



10 English Quarter 1



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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
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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
Introduction	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 samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners 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 around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	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 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.
	What I can achieve	

Information from Various Sources

Lesson

I

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 knowledge, 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

<input type="checkbox"/>	I try to determine if the content in an article is worth knowing and relevant.
<input type="checkbox"/>	I assess the content through its relatedness and importance in my future goals.
<input type="checkbox"/>	I appreciate the content of a text because it fits my plans in life.
<input type="checkbox"/>	I evaluate the information presented in every printed materials that I read particularly those which affect my personal views.
<input type="checkbox"/>	I compare the information I read to my previous learning.
<input type="checkbox"/>	I value the content in current reading articles because I have experienced that before and I have learned from it.
<input type="checkbox"/>	I am affected by personal speeches and discussions as I choose my career goals.
<input type="checkbox"/>	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 a primary, secondary, or tertiary source. Write your answers in your notebook.

- | | |
|--------------------------------------|------------------------------------|
| _____ 1. encyclopedia | _____ 6. History of Tayabas |
| _____ 2. interview with a politician | _____ 7. court hearing |
| _____ 3. State of the Nation Address | _____ 8. references |
| _____ 4. indices | _____ 9. EDSA People Power picture |
| _____ 5. bibliography | _____ 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 are 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.

E

Learning Task 4: Read Bliss' version of 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 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.

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

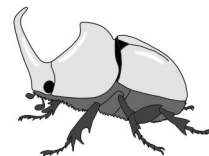
beetle¹

/ˈbēdl/

noun

noun: **beetle**; plural noun: **beetles**

- an insect of an order distinguished by forewings typically modified into (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 beetled 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.