



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
English

G6



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

English

Grade 6

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PIVOT 4A CALABARZON English G6

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

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 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. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the 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 :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Types of Informational/Factual Texts

Lesson

I

Informational or factual texts inform readers on true, fact-based information. These include a wide range of nonfiction, historical, scientific and technical texts, including autobiographies and biographies, books about history, social studies, sciences and the arts, directions, forms and information displayed in graphs, charts, or maps and digital resources on a range of topics.

Look at the picture below. Are you familiar with Mount Mayon? It is considered as one of the most active volcanoes in the country. How will you describe the picturesque view of this volcano in Albay?



Source: Cadavido (2020)

A number of factual information may be given or generated about Mount Mayon. Using the given information, you will be able to write a text or paragraph that provides description on the given picture or item.

Providing factual descriptions is one of the ways in writing informational or factual texts. In this lesson, you are expected to identify the purpose, key structure and language features of various types of informational/factual texts.

D

Learning Task 1: Read President Manuel L. Quezon's autobiography taken from his privilege speech delivered in 1933. Then, answer the questions that follow. Do this in your notebook.

"I was born a poor man, the son of a school teacher in one of the smallest towns in the Philippines—Baler. My father had, besides his salary, a two-hectare rice-land which he cultivated. While I was a boy and during my early youth, my father saved as much as he could from his meager salary and from what he could get from his rice-field, only to have a few hundred pesos with which to give me an education. During those Spanish days, a Filipino family could live in a small town on four pesos a month and a supply of rice. Thus, did my family live for years. When I was at the age of five, an aunt of mine started to teach me to read and write. My own father and mother, and the priest of the town later gave me my primary instruction. At the age of nine, I was brought by my father to Manila and began my secondary education at San Juan de Letran College. First, I lived in the Convent of San Francisco serving as a room-and-mess boy for one priest, receiving no salary, except board and room. Then, my father moved me to the house of an aunt where for some pesos, I roomed and boarded. The house was located in Paco, too far from the Walled City for him who could only use his own feet as a means of transportation. My classes started at seven o'clock in the morning and I had to get up very early to reach my classes on time. Again, this impaired my health, and the following year, I was taken by my father to San Juan de Letran as an intern. I remained as an intern until I graduated as A.B. with the highest honors. By this time, the savings of my father had all been spent on my education. He owed money, and simply told me that I had to stop my studies unless I could work my way through university education. I came to Manila and spoke to my Dominican professors, who, by this time, had become very fond of me, and told them of my situation. I wanted to be a lawyer, but could not pay for my expenses. They secured a position for me as one of the helpers in the University of Santo Tomas with room and board and free tuition. Thus, I was able to take up the study of law."



Source: <http://www.quezon.ph/familyinfo/autobiography-of-manuel-l-quezon-from-a-privilege-speech/>

1. Are you inspired by his journey in the pursuit of his dream?
2. What do you think was his purpose in sharing this part of his life to his audience?
3. How did his story affect your personal views about your studies and your dreams?

Learning Task 2: Read the statements below. Arrange the sequence of events taken from Quezon's autobiography. In your notebook, write A for the first event, B for the second and so on. Be guided by the language features and/or signals used in each item.

- _____ 1. His father had spent all his savings for Manuel's education. He told him that he could still study if he could work his way through university education.
- _____ 2. His Dominican professors helped him secure a position as one of the helpers in the University of Santo Tomas receiving free room and tuition for his law school.
- _____ 3. Next, his own parents and their parish priest gave him his primary instruction.
- _____ 4. Then, at the age of nine, he was brought by his father to Manila where he had his secondary education at San Juan de Letran College.
- _____ 5. When he was at the age of five, his aunt taught him to read and write.

INFORMATIONAL OR FACTUAL TEXTS

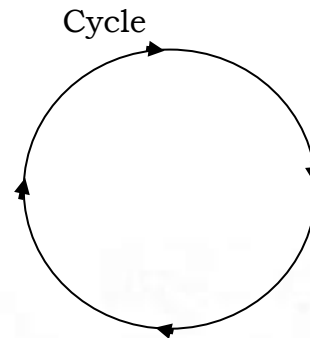
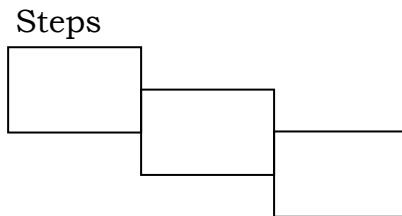
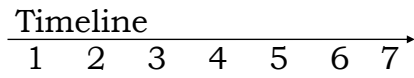
Informational or factual texts are materials that provide significant information or details about a particular person, place, thing, event, issue and the like. They vary in terms of types, signal questions and signal words.

Presented below are the types of informational or factual texts and their purposes/descriptions, signal questions and signal words.

Type	Purpose	Key Structures (Signal Questions) (Thisius, n.d.)	Features (Signal Words)
Sequence	Describes or presents statements, events or items in order, and/or enumerates procedures or steps in doing something	<ul style="list-style-type: none"> • What statements, items, events or steps are listed? • Do they happen in this order? • Do they always happen in this order? 	<ul style="list-style-type: none"> • First • Second • Next • Then • Before • After • Finally • Following • Not long after • Now • Soon

Sources: Illinois State University (n.d.) and Simeoneau, C., Orcutt, K. & Konrade, T. (n.d.).

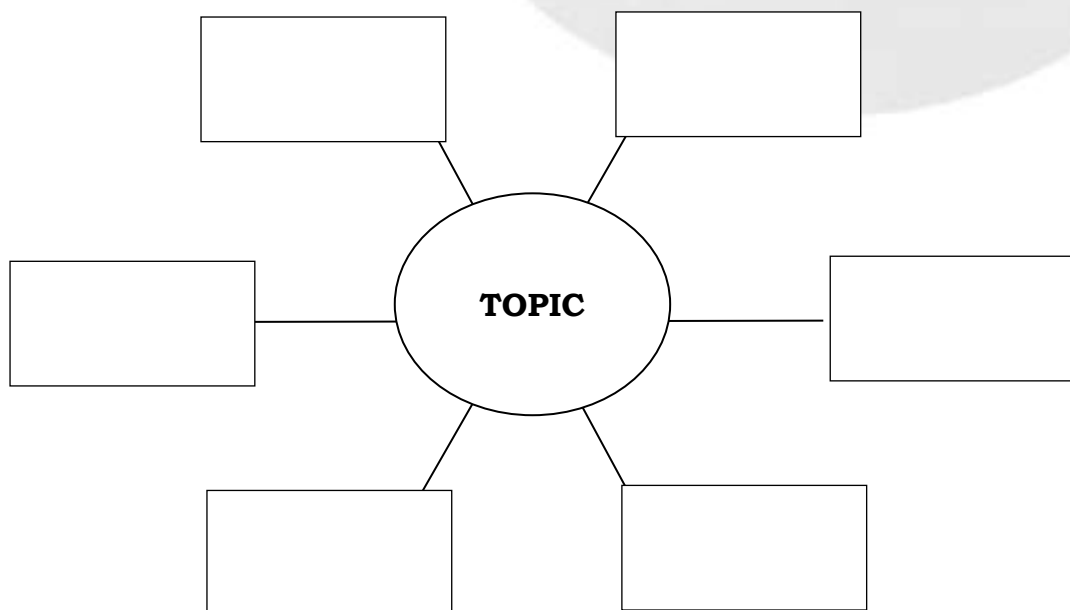
Information using **sequence** may be presented using the graphic organizers (timeline, steps, and cycle) below.



