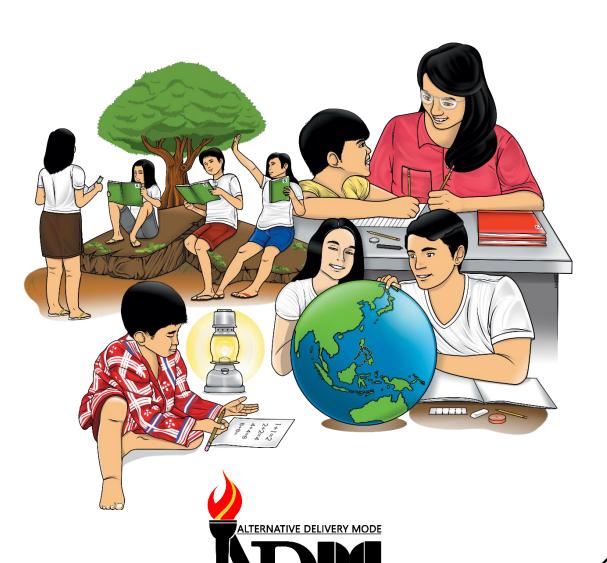




English

Quarter 4 – Module 2:

Reacting to Lay Value Judgment on Critical Issues that Demand Sound Analysis and Call for Prompt Actions



TO A CHAIL OF SAIL

English - Grade 9

Alternative Delivery Mode

Quarter 4 – Module 2: Reacting to Lay Value Judgment on Critical Issues that Demand Sound Analysis and Call for Prompt Actions

First Edition, 2020

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Department of Education • Republic of the Philippines

Table of Contents

Cover 1	Page	i
Copyri	ght Page	ii
Title Pa	age	iii
Table o	of Contents	iv
Introdu	uctory Message	vi
Icons i	n this Module	vii
What I	Need to Know	ix
What I	Know	1
	n 1: React to lay value judgment on al issues that demand sound analysis	3
	What's In	3
	What's New	5
	What Is It	13
	What's More	14
	What I Have Learned	16
	What I Can Do	17
	Assessment	20
	Additional Activities	21
	n 2: Listen to lay value judgment on al issues that call for prompt actions	22
	What's In	22
	What's New	24
	What Is It	28
	What's More	29
	What I Have Learned	31
	What I Can Do	31
	Assessment	34

	Additional Activities	34
Lesson 3: 1 discussion	Discuss critical issues in a panel	35
	What's In	35
	What's New	36
	What Is It	37
	What's More	38
	What I Have Learned	41
	What I Can Do	41
	Assessment	43
	Additional Activities	43
Post Test		44
Answer Key	7	47
References		50

Introductory Message

For the facilitator:

Welcome to the <u>English 9</u> Alternative Delivery Mode (ADM) Module on <u>Reacting to Lay Value Judgment on Critical Issues that Demand Sound Analysis and Call for <u>Prompt Actions!</u> This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.</u>

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

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the <u>English 9</u> Alternative Delivery Mode (ADM) Module on <u>Reacting</u> to Lay Value Judgment on Critical Issues that Demand Sound Analysis and Call for <u>Prompt Actions!</u> The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

Icons of this Module

This module has the following parts and corresponding icons:

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/	_	\searrow

What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

- 1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
- 2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
- 3. Read the instruction carefully before doing each task.
- 4. Observe honesty and integrity in doing the tasks and checking your answers.
- 5. Finish the task at hand before proceeding to the next.
- 6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



This module was designed and written with you in mind. It is here to help you master the competency in reacting to lay value judgment on critical issues that demand sound analysis and call for prompt actions. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into three lessons, namely:

- Lesson 1 React to Lay Value Judgment on Critical Issues that Demand Sound Analysis
- Lesson 2 Listen to Lay Value Judgment on Critical Issues that Call for Prompt Actions
- Lesson 3 Discuss Critical Issues in a Panel Discussion

After going through this module, you are expected to:

- 1. react on critical issues brought up in the material viewed;
- 2. agree or disagree with statement and observations made;
- 3. relate text content to particular social issues, concerns or dispositions in life;
- 4. make a decision by comparing and contrasting ideas;
- 5. compose an argumentative essay on a current issue;
- 6. raise questions and seek clarifications on issues discussed in the text listened to:
- 7. listen to get the different sides to social and economic issues affecting the nation;
- 8. apply the TQLR approach to listen attentively on social issues;
- 9. use conditionals in expressing arguments about social and environmental issues:
- 10. deliver a speech on a relevant social issue;
- 11.compare the stands of panel discussants;
- 12. compare arguments presented in a panel discussion; and
- 13. discuss an issue by following the procedure of panel discussion.



Today, you will answer a pretest to measure your prior and previous

kr	nowl	ledge on critical issues and panel discu	ussion.					
	I. Choose the letter of the correct answer. Write the letter of the correct answer your activity notebook.							
	 A member in panel discussion who sits in a semi-circle shape in front of audience and must have the mastery of the subject. 							
		a. audience		moderator				
		b. instructor	d.	panelist				
	2.	It is designed to provide an opportu knowledgeable about a specific issue	-	oup to hear several people				
		a. debate	c.	panel discussion				
		b. speech choir	d.	extemporaneous speech				
	3.	Plans how, where and when panel dis	scussion will	be organized.				
		a. audience	c.	moderator				
		b. instructor	d.	panelist				
	4.	Keeps the discussion on the them members, summarizes and highlights		ourages interaction among				
		a. audience	c.	moderator				
		b. instructor	d.	panelist				
	5.	Allowed to put question and seek clar	rification					
		a. audience		moderator				
		b. instructor	d.	panelist				
	6.	Means that a person or group of peon healthy food, clothing, shelter, and ac	ople can't aff ccess to heal	ord basic needs like water, th care.				
		a. discrimination	c.	poverty				
		b. homelessness	d.	unemployment				
	7.	It is the term used when an underage girls from 13-17 years old.	e girl become	pregnant, usually refers to				
		a. teenage pregnancy	c.	child abuse				
		b. peer pressure	d.	cyberbullying				

ha	efers to improper use of alcohol which may our to the drinker.		
	tobacco use drug addiction		alcoholism smoking
wi	conflict carried on by force of arms between		_
	terrorism war	c. d.	police brutality bullying
	abnormal condition which arises due to fre	-	
a. b.	tobacco use drug addiction	c. d.	
12. Re	efers to the physical, sexual or emotional michild pornography		atment of children. child abuse
	child labor		child trafficking
	so known as domestic abuse, spousal abuse domestic violence		
a. b.		c. d.	1 3
	the trade in humans, most commonly for reed labor or for the extraction of organs or		
a.			physical abuse
b.	violence against women		human trafficking
	contagious disease caused by severe ronavirus 2 (SARS – CoV2)	acı	ate respiratory syndrome
	Zika Virus		COVID-19
b.	H1N1 Swine Flu	d.	West African Ebola
	•		

8. Behaving in a way that frightens or hurts someone smaller or weaker.

c. terrorism d. war

Process Questions:

a. bullyingb. racism

- 1. How did you find the pretest?
- 2. What were the terms in the test that you were familiar? Cite some and write it in your activity notebook.

Lesson 1

React to Lay Value Judgment on Critical Issues that Demand Sound Analysis

"Do not judge by appearances, but judge with right judgment."

- John 7:24

Every day, we are making judgments and they are driving all our decisions. As a Grade 9 learner, it is important to possess knowledge and skills on giving value judgment in relation to critical issues which affect ourselves, family, community, nation and even the world. We just have to make better judgments and filter them with the experiences and wisdom then use that to make smarter and more thoughtful decisions.

In this lesson, you will explore selections and tasks that will help you to lay value judgment on critical issues that demand sound analysis.



What's In

Task 1: Actions and Reactions!

Directions: Using emoticons give your reaction to the actions conveyed in the pictures below. Write the chosen letter in your activity notebook.







