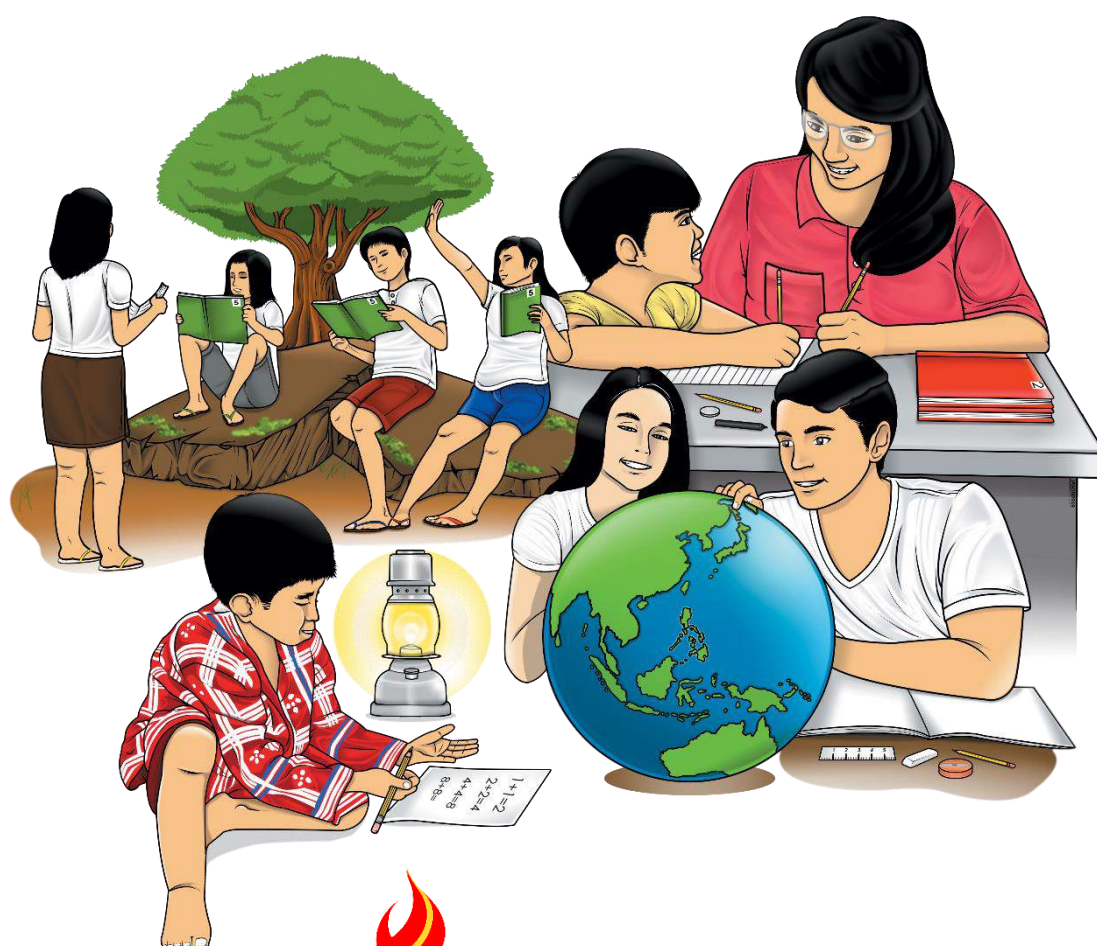


English

Quarter 3 - Module 1

Distinguishing Text Types According to Purpose and Features



English – Grade 5

Alternative Delivery Mode

Quarter 3 – Module 1: Distinguishing Text Types According to Purpose and Features

First Edition, 2020

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Published by the Department of Education

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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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English

Quarter 3 - Module 1

Distinguishing Text Types According to Purpose and Features

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Thank you.



What I Need to Know

Reading and writing may be very complex. There are lots of different text types that you may encounter while reading a story book you prefer. You may scan pictures on a magazine, write your diary, or read comments and messages on your Facebook account. Text types differ in use and purpose.

In this module, you will learn how each text type works, so have fun exploring and learning new things!

In this module you will learn to:

- distinguish text types such as classification, explanation, enumeration, and recount;
- determine the purpose of the text types; and
- write a paragraph using a particular text type



What I Know

Let's check what you already know with the lesson. Identify whether the text given is an example of classification, explanation, enumeration, or recount.

1.

Mammals	Birds	Reptiles	Amphibians	Fish
<ul style="list-style-type: none"> • Have hair or fur • Warm-blooded • Have a more complex brain than other animals 	<ul style="list-style-type: none"> • All birds have wings, although not all birds fly • All birds have beaks • Have feathers and all birds lay eggs 	<ul style="list-style-type: none"> • Their bodies are completely covered with scales • They are cold-blooded • All species of reptiles have at least one lung 	<ul style="list-style-type: none"> • Their skin is smooth and slimy • Breathe through their skin, as well as their lungs in some cases • Carnivores 	<ul style="list-style-type: none"> • Swim bladders • Water habitat • Cold-blooded

- What is the text about? _____
- What does the text present? _____
- What type of text is this? _____

2. Do you want to know what causes tsunami? Let's look at how the sentences are organized in order to explain what causes tsunami.

WHAT IS A TSUNAMI?

A tsunami is a fast-moving giant wave traveling towards a coastline which can destroy structures and objects along its way. It sometimes happens during a very strong earthquake located out in the sea. Depending on its size, the height of a tsunami may be as tall as an average person or as high as an electric post. No one really knows how big it can grow. A tsunami may also take place during powerful storms such as super typhoons. As strong storms approach, they may push waves to form a tsunami. Because of the destructive power of a tsunami, people must be alert and ready for them.

(Ignacio n.d.)

- What is the text about? _____
- What does the text present? _____
- What type of text is this? _____

3. Let us study the next paragraph. What is it trying to say or give? Is it giving only a single thing or is it saying more than thing?

What does it take to be able to sing well? Singing is clearly something that everyone can do, but singing well is something that may only be possible for a few people. In order to be able to sing well, one must consider the following: good sense of hearing, beautiful voice, time to practice, good enunciation, and correct emotion. If one element is missing, good singing will remain difficult.

(Ignacio n.d.)

- What is the paragraph about? _____
- What things are enumerated in order to be able to sing well? _____
- What is this text type called? _____

4. Read the text below and answer the following questions.

It is already seven o'clock in the evening. You have been waiting for your father to arrive. You are excited to tell your father about your baked cookies—of course with the help of your mother. Then, suddenly the doorknob creaks and you hurriedly run to the door. After telling him how you've made them, he then tastes them, and you are happy just with his facial expression. "You are very good at baking. Now, I am happy to see that you're learning new things."

(Ignacio n.d.)

- What text type is presented above? _____
- How are the details arranged?
- What transitional/signal words used?

Lesson**1****Distinguishing Text Types
According to Purpose and
Features*****What's In*****Text Types and Their Purpose**

Directions: Match Column A with Column B. Write the letter of your answer in your notebook.

Text Type**A****Purpose****B**

____ 1. Classification

a.

shows how things work and why things happen

____ 2. Explanation

b.

presents ideas by listing or enumerating the ways, types, and other information

____ 3. Enumeration

c.

shows groupings and categories

____ 4. Recount

d.

retells events in correct time order



What's New

Identify what text types are the given in the texts below by completing the puzzle below each item.

1. My first experience in cooking rice was funny. I remember putting four cups of rice in a cauldron or “kaldero” and completely filling it in with a water. Then I left to play outside. When I remember about what I was cooking about an hour later, I was shocked to see and smell something strange in the kitchen.

T TEXT

What signal word is used?

2. Batibot was a very popular children TV show in the 80's. Children loved it especially because of its unforgettable characters which include Pong Pagong, Kikong Matsing, Kuya Derms, Noli De Casio, Irma Daldal, Manang Bola, and the curious aliens named Sitsiritsit and Alibangbang.

E TEXT

What signal word is used?

3. Why is vitamin C important to the body? People have seen that those who eat a lot of fruits that are rich in Vitamin C are healthier and seldom get sick than those who do not eat them. This is because Vitamin C makes the immune system stronger and protects the body against many diseases.

O TEXT

What signal words are used?

4. Foods can be classified into three groups based on how they function in the body. These are “Go Foods, Grow Foods, and Glow Foods.” Go Foods provide our body with energy so we can move and work. An example of this is rice. Grow Foods, on the other hand, allow our bodies to build muscles and fats and repair tissues. Eggs and meat are good examples in this type. The third type, Glow Foods, help protect the body against diseases and keep it health. Fruits and vegetables, which are rich in nutrients, belong to Glow Foods.

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TEXT

What are the signal words used?