Type	Purpose	Key Structures (Signal Questions) (Thisius, n.d.)	Features (Signal Words)
Description	Describes a person, place, thing, idea or concept by explaining its features and characteristics or by giving examples	<ul style="list-style-type: none"> • What specific topic, person, idea or thing is being described? • How is it described (how does it look like, how does it work, what does it do, etc.)? • What is important to remember about it? 	<ul style="list-style-type: none"> • For instance • Such as • An example • To illustrate • Characteristics

Sources: Illinois State University (n.d.) and Simeoneau, C., Orcutt, K. & Konrade, T. (n.d.).

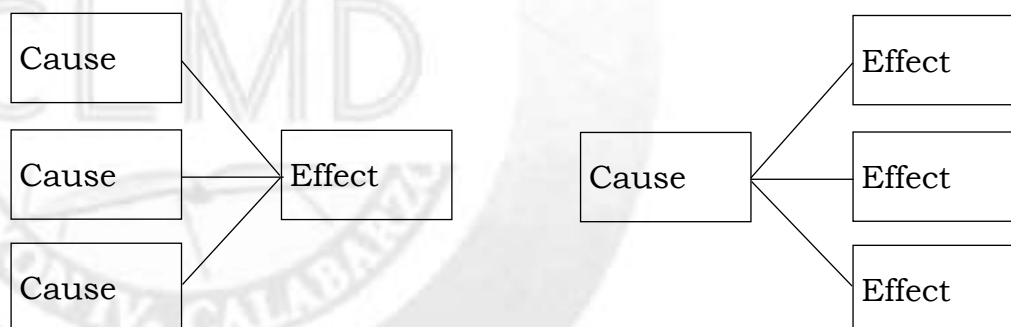
Information using **description** may be presented using the graphic organizer (concept map) below.



Type	Purpose	Key Structures (Signal Questions) (Thisius, n.d.)	Features (Signal Words)
Cause and Effect	Refers to what happened (effect) and why it happened (cause)	<ul style="list-style-type: none"> • What happened? • Why did it happen? • What caused it to happen? 	<ul style="list-style-type: none"> • So • Because • Since • Therefore • If...then • This led to • Reason why • As a result • May be due to • Effect of • Consequently • For this reason

Sources: Illinois State University (n.d.) and Simeoneau, C., Orcutt, K. & Konrade, T. (n.d.).

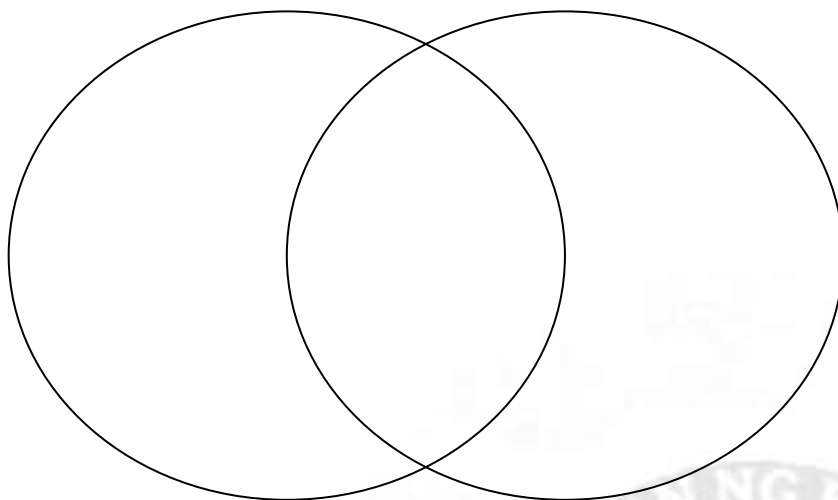
Information using **cause and effect** may be presented using the graphic organizers below.



Type	Purpose	Key Structures (Signal Questions) (Thisius, n.d.)	Features (Signal Words)
Comparison and Contrast	Shows or presents how two or more things are alike and/or different	<ul style="list-style-type: none"> • What items or things are being compared? • In what ways are they alike? • In what ways are they different? 	<ul style="list-style-type: none"> • Same as • Similar • Alike • As well as • Not only...but also • Both • Instead of • Either...or • On the other hand • Different from • As opposed to

Sources: Illinois State University (n.d.) and Simeoneau, C., Orcutt, K. & Konrade, T. (n.d.).

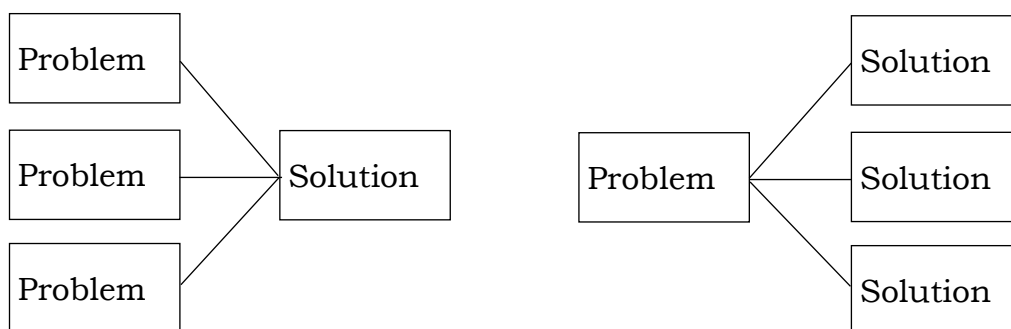
Information using **comparison and contrast** may be presented using the graphic organizer (Venn diagram) below.



Type	Purpose	Key Structure (Signal Questions) (Thisius, n.d.)	Features (Signal Words)
Problem and Solution	Tells about the problem and the possible solutions to it	<ul style="list-style-type: none"> • What is the problem? • Why is this a problem? • Is anything being done to try to solve the problem? • What can be done to solve the problem? 	<ul style="list-style-type: none"> • Question is... • Dilemma is... • The puzzle is... • To solve this... • One answer is... • One reason for the problem is...

Sources: Illinois State University (n.d.) and Simeoneau, C., Orcutt, K. & Konrade, T. (n.d.).

Information using **problem and solution** may be presented using the graphic organizers below.



E

Learning Task 3: Read and analyze the texts below. Complete the table by identifying the types of texts, their purposes and the signal words used. Do this in your notebook.