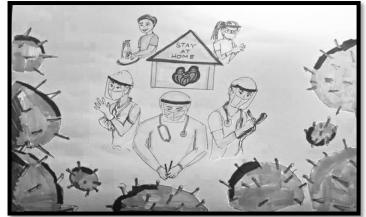




1.



2.



3.



4.



5.





Task 2: Word Legend Puzzle

Directions: Study the definitions and word forms. Then, rearrange the letters in bold to form the correct word for each item below. Write the appropriate word in your activity notebook.

- 1. highly gifted
- 2. a pale, dry sherry, much esteemed, originating in Montilla, Spain
- 3. torch
- 4. a knee-length coat
- 5. a short, upright wooden post

routivos	
Monaadotill	
beauflam	
querolaire	
noechnup	

The Cask of Amontillado

by Edgar Allan Poe

Authors Hub

Edgar Allan Poe (1809 – 1849) was the first significant literary figure to come from the Southern United States. He gained fame as a poet, short story writer, and a literary critic. He belongs to the Romantic Movement in American literature. Known to be an alcoholic, he could only write well when under the influence of liquor. One of his most acclaimed short stories is **The Cask of Amontillado**.

The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult, I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that gave utterance to a threat. At length I would be avenged; this was a point definitely, settled --but the very definitiveness with which it was resolved precluded the idea of risk. I must not only punish but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my won't, to smile in his face, and he did not perceive that my to smile now was at the thought of his immolation.

He had a weak point --this Fortunato --although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity, to practice imposture upon the British and Austrian millionaires. In painting and gemmary, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially; --I was skillful in the Italian vintages myself, and bought largely whenever I could.

It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting partistriped dress, and his head was surmounted by the conical cap and bells. I was so pleased to see him that I thought I should never have done wringing his hand.

I said to him --"My dear Fortunato, you are luckily met. How remarkably well you are looking today! But I having received a pipe of what passes for Amontillado, and I have my doubts."

"How?" said he. "Amontillado, A pipe? Impossible! And in the middle of the carnival!"

"I have my doubts," I replied; "and I was silly enough to pay the full price without consulting you in the matter. You were not to be found, and I was fearful of losing a bargain."

"Amontillado!"

"I have my doubts."

"Amontillado!"

"And I must satisfy them."

"Amontillado."

"As you are engaged, I am on my way to Luchesi. If anyone has a critical turn, it is he. He will tell me --"

"Luchesi cannot tell Amontillado from sherry."

"And yet some fools will have it that his taste is a match for your own.

"Come, let us go."

"Whither?"

"To your vaults."

"My friend, no; I will not impose upon your good nature. I perceive you have an engagement. Luchesi--"

"I have no engagement; --come."

"My friend, no. It is not the engagement, but the severe cold with which I perceive you are afflicted. The vaults are insufferably damp. They are encrusted with nitre."

"Let us go, nevertheless. The cold is merely nothing. Amontillado! You have been imposed upon. And as for Luchesi, he cannot distinguish Sherry from Amontillado."

Thus speaking, Fortunato possessed himself of my arm; and putting on a mask of black silk and drawing a roquelaure closely about my person, I suffered him to hurry me to my palazzo.

There were no attendants at home; they had absconded to make merry in honor of the time. I had told them that I should not return until the morning, and had given them explicit orders not to stir from the house. These orders were sufficient, I well knew, to insure their immediate disappearance, one and all, as soon as my back was turned.

I took from their sconces two flambeaux, and giving one to Fortunato, bowed him through several suites of rooms to the archway that led into the vaults. I passed down a long and winding staircase, requesting him to be cautious as he followed. We came at length to the foot of the descent, and stood together upon the damp ground of the catacombs of the Montressors.

The gait of my friend was unsteady, and the bells upon his cap jingled as he strode.

"The pipe," he said.

"It is farther on," said I; "but observe the white web-work which gleams from these cavern walls."

He turned towards me, and looked into my eves with two filmy orbs that distilled the rheum of intoxication.

"Nitre?" he asked, at length.

"Nitre," I replied. "How long have you had that cough?"

"Ugh! ugh! --ugh! ugh! --ugh! ugh! --ugh! ugh! --ugh! ugh! ugh! ugh! ugh!"

My poor friend found it impossible to reply for many minutes.

"It is nothing," he said, at last.

"Come," I said, with decision, "we will go back; your health is precious. You are rich, respected, admired, beloved; you are happy, as once I was. You are a man to be missed. For me it is no matter. We will go back; you will be ill, and I cannot be responsible. Besides, there is Luchesi --"

"Enough," he said; "the cough's a mere nothing; it will not kill me. I shall not die of a cough."

"True --true," I replied. "And, indeed, I had no intention of alarming you unnecessarily --but you should use all proper caution. A draught of this Medoc will defend us from the damps.

Here I knocked off the neck of a bottle which I drew from a long row of its fellows that lay upon the mould.

"Drink," I said, presenting him the wine.

He raised it to his lips with a leer. He paused and nodded to me familiarly, while his bells jingled.

"I drink," he said, "to the buried that repose around us."

"And I to your long life."

He again took my arm, and we proceeded.

"These vaults," he said, "are extensive."

"The Montressors," I replied, "were a great and numerous family."

"I forgot your arms."

"A huge human foot d'or, and in a field azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel."

"And the motto?"

"Nemo me impune lacesseit."

"Good!" he said.

The wine sparkled in his eyes and the bells jingled. My own fancy grew warm with the Medoc. We had passed through long walls of piled skeletons, with casks and puncheons intermingling, into the inmost recesses of the catacombs. I paused again, and this time I made bold to seize Fortunato by an arm above the elbow.

"The nitre!" I said; "see, it increases. It hangs like moss upon the vaults. We are below the river's bed. The drops of moisture trickle among the bones. Come, we will go back ere it is too late. Your cough --"

"It is nothing," he said; "let us go on. But first, another draught of the Medoc." I broke and reached him a flagon of De Grave. He emptied it at a breath. His eyes flashed with a fierce light. He laughed and threw the bottle upwards with a gesticulation I did not understand.

I looked at him in surprise. He repeated the movement --a grotesque one.

"You do not comprehend?" he said.

"Not I," I replied.

"Then you are not of the brotherhood."

"How?"

"You are not of the masons."

"Yes, yes," I said; "yes, yes."

"You? Impossible! A mason?"

"A mason," I replied.

"A sign," he said.

"It is this," I answered, producing a trowel from beneath the folds of my roquelaure.

"You jest," he exclaimed, recoiling a few paces. "But let us proceed to the Amontillado."

"Be it so," I said, replacing the tool beneath the cloak and again offering him my arm. He leaned upon it heavily. We continued our route in search of the Amontillado. We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

At the most remote end of the crypt there appeared another less spacious. Its walls had been lined with human remains, piled to the vault overhead, in the fashion of the great catacombs of Paris. Three sides of this interior crypt were still ornamented in this manner. From the fourth side the bones had been thrown down, and lay promiscuously upon the earth, forming at one point a mound of some size. Within the wall thus exposed by the displacing of the bones, we perceived a still interior crypt or recess, in depth about four feet, in width three, in height six or seven. It seemed to have been constructed for no especial use within itself, but formed merely the interval between two of the colossal supports of the roof of the catacombs, and was backed by one of their circumscribing walls of solid granite.

It was in vain that Fortunato, uplifting his dull torch, endeavored to pry into the depth of the recess. Its termination the feeble light did not enable us to see.

"Proceed," I said; "herein is the Amontillado. As for Luchesi --"

"He is an ignoramus," interrupted my friend, as he stepped unsteadily forward, while I followed immediately at his heels. In niche, and finding an instant he had reached the extremity of the niche, and finding his progress arrested by the rock, stood stupidly bewildered. A moment more and I had fettered him to the granite. In its surface were two iron staples, distant from each other about two feet, horizontally. From one of these depended a short chain, from the other a padlock. Throwing the links about his waist, it was but the work of a few seconds to secure it.