What Is It

Text types are any pieces of writing that you read or create. These can be anything from novels, newspaper reports, and textbooks to recipes, movie reviews, and game instructions. When you read an advertisement, an email from a friend, or a research article, for example, the kinds of words, phrases, grammatical patterns, writing styles, and structures you encounter differ. In other words, text types differ in features and purpose.

There are different text types that you usually encounter or use. Each one has its own purpose and specific language features. In this module, we will discuss only the four most-commonly used text types: **classification**, **explanation**, **enumeration**, and **time order** or **recount**.

A. CLASSIFICATION TEXT

Classification text, also known as **text tagging** or **text categorization**, is the process of categorizing text into organized groups. In this type of text, items or ideas are sorted according to commonalities. Also, in this type of text, the writer presents the overall idea then splits it into parts to provide clarity and description.

Readers can recognize classification text through signal words such as: first, finally, to begin, next, in addition, on the other hand, for example, or then.

Study the examples below.

Dogs can be categorized into many groups. Dogs may be wild or domesticated. Wild dogs are those which live independently in their natural habitat like the forest. Domesticated dogs, on the other hand, are those which have been living with humans for generations. Dogs can also be classified by breed like Poodles, Bulldogs, Pomeranian, German Shepherd, Chihuahua, etc. Likewise, dogs may also be considered as a pet, a guard, or even a hunter depending on their breed.

(Ignacio n.d.)

The text presented above is a *classification text type*.

The details are classified into categories of dogs such as being wild or domesticated, having a particular breed, and serving a specific purpose.

The signal words used are *on the other hand*, *categorized*, and *classified*.

B. EXPLANATION TEXT

Explanation text provides descriptions to looking at things like causes and reasons. They move beyond retelling of what happened, such as in a simple report, to address the why and how of what happened.

Explanatory texts usually tell how or why things occur with a general statement that introduces the topic to be explored. Time connectives used such as *first*, *after*, *then*, *next*, and *finally*.

Study the example below.

HOW DOES THE RAIN FORM?

Have you ever asked yourself where rain comes from? Rain is actually part of the water cycle. We see rain falling from rainclouds. But rain doesn't really come from them.

Let us see how rain forms. At first, we have a very huge body of water from the oceans, seas, rivers, and lakes. Water from these sources evaporate because of the sun's heat. As it reaches the sky, the water cools and condenses into rain or snow. When all the water gets heavy enough, it starts falling back into the earth in the form of rain. The rainwater is then collected at the rivers and oceans, and the cycle starts again.

(Ignacio n.d.)

The details are presented in a series of sentences that explains why and how the rain forms.

C. ENUMERATION TEXT

Enumeration text is one which presents ideas by listing the kinds, characteristics, classes, types, parts, ways, groups, and other information of a certain thing. It usually starts with the statement of the general subject that is broken down into parts, classes, etc.

These parts are introduced by signal words such as the *following, first, next, and so on; or they may be listed using commas or enumerated one by one* like what is shown in the example below.

There are actually many ways by which people can avoid getting sick with COVID 19. All they need to do is to get serious in following the health protocols or practices that ensure the protection of the community and prevention of the disease. These activities include:

- ✓ Washing hands regularly
- ✓ Using sanitizer and alcohol often
- ✓ Wearing mask in places in the presence of other people
- ✓ Avoiding crowded areas
- ✓ Observing social distancing

D. RECOUNT TEXT

When the text presents events that are arranged in their order of occurrence in time, this text is called **recount**.

A recount retells an experience or an event that happened in the past. A recount may inform, entertain, reflect, or evaluate.

A recount may focus on a specific section of an event or retell the entire story. A recount should always be told in the order that things happened.

Study the example below.

It is already seven o'clock in the evening. You have been waiting for your father to arrive. You are excited to tell your father about your baked cookies—of course with the help of your mother. **Then**, suddenly the doorknob creaks and you hurriedly run to the door. **After** telling him how you have made them, he **then** tastes them, and you are happy just with his facial expression. "You are very good at baking. Now, I am happy to see that you're learning new things."

(Ignacio n.d.)

The text type presented above is a recount text.

The details are arranged in chronological order.

The transitional/signal words used are *then* and *after*.



What's More

Directions: Complete the table below by writing in the appropriate column the texts listed in the box.

How climate affects the environment	Kinds of musical instrument
An unforgettable experience	Parts of the digestive system
Types of orchids	My first day in school
The importance of values education	Ingredients for baking a cake

TEXT TYPES			
Classification text	Explanation text	Enumeration text	Recount text



What I Have Learned

Texts are written for a variety of forms and purposes. These forms of writing are known as text types. This module discusses four text types such as **classification**, **enumeration**, **explanation**, and **recount**.

Classification text, also known as *text tagging* or *text categorization*, is the process of categorizing text into organized groups. In this type of text, items or ideas are sorted according to commonalities. Also, in this type of text, the writer presents the overall idea then split it into parts to provide clarity and description.

Readers can recognize classification text through signal words such as: first, finally, to begin, next, in addition, on the other hand, for example, or then.

Explanatory text provides descriptions to looking at things like causes and reasons. They move beyond retelling of what happened, such as in a simple report, to address the why and how of what happened.

Explanatory texts usually tell how or why things occur with a general statement that introduces the topic to be explored. Time connectives used are *first*, *after*, *then*, *next*, and *finally*.

Enumeration text is one which presents ideas by listing the kinds, characteristics, classes, types, parts, ways, groups, and other information of a certain thing. These parts are introduced by signal words such as the *following*, *first*, *next*, and *so on*, *in many ways*, and *such as*.

Recount text presents series of events that happened in the past or present in a chronological order. A recount retells an experience or an event that happened in the past. A recount may inform, entertain, reflect, or evaluate.

Now that you already know the difference between text types, always remember the transitional/signal words that may be used to show order, steps, sequence, list, and classification. These includes *first*, *second*, *third*, *next*, *then*, *before*, *finally*, *after*, *during*, *thus*, *meanwhile*, *most importantly*, *in addition*, *in many ways*, *such as*, *etc*.

Keep learning and have fun!



What I Can Do

Gather some clippings showing examples of the four different text types. Paste these on a sheet of bond paper then label with the correct text type.



Assessment

A. Directions: Read the text and complete the table that follows.

1. The first thing I do when I walk my dog is put on its comfortable leash. Then, we walk out the door after settling down all the necessary things that we need. Next, I decide the route to take from one place to another. Finally, we spend time walking together.

Type of text	
How the details are arranged	
Transitional/signal words used	

2. The water cycle describes how water moves through Earth's land, oceans, and atmosphere. For example, water always exists in all three places in different forms. It is found in lakes and rivers, glaciers and ice sheets, oceans, and seas. It is also present underground. It is a gas in the air and clouds.

Type of text	
How the details are arranged	
Transitional/signal words used	

B. Directions: Following any of the four text types, write about your first day of school experience during the pandemic.



Additional Activities

Directions: Complete the tasks below. Write your answers on your answer sheet.

1. Make a list of your favorite things to do on weekends.
2. In two to three paragraphs, write on how you spend your day doing what you love to do.