	Texts	Types	Purposes	Signal Words
1	<p>All crocodilians are reptiles with long snouts, long tails, four short legs, tough skin, and sharp teeth. Members of the crocodilian family include alligators, crocodiles, caimans, and gavials. Crocodilians live in warm weather throughout the year and they spend part of their time in the water and part of their time on land. Almost all crocodilians grow to be very large, with the largest more than twenty feet long. There are two kinds of alligators, 14 kinds of crocodiles, eight kinds of caimans, and one kind of gavial.</p> <p style="text-align: right;"><i>Source: Pike and Mumper (2004)</i></p>			
2	<p>Recently, scientists have gained an understanding of a crocodile's reproductive activity. Crocodiles mate in the water, where the buoyancy keeps them from crushing each other. Prior to mating, there are stylized postures, jumping, submerged bubble blowing, and snout contact. After mating, hard-shelled eggs are laid in a nest, in a hole scooped in the sand. When it is time to hatch, the infant crocodiles begin a loud chirping sound that leads the female to the nest, which she excavates. Finally, when all the babies are accounted for, the mother crocodile, transports them to the shallow water where they will remain under adult protection for weeks or months.</p> <p style="text-align: right;"><i>Source: Pike and Mumper (2004)</i></p>			

	Texts	Types	Purposes	Signal Words
3	<p>On the river banks of the Nile River, home to some crocodiles, there are many kinds of birds, sometimes called crocodile birds because they are always hopping around crocodiles. The big crocodiles and the birds are useful to each other for several reasons. The birds eat flies and leeches that they find on the crocodiles' skin and mouths. In this way, the birds get a good meal and the crocodiles get rid of the leeches and flies. Sometimes an enemy frightens the birds who scream and fly away. As a result of the noise, the birds give the crocodiles a warning of danger.</p> <p style="text-align: right;"><i>Source: Pike and Mumper (2004)</i></p>			
4	<p>In most parts of the world there are not as many crocodiles as there used to be. This is a problem because crocodiles are becoming endangered and also crocodiles are necessary to the balance of nature. Many crocodiles have died because people dried up the swamps and marshes where the crocodiles live. Poachers have also contributed to the dilemma as crocodiles have been desired for their strong, smooth, leathery skins. In order to preserve these mighty creatures, people must take care of crocodiles' environment and help put a stop to the needless shooting of these animals.</p> <p style="text-align: right;"><i>Source: Pike and Mumper (2004)</i></p>			

	Text	Type	Purpose	Signal Words
5	<p>Alligators and crocodiles, along with their relatives the caimans and the gavials, are very much alike. These crocodilians are reptiles with long snouts, long tails, four short legs, tough skin, and sharp teeth. There are some differences, however. Gavials have the longest snout and the most teeth. Some people say that alligators and crocodiles differ in the shape of their snouts and the positioning of their teeth. Zookeepers say that crocodiles move faster than alligators and have nastier dispositions.</p> <p style="text-align: right;"><i>Source: Pike and Mumper (2004)</i></p>			

Learning Task 4: Read the text and complete the table below. Then, convert the details of the given text into a diagram using appropriate graphic organizer. Do this in your notebook.

Ladies and gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around your waist. Do not inflate the jacket until you left the aircraft. The jacket will automatically inflate by pulling a cord, but if not, you can blow into the chip to inflate it. A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency. The use of TV set, AM and FM radios and radio cassette recorders, walkman and any mobile phones are prohibited on board as they interfere the communication and navigational system. We wish you an enjoyable flight.

Source: <https://www.youtube.com/watch?v=zchYwf3NwQ>

Possible Title	
Type of Text	
Purpose	
Graphic Organizer	

Learning Task 5: Read the text and complete the table below. Then, convert the details of the given text into a diagram using appropriate graphic organizer. Do this in your notebook.

Tsunami is a series of waves that are produced by the sudden movement of the seabed---earthquakes, volcanic eruptions, underwater landslide or even an asteroid. But frequently, they are set off by earthquakes occurring at a depth of less than 50 meters measuring at least 6.5 in magnitude.

At a magnitude of eight (8), a tsunami can be devastating. The shifts of the ocean floor caused water to be folded, lowering the sea level and deforming the surface of the ocean. Seismic waves are produced which in turn trigger another series of waves in deep water far from the epicenter of the earthquake. The tsunami reaches a few thousand centimeters, but its height increases as the bottom of the ocean floor rises.

In extreme cases, the waves take on speed of 500 to 800 kilometers per hour when the water is very deep, decreasing in speed to about 20 or 30 kilometers per hour as they approach the coast. The waves can reach heights of up to 30 meters, breaking one after the other at intervals of 10 to 40 minutes sweeping away everything in their path. Tsunami, which is a Japanese word for harbour wave, occurs mainly in regions of strong tectonic activity.

Source: <https://www.youtube.com/watch?v=d564RTZ6Wfg>

Possible Title	
Type of Text	
Purpose	
Graphic Organizer	

A

Learning Task 6: Using any available reading materials at home as sources of various information, read different informational or factual texts that show **sequence, description, cause and effect, problem and solution** and **comparison and contrast**. Then, complete the table below. Do this in your notebook.

Text Types	Titles	Purposes	Signal Words
Sequence			

Text Types	Titles	Purposes	Signal Words
Description			
Cause and Effect			
Compare and Contrast			
Problem and Solution			

Paste or draw a picture of your favorite place. Then, write a five-sentence paragraph indicating the factual descriptions of your chosen place. Do this in your notebook.