He was too much astounded to resist. Withdrawing the key I stepped back from the recess.

"Pass your hand," I said, "over the wall; you cannot help feeling the nitre. Indeed, it is very damp. Once more let me implore you to return. No? Then I must positively leave you. But I must first render you all the little attentions in my power."

"The Amontillado!" ejaculated my friend, not yet recovered from his astonishment. "

True," I replied; "the Amontillado."

As I said these words I busied myself among the pile of bones of which I have before spoken. Throwing them aside, I soon uncovered a quantity of building stone and mortar. With these materials and with the aid of my trowel, I began vigorously to wall up the entrance of the niche.

I had scarcely laid the first tier of the masonry when I discovered that the intoxication of Fortunato had in a great measure worn off. The earliest indication I had of this was a low moaning cry from the depth of the recess. It was not the cry of a drunken man. There was then a long and obstinate silence. I laid the second tier, and the third, and the fourth; and then I heard the furious vibrations of the chain. The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction, I ceased my labors and sat down upon the bones. When at last the clanking subsided, I resumed the trowel, and finished without interruption the fifth, the sixth, and the seventh tier. The wall was now nearly upon a level with my breast. I again paused, and holding the flambeaux over the mason-work, threw a few feeble rays upon the figure within.

A succession of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back. For a brief moment I hesitated, I trembled. Unsheathing my rapier, I began to grope with it about the recess; but the thought of an instant reassured me. I placed my hand upon the solid fabric of the catacombs, and felt satisfied. I reapproached the wall; I replied to the yells of him who clamored. I re-echoed, I aided, I surpassed them in volume and in strength. I did this, and the clamorer grew still.

It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in. I struggled with its weight; I placed it partially in its destined position. But now there came from out the niche a low laugh that erected the hairs upon my head. It was succeeded by a sad voice, which I had difficulty in recognizing as that of the noble Fortunato. The voice said—

"Ha! ha! --he! he! --a very good joke, indeed --an excellent jest. We will have many a rich laugh about it at the palazzo --he! he! --over our wine --he! he! he!"

"The Amontillado!" I said.

"He! he! he! --he! he! he! --yes, the Amontillado. But is it not getting late? Will not they be awaiting us at the palazzo, the Lady Fortunato and the rest? Let us be gone."

"Yes," I said, "let us be gone."

"For the love of God, Montressor!"

"Yes," I said, "for the love of God!"

But to these words I hearkened in vain for a reply. I grew impatient. I called aloud –

"Fortunato!"

No answer. I called again.

"Fortunato"

No answer still. I thrust a torch through the remaining aperture and let it fall within. There came forth in return only a jingling of the bells. My heart grew sick; it was the dampness of the catacombs that made it so. I hastened to make an end of my labor. I forced the last stone into its position; I plastered it up. Against the new masonry I re-erected the old rampart of bones. For the half of a century no mortal has disturbed them. *In pace requiescat*!

Source: Henry C. Navarro, *Interactive Learning Through English III* Manila: St. Agustine Publications, Inc, 1998, 60-67

Task 3: Comprehension Check

Directions: Check your understanding on the following points by choosing the letter of the correct answer. Write your answer in your activity notebook.

- 1. How are Montressor and Fortunato alike?
 - a. They share an interest in fine wine.
 - b. They both have a mean and vengeful nature.
 - c. They both respect Luchesi.
 - d. They have affection for each other.
- 2. What is the ultimate motive of Montressor in murdering Fortunato?
 - a. Fortunato criticized him.
- c. Fortunato insulted him.
- b. Fortunato accosted him.
- d. Fortunato threatened him.

- 3. How does Montressor exact his revenge?
 - a. He scares Fortunato to death.
 - b. He stabs Fortunato several times.
 - c. He beats up Fortunato and leaves him to die.
 - d. He traps Fortunato alive behind the wall.
- 4. Which quote best shows Montresor's true personality?
 - a. "A draft of this Medoc will defend us from the damps."
- b. "My dear Fortunato, you are luckily met. How remarkably well you are looking today."
 - c. "I must not only punish but punish with impunity."
- d. "And yet some fools will have it that [Luchesi's] taste is a match for your own."
- 5. Which word best describes the mood or vibe of "The Cask of Amontillado"?
 - a. depressing

c. hysterical

b. funny

d. suspenseful

Task 4: Taking a Stand - For or Against!



Directions: Read each of the following statements and observations taken from the selection "The Cask of Amontillado," and indicate whether you agree or disagree with them. Write your answer and explanation in your activity notebook.

- 1. If someone insults me, I deserve revenge.
- 2. It's okay to punish others as I see it even if it means taking the law into my own hands.
- 3. I keep my friends close and my enemies closer.
- 4. When exacting revenge upon an enemy, it isn't enough for him to just be punished
- he has to know that it was me who punished him.
- 5. When exacting revenge upon an enemy, it's best to "hit him when he's down" or take advantage of his weakness.
- 6. When exacting revenge, I must not get caught; if I do, it's not as sweet.
- 7. A premeditated crime is worse than one committed in the beat of the moment.
- 8. Fear of discovery adds to my sense of guilt.
- 9. Time eases a guilty conscience.
- 10. Guilt is relieved with confession.



A *value judgment (or value judgement)* is a judgment of the rightness or wrongness of something or someone, or of the usefulness of something or someone, based on a comparison or other relativity. As a generalization, a value judgment can refer to a judgment based upon a particular set of values or on a particular value system. A related meaning of value judgment is an expedient evaluation based upon limited information at hand, an evaluation was undertaken because a decision must be made on short notice.

Roughly speaking a value judgment is a claim about something's moral, practical, or aesthetic worth. Value judgments do not simply *describe* the world; they *prescribe* certain attitudes or behaviors toward the world. When you say things like:

- That's good.
- That's bad.
- That's wonderful.
- That's a bummer.
- That's not right.
- That's sick.

- That's obligatory.
- That's admirable.
- That's shameful.
- That's despicable
- That's shouldn't be.
- That's okay.

You are usually making a certain kind of value judgment. We often say that value judgments are *normative*, which means they evaluate things with respect to certain standards or norms.

One way to get a quick handle on the nature of value judgments is to see that any statement of fact can easily be converted into a value judgment by introducing a value term. In the table below, the statements on the left are labeled *descriptive*. The corresponding value judgments on the right are labeled *prescriptive*.

Descriptive	Prescriptive
The U.S. invaded Iraq.	The U.S. shouldn't have invaded Iraq.
Jeremy is a student.	Jeremy is an excellent student.
Sally is frightened.	It's okay for Sally to be frightened.
The doctor accidentally killed the patient.	The doctor should not be blamed for accidentally killing the patient.
Our teacher takes forever to return homework.	It's not fair of our teacher to take forever to return the homework.

Jose is so in love with Brittany.	It's wonderful that Jose is so in love with Brittany.
I am ashamed of myself.	You ought to be ashamed of yourself.
Picasso was a 20 th century painter	Picasso was one of the greatest painters of the 20 th century.
Those pants are tight on you.	Those pants are way too tight on you.
It's hard to find a job.	You haven't tried hard enough to find a job.

Source: "Analyzing Reasoning Containing Value Judgments," Sacramento State, accessed January 22, 2021, https://www.csus.edu/indiv/m/mayesgr/phl4/ because/part8analyzingvaluejudgments.htm.



What's More

Task 5: Decision Making: Choose Your Own Path

Every aspect of one's life is determined by the decisions he/she makes. Some are life altering, such as deciding what course in college is to pursue, while others are inconsequential, such as deciding what to eat for breakfast. Whether they are big or small, these decisions are what progresses one from day to day, week to week, and year to year. In his poem "The Road Not Taken," Robert Frost examines the process and effects of such decision making.