Answers Key

<p>EXPLANATION TEXT</p> <ul style="list-style-type: none"> • An unforgettable experience • My first day in school <p>What I Can Do</p> <p>Answers vary.</p> <p>Assessment</p> <p>A.</p> <p>1.</p> <ul style="list-style-type: none"> • Recount • Time/ chronological order • first, then, next, after, finally <p>2.</p> <ul style="list-style-type: none"> • Explanation • Arranged according to location r places where water is found • For example <p>B. Answers vary.</p> <p>Additional Activities</p> <p>Answers vary.</p>	<p>What's In</p> <ol style="list-style-type: none"> 1. c 2. a 3. b 4. d <p>What's New</p> <ol style="list-style-type: none"> 1. Recount, then 2. Enumeration, which include 3. Explanation, why, this is because 4. Classification, classified into, groups, third type, on the other hand <p>What's More</p> <p>CLASSIFICATION TEXT</p> <ul style="list-style-type: none"> • Types of orchids • Kinds of musical instrument <p>EXPLANATION TEXT</p> <ul style="list-style-type: none"> • How climate affects the environment • The importance of values education <p>EXPLANATION TEXT</p> <ul style="list-style-type: none"> • Parts of the digestive system • Ingredients for baking a cake 	<p>What I Know</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • The text is all about kinds of animals. • The text presents different groups of animals. • It is classification. 2. <ul style="list-style-type: none"> • The text is about a tsunami • The text explains what causes a tsunami • It is an explanation. 3. <ul style="list-style-type: none"> • The text is about being able to sing well. • Good sense of hearing, beautiful voice, time to practice, good enunciation, and correct emotion • It is an enumeration. 4. <ul style="list-style-type: none"> • Recount • Chronological or time order • Then, after
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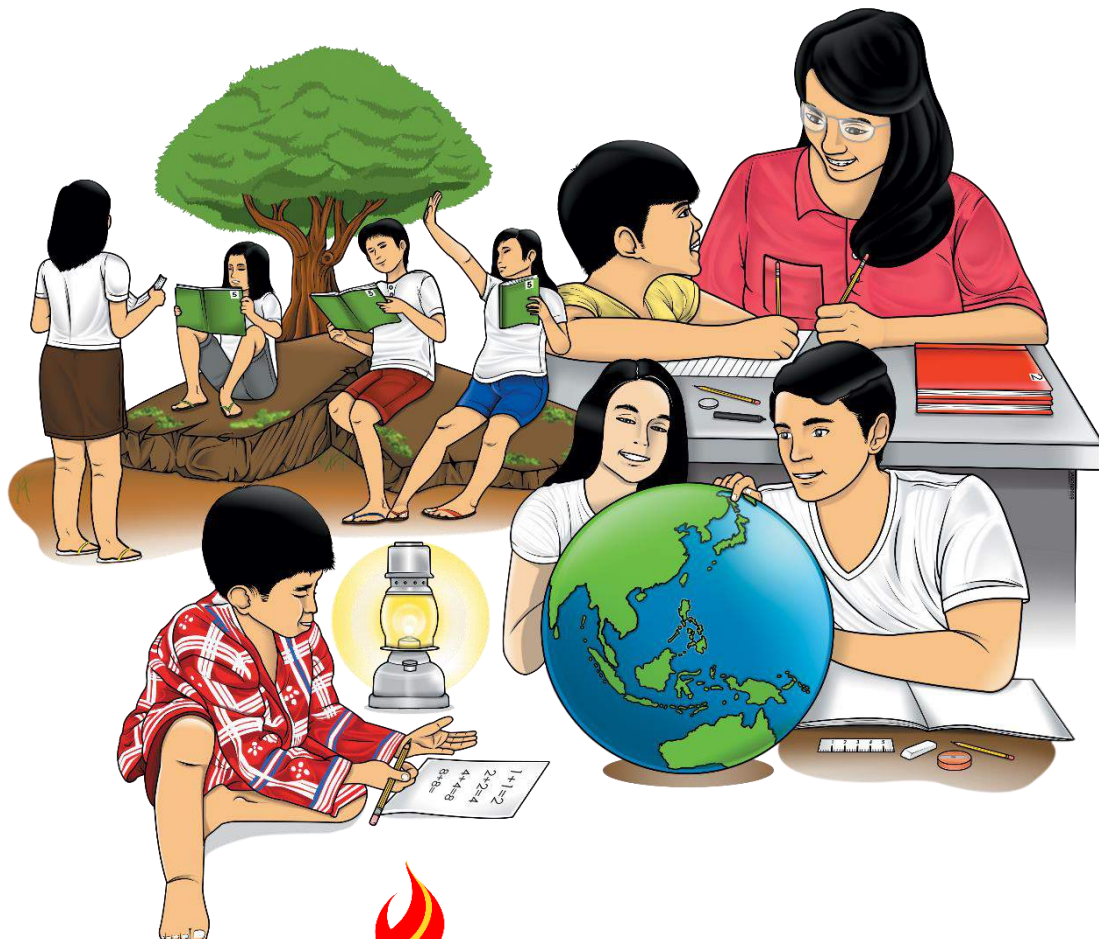
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English

Quarter 3 – Module 2: Summarizing Information from Various Text Types



English – Grade 5
Alternative Delivery Mode
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First Edition, 2020

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English

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Thank you.



What I Need to Know

Hello and welcome, Grade 5 learner!

Nowadays, we gain information from different and multiple sources. Unlike before, information now is conveniently everywhere and anywhere. Gone are the days when information was limited to printed sources like textbooks, manuals, pamphlets, etc. It is also much more convenient now to verify data or information through an internet browser, an online encyclopedia, or a video streaming platform. Given the variety and differences of the sources of information available, it makes sense to simplify this complex web of information by learning the skill of summarizing. For this module, you will summarize information from various text types. Happy learning!

Through this module, you will be able to:

- define what a summary is.
- summarize information from various text types. **EN5LC-IVf-3.1.**



What I Know

Let us check if you know how to summarize information effectively. Below is an activity which will ask you to apply your skill in summarizing.

Direction: Answer the guide questions below. After answering the questions, write a summary using the answers in 3-5 sentences. Do this on a separate sheet of paper.

The Islands of Paradise

By: Richard Gula

The Philippines is a sovereign state in archipelagic Southeast Asia and is home to an amazing collection of over 7,640 islands spanning more than 300,000 square kilometers of territory. These islands are divided into three regions namely Luzon, Visayas, and Mindanao

Luzon is the largest and the most populous island in the Philippines which is considered the 15th largest island in the world. It is the nation's center for economy and politics, being home to the country's big factories and government's national offices including the Malacañang Palace. It is also the home of mountainous terrains, picturesque volcanoes, numerous lakes, rivers, and plains.

Visayas is the smallest region in terms of land area in the central part of the archipelago. It is the home to major Philippine religious and cultural festivals such as Ati-atihan, Dinagyang, Sinulog, Pintados, and MassKara. It is also known for its famous landmarks such as the Chocolate Hills of Bohol, San Juanico Bridge of Leyte, and the island of Boracay.

Mindanao is the second largest among the three islands in the southernmost part of the Philippines. It is the main contributor to the country's Gross Domestic Product (GDP) in terms of agriculture, fishing, forestry, etc. Mindanao is known to be the home of the Philippine eagle and the "king of the fruits" which is the durian.

All three islands are defined by their unique location, culture, and custom. The Philippines is indeed a paradise in its true sense.

Guide Questions:

1. How many islands are found in the Philippines?

2. What are the three island groups in the Philippines?

3. What makes Luzon the economic and political center of the country?

4. What makes the Visayas unique from Luzon and Mindanao?

Summary:

Lesson

1

Summarizing Information from Various Text Types



What's In

How did you find the previous task? Was it difficult? Which part of the tasks was challenging for you? Summarizing information from various text types requires a reader to be critical about the information included in the short version. Also, the writer must gauge whether the summary covered the whole text and whether the summary satisfies the style demanded from the text type. In the next activity, let us explore the different text types.

Directions: Match the definition in Column A with their corresponding text type in Column B. Write your answers on a separate sheet of paper.

A

1. This text type presents ideas by listing or enumerating the kinds, characteristics, classes.
2. These are texts developed through logical or chronological order following a sequence.
3. It is a factual text that explains how or why something happens.
4. It is a historical report that tells events which have already happened in time order.
5. This text explains reasons and results of the phenomena or happenings, situations, and trends.

B

- a. Time-order text.
- b. Explanation text.
- c. Factual Recount
- d. Cause and effect text
- e. Enumeration text



What's New

It is important for writers to learn about text types as they influence how summaries are written. Since these text types serve different purpose and satisfy various audience, these need to be retained when summaries are written. In the next activity, you will learn more about the skills needed in summarizing.

Directions: Read and understand the two selections below. After reading, compare them by answering the guide questions.

A.

One Saturday morning, Tipoy woke up late and was told by his mother to go to the grocery to buy some goodies. On his way to the grocery store, he met his friend Emman who is playing a mobile game.

“Hey Tipoy, where are you going?” asked Emman.

“I’m going to Kikin’s Store to buy bread and drinks,” Tipoy answered.

“Look! My mother bought me a new cell phone”, Emman proudly shows his new cell phone to him.

Tipoy was so amazed at the new gadget of his friend. He tried the mobile game and enjoyed playing it. After a couple of minutes, he realized that his mother was waiting for him. He hurriedly went to the grocery store and got the goodies he needs to buy. When he was about to pay the bills, he checked his pocket and found it empty. He realized that he had lost the money and felt scared at that moment. He thought of losing the money while playing the mobile game with his friend Emman. He ran as fast as he could to the area where they played mobile games. He asked his friend if he saw the money he was looking for. Emman told him that he never saw it. He advised him instead to go home and tell his mother the truth.

Tipoy went home empty-handed. He went to his mother with tears and told her what had happened. His mother smiled at him calmly and said, “Next time you need to have the presence of mind. You went to the grocery store without asking for money from me.”. Tipoy sighed and felt relieved. He hugged his mother with a smile on his face.

B.

Tipoy was instructed by his mother to buy some goodies in the grocery. His attention was caught by his friend Emman who was playing a mobile game and later played with him. In the grocery, he was not able to buy goodies for he thought he had lost the money. It was then he realized that he forgot to ask for money from his mother when he arrived home.

Guide Questions:

1. How is Text **A** different from Text **B**?
2. How are the two texts the same?
3. Do they contain the same main idea and details?