Biases and Propaganda Devices

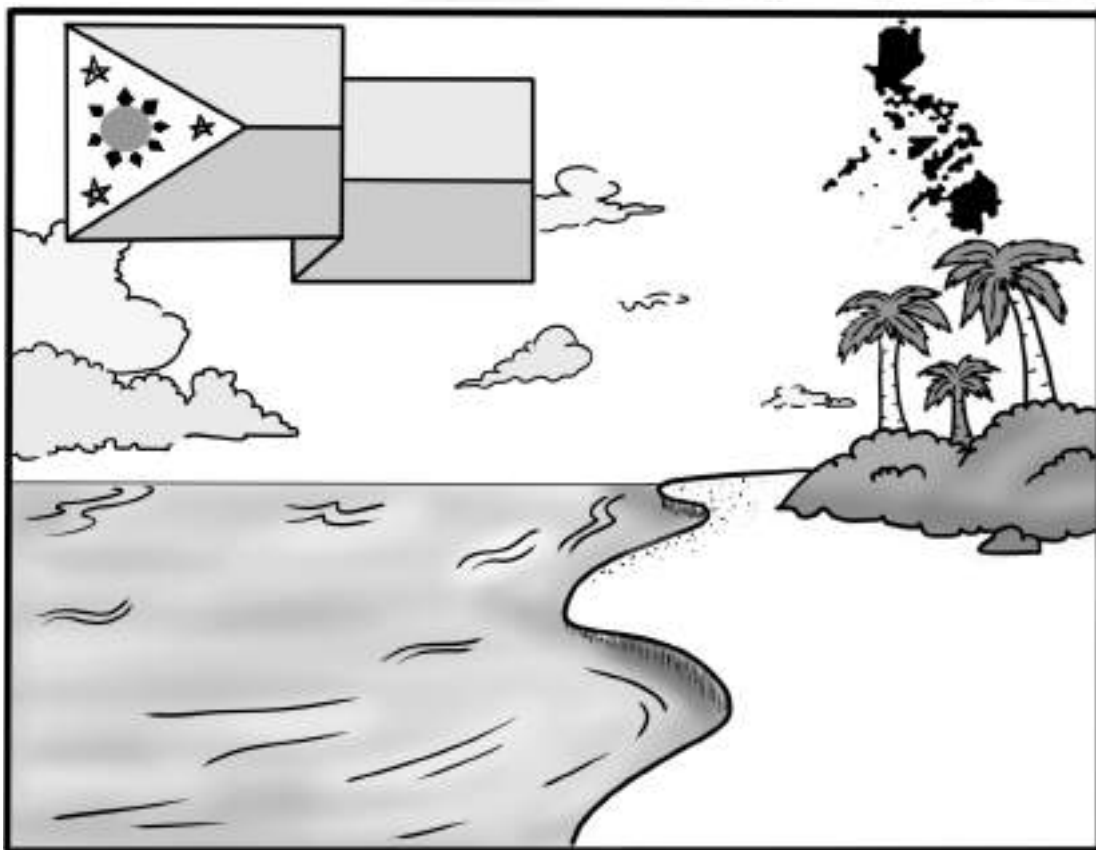
Lesson

I

The use of advertisement is very common nowadays. It varies in forms. Some advertisements are done through print, non-print and broadcast forms. They are important as they aid in reaching their target audience and/or market.

The lesson will help you develop your skills in making judgment based on your personal point of view using varied propaganda devices. These devices spread or give information, pieces of idea or rumor in order to persuade you to arrive at a certain decision in life. To do this, you must recognize evaluative word choice to detect biases and propaganda devices used by speakers or writers.

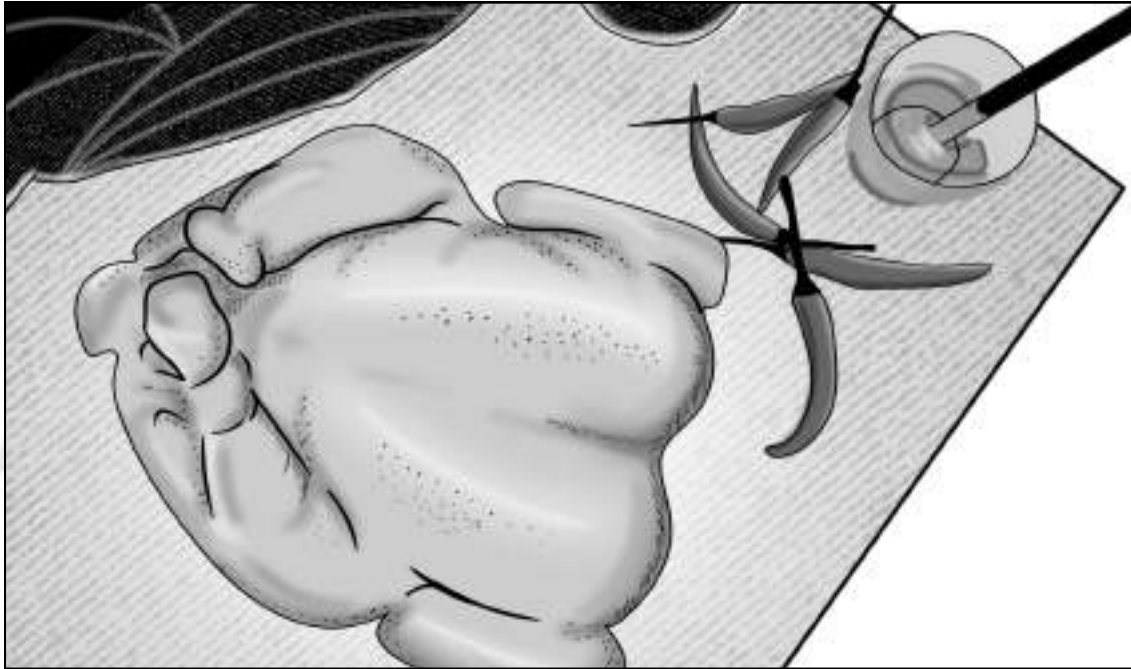
The Philippines is known for its *It's More Fun in the Philippines* slogan. What is your most favorite place or spot in your city, province or locality?



- Promote your most favorite place or spot in a five-sentence script.
- Present it to your parents or guardians.
- Ask them if they will be persuaded to visit such place with the help of your written script.

D

Learning Task 1: Pretend to be an endorser. In three to five sentences, how would you promote or endorse the roasted chicken product below. Highlight the key words that you will use to persuade your target audience. Write your answers in your notebook.



BIASES and PROPAGANDA

Biases are judgments based on personal point of view, while **propaganda** refers to the spreading of information, ideas, or rumor that is meant to make people accept them. The ideas may be false or misleading. Biases and propaganda are both used to influence people to persuade, believe, buy or do something.

There are varied propaganda devices that can influence you to make judgment. These are commonly used in advertisements, texts, passages and/or messages that you have watched, read or heard.

A. **Bandwagon.** You are attracted to use a product or join an activity because “everyone” is doing it.

Example: “Join an educational trip to Art in the City. Buy two (2) tickets and get one (1) for free. Join thousands of learners who have appreciated the beauty of arts in their lives for several times. So, what are you waiting for? It is worth the experience!”

This device encourages an individual to do the same activity as experienced by a number of people.

- B. **Plain Folks.** You are encouraged to use a product because it is what “folks at home” are using. This uses ordinary people as endorsers to show that the product is being used by usual persons.

Example: “This electric fan is assembled for you to feel the ambiance of nature. Feel the breeze of natural air within the corners of your home.”
“Use Soapguard. It can keep you germ-free for the next 24 hours.”

- C. **Testimonial.** You are convinced to use a product because it is endorsed or confirmed by a well-known personality.

Example: “Kimi Jones, a well-known basketball player, says that Abibas is the best sporting shoes he has ever used.”
“Juan dela Cruz, a famous stage actor, says Kopimo will always keep you awake while at work.”

This propaganda device utilizes famous or influential people to testify about the beauty of a certain product to win the interest of customers.

- D. **Name Calling.** It is a device that persuades you to avail the product or service because of the negative image it creates against another product or service.

Example: “Taste our original chicken inasal. Unlike other roasted chickens which use chemicals in preparing their products, our chickens are roasted using our secret and natural spices and ingredients.”

This propaganda uses advertisement war with other products in the market.

- E. **Glittering Generality.** You give in because you are overwhelmed by vague, sweeping statements that usually come in slogans or simple catch phrases.

Example: “Air Philippines, the spirit of the Filipino, is the greatest airline ever in this century. It is powered by latest technology offering exquisite comfort and satisfaction for frequent and regular flyers.”

- F. **Technical Jargon.** It uses unfamiliar or highly technical terms to impress, confuse or deceive consumers or audience. It does not really explain how it is connected with what is being promoted.

Example: “Soyamar with lacto-bacilli shirota strain is good for your tummy.”

G. **Appeal to Fear.** It scares or frightens consumers so that they will either patronize or avoid the product or service.

Example: “Cigarette smoking is dangerous to your health. It may result to cancer and other respiratory illnesses.”