Authors Hub

Robert Frost was one of America's best loved poets. Born in San Francisco in 1874, he moved to New England as a boy. After college, he settled down on a small New Hampshire farm with his wife Elinor. It was here that Robert Frost lived the life of a country farmer that he described so well in his poems. Raising a family and enjoying the serene country setting, the fields, the woods, and bubbling brooks, he took inspiration from his surroundings. Many of his best poems were written during this period. Robert Frost was also a teacher. He taught at Harvard University and Amherst College. He was also Pulitzer Prize winner – winning it four times. Even after Robert Frost had become famous, he continued to draw from his love of country life and nature to create the wonderful poems for which he is remembered. He died on January 29, 1963 in Boston, Massachusetts.

The Road Not Taken

Robert Frost

Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth;

Then took the other, as just as fair, And having perhaps the better claim, Because it was grassy and wanted wear; Though as for that the passing there Had worn them really about the same,

And both that morning equally lay In leaves no step had trodden black. Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back.

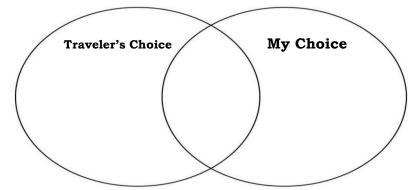
I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I— I took the one less traveled by, And that has made all the difference.

Source: Eugenia R. Gorgon, Virginia G. Bermudez, Ed.D., Remedios F. Nery, *English Expressways III, Textbook for Third Year* Quezon: SD Publications, Inc., 2007, 167-169

Directions: Answer the questions below and complete the Venn diagram to compare and contrast your ideas/choices to the decision making of the traveler depicted in the poem "The Road Not Taken." Do this in your activity notebook.

- 1. Why is the poem entitled *The Road Not Taken?*
- 2. What do the two roads symbolize?
- 3. What do the last two lines of the poem "I took the one less traveled by, and that has made all the difference" suggest?
- 4. Does his choice influence his behavior in life? Why?
- 5. Have you encountered a situation in which you had to make a choice? Did you think you made the right choice? Was the outcome favorable or not?

Venn Diagram

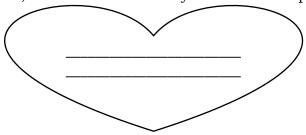




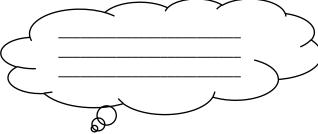
What I Have Learned

In this part of the module, you are going to write down insights you've had for the week. Don't forget to include the lesson or topic that you want to continue learning and the persons you can learn from. Write your answer in your activity notebook.

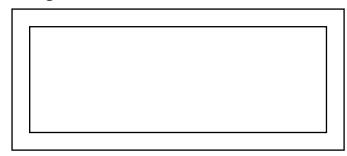
1. In this week's lesson, who is the character you can best empathize with?



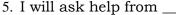
2. What are the important insights that you have learned this week?



3. Draw here the symbols of your learning, or you may cut from magazines the symbol of your learning.



4.	Ι	will	cor	ntii	nue	learning about	
_	-			-		^	





What I Can Do

Task 6: React to the Max

Directions: Your instant reactions tell something about yourself. How would you react in each of the following issues? Compose an argumentative essay on the issue that you prefer.

- 1. Is Social Media Addictive?
- 2. Tradition Learning Vs Modular Distance Learning
- 3. How do Telenovelas/Kdramas Affect your Life?
- 4. Should the Death Penalty be imposed?
- 5. Impact on the Rising Cost of Commodities



Notes to the Teacher

Discuss what an argumentative essay and its structure first before giving them the task on writing an argumentative essay. If possible, provide them a sample. Then, tell the learners that their output will be evaluated using the rubric.

An **argumentative essay** is a piece of writing that takes a stance on an issue. In a good argumentative essay, a writer attempts to persuade readers to understand and support their point of view about a topic by stating their reasoning and providing evidence to back it up.

How To Outline an Argumentative Essay in Four (4) Steps

Argumentative essays should have a straightforward structure so they are easy for readers to follow. The goal of an argumentative essay is to clearly outline a point of view, reasoning, and evidence. A good argumentative essay should follow this structure:

1. **Introductory paragraph**. The first paragraph of your essay should outline the topic, provide background information necessary to understand your argument, outline the evidence you will present and states your thesis.

- 2. **The thesis statement**. This is part of your first paragraph. It is a concise, one-sentence summary of your main point and claim.
- 3. **Body paragraphs**. A typical argumentative essay comprises three or more paragraphs that explain the reasons why you support your thesis. Each body paragraph should cover a different idea or piece of evidence and contain a **topic sentence** that clearly and concisely explains why the reader should agree with your position. Body paragraphs are where you back up your claims with **examples**, **research**, **statistics**, **studies**, and **text citations**. Address opposing points of view and disprove them or explain why you disagree with them. Presenting facts and considering a topic from every angle adds credibility and will help you gain a reader's trust.
- 4. **Conclusion**. One paragraph that restates your thesis and summarizes all of the arguments made in your body paragraphs. Rather than introducing new facts or more arguments, a good conclusion will appeal to a reader's emotions.

Source: "What is an Argumentative Essay? How to Outline an Argumentative Essay in 4 Steps," Master Class, accessed January 22, 2021, https://www.masterclass.com/articles/how-to-write-a-good-argumentative-essay#how-to-outline-an-argumentative-essay-in-4-steps.

RUBRICS FOR THE ASSESSMENT OF AN ARGUMENTATIVE ESSAY

	3	2	1	0	Score
Α.	Well-	Introductory	Introduction	Thesis and/or	
	developed	paragraph	states the	problem is	
Introduction	introductory	contains some	thesis	vague or	
	paragraph	background	statement	unclear.	
Background	contains	information	but does not	Background	
/history	detailed	and states the	1 3	details are a	
	background,	problem, but	_	seemingly	
Define the	a clear	does not	0	random	
problem	explanation	explain using	of the	collection of	
_	or definition		-	l	
Thesis	of the	the thesis of	1	unclear, or	
Statement	problem, and	the paper.	stated, but		
	a thesis	Conclusion	lacks detail.	the topic.	
Conclusion	statement.		Conclusion	Conclusion	
	Conclusion	main topics.		does not	
	summarizes	Some	main topics,		
	the main	suggestions	but is	summarize	
	topics	for change are	repetitive. No	the main	
	without	evident	suggestions	points. No	
	repeating		for change	00	
	previous		and/or	opinion are	
	sentences;			included.	

writer's	opinions are
opinions and	included.
suggestions	
for change are	
logical and	
well thought	
out.	
B. Three or more Three	or more Three or Less than
MAIN main points main	points more main three main
POINTS are well- are	present points, but points, with
Body developed but m	nay lack all lack poor
Paragraphs with detail	and development. development
	pment Refutation of ideas.
	or two. paragraph/s Refutation
Refutation Refuta	1 0 1 /
paragraph/s paragr	
	wledge/
	ppposing
opposing view view	but
and doesn	
summarizes summ	
	•
points.	1 41 - Duannasian Annanana
C. Logical, Overal	
compelling paper	is of ideas in of essay is
ORGANIZATI progression of logical	
ON ideas in develo	
	ssion of moves the writing lacks a
	in essay reader clear sense of
which makes	
	oves the text without Ideas, details
showcases reader	3
the central through	
idea or theme text.	Strong The writer together in a
and moves transit	
the reader exist	lunges ahead random
through the through	
	ld to the spends too is no
Organization essay's	
flows so cohere	
smoothly the	do not structure and
reader hardly	matter. The readers have
thinks about	transitions trouble
it. Effective,	appear following the
mature,	sporadically, writer's line of
graceful	
1 7 1	but not thought. Few,
transitions	equally forced
transitions exist	equally forced
	equally forced throughout transitions in
exist throughout	equally forced throughout transitions in
exist	equally forced transitions in the essay. the essay or no transitions
exist throughout	equally forced throughout transitions in the essay. the essay or no transitions are present.

