whether they are reading textbooks, news articles, or literary nonfiction.

Patterns of Text Structure in Informational Texts

Text Pattern	Definition	Key Words
Description	Uses language to help the reader form images or visualize processes	descriptive details: words like on, over, beyond

Example:
My niece is adorable, witty, and playful. She loves to play with her toys. She is curious to know how her toy cart moves so she tries to dismantle the parts and assemble them again. Maybe in the future, she would want to become a successful engineer or a scientist.

Temporal Sequence	Present ideas or events in the order in which they happen	first, second, then, finally before, after, next, earlier, later, last, eventually, meanwhile, while

Example:
My uncle, Zyrel, was born in Roxas City in 1963. He was the youngest son of the family. First, he graduated from elementary in 1975. Next, he graduated from high school in 1979. Then, he got married. Three years later, he took an engineering course. Now, he is a successful engineer.

Cause and Effect	Provide explanations or reasons for an action or a phenomenon	because, since, thus, so that, if...then, therefore, nevertheless, due to, this led to, as a result, then...so, for this reason, on account of, consequently

Example:
Every morning, before Kim goes to work, she sees to it that she waters her gumamela plant. As a result, the plant blooms and grows healthy. Her neighbors love watching the growing plants.

Comparison and Contrast	Discuss two ideas, events, or phenomena, showing how they are similar and different	while, yet, but, rather, most, either, like and unlike, same, as opposed to, as well as, likewise, on the other hand, although, the same, similarly, opposites

Example:
I can tell about the favorite food of my friends, Ana and May. Based on my observations, Ana loves to eat pasta and meat. However, May prefers rice and vegetables. For dessert, both of them seem to like black sambo.

Problem and Solution	Identify problems and pose solutions	propose, conclude, a solution, the problem or the solution, research shows, the evidence is, a reason for

Example:
Bullying is one of the reasons why children don't want to go to school.
Our school proposes more values formation activities and advocacy campaigns as solutions to address the said problem.

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