H. **Powerful Words.** It uses either pleasant or hideous sounds to either lure or drive people away from something.

Example: Shampoo commercials saying “**soft, silky, shiny hair**” to convince the audience to patronize the products.

Remember:

Propaganda is not only used in print or broadcast media but also in any professional engagement with the purpose of convincing the audience to believe in their views, like political rally and direct selling of products.

Learning Task 2: Identify what is referred to by each statement below. Choose from the words listed in the box. Write your answers in your notebook.

Technical Jargon

Name Calling

Powerful Words

Bandwagon

Appeal to Fear

- _____ 1. This uses unfamiliar or highly technical terms to impress, confuse, or deceive consumers or audience.
- _____ 2. It scares or frightens consumers so that they will either patronize or avoid the product and/or service.
- _____ 3. You are persuaded to use a product or join an activity because “everyone” is doing it.
- _____ 4. It uses either pleasant or hideous sounds to either lure or drive people away from something.
- _____ 5. This persuades you to avail the product or service because of reverse idea you heard about persons or things.

E

Learning Task 3: Identify the type of propaganda device used or shown in each sample below. Write your answers in your notebook.

- _____ 1. This vitamin will truly make you **healthy, fit** and **strong**. Once you take this daily, you will experience unexplainable energy. So, what are you waiting for? Buy now and take it.
- _____ 2. A famous actress said, "In each break, take this smooth and creamy coffee."
- _____ 3. Choco-Hey is the best energy drink in the market. Take it and boost your energy.
- _____ 4. Our services are really great. Unlike ordinary taxi, you are safe with us.
- _____ 5. Visit and spend your summer in Hundred Islands in Alaminos City, Pangasinan...a place like a paradise for you and your family. So buy two (2) tickets and get one (1) for free. Join thousands of tourists who have been here thrice or more.
- _____ 6. Famous Actor: For my family, I'll always give the best...the best-tasting chicken.
- _____ 7. "Use this alcohol and be protected against COVID-19."
- _____ 8. Come and join us in the upcoming concert of the best Pinoy Band in the country. Most people like them. Be one of their guests. Hurry and buy your ticket now. Let us celebrate love and music together.
- _____ 9. Create videos and upload them to YouTube. You can earn through your videos unlike other apps where you can only earn 'likes'.
- _____ 10. Visit and spend your long weekend in Baguio City, a place like no other. Enjoy your vacation at the summit of the Cordilleras. Savor our special delicacies. Experience our flower festival. Avail our limited promo of P 2,000 per head for a 3-day 2-night trip. There are still few remaining slots.

Learning Task 4: Match the balloons stating the different propaganda devices with their samples in the boxes below. Write the letters of your answers in your notebook.

A This shampoo will give you soft, silky, shiny and well-nourished hair in just a week of continuous use.

B Famous vloggers are promoting a brand of coffee that truly makes their day complete.

C This product containing lacto bacilli promotes good health and good digestion.

D Using this Filipino-made bicycle does not only make yourself physically fit but will also help our local manufacturers. Unlike imported bicycles which are really expensive, our bicycles are the same in quality and benefits but not in price.

E Come and join millions of Filipinos who are now using Instagram. Hurry and post 'Instagrammable' photos.

BANDWAGON

1. _____

TECHNICAL JARGON

2. _____

TESTIMONIAL

3. _____

POWERFUL WORDS

4. _____

NAME CALLING

5. _____

Learning Task 5: The statements below deal with Mobile Legends. Write a check (✓) mark if the statement uses **testimonial** as a propaganda device and an **X** if the statement does not. Write your answers in your notebook.

- _____ 1. A famous actor said, "I am playing ML since it makes my free time more adventurous and satisfying."
- _____ 2. A famous actress said, "Play ML now, and be part of this exciting online mobile game."
- _____ 3. Mobile Legends is for all. It can be played by men and women. It can also help you ease your boredom. Take this adventure and be one of the greatest defenders.
- _____ 4. Enhance your skills in critical thinking and be part of this mobile invasion game.
- _____ 5. Join this online invasion as this is played by billions of millennials around the world.

Learning Task 6: The statements below deal with Tiktok. Write a check (✓) mark if the statement uses **bandwagon** as a propaganda device and an **X** if the statement does not. Write your answers in your notebook.

- _____ 1. What are you waiting for? Install this app now and remove your boredom. Be a TikToker and join the billion Tiktokers across the globe.
- _____ 2. My friends are all in Tiktok. We enjoy each other's company using this app as it keeps our body in great shape. Dance with us.
- _____ 3. So hurry and be part of the jolliest, craziest and most exciting mobile app ever, TikTok.
- _____ 4. According to a famous vlogger, "Tiktok is a massively popular app that lets users create and share videos up to 60 seconds long. *Lip-synced* music videos are especially popular.
- _____ 5. This video app is used by most people to express themselves through dancing, singing, comedy and lip-syncing. This app is really better than any other apps out there.

A

Learning Task 7: In your notebook, do the following activities below:

1. Choose an advertisement available in any online, broadcast or printed materials. In your notebook, copy the table and answer the given questions.

What is the name of the product?	
Who is the product endorser?	
How much does it cost?	
What are the benefits that the product can provide?	
Is the endorsed product better than any other products? Why? Why not?	
What propaganda device or technique was employed in endorsing the product?	

2. Listen or watch an advertisement featuring your favorite celebrity. In your notebook, copy the table and answer the given questions.

What is the name of the product?	
How much does it cost?	
What are the benefits that the product can provide?	
Is the endorsed product better than any other products? Why? Why not?	
What propaganda device or technique was employed in endorsing the product?	

Pretend that you are a well-known celebrity and you are about to endorse a certain product or place (resort, hotel, etc.) based on your experience with it. Choose powerful and convincing words to catch the attention of your target audience. Write your short script in your notebook.