D. WORKS CITED	smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page	sources lack credibility.	accurately documented, but many are not in the desired format or lack credibility.	not accurately documented. Format is incorrect for all sources.	
E. MECHANICS Sentence Structure Punctuation & Capitalizatio n	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization	structural weakness and grammatical errors. There are three or	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.	

Source:https://pier.macmillan.yale.edu/sites/default/files/files/Argumentativ %20essay%20rubric.pdf



Directions: Choose the letter of the correct answer. Write the chosen letter in your activity notebook.

- 1. Refers to a judgment of the rightness or wrongness of something or someone, or of the usefulness of something or someone, based on a comparison or other relativity.
 - a. critical judgment

c. moral judgment

b. careful judgment

d. value judgment

- 2. A piece of writing that takes a stance on an issue.
 - a. argumentative essay

c. persuasive essay

b. informative essay

d. expository essay

- 3. Problem that influences many citizens within a society.
 - a. environmental issue

c. international issue

b. social issue

d. national issue

- 4. Sound Analysis is a way of understanding a subject or an issue by using these elements EXCEPT:
 - a. making assertions

c. including examples

b. extending the significance

- d. excluding the facts
- 5. We often say that value judgments are ______, which means they evaluate things with respect to certain standards or norms.
 - a. subjective

c. normative

b. descriptive

d. prescriptive



Additional Activities

Task 7: SOCO - Scene of the Crime Operatives

Directions: Reflect on the story "The Cask of Amontillado" and relate it on the social issue that is happening in our country. Answer the following questions in your activity notebook.

- 1. Murder takes place anywhere in our society today. Do we have to take the law in our hands? Justify your answer.
- 2. Can you cite a recent murder crime which is not solved? What could be some reasons for these crimes not being solved?

Listen to Lay Value Judgment on Critical Issues that Call for Prompt Actions

In your previous lesson, you have already learned how to react to lay value judgment on critical issues that demand sound analysis. Now, you will sharpen your skills particularly in listening and in laying value judgment on critical issues that call for prompt actions.

This lesson will introduce you to listening activities and make you realize the importance of giving value judgment.



What's In

Task 1: Heal the World

Directions: Listen to the song entitled "Heal the World" by Michael Jackson and accomplish the following tasks. Write your answers in your activity notebook.



Click here: https://www.youtube.com/watch?v=ATpgV40pIbw

Heal the World Michael Jackson

There's a place in your heart
And I know that it is love
And this place could be much
Brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel
There's no hurt or sorrow

There are ways to get there
If you care enough for the living
Make a little space
Make a better place

Heal the world

Make it a better place

For you and for me

And the entire human race

There are people dying

If you care enough for the living

Make it a better place

For you and for me

If you want to know why
There's love that cannot lie
Love is strong
It only cares of joyful giving
If we try we shall see
In this bliss we cannot feel
Fear of dread
We stop existing and start living

The it feels that always Love's enough for us growing So make a better world...

Task 1.1. Confusing Words

Directions: Which word is correct? Write the appropriate word in your activity notebook.

1.	If you want to why (now/know).	
2.	There's a love that cannot	(lie / lye).
3.	Love is (stro	ng / true).
4.	It only (car	s / cares).
5.	If we try we shall	(sea / see).
6.	In this bliss we cannot	(feel / fill).
7.	Fear or (dead	/ dread).
8.	We stop existing and start	(giving / living)
9.	Then it feels that always	
	Love's enough for	growing (as / us).
10	So make a hetter	(word / world)

Task 1.2. Dare to Answer

Directions: Listen to the song "Heal the World" for the second time and answer the following questions. Do this in your activity notebook.

- 1. What images comes to your mind while listening to the song?
- 2. What did you feel after listening to the song?
- 3. What does the singer invite us to do?
- 4. What are the social issues that you can associate to the song?
- 5. As a Grade 9 learner, how can you help to address some of these social issues?



What's New

Task 2.1. KWL

Directions: Listen to the TEDx Talks and fill in the KWL form by raising questions and seeking clarification about the issues discussed in the text. Do this in your activity notebook.

What I Know	What I Want to Learn	What I Learned
(K)	(W)	(L)
_	Example: How to use social media for a positive change?	_



Click here: https://www.youtube.com/watch?v=qvA_EF_-hW4

How Social Media is Affecting Modern History by Jacqueline Fox / TEDxYouth@AgouraHills

It's common knowledge that 2020 is not like any other year in history. Coronavirus has already affected millions of lives and the 20% unemployment rate has been the highest since the Great Depression 91 years ago. In addition to

Coronavirus, we have had global protests sparked by the constant fight towards social equality and freedom. In the midst of all these, what was supposed to be one of the most brutal campaign seasons of all has been halted by the media. In just a couple of months a presidential election is going to occur but it has been completely overlooked due to a global-wide event. These events are causing a lot of social and political change and there is one common theme that is present in all three of these events – the impact of social media.

This isn't the first time that the nation has had a global pandemic. As the Spanish Flu in 1918 killed millions, however this is the first time that mass-media companies are distributing everything from facts to opinions and to guidelines on social media platforms.

This also isn't the first time that there has been protest against police brutality. There were large-scale protests in 1992 and in 2014. But this is the first time that people of all ages are able to voice their opinions on social media platforms. Thus, fueling the movements that are happening.

This is definitely not the first presidential election but this is the first time that the president has taken such advantage over personal media accounts such as twitter. There's no denying that social media is affecting every major worldwide event this year and its effects will be unprecedented.

The majority of the public see social media as a disadvantage and that it can control people's lives. They become too dependent on social media and only care about their image and the pictures that they post.

Some studies have shown that the dependence on technology has the same effect as the brain drug addiction does. This has resulted from the release of endorphins and dopamine when we are on our phones. These hormones shift the nervous system into a different mode which can result in mental and mood disorders.

Additionally, people are believing that we are becoming too dependent on others to initiate conversations. Specifically, in a commonsense survey in 2018 they found that 54% of the teenagers that they had asked had ignored who they were hanging out with to look on their phones. Teenagers resort to their phones when they do not want to have a conversation in person even they are sitting right across from their friends. Most of the time it is to check social media or to send a snapchat streak because teenagers cannot control themselves once they get activate into using social media.

Some use social media as a way to hide their identity and hate on others, to spark their own confidence. Cyber bullying is the main disadvantage of social media.

As many teenagers feel that they can bully others online so they do not have to say it to their face. Some teenagers think that by cyber bullying they will boost their self-esteem while demolishing others because of cyber bullying and the fact that teenagers depend on the positive praise from social media.

Social media could increase depression rates in teenagers and cause them to have more mental health issues. The post that teenagers create themselves can even affect their lives later due to societal repercussions their post can face.

Social media is a record that follows you but if you use this platform for positive change, it can be extremely helpful. Although these are true and social media has its flaws. Social media is building a platform that allows ideas and facts to be spread all around the world.

During the months we have spent in lockdown, social media has taken over many people's lives and they're becoming invested into all types of social media platforms. It is becoming the main way people get their source of news and communication taking over mass media distributors. As stated before, there's no denying that social media affects the way modern history plays out.

With the detriment to social media accounted for it has also done wonders acting as a platform for social justice movements and allowing opinions and perspectives for a diverse range of people. Thus, fueling the movement of social and racial equality.

Everyday teenagers are posting on social media voicing their opinions and educating themselves on recent events. Especially with all these unprecedented events happening in history. Teenagers are adapting and are learning how to use social media for the good purposes and not for the bad. For example, with all the protests happening around the world. Teenagers are using social media to educate themselves on recent events and mistakes that have happened in the past history. They are expressing their opinions daily through social media such as Instagram stories, Facebook and other social media platforms to try to change the past and make the future better. Even if teenagers cannot attend protests in person or events trying to change history, they are still doing their part on social media by educating themselves and posting for ways other people can help. Teenagers are becoming much more involved in modern history and are fighting to make the world a better place through the use of social media.

Even though coronavirus has halted in-person interactions, teenagers are allowed to see facts and personal experiences through others on social media. People

are still able to communicate with others through applications like zoom so work and school are still able to happen.