What Is It

In the previous activity, it is obvious that Text **B** is the summary of Text **A** which is the original text. When summarizing text, you noticed how important it was for you to filter important from less important information. So, why do we need to filter when we can put everything? Loading your brain and your reader's brain with too much information is not effective. The more is not the merrier in terms of information overload. While some treat it as a gift, mismanaging information can also be a curse. With this abundance of information, we need to know what we only need given the tasks required from us, so we do not waste both time and effort.

What is summarizing? Summarizing is a powerful reading and writing strategy. It increases comprehension and retention of information. When you summarize, you retain the most important information of a text, using your own words.

Why is summarizing important? Summarizing helps you understand and learn important information by reducing it down to its key ideas.

Let us look at some strategies/tricks that will help you summarize information.

Summarizing Tricks

In summarizing text, we can look at text features, vocabulary, and topic sentence to identify the most important details of the text.

1. Observe text features.

Text features such as titles, subtitles, texture/size, color, margin notes, etc. are clues to a text's most important information --- information you may want to include in your summary.

2. Take note of highlighted vocabulary words.

If a text gives you a list of important vocabulary in its preview, take note of these vocabulary words as they may be important information that should be included in your summary.

3. Identify the topic sentence.

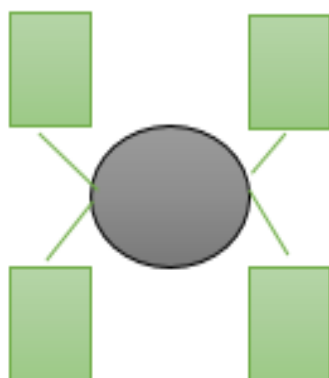
When reading a long text, identify the topic sentence in each paragraph. A topic sentence holds the most important information in a paragraph. Therefore, a summary can be written simply by synthesizing the topic sentences into your own words.

4. Use reporter's notes (*Who? What? Where? When? Why? How?*)

Identify the answer to each of the above items. Take note of your answers, arrange them in a paragraph and you have a good summary.

5. Use Graphic Organizers

Graphic organizers are a visual and graphic display that depicts relationships between facts, terms, and/or ideas within a learning task. It is often referred to as knowledge maps, concept maps, story maps, or concept diagrams. Use them to make more sense of the most important concepts you found in the long text.





What's More

Now that you have learned some tricks in summarizing, why don't you apply them in the next activity?

Activity 1

Below is a selection that shows **cause-and-effect**, a text that explains reasons and results of events, situations, or trends. Read and understand the paragraph then fill in in the given graphic organizer. After identifying the important points, summarize the text in two sentences. Do this on a separate sheet of paper.

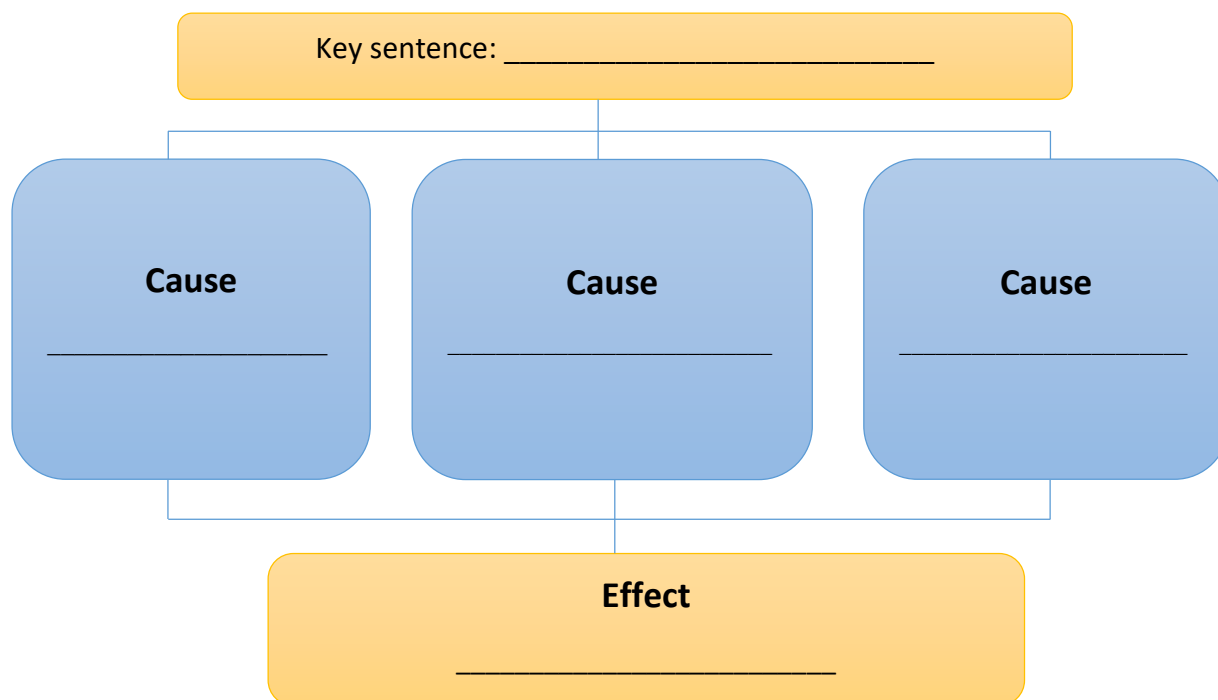
Air pollution may be due to a lot of factors. First, air can be polluted by harmful gases from vehicles, factory gas emissions, and outflow from natural disasters such as volcanic eruption or forest fires. These factors are largely influenced by industrialization and consumerism evident in urbanized towns and cities with zero to minimal government supervision and regulation. Also, people's lack of concern to the environment has paved way for capitalists to overuse our natural resources such as trees that could have cleaned the air. Lastly, the government's seemingly lack of accountability in terms of reinforcing law that should have protected the air can also be major factor. While these may suggest hopelessness for a clean air in the future, we still hope awareness of the need for cleaner air turn into action.

A. Guide Questions:

1. What is the paragraph about?

2. What does the key sentence introduce?

3. How many causes of air pollution are stated?



B. Complete the summary below by supplying the missing word/words.

Air pollution is caused _____. These are _____, _____, and _____.

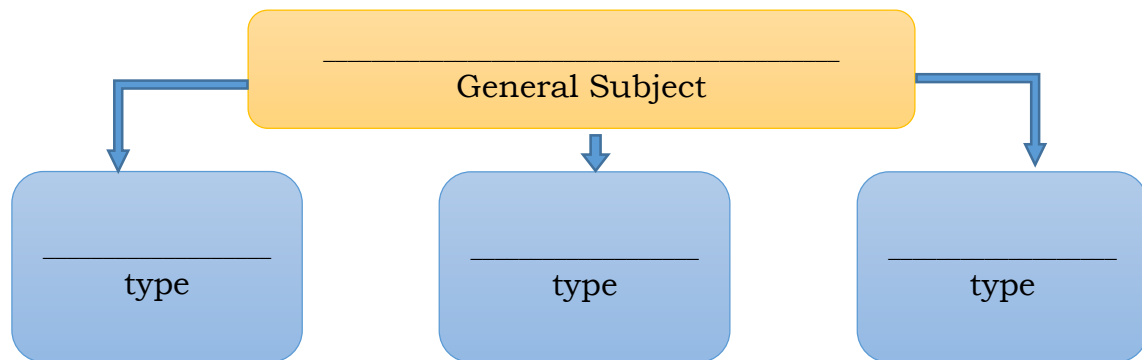
Activity 2

The selection below is an **enumeration text** which presents ideas by listing or enumerating types, kinds, and other information. Read the text below and organize ideas by answering the guide questions below and filling in the graphic organizer. Write your answers on a separate sheet of paper.

Sohoton Caves and Natural Bridge Park is a beautiful tourist attraction in Basey, Samar. It is where you can find the most spectacular stalactites and stalagmites that come in varied sizes and shapes. It features a variety of caves, subterranean rivers, waterfalls, rock formations, and a natural stone bridge. Aside from the breathtaking view, tourists can also enjoy different activities in the area such as swimming with thousands of jellyfish, kayaking at the Sohoton River, spelunking at Magkukuob Cave, cliff diving at Hagukan Cave, and simply enjoying the beauty of Panhulugan Cave. All these natural adventures you can enjoy at the Sohoton and Natural Bridge Park of Basey, Samar.

A. Guide Questions:

1. What is the paragraph about? _____
2. What things are enumerated to show the different activities to be done in Sohoton caves? _____
3. What word/phrase signal the enumeration or listing?



B. On the space below, write your summary.

Activity 3

Below is a **time-order text** type. Read and understand the selection and write a 2-sentence summary. Do this on a separate sheet of paper.

The Happiest day of Manilo
By: Richard Gula

One afternoon, Manilo's class adviser gave him an envelope for his parents. He immediately went home and handed the envelope to his mother. Mother Susan opened and read the letter. The letter informed her of Manilo's chance to enjoy a scholarship next school year in one of the prestigious universities in the country. "At last the fruits of a long and arduous labor since you were young are now being harvested. Now you are recognized and awarded with this scholarship," his mother announced with joy.