Sources of Information

Lesson

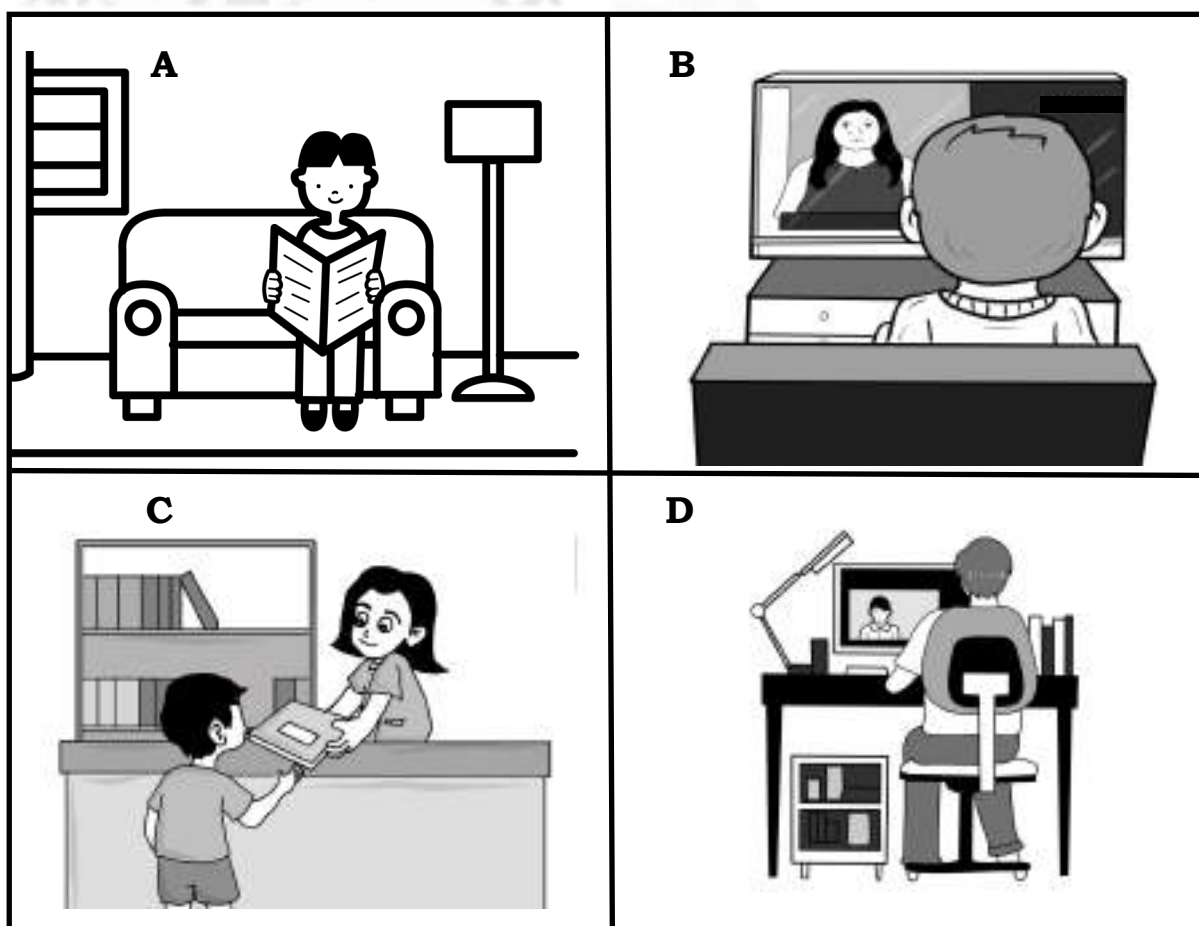
I

As a learner, you are used to accomplishing homework and research works given to you by your teachers. Wanting to fully understand these learning activities, you work on finding more information from various sources or materials. The gathered details from various sources support your answers and maximize your understanding of the lesson.

To achieve this, you must be aware as to where to find information and how to access or use various materials or sources. Also, the relevance and credibility of the sources of information you use must also be considered.

In this lesson, you are expected to compare and contrast contents of materials viewed from sources of information (print, online and broadcast).

Examine the pictures below.



- What sources do you use in gathering information for your assignment and other school activities?

D

Learning Task 1: Identify the material to be used in each situation below. Classify each as to **PRINT**, **BROADCAST** or **ONLINE**. Do this in your notebook.

1. Maita needs to watch news on television.
2. Mrs. De Chavez used the chart which she bought from the local bookshop in explaining the water cycle.
3. Alex tours around Tayabas City using the interactive map installed in his cellphone.
4. The pupils watch available videos online on gardening.
5. My parents love to read newspapers every morning.

SOURCES OF INFORMATION



Print materials consist of all written/printed materials. Examples of these resources are printed versions of textbooks, workbooks, reference books, magazines, newspaper and journals.



Broadcast materials are resources transmitted to public through radio and television. Public service announcements, daily news, weather forecasts, interviews, documentaries, comedies, movies, sports and advertisements/commercials are typical examples of broadcast materials.



Online materials are learning resources that are made available online. Common examples of online resources are blogs/vlogs, podcasts, audiobooks, e-books, videos, mobile apps, webpages, social media, and emails/ electronic mails.

In accessing online materials, take note to be careful and vigilant with the authorship, credibility and authenticity of internet documents since some sources may contain unverified information.

With the use of various sources of information, you may now compare and contrast the information viewed from print, broadcast and online platforms. The skills on comparing and contrasting are necessary in enriching your knowledge in finding reliable and credible sources of information.

Learning Task 2: Presented below are various sources of information. Identify which source of information does not belong to each group. Write your answers in your notebook. Then, after eliminating the material which does not belong to each group, classify the three (3) remaining materials as to **print**, **online** or **broadcast materials**.

1. textbooks, workbooks, reference books, daily TV news
2. TV documentaries, e-book, radio comedies, TV commercials
3. blogs/vlogs, written diary, videos, webpages,
4. printed magazines, printed newspaper, social media, printed journals
5. email, book, e-book, mobile app

Classifications of Materials

6. _____
7. _____
8. _____
9. _____
10. _____

Learning Task 3: In your notebook, classify the materials below as to **print**, **broadcast** and **online**. Use the table provided.

printed magazines Tiktok printed dictionary websites	TV documentaries TV news TV movies fiction books	blogs online journals radio news e-books
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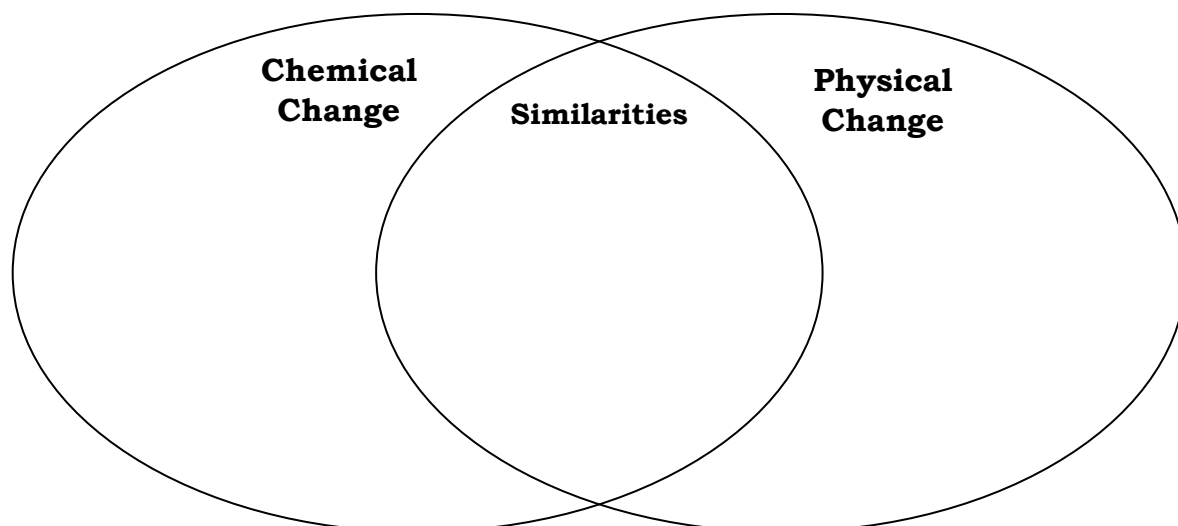
Print Materials	Broadcast Materials	Online Materials

Learning Task 4: Read the passage below on chemical and physical changes. Then, compare and contrast chemical changes and physical changes by arranging the information using the graphic organizer below. Identify their differences and similarities. Do this in your notebook.