Social media allows people like government officials to share responses to the increase in cases. And individuals are able to use their social media platforms to give advice such as advocating for people to wear a mask. Social media allows people to stay connected. People can continue their daily lives virtually.

Regarding the presidential election, the current president is commenting on twitter every single day. This is different from past elections. As many important events in history have happened from the president's tweets. No matter what you believe both political parties can agree that it is giving a new perspective of new ideas from the president and is causing tension between the republican party.

Not only has social media affected the president for the next elections but it has also affected teenagers. Teenagers are finding new information on social media and are sharing it with others to try to spread awareness. They are expressing their opinions daily through social media and are showing a new perspective on the election that adults would normally do.

Social media is providing this platform for teenagers to voice their opinions and make sure to the degree that they can make change to modern history. Teenagers and those in their early 20s are the main group on social media and this medium of communication is a main platform for giving teenagers a voice in political and social issues. Because teenagers are dominating social media, their opinions will be affecting the future.

We have so much influence on social media and our opinions will be heard. We can generate social change and empower others to listen to our opinions and think how they can act to make the world a better place.

Before social media was popular, teenagers couldn't really share their ideas with more than just their local community. But now teenagers can post one picture and it can be shared with thousands of people within minutes. Every post can have a major effect so use your platform for positive change.

Source: "How Social Media is Affecting Modern History," TEDx Talks, accessed January 24, 2021, https://www.youtube.com/watch?v=qvA_EF_-hW4.

Task 2.2: Think to Solve

Directions: Listen to the TEDx Talks for the last time and analyze the content. Then answer the table below. Do this in your activity notebook.

	What is the talk	What issue(s)	What possible	Is the issue
	about?	was/were presented?	solution can	presented also
			you offer?	happening in our
				country? Give an
				example.
-				



What is It

Using the TQLR Approach in Listening to Lay Value Judgment on Critical Issues that Call for Prompt Actions

A method or approach that is proven useful in listening to get information especially from an informative and argumentative text is called **TQLR**. What is **TQLR**? Read the following:

- 1. **T**une In To tune in is to prepare yourself to listen. This refers to your attentiveness or receptiveness to the listening material.
- 2. **Q**uestion While focusing on the topic, ask yourself some questions that will generate ideas and details. The title of the selection gives clues on what it will deal with. Write down your questions.
- 3. **L**isten As you listen, keep in mind useful information for later reference. This information may be old or new, agreeable or disagreeable to you.
- 4. **R**espond Recall what you have listened to. Think how the idea can be applied to the world around you.

Source: Eugenia R. Gorgon, Virginia G. Bermudez, Ed.D., Remedios F. Nery, *English Expressways III, Textbook for Third Year* Quezon: SD Publications, Inc., 2007, 15



Task 3: TQLR (Tune In, Question, Listen, Respond)

Directions: Use TQLR approach as you listen to the audio recorded by the teacher on "Child Abuse". Answer the following questions based on the article. Do this in your activity notebook.

- 1. What is child abuse?
- 2. What are the causes of child abuse?
- 3. What are the consequences of child abuse?
- 4. How to prevent child abuse?
- 5. Give a value judgment on this issue.

Child Abuse

Child abuse is the physical, sexual or emotional mistreatment of children. Child maltreatment can be defined as any act or acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child. There are four major categories of child abuse: neglect, physical abuse, psychological/emotional abuse, and child sexual abuse.

Neglect can occur in a failure of the responsible adults to provide sufficiently for the needs of the children which include physical, emotional, educational and medical needs. Physical abuse is physical aggression directed at a child by which can involve kicking, shoving, slapping, burning, bruising, pulling ears or hair, choking or shaking a child. Sexual abuse includes having sexual contacts against a child, displaying pornography to a child or using the child to produce it, indecent genital exposure to child and physical contact with child's genitals. Emotional abuse could occur in name-calling, ridicule, and excessive criticism.

Child abuse could be caused by substance abuse of the parents or abusers which include improper and excessive use of alcohol, cocaine and heroin. It can be also attributed to unemployment and financial difficulties that the abusers might be facing.

Children with a history of abuse could develop mental problem or developmental problem which includes anxiety, depression, poor relation, and withdrawal from others. The children might start to show these symptoms when they have become grown-ups. They might also suffer physical injuries as a consequence of the abuse.

The victims of abuse could be helped with therapies for them to overcome ongoing and potential problems or symptoms as the result of the abuse. A stricter policy and laws against child abuse and increase of child protection must be enforced and executed effectively.

Source: "Social Issues," iSLCOLLECTIVE, accessed January 24, 2021, https://en.islcollective.com/english-elworksheets/slill/reading/social-issues-series/90964.

Task 4: Conditioning Conditionals

Present Real Conditional

✓ FORM

```
(If / When ... Simple Present ..., ... Simple Present ...)
( ... Simple Present ... If / when ... Simple Present ...)
```

✓ USE

The Present Real Conditional is used to talk about what you normally do in real-life situations.

Examples:

- If I **go** to a friend's house for dinner, I usually **take** a bottle of wine or some flowers.
- When I **have** a day off from work, I often **go** to the beach.
- If the weather **is** nice, she **walks** to work.
- Jerry **helps** me with my homework when he **has** time.
- I **read** if there **is** nothing on TV.
- A: What **do you do** when it **rains**?
 - B: I **stay** at home.
- A: Where **do you stay** when you **go** to Sydney?
 - B. I **stay** with my friends near the harbor.

✓ IMPORTANT If/When

Both "if" and "when" are used in the Present Real Conditional. Using "if" suggests that something happens less frequently. Using "when" suggests that something happens regularly. Examples:

- **When** I have a day off from work, I usually go to the beach. *I REGULARLY HAVE DAYS OFF FROM WORK.*
- **If** I have a day off from work, I usually go to the beach. *I RARELY HAVE DAYS OFF FROM WORK.*

Source: Liza R. Almonte et. al., A Journey through Anglo-American Literature – Grade 9 English – Learner's Material Pasig: Department of Education, 2014, 192

Directions: Below are five important social and environmental issues today. We all know for a fact that in one way or another, these issues do not only benefit people, but also bring harm to others. What is your stand in each of the illustrated issues below? Use PRESENT REAL CONDITIONALS in presenting your arguments. Write your answers in your activity notebook.

- 1. Mining
- 2. Oil Exploration
- 3. Quarrying
- 4. Illegal Logging
- 5. Dynamite Fishing



What I Have Learned

Complete the phrases below. Write your answer on your activity sheet.
My journey through this lesson enabled me to learn
It made me realize that
I therefore commit to



What I Can Do

Task 6: Say Your Piece!

Directions: As a teenager, what is your stand on each of the following issues? How can you work with others to help support these concerns? Deliver a speech on your chosen topic.

- 1. Human Rights
- 2. Gay, Lesbian, Bisexual and Transgender
- 3. Terrorism
- 4. Anti-Bullying Bill
- 5. Distance Learning



Notes to the Teacher

Guide your students using the effective tips on delivering a speech. Instruct your learners that they may perform their speech via online platforms. They may use TikTok, Facebook, YouTube, Google Meet, and the like.

You will be graded using this rubrics adapted from www.marquette.edu/library/services/oral.doc

Criteria	Highly Observed (5)	Moderately Observed (3)	Poorly Observed (1)	Score
 Delivery 40% (10% for each indicator) 	The delivery is extemporaneous – natural, confident, and enhances the message	effective but is not	The delivery is distracting – superficial and lacks confidence.	
	Posture, eye contact, smooth gestures, facial expressions, volume, and pace indicate confidence.	,	Eye contact is limited (the presenter tends to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech). Gestures and movements may be jerky or excessive.	
	The vocal tone and delivery style are consistent with the message.	and tone of voice	The delivery and vocal tone are inconsistent with the message.	
	Articulation and pronunciation are clear.	Generally, articulation and pronunciation are clear.	Articulation and pronunciation ten to be sloppy.	
2. Language Use/Verbal Effectiveness 30% (10% for each indicator)	Language is familiar to the audience, easy to understand and appropriate for the setting.	Language used is mostly respectful and inoffensive and appropriate.	Language is inappropriate for a particular audience, occasion, or setting. Some unclear language is used.	
	Only the English language is used.	Other language or "code switching" is used every now and then.	There is code switching most of the time.	