Guide Questions:

1. What did Manilo's class adviser give him? _____
2. What did Manilo do after receiving the envelope? _____
3. Why did Mother Susan feel happy that day? _____

Summary



What I Have Learned

Information may come from different sources and are presented in various text types. For us to understand better the core message of such information, we need to summarize the text we have read.

Summarizing is a powerful reading and writing strategy. It increases comprehension and retention of information. When you summarize, you restate the most important information of a text, using your own words.

There are strategies/tricks that will help us summarize information such as observing text features, taking note of the highlighted vocabulary list, knowing the topic sentence, using reporter's notes (*Who? What? Where? When? Why? How?*), and utilizing graphic organizers.



What I Can Do

Read and understand the text below. After reading, share the useful information to the members of your family.

Every year the Philippines experiences tropical cyclones or typhoons that resulted in damage to properties and lives. It is of utmost importance that the people should have enough knowledge on what to do before, during, and after the typhoon.

Before the typhoon hits your place, watch for weather updates on your television, radio, or internet. Familiarize yourself with the Barangay's evacuation plan. Keep your emergency kit accessible and follow the evacuation order by the community.

During the typhoon, stay in your home or evacuation center and keep watch for updates. Turn off the main switch for utilities like water and electricity. Have a flashlight in hand and keep away from possible dangers like glass windows.

After the typhoon, wait for the announcements about your area's safety. Stay away from danger such as damaged power lines, fallen trees, and damaged structures. Make sure that there are no wet or submerged appliances or outlets before turning on the electricity. Lastly, check the possible breeding places for mosquitos such as tires, cans, or pots, and get rid of rainwater.

Summary:



Assessment

Assessment 1

Complete the paragraph to come up with a clear picture of what summarizing is. Write your answers on a separate sheet of paper.

Summarizing is a powerful reading strategy. It increases _____ and _____ of information. When you _____, you restate the most _____ information of a text, using your _____ words.

Assessment 2

Read and understand the text below. Write 4 to 5 sentences that will summarize the whole selection. Write your answers on a separate sheet of paper.

Summary:

Salud in the Enchanted Forest

By: Richard Gula

One dark night, a voice as cold as the pouring rain woke Salud up from a deep slumber. The voice that reverberated through the thick woods was calling her. Though she was nervous, she calmed herself and followed the voice that was strange to her. Her feet carried her into a dense forest. Salud was astonished at the sight of fairies partying in the shade of a large tree. She could not believe it. She saw various tools made of gold. The surroundings were also adorned with beautiful pearls and diamonds. The place was surrounded by a variety of flowers.

Salud was surprised when someone had suddenly grabbed her shoulder. She was amazed to see a very handsome creature with a charming smile. He gave her a glass of drink and brought her in front of the crowd. Salud could not believe what was happening. All of a sudden, the fairies danced to the accompaniment of entertaining music. She was surprised when a trumpet had sounded as if a coronation was about to take place. Unexpectedly, a fairy appeared from nowhere carrying a crown. The fairy happily placed the crown on Salud's head. After the crowning, the crowd shouted, "Long live the Queen! Long live the Queen!"

Salud's happiness was overflowing when suddenly she felt pain on her side. She recognized that someone was pinching her. She opened her eyes widely and saw her mother's face. She then realized that she was just dreaming.



Additional Activities

Read the selections below. Fill out the graphic organizer to organize the information. Write 2 to 3 sentences to summarize the story. Do this on a separate sheet of paper.

The Ant and the Grasshopper

Aesop's Fable

In a field one summer day, a grasshopper was hopping about, chirping, and singing to its heart's content. An Ant passed by carrying an ear of corn. It was a very heavy load, but he did not stop. He was taking the corn to his nest.

"Why not come and chat with me?" said the grasshopper, "The day is too nice to be working so hard."

"I am helping to lay up food for the winter," said the Ant, "I think you should be doing the same."

"Why worry about the winter?" the grasshopper said, "We have plenty of food now."

The ant was tired from his work, and he thought it would be fun to join the grasshopper. But he went on his way and continue working until he had filled his nest with corn.

Winter came as it always does, and the grasshopper had no more food to eat. He was dying of hunger while the ants were eating every day from the corn they had stored away. Then the grasshopper knew that it is best to prepare for the days ahead.

Story Elements

Characters	Setting	Problem/Conflict
Solution	Theme	Plot
Summary		



Answers Key

<p>What I Can Do</p> <p>Summary: Answers may vary.</p> <p>Assessment 1</p> <p>Summarizing is a powerful reading strategy. It increases <u>comprehension</u> and <u>retention</u> of information. When you summarize, you restate the most <u>important</u> information of a text, using your <u>own</u> words.</p> <p>Assessment 2</p> <p>Summary: Answers may vary</p>	<p>What's More</p> <p>Activity 3</p> <p>A. 1. an envelope 2. He immediately went home and gave the envelope to her mother. 3. Mother Susan was happy because Manillo can enroll in the prestigious school because of scholarship.</p> <p>B. Summary: Answers may vary</p>	<p>What's More</p> <p>Activity 2</p> <p>A. 1. Sohoton Caves and Natural Bridge Park 2. swimming, kayaking, spelunking, cliff diving 3. such as</p> <p>B. Answers may vary</p>
<p>What's More</p> <p>Activity 1</p> <p>A. 1. Air Pollution 2. Factors that causes air pollution 3. Three</p> <p>B. Air pollution is caused by <u>different factors</u>. <u>These include the influence of industrialization, lack of government's accountability, and the natural disasters.</u></p>	<p>What's In</p> <p>1. e. Enumeration Text 2. a. Time-order Text 3. b. Explanation text 4. c. Factual Recount 5. d. Cause-and-effect text</p>	<p>What I Know</p> <p>A. 1. over 7,640 islands 2. Luzon, Visayas, and Mindanao 3. Luzon is the home to the country's big factories and government's national offices including the Malacañang Palace. 4. It is the home to major Philippine religious and cultural festivals.</p>

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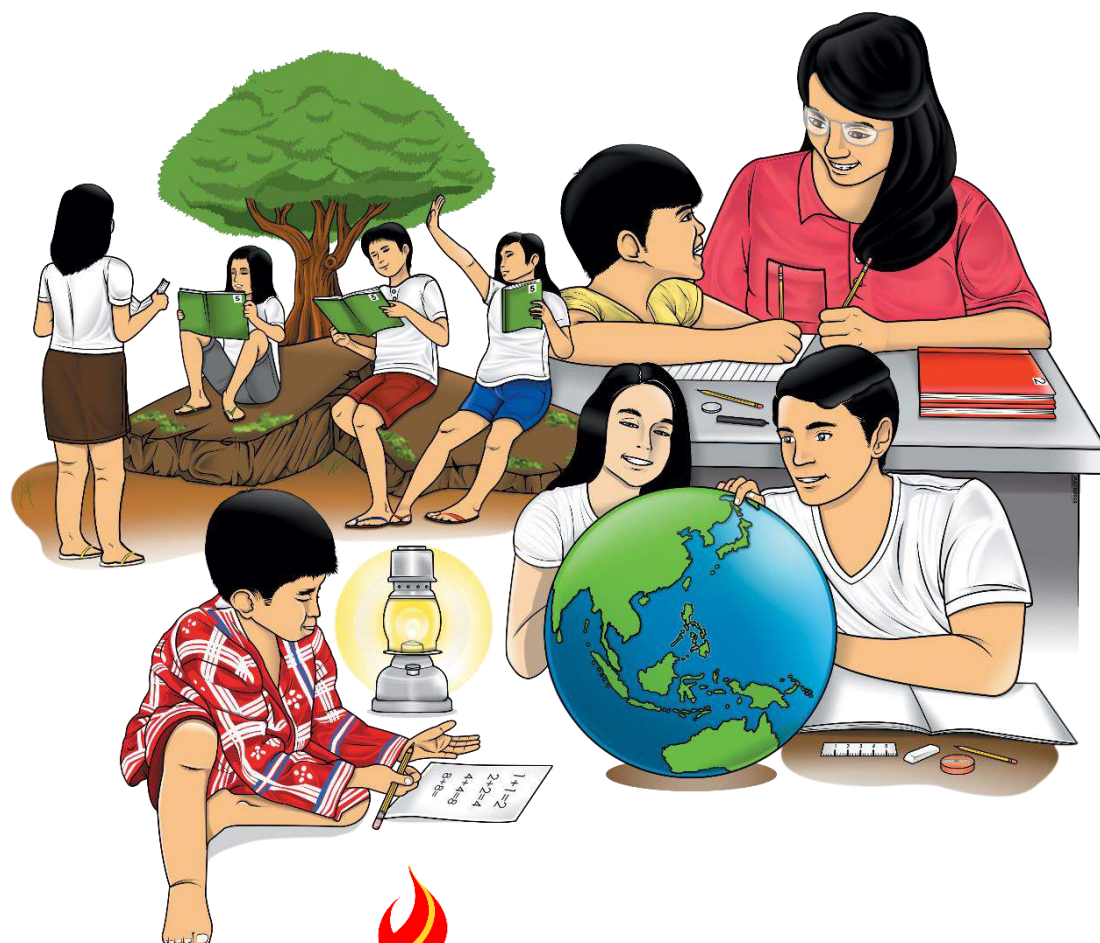
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English

Quarter 3 – Module 3

Making a Stand



English – Grade 5
Alternative Delivery Mode
Quarter 3 – Module 3: Making a Stand
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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English

Quarter 3 – Module 3

Making a Stand

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

In every decision we make, we need to stand by it. Making a stand is taking action. It entails believing in or supporting a cause.