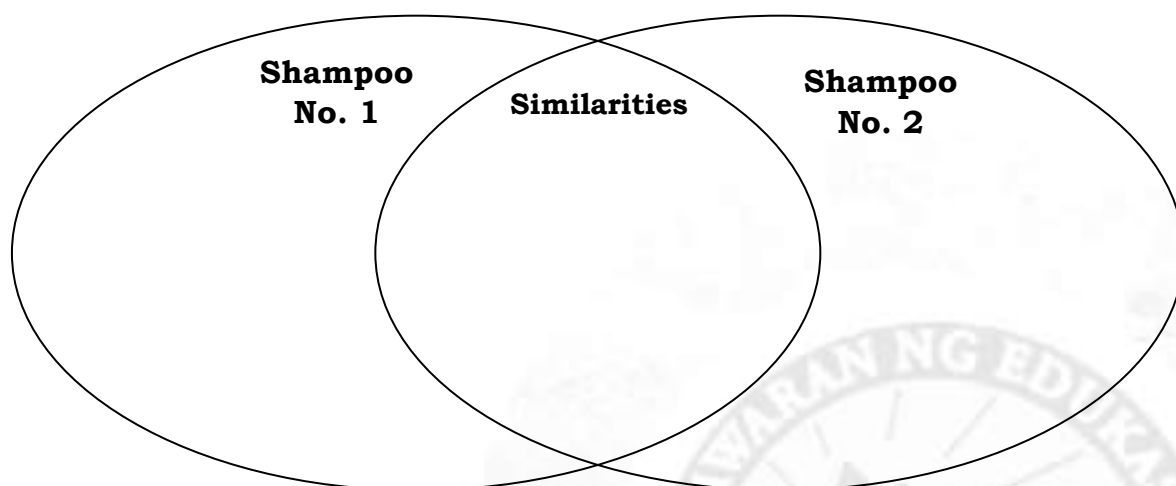
Chemical and Physical Changes

Any matter can be changed in two ways: chemically and physically. Physical changes do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Molding the clay to change the shape is a physical change, and does not change the matter's identity. Meanwhile, chemical changes turn the matter into a new kind of matter with different properties. For example, a burnt paper becomes ash and will never be turned back to paper again. The difference between them is that physical changes are temporary or only last for a little while chemical changes are permanent, which means they are irreversible. Physical and chemical changes both affect the state of matter.

- * affect state of matter
- * temporary change
- * permanent change
- * do not change the properties
- * changes the properties

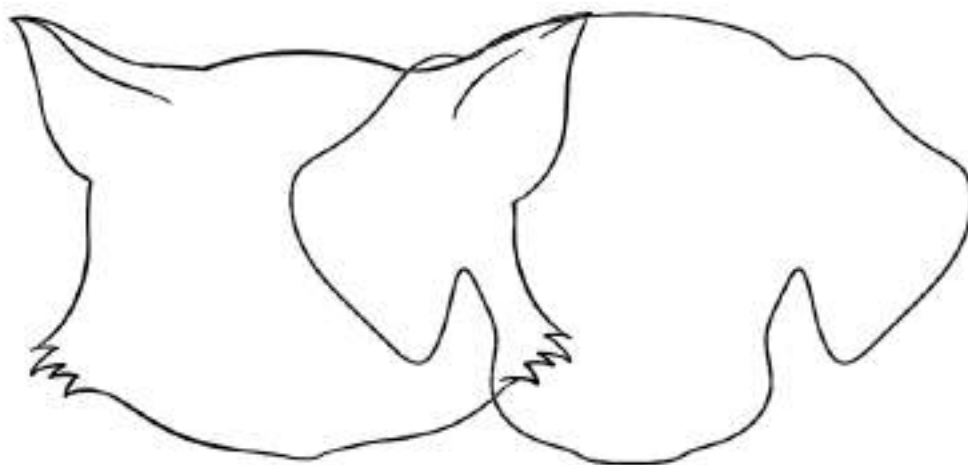


Learning Task 5: Compare and contrast TV, radio or printed advertisements of two shampoos you are familiar with. Using a Venn diagram, note down their similarities and differences. Then, write a paragraph explaining the content of the said diagram. Do this in your notebook. Be guided by the rubric below.



Features	1 Poor	2 Satisfactory	3 Very Satisfactory	4 Excellent	Rating
Content (Similarities and Differences)	The paragraph is extremely limited in communicating the similarities and differences, with no central theme.	The paragraph is limited in communicating the similarities and differences. Length is not adequate for development.	The paragraph communicates the similarities and differences.	The paragraph comprehensively and clearly communicates the similarities and differences.	
Mechanics	Spelling, punctuation, and grammatical errors create distraction, making it difficult to read.	The paragraph has a number of errors in spelling, punctuation and grammar. The text is still quite understandable.	The paragraph has few spelling, punctuation, and grammatical errors allowing the reader to clearly follow the ideas.	The paragraph is free from distracting spelling, punctuation, and grammatical errors.	
Total					

Learning Task 6: Using any available sources, search for information about cats and dogs as pets. Identify which of the two is considered as the best pet. Note down the details and list down their similarities and differences using the graphic organizer below. Then, write a paragraph explaining the content of the diagram. Do this in your notebook. Be guided by the rubric below.