			Other language is used often.	
	Language choices are vivid, precise, and free from grammatical mistakes.	Word choices are not particularly vivid or precise with some grammatical mistakes.	Language/word choices is limited, peppered with slang or jargon, too complex, or too dull with many grammatical mistakes.	
3. Message and Organization 30% (10% each indicator)	The purpose is clear. Ideas are clearly organized, developed, and supported to achieve the purpose.	or do not always	Ideas are not focused or developed; the main purpose is not clear.	
	The introduction gets the attention of the audience and relates to the main points that focus on the personal experience.	not well developed. Main points are not clear.	The introduction is undeveloped. Main points are difficult to identify. Transitions are needed.	
	The conclusion is satisfying and relates back to introduction. The argument presented is backed up with sources and personal experience.	Supporting material is not properly	There is no clear conclusion. The conclusion does not relate to the introduction.	

Source: 2005. Adapted with permission from Northwest Regional Educational Laboratory (1998).



Directions: Write **True** if the statement is correct and **False** if it is not. Do this in your activity notebook.

- 1		1	1 11			. 1		1.	1 ,	c		1.
1	. C	yber	bully	yıng	1S	tne	maın	disa	dvantage	: 01	social	media.

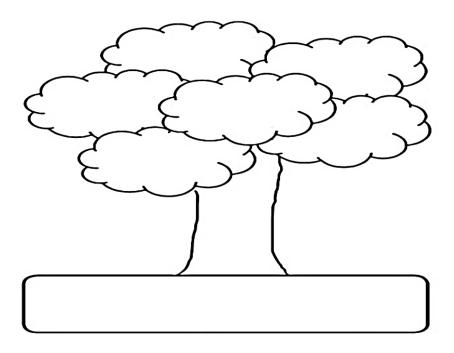
- ______2. Environmental issues include illegal logging, mining, and dynamite fishing.
 - 3. Destroy the world and make it a worse place.
 - _____4. TQLR means tune in, question, listen and respond.
- ______5. The Present Real Conditional is used to talk about what you normally do in real-life situations.



Additional Activities

Task 7: Let's Heal the World

Directions: What will you do to make a change with our world full of critical and social issues? Complete the following graphic organizer with what you will do to make a change, heal the world and make it better. Write them inside the leaves. Inside the box, describe your vision on Earth after 10 years, if all these things would be done. Write your answer in your activity notebook.



Lesson

3

Discuss Critical Issues in a Panel Discussion

Welcome to the last lesson in this module. In this lesson, you will know what panel discussion is and how to discuss a critical issue by following the procedure of panel discussion.



What's In

Task 1: Picture Perfect

Directions: Look and analyze the picture below. Answer the following questions. Do this in your activity notebook.



Source: Rob Biensenbach, "7 Tips to Take Your Panel Discussion from Terrible to Terrific," *Speaker Magazine*, https://speakermagazine.com/7-tips-to-take-your-panel-discussion-from-terrible-to-terrific/

1. What is the picture all about? (Arrange the jumbled letters to come up with the correct answer)

NELPA CUSDISSION

- 2. What have you observed on the picture?
- 3. Have you tried discussing something to someone before? How do you do it?



Issues have two sides: the positive and negative. Your ability to analyze and to listen to the different sides and judge the soundness of ideas presented is another essential skill you have to consistently develop as a member in a panel discussion.

Task 2: Positive and Negative!

Directions: Read the panel discussion on drug abuse in the Philippines and answer the following questions. Do this in your activity notebook.

I view the problem on drug abuse as an incurable epidemic. Well, I don't look at it that way. Surely, the government will win victory over it!
How can the government win, when no less than high ranking military and police officers are involved in drug trafficking and coddling of traffickers?
I can just ignore the issue. It's not as much of a problem as the road traffic!
I certainly think it's a win-lose situation and not a win-win situation.
That certainly will surely happen if some of us will be indifferent to the problem. It must be everyone's concern.
Source: Eugenia R. Gorgon, Virginia G. Bermudez, Ed.D.,
Remedios F. Nery, <i>English Expressways III, Teacher's Manual for Third Year</i> Quezon: SD Publications, Inc., 2007, 90

- 1. What issue is discussed?
- 2. Who are the members of the panel discussion?
- 3. What are the two sides of the issue?
- 4. Enumerate at least two ideas of those in the
 - a. positive side
 - b. negative side



What is Panel Discussion?

A *panel discussion* is designed to provide an opportunity for a group to hear several people knowledgeable about a specific issue or topic, present information and discuss personal views.

It may help the audience further clarify and evaluate their positions regarding specific issues or topics being discussed and increase their understanding of the positions of others.

Kinds of Panel Discussion

Public Panel Discussion – use to provide factual information regarding current problems, determine social values.

Educational Panel Discussion – use in educational institutions to provide factual and conceptual knowledge and clarification of certain theories and principles.

Members in Panel Discussion

Instructor – plans how, where and when panel discussion will be organized

Moderator - keeps the discussion on the theme and encourages interaction among members. summarizes & highlights the points

Panelist – members who sit in a semi-circle shape in front of the audience and must have the mastery of the subject.

Audience – allowed to put question and seek clarification

How to Proceed

- 1. Identify or help participants identify, an issue or topic that involves an important conflict in values and/or interests.
- 2. Select panelists who are well informed about and have specific points of view regarding the issue or topic.
- 3. Indicate to panelists the objectives the panel discussion is designed to promote and allow-time for panel members to prepare for the discussion.
- 4. Decide upon the format the panel discussion will follow.

♣ The following procedures have been used effectively:

- a. The leader or moderator introduces the topic and the panelists present their views and opinions regarding the issue or topic for a set amount of time.
- b. The panelists discuss the issue or topic with each other by asking questions or reacting to the views and opinions of other panel members.
- c. The leader or moderator closes the discussion and provides a summary of panel presentations and discussion.
- d. The leader or moderator calls for a forum period during which the members of the class may participate by addressing questions to various panel members or by voicing their views and opinions.

Principal Responsibilities of the Instructor

- 1. Identify or help participants identify, issues or topics.
- 2. Ensure that all panelists and the moderator are familiar with the procedures for panel discussion.
- 3. Assist panelists and participants (when necessary) in preparation for the discussion.
- 4. Help participants understand the need for fair procedures in discussing an issue or topic.

♣ What are the advantages of a panel discussion?

- 1. It facilitates clarification on knotty issues.
- 2. It highlights the multi-dimensionality of the issue under discussion.
- 3. It helps to develop critical thinking in both panelists and the audience
- 4. It fosters logical thinking
- 5. It develops presentation skills.
- 6. It teaches students to think of the issues under consideration and ask relevant questions.

Source: Liza R. Almonte et. al., A Journey through Anglo-American Literature – Grade 9 English – Learner's Material Pasig: Department of Education, 2014, 538-541



Task 3: Comparing the Stand

Directions: Compare the respective stand of the panel discussants on the subject, Saving Planet Earth.

Saving Planet Earth

HOST: Good morning. Do you enjoy the bounties offered by Mother Earth? Do we take steps to protect her from our own carelessness and unconcern?

As the world celebrates Earth Day, we have invited prominent environmentalists to join us as we talk on the crisis facing planet Earth.

We have with us Liza Hernandez, an environmentalist, Dr. Rita Mendoza, a professor at a leading university in Mindanao and Tony Perez, a noted researcher in biodiversity.

My first question is, what are the main issues we still have to fight for?

LIZA: In general terms, environmental degradation and abuse. Public's interest versus vested interest.