At the end of this module, you are expected to:

- Pick an option or a side and tell why you chose it;
- Make a stand in response to given issues or problems;
- Support one's stand with valid reasons; and
- Explain why it is important to make a stand and defend what one believes in.



What I Know

A. Pick a picture game.

Let's play a game! Are you ready?

Choose from the options and tell why you are choosing them, write your answers on a separate sheet of paper.

1. Singing or Dancing?



2. Stay at home or go out and shop?



By choosing one from the options presented, you have already made a stand. Making a stand is an important skill we all need to do. This means defending our beliefs, our choices, and our rights.

Lesson

1

Making a Stand



What's In

Directions: Read each sentence and decide whether you agree or disagree with them. Write **AGREE** if you believe in the statement, and **DISAGREE** if you don't. Do this on a separate sheet of paper.

- _____ 1. Face to face classes should be allowed in some areas with fewer Covid-19 cases.
- _____ 2. Fruits and vitamins C are helpful in boosting the immune system.
- _____ 3. Online classes must be applied to areas with high internet connection.
- _____ 4. Children should wear facemasks when going out.
- _____ 5. Instead of going out, spend more time on backyard gardening.



What's New

An opinion tells what a person thinks about something. It cannot be described as true or false. Opinions are also neither right nor wrong because these are merely views, judgments, or beliefs. Face shields must also be worn in school, at work, and in public places in addition to facemasks. Do you think everyone will have the same opinion about this? Can you say that this is true or false? Right or wrong? If you see that there are answers which agree with the statement and also answers that disagree with it, you can be sure that what was said is just an opinion.

Try to take the next sample reading material and make a stand about the issue.

VOCABULARY GUIDE:

- **gossips**- information about the behavior and personal lives of other people.
- **news**-.new information or a report about something that has happened recently.
- **"news item"**- publicize or to cause (something) to be publicly known.
- **personal**- belonging or relating to a particular person.
- **rude**- offensive in manner or action
- **rumors**- information or a story that is passed from person to person but has not been proven to be true.
- **sensational**- causing very great excitement or interest with shocking details.

FACTS AND RUMORS

A gossipmonger is a person who starts or spreads gossips, or personal or sensational facts about other people. They could be rude towards their neighbors. They can hurt others with their unkind remarks. They like to ask questions, such as "What's the latest news about someone?" or "Do you know that he/she is...?"

Isn't it nicer to talk directly to the person about your differences? That is fair and right because you are trying to help him or her change for the better. For all you know, he or she has something to say about you, too.

Even if there is something sensational that we know about another person, it is best to keep the information to ourselves and not use it as a "news item". This way, we can avoid hurting other people's feelings. In short, let us not forget to apply the Golden Rule in our everyday lives.

COMPREHENSION QUESTIONS:

Directions: Express your opinion about the issues presented in the article by answering the questions that follow. Do this on a separate sheet of paper.

1. Have you encountered a gossipmonger in your community? What do you feel towards them? Do you treat them nice or not?
2. From your own point of view, will you try to talk to the person involved in a manner that will change her/his way of treating others? Why or why not?



What Is It

In making a stand, one important skill is listening for facts and opinions. Sometimes, we may consider some facts we hear as opinions. Some opinions we hear may sound interestingly like facts. How can we tell which is which?

A **FACT** is a statement that can be verified or proven true by objective means. We use records, experimentation, or observation to verify the statement.

An **OPINION** is a statement that cannot be verified by objective means. It can express a person's feelings about an idea or situation. It can also express a judgment or a prediction based on facts. However, an opinion is valid only if facts are stated to support it.

Going back to the selection earlier, can you tell which ones were the facts and which were opinion?

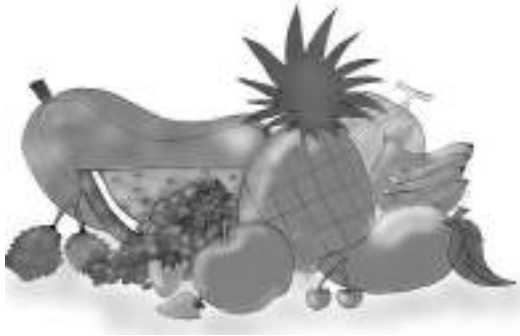
To **MAKE A STAND** is to determine efforts, to defend something, or to stop something from happening. The key is completely believing in the topic yourself. It is not about what people want, like, or agree with. It is about what you want, like, or agree with. It is about your own convictions.

HOW DO YOU DEFEND YOUR IDEAS/MAKE A STAND?

1. Be prepared. Whenever you propose an idea there will certainly be people who may not agree with you.
2. Be generous. Compliment others for the constructive feedback they are offering.
3. Be patient. Few, if any, will embrace your idea.
4. Don't take things personally.
5. Show respect.

Example: Choose from a certain issue which you need to defend like the sample below. Here is the scenario that may help you understand more about making a stand.

A. Which is more nutritious, fruits or vegetables?



1. Whatever you choose from your own point of view you should be ready to assert it and defend your views by searching for facts about fruits or vegetables.
2. When you select one of the choices and you discover insights about fruits or vegetables, you listen to other's ideas. It might be more informative than yours so respect it.
3. You can't please everybody in your own point of views or vice versa but you have to be patient in coming out with the best results of your ideas. The more positive information you got from any of fruits or vegetables, the more you will be convinced that one of them is more nutritious than the other.
4. Showing your own convictions by defending your ideas is not merely allowing yourself to be involved in it and showing your emotions overflow more than the true information can affect the integrity of your ideas and convictions.
5. Respect the opinions of every individual. Whoever chooses fruits or vegetables as not more nutritious than the other should not be ridiculed. Instead give them the benefits to learn and grow more because sharing is also a virtue.





What's More




Amidst the pandemic, learning must not be stop. The Department of Education is doing its best to sustain the knowledge and skills of everyone in any learning modality applicable to the learners. It will be difficult for both the teachers and learners but everything is set for the common good. Following the safety protocols in school will give a successful result in this time of New Normal.

Here are some of the activities you might encounter in your daily activities.

Activity 1

Directions: Study the following pictures. These pictures are all related to the pandemic. Copy and fill in this table on your answer sheet.

Pictures	Description	Agree or disagree?	Why?
			
			

Activity 2

If you will be given a chance to be one of the representatives to raise the opinions for the conduct of classes during this time of pandemic in our country, what will be your stand about this controversial issue?

FACE-TO-FACE CLASSES OR ONLINE CLASSES?

Defend your stand on this issue. Do it on a separate sheet of paper.



What I Have Learned

Directions: Answer the following questions to show how much you already understand about the lesson. Write your answers on a separate sheet of paper.

1. What preparations should you do every time you need to make a stand?

2. Why is it important to make a stand and defend what you believe in?



What I Can Do

Directions: Study and answer the following questions carefully. Defend your answer by citing at least three different reasons or justifications. Write your answers on a separate sheet of paper.

Situation 1 -Are television and cellular phones effective tools in modular and online classes? Explain your answer.

Situation 2 – Are curfews effective in terms of keeping children safe in this time of pandemic? Explain your answer.



Assessment

A. Directions: Analyze the given issues. What is your position about the given situation? Copy the following questions on a separate sheet of paper and draw a happy face ☺ if you agree with the statement or a sad face ☹ if you disagree. Then, defend your answer by giving valid reasons to support your ideas.

_____ 1. Are front liners considered heroes? Why or why not?

_____ 2. Is modular distance learning helpful for the pupils to avoid contamination of virus?

_____ 3. Face-to-face classes can be implemented in some areas with active covid-19 cases.

_____ 4. The Inter-Agency Task Force is doing everything to lessen the spread of COVID-19 virus.

_____ 5. Maintaining proper hygiene like washing your hands lessen the transmission of the virus.

B. Directions: Choose one from the given pictures below and write a paragraph about your stand on it. Write at least three to five sentences showing your own convictions.



Helping a person
with disability



Illegal Logging



Garbage disposal



Dynamite Fishing



Bullying



Additional Activities

Directions: Read the passage below and study the issue in order to make a stand about it.

CARE FOR MOTHER EARTH

We are continuously ruining the environment. Little do we realize that if we keep the environment clean, we make it a better place for our families.

The overall cleanliness of the environment is a prize in itself. It is a wake-up call for all of us to raise our level of public awareness on environmental issues like **air pollution, soil degradation, ozone depletion, factory drainage, global warming, acid rain, and ground water contamination**. We can take part in **waste management programs** and **convert trash into treasure**. The planet **Earth** is the only planet we have. It's time to move and take part and be counted. **How can you save the planet Earth from destruction?**

Do you think children or learners like you can contribute in saving planet Earth from total destruction? Why or why not? (Explain)



Answers Key

Additional Activities Answer may vary.		
What's More 1. agree 2. agree 3. disagree 4. agree 5. agree (Description and reason may vary)	What I can do Answer may vary.	Assessment A. 1. ☹️ B. 1.-5 2. ☹️ (Answers may vary) 3. ☹️ 4. ☹️ 5. ☹️
What I Know 1.-2 (Answers may vary)	What's In 1. agree 2. agree 3. agree 4. agree 5. agree	What's New Answers may vary.

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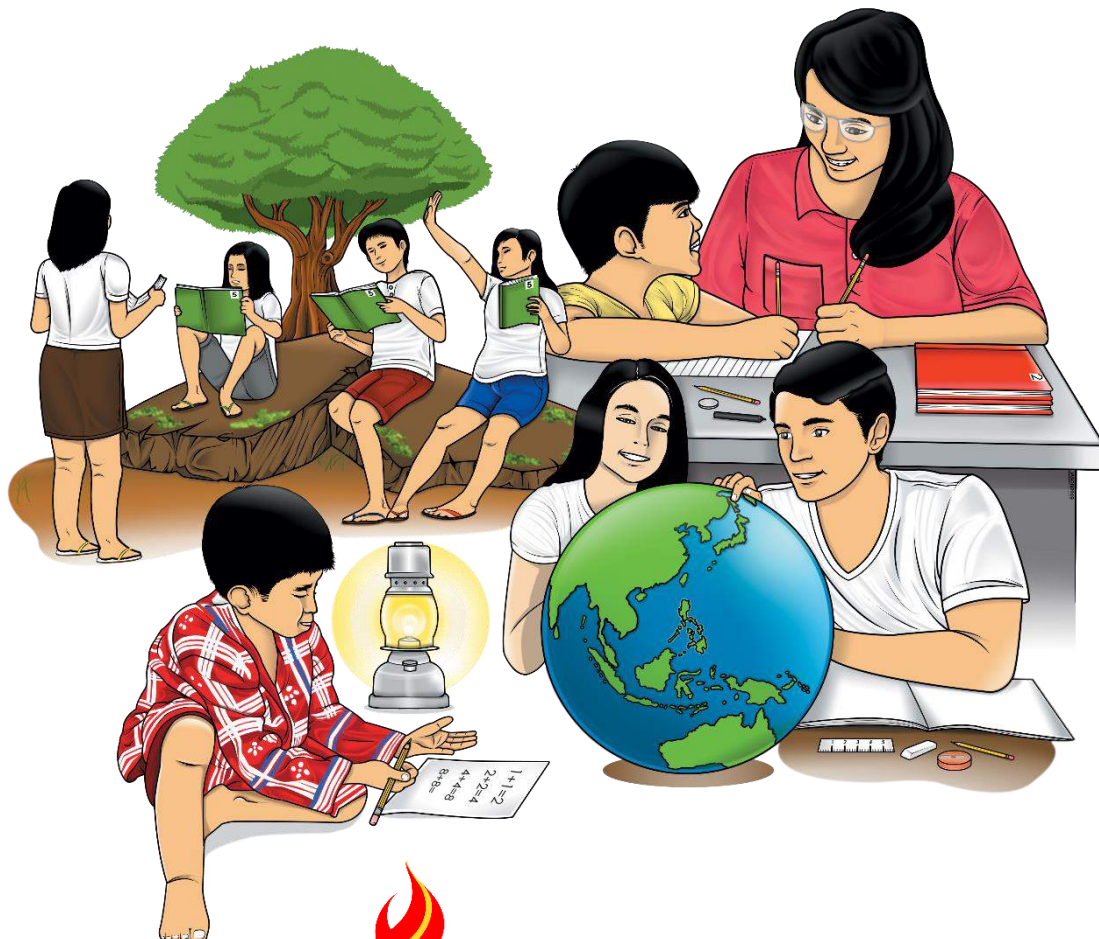
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English

Quarter 3 - Module 4:

Providing Evidence to Support Opinion/Fact



GOVERNMENT PROPERTY
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English – Grade 5
Alternative Delivery Mode
Quarter 3 – Module 4: Providing Evidence to Support Opinion/Fact
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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English

Quarter 3 - Module 4:

**Providing Evidence to Support
Opinion/Fact**

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

A fact is something that can be proven to exist or to be true while an opinion is a feeling, viewpoint, or a person's perception of a given item or event.

An evidence is a proof or fact, while an opinion is a personal belief. A fact can be proven, but opinions cannot. This is why most facts are supported by proof, whereas most opinions are supported by specific reasons.

In this module, you will learn to:

- identify a fact and an opinion; and
- provide evidence to support opinion/fact.



What I Know

Directions: Copy and read each statement and then determine whether it is a fact or an opinion by encircling Fact or Opinion at the end of each statement. Do this on a separate sheet of paper.

1. The fastest land-dwelling creature is the cheetah. **Fact or Opinion**
2. Cellphones emit radiation that may or may not cause brain cancer. **Fact or Opinion**
3. There seems to be too much testing in public school. **Fact or Opinion**
4. A prison is one of the worst places in the planet. **Fact or Opinion**
5. It is wrong for people under the age of 21 to drink alcohol. **Fact or Opinion**
6. Oranges contain both calcium and vitamin C. **Fact or Opinion**
7. Diamonds are the hardest substance on Earth. **Fact or Opinion**
8. The price of gas has grown to become too expensive. **Fact or Opinion**
9. Chicken has more proteins than carrots. **Fact or Opinion**
10. Vegetarians are healthier than people who eat meat. **Fact or Opinion**

Lesson

1

Providing Evidence to Support Opinion/Fact



What's In

Directions: Read the article about the Mayon Volcano and answer the questions that follow.

Mayon Park in UNESCO's Shortlist of World Heritage Sites

The Mayon Volcano Natural Park (MVNP) in Legaspi City, Albay is now in the United Nations Education, Scientific and Cultural Organization (UNESCO) tentative list of World Heritage Sites.

UNESCO published the listing of Mayon Park following the submission by the Philippine National Commission for UNESCO in March. The listing shortlists the volcano park for inscription by the World Heritage Committee in the next 5-10 years.

The UNESCO list cites Mayon Volcano Natural Park for its aesthetic value as a perfect cone-shaped volcano, and for its wildlife preservation which encompasses a large number of flora and fauna habitat types which are unique, diverse, and extremely important in the Philippines and in Asia.

The Mayon Volcano Natural Park (MVNP) covers a total area of 5,775.70 hectares, with six towns and three cities of Albay province within 10 to 19 kilometers of its crater.

Declared as a protected area in June 2000 by Presidential Proclamation No. 413, Mayon Park has since addressed and controlled and instituted protective measures against identified threats to the protected core area and buffer zone such as urbanization, habitat loss, invasive species, pollution, eruption, occasional forest fire and unsustainable harvesting of species and forest area management.

Mayon Volcano is known as the most active volcano in the Philippines and one of the most active volcanoes in the world which has a record of 51 eruptions in the last four centuries.

Despite or because of its volatility, Mayon Volcano is considered one of the most featured landforms in the country, earning countless published stories and photographs revealing its famed peak and grandeur in all weather conditions.

The next step being undertaken by the Philippines after the World Heritage Sites tentative listing is the submission of the nomination documents which are evaluated annually by the World Heritage Centre for inclusion in the official list of UNESCO World Heritage Sites.

Albay Governor Joey Salceda leads the team working on the nomination documents that would serve as records to prove the efforts of the Mayon Park in supporting the wildlife conservation and protection.

Thus far, the Philippines already has six cultural and natural properties inscribed in the official list of World Heritage Sites namely, the Baroque Churches of the Philippines, Tubbataha Reefs Natural Park, Rice Terraces of the Philippine Cordilleras, Historic Town of Vigan, Puerto Princesa Subterranean River National Park, and Mount Hamiguitan Range Wildlife Sanctuary in the south-eastern part of Eastern Mindanao.

Source: Cabansag, Martha, "Mayon Park in UNESCO's Shortlist of World Heritage Sites", *Good News Pilipinas*, June 9, 2015, www.goodnewspilipinas.com/category/good-travel.

Questions:

1. What is the article about?
2. Who were involved?
3. How many cultural and natural properties of the Philippines are inscribed in the official list of World Heritage Sites? What are they?
4. Why do you think there is a need to preserve and protect the wildlife sanctuary of the animals?
5. In your opinion, did Governor Joey Salcedo and the team make a sound and right move in nominating MVNP? Why?

Fact: Mayon Volcano is an active volcano.

Evidence: Residents living in the communities around the volcano need to evacuate if there is an alert level from the PHIVOLCS.

Opinion: The province of Albay has many tourist attractions than any other destinations in the country.

Evidence: There are many other tourist spots and destinations around the country other than Mayon Volcano.



What's New

You learned that a fact refers to a statement that can be observed, historical, and proven true. On the other hand, an opinion refers to one's feeling, thought, belief, or judgment that is not 100% true and cannot be proven.

However, when you state a fact or an opinion, you have to support such claim with evidence. This may include observations, experiences, or conclusions based on experiment or studies.

Directions: Read on to find out why the Rice Terraces of the Philippine Cordilleras is considered to be a wonder of the world.

Rice Terraces of the Philippine Cordilleras – Outstanding Universal Value

The Rice Terraces of the Philippine Cordilleras are an outstanding example of a developed, living cultural landscape. They can be traced as far as two millennia ago in the precolonial Philippines. They are found in the remote areas of the Philippines Cordillera mountain range on the northern island of Luzon, Philippine archipelago. These historic terraces cover an extensive area. The property consists of five clusters of the most intact and impressive terraces located in four municipalities. They are all products of the Ifugao ethnic group, a minority community that has lived on these mountains for thousands of years.

The five clusters are: (1) the Nagacadan terrace clusters in the municipality of Kiangnan, in two distinctive rows of terraces divided by a river; (2) the Hungduan terrace cluster shaped like a spider web; (3) the central Mayoyao terrace cluster characterized by terraces in intervals with the traditional bale (houses) and alang (granaries); (4) the Bangaan terrace cluster in Banaue, the background of a typical Ifugao village; and (5) the Batad terrace cluster of Banaue that lies in semicircular terraces with a village at its base.

The Ifugao Rice Terraces are an ideal example of a living cultural landscape of beauty beyond compare.

The Ifugao Rice Terraces are valuable contributions of our ancestors to mankind. They were built 2, 000 years ago and passed on through generations and an example of an ancient civilization that overcame challenges passed by modernization.

Built on steeper slopes of high mountains and the careful carving of the natural shapes of the hills, the Ifugao Rice Terraces have complex irrigation systems. Water comes from the forests of the mountain tops.

The maintenance of the living rice terraces shows that the whole community works as one. It is based on the knowledge of the rich variety of biological resources which exist in the Ifugao agri-ecosystem.

Source: "Rice Terraces of the Philippine Cordilleras," UNESCO, accessed on 24 June 2015, <http://whc.unesco.org/en/list/722>

Think It Over

1. What are the five clusters of Rice Terraces in the Cordilleras?
2. What makes the Rice Terraces extraordinary?
3. Why do you think the Ifugao built the Rice Terraces?
4. How do the Rice Terraces reflect the culture of the Ifugao?
5. Why do you think the article is entitled "Outstanding Universal Value"?
6. From the given article, point out the sentences that are fact or opinion and support your answer.



What Is It

Directions: Copy and read each statement and then determine whether it is a fact or opinion by placing your answer on the given space. Afterwards, justify or support your answer. Do this on a separate sheet of paper.

1. Eating fast food is not bad if you only eat it once a week.
Fact _____
Opinion _____
Evidence: _____
2. Chicken sandwiches are more expensive than double cheeseburgers.
Fact _____
Opinion _____
Evidence: _____
3. Skateboarding on public property is against the law.
Fact _____
Opinion _____
Evidence: _____

4. Copying homework or assignments is wrong.
Fact _____
Opinion _____
Evidence: _____
5. Sometimes curly hair looks better than straight hair.
Fact _____
Opinion _____
Evidence: _____



What's More

Directions: Read the text and answer the questions that follow. Do this on a separate sheet of paper.

1. Magsaysay was elected President of the Philippines in 1953. He became a well-loved and trusted President because he championed the Filipinos. If he were alive today, he could have done a lot of good to Filipinos.

What does the author think about Magsaysay?

What facts did he mention in the paragraph?

2. In 1639, the Chinese began a rebellion in the Philippines, but it was crushed by Spanish-Filipino troops. This could have been prevented if only the Filipinos were a little friendly to the Chinese.

What fact is noted in the paragraph?

What was the writer's opinion about the Chinese rebellion?



What I Have Learned

Providing Evidence to Support Opinion/Fact

A fact is an event or situation known to have happened. It came from the Latin word *factum* meaning something done. It also means that it has existed and the truth was verified by observation, experience, or experiment.

An opinion is a judgment or estimation of what seems to be true. It comes from the Latin word *opinion* which means to believe. An opinion is not founded on certainty of proof and it varies from person to person. Sometimes it is influenced by popular feeling.

However, when you state a fact or an opinion, you have to support such claim with evidence which may include observations, experiences, or conclusions based on experiment or studies.



What I Can Do

Activity 1

Directions: Recall the selection “Rice Terraces of the Philippines Cordilleras – Outstanding Universal Value.” Based on the information that you have learned from the selection, identify the paragraph that provides evidence as to why the Rice Terraces was proclaimed by the UNESCO as a world heritage site, making it a world-renowned tourist destination.

Activity 2

Directions: The first sentence is the writer’s opinion about a certain group of people. Look for sentences that support this opinion from the rest of the paragraph and write these in a separate sheet of paper.

The Warays Always Wear a Smile

(J. Tapil)

(1) The Warays are the happiest people I know. (2) Their local language, known as “waray-waray,” which literally means “unworried and untroubled”, shows their “come what may” view about life. (3) They often fail in many things, but they always get back on their feet, ready to try again. (4) When calamities strike and great loss takes place such as the one brought by Typhoon Yolanda, they experience a great suffering, but they soon recover and smile again. (5) Despite not having enough for their own table, they are always ready to treat their guests and friends to some good food and fine wine during celebrations where they enjoy talking, singing, and dancing like there is no tomorrow. (6) Many of them may still be living in small huts where the living room, bedroom, and kitchen are exactly in the same spot, but you will always see them wearing a smile and a positive attitude each time they talk. (7) Some of them may appear tired of work, yet they keep coming back to enjoy their friend’s company. (8) The Warays may not be the richest nor the most talented people, but I am certain that they are the happiest beings on earth because they always wear a smile each time you need to see one.



Assessment

Directions: Identify whether the statement is a Fact or an Opinion. Then support the statement by providing evidence or proof to the fact or opinion. Write your answers on a separate sheet of paper.

1. I believe that the president of the country is doing his best to unite the people.
2. The president will serve the country for six years.
3. It is better to watch a movie than to listen to music.
4. Boracay is the best place to spend your summer vacation.
5. Star apple is a tree.



Additional Activities

Directions: Identify whether the statements are Fact or Opinion. Write it in your notebook. Then explain your answer. Do this on a separate sheet of paper.

1. There are active volcanoes under the sea.
2. Men make major decisions in the family.
3. The Philippines is an archipelago.
4. Women want girls for their first-born child.
5. A dolphin is always playful.



Answer Key

<p>Additional Activities</p> <ol style="list-style-type: none"> 1. Fact 2. Opinion 3. Fact 4. Opinion 5. Opinion 	<p>Assessment</p> <ol style="list-style-type: none"> 1. Opinion 2. Fact 3. Opinion 4. Opinion 5. Fact 	<p>What I Can Do</p> <p>Activity 1</p> <p>Paragraph 4</p> <p>Activity 2</p> <p>Sentences 4-8.</p>
<p>What's More</p> <ol style="list-style-type: none"> 1. If he were alive today, he could have done a lot of good to Filipinos. 2. Magasaysay was elected President of the Philippines in 1953. 1. Chinese began a rebellion in the Philippines but it was crushed by Spanish-Filipino troops. 2. Rebellion could have been prevented if only the Filipinos were little friendly to the Chinese. 	<p>What's New</p> <ol style="list-style-type: none"> 1. Nagacadan, Hungduan, Mayoyao, Bangaan, Batad 2. It is a living cultural landscape of beauty beyond compare. 3. Answer may vary 4. Answer may vary 5. Answer may vary 6. Answer may vary 	<p>What I Know</p> <ol style="list-style-type: none"> 1. Fact 2. Fact 3. Opinion 4. Opinion 5. Opinion 6. Fact 7. Fact 8. Opinion 9. Fact 10. Opinion

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