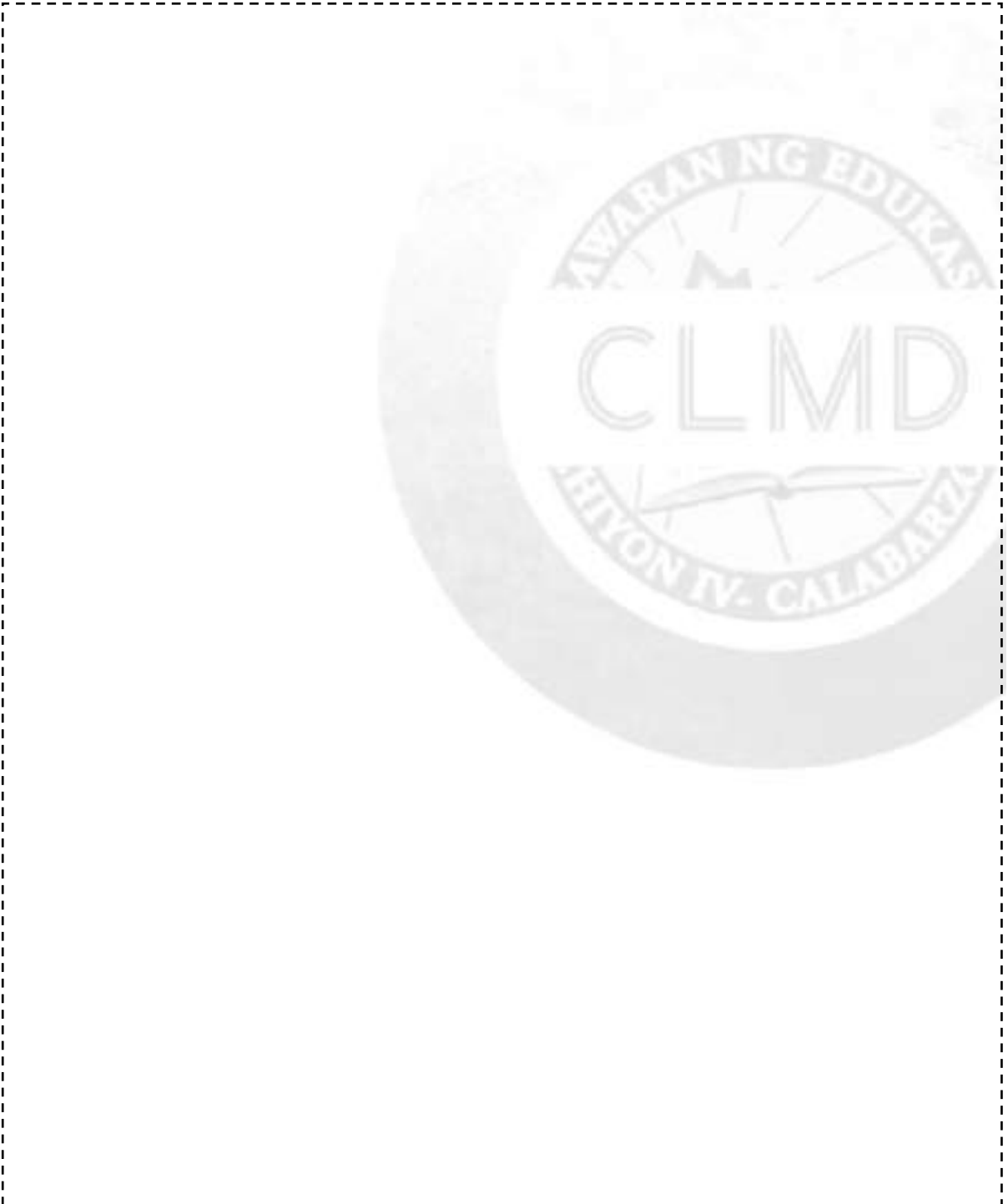


Rubric in Writing a Paragraph

Features	1 Poor	2 Satisfactory	3 Very Satisfactory	4 Excellent	Rating
Content (Similarities and Differences)	The paragraph is extremely limited in communicating the similarities and differences, with no central theme.	The paragraph is limited in communicating the similarities and differences. Length is not adequate for development.	The paragraph communicates the similarities and differences.	The paragraph comprehensively and clearly communicates the similarities and differences.	
Mechanics	Spelling, punctuation, and grammatical errors create distraction, making it difficult to read.	The paragraph has a number of errors in spelling, punctuation and grammar. The text is still quite understandable.	The paragraph has few spelling, punctuation, and grammatical errors allowing the reader to clearly follow the ideas.	The paragraph is free from distracting spelling, punctuation, and grammatical errors.	
Total					

A

Learning Task 7: Compare and contrast two laundry detergents from TV, radio or printed advertisements. Note down the details and list down their similarities and differences. Use your chosen graphic organizer. Then, write a paragraph employing the comparison and contrast style. Use appropriate signal words. Write your paragraph in your notebook. The rubric on the next page will be used in grading your work. Do this task in your notebook.



Rubric in Writing a Paragraph

Features	1 Poor	2 Satisfactory	3 Very Satisfactory	4 Excellent	Rating
Content (Similarities and Differences)	The paragraph is extremely limited in communicating the similarities and differences, with no central theme.	The paragraph is limited in communicating the similarities and differences. Length is not adequate for development.	The paragraph communicates the similarities and differences.	The paragraph comprehensively and clearly communicates the similarities and differences.	
Mechanics	Spelling, punctuation, and grammatical errors create distraction, making it difficult to read.	The paragraph has a number of errors in spelling, punctuation and grammar. The text is still quite understandable.	The paragraph has few spelling, punctuation, and grammatical errors allowing the reader to clearly follow the ideas.	The paragraph is free from distracting spelling, punctuation, and grammatical errors.	
Total					

Complete the statements below by supplying the missing terms. Select from the given choices below. Do this in your notebook.

**TV Ad
Textbook
Broadcast**

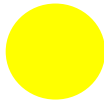
**Print
sources**

**Email
examples
Online**

There are three basic (1)_____ of information: print, broadcast and online materials. (2)_____ materials consist of all written/printed materials. (3)_____ is an example of a print material.

(4)_____ materials, meanwhile, are resources transmitted to public through radio and television. (5)_____ is an example of a broadcast material.

(6)_____ materials, on the other hand, are learning resources that are made available online. (7)_____ is an example of an online material.



Key to Correction

Types of Informational/ Factual Texts

Learning Task 3	Types	Purposes	Signal Words
1	Description	Describes a person, place, thing, idea or concept by explaining its features and characteristics or by giving examples	All crocodilians are members of the crocodilian family include Crocodilians live in There are two kinds Recently
2	Sequence	Describes or presents statements, events or items in order, and/or enumerates procedures or steps in doing something	Prior to After When it is time Finally Because
3	Cause and Effect	Refers to what happened (effect) and why it happened (cause)	For several reasons As a result
4	Problem Solution	Tells about the problem and the possible solutions to it	Problem Dilemma
5	Comparison and Contrast	Shows or presents how two or more things are alike and/or different	Along with Alike Differences Differ

1. D
2. E
3. B
4. C
5. A

Learning Task 2

Biases and Propaganda Devices

Learning Task 6	Learning Task 5	Learning Task 4	Learning Task 3	Learning Task 2
<ol style="list-style-type: none"> 1. ✓ 2. ✓ 3. X 4. X 5. X 	<ol style="list-style-type: none"> 1. ✓ 2. ✓ 3. X 4. X 5. X 	<ol style="list-style-type: none"> 1. E 2. C 3. B 4. A 5. D 	<ol style="list-style-type: none"> 1. Powerful Words 2. Testimonial 3. Plain Folks 4. Name Calling 5. Bandwagon 6. Testimonial 7. Plain Folks 8. Bandwagon 9. Name Calling 10. Bandwagon 	<ol style="list-style-type: none"> 1. Technical Jargon 2. Appeal to Fear 3. Bandwagon 4. Powerful Words 5. Name Calling

Sources of Information

A Phase	Learning Task 3	Learning Task 2	Learning Task 1
<ol style="list-style-type: none"> 1. sources 2. Print 3. Textbook 4. Broadcast 5. TV Ad 6. Online 7. Email 	<ol style="list-style-type: none"> 1. printed magazines 2. printed dictionary 3. fiction books 1. TV news 2. TV documentaries 3. TV movies 4. radio news 1. websites 2. blogs 3. e-books 4. online journals 5. Tiktok 	<ol style="list-style-type: none"> 1. daily TV News 2. e-books 3. written diary 4. social media 5. book 6. Print 7. Broadcast 8. Online 9. Print 10. Online 	<ol style="list-style-type: none"> 1. Broadcast 2. Print 3. Online 4. Online 5. Print

Note: Learning Tasks with no key answers require varying answers.

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

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



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



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



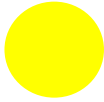
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

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

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

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



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