DR. MENDOZA: First, stop the pollution of our air, water and land. Second, adopt a waste management program involving waste segregation, recycling, and composting. Third, stop mining ventures which have adverse effects on the health of our people. Fourth, stop deforestation.

TONY: Environmental problems are deep-rooted. The present imbalance in the ecosystem is a result of centuries of ignorance, fear, and greed, which in turn breed apathy and corruption. There is one issue: awareness. Man's attitudes and values must change.

HOST: What are the chances that the proposed Clean Air Act will be passed into law and when do you think this will happen?

DR. MENDOZA: There's a very good chance except that, again, the businesses that will be affected are doing everything to put it down.

LIZA: I agree. I think there's a good chance. However, the great fear of environmentalists is that it will pass without the ban on incinerators.

TONY: Well, the Clean Air Act is enacted into law and it may help preserve our environment.

HOST: I think it's a relief to know there's the Clean Air Act passed into law. And for my last question, what role does environment play in your life?

LIZA: In our lives? It is our entire life support system.

DR. MENDOZA: To me, saving the environment is a life and death struggle. When we do harm to our environment, we inflict a wound in the future. The future of our young is at risk for they will inherit a depleted earth.

Source: Eugenia R. Gorgon, Virginia G. Bermudez, Ed.D., Remedios F. Nery, *English Expressways III, Teacher's Manual for Third Year* Quezon: SD Publications, Inc., 2007, 20-21

Directions: Fill in the chart below with what the discussants think. Write your answer in your activity notebook.

Discussant	Discussant Views/Opinions					
	Current Environmental Problems	Clean Air Act	Importance of Environment			

Answer the following questions:

- 1. Based on the chart, who among the discussants gave the most convincing arguments?
- 2. What are the views and opinions of the discussants on the three topics in the chart?
- 3. Who presented a clearer view about each topic?
- 4. How was the presentation made clearer?

Task 4: Argue More

Directions: Read the dialogue below, then do the activities that follow:

- 1. List down at least three arguments presented by the speakers on the issue of legalizing gambling.
- 2. Compare those arguments you have noted down, with those of your classmates.
- 3. Compare those arguments with some of your own points of view on the same issue. Do you share the views of the panel discussants? Why? Why not?

Mrs. Gonzales, the Social Studies teacher of III-Mabuhay, asked her class to discuss the issue on legalizing gambling. She assigned them to discuss the issue in a panel discussion.

PANELIST 1: I denounce the idea of legalizing gambling because all of us know that gambling is a vice. Any vice should not be legalized.

PANELIST 2: But, if gambling will be legalized, we will put a stop to corrupt officials and uniformed men who enjoy receiving protection money from gambling syndicates. Legalizing it will mean additional income in the form of taxes, to the city treasury.

PANELIST 3: Don't you think of the children – the future manpower of this nation? They will be exposed to gambling. If it will be legalized, there will be gambling anywhere.

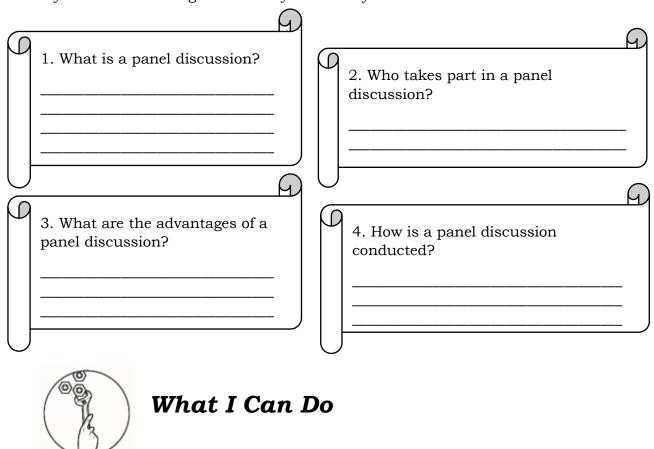
PANELIST 4: If gambling will be legalized, gambling syndicates will enjoy the support of the law and the government. Will that not sound ridiculous?

Source: Eugenia R. Gorgon, Virginia G. Bermudez, Ed.D.,Remedios F. Nery, *English Expressways III, Teacher's Manual for Third Year* Quezon: SD Publications, Inc., 2007, 21



What I Have Learned

After learning about panel discussion. Answer the following questions based on your understanding. Do this in your activity notebook.



Task 6: Conducting a Panel Discussion

Directions: Conduct a virtual panel discussion via google meet or zoom and discuss the issue that you prefer. Your performance will be graded using the rubrics below.

- 1. COVID 19: It's Impact on the Philippines
- 2. E-commerce in PH
- 3. New Normal in Education
- 4. Body Shame
- 5. Same-Sex Marriage
- 6. Eradicating Drug Abuse

- 7. Solving the Traffic Problem in the City
- 8. Rice Tariffication Law
- 9. US President Inauguration
- 10. COVID 19 Vaccine

Rubrics for Evaluating a Panel Discussion

Communication	Beginning (1)	Developing (2)	Good Skills (3)	Excellent Skills (4)
Correct sentence construction	Coherence of argument suffers from many grammatical errors	Still requires a lot of work on the part of the listener to understand	Errors do not interfere with the meaning – listening stress is less.	Few grammatical errors and no stress on the part of the listener
Pronunciation	Errors interfere strongly with meaning. Very difficult to follow.	Errors still require a lot of work on the part of the listener to understand.	Errors do not interfere with the meaning - listening stress is less.	Pronunciation is good with few or no errors. Easy to listen to.
Appropriate vocabulary	Speaker is unable to find appropriate words to convey clear meanings.	Speaker is still grasping at use of appropriate vocabulary.	Speaker has enough word attack to convey general meaning.	Speaker is able to find appropriate vocabulary with ease.
Well organized oral text with staging	Arguments not staged – no logical development.	Arguments partially staged, but sequencing is still confusing	Arguments staged well, and most developed logically	Arguments well-staged and developed logically
Gives information with supporting evidence	Rarely supports argument with evidence	Sometimes supports argument with evidence	Usually supports argument with evidence	Always supports arguments with evidence
Demonstrates understanding of other panelists' views/able to clarify	Never asks other panelists for clarification, or makes a comment on their argument	Makes short, simple comments on other panelists' arguments	Attempts more detailed clarification or comments on other panelists' arguments	Can formulate precise comments and clarification of other panelists' arguments

Source: "Evaluation Rubric for Panel Discussion," Alternatives to Detention, accessed January 24, 2021. http://www.users.on.net/~katef/detention/panel.htm



Directions: Choose the letter of the correct answer. Write the chosen letter in your activity notebook.

- 1. The following are the principal responsibilities of an instructor in a panel discussion EXCEPT:
 - a. Identify or help participants identify, issues or topics.
 - b. Ensure that all panelists and the moderator are familiar with the procedures for panel discussion.
 - c. Assist panelists and participants (when necessary) in preparation for the discussion.
 - d. Close the discussion and provides a summary of panel presentations and discussion.
- 2. The following are the advantages of panel discussion EXCEPT:
 - a. It requires more time of planning, organizing and presentation.
 - b. It facilitates clarification on knotty issues.
 - c. It highlights the multi-dimensionality of the issue under discussion.
 - d. It helps to develop critical thinking in both panelists and the audience
- 3. Who are the members in a panel discussion?
 - a. instructor, moderator, parents, audience
 - b. instructor, moderator, principal, audience
 - c. instructor, moderator, panelist, audience
 - d. instructor, moderator, reporter, audience
- 4. The following procedures have been used effectively EXCEPT:
 - a. The leader or moderator introduces the topic and the panelists present their views and opinions regarding the issue or topic for a set amount of time.
 - b. The panelists discuss the issue or topic with each other by asking questions or reacting to the views and opinions of other panel members.
 - c. The leader or moderator closes the discussion and provides a summary of panel presentations and discussion.
 - d. The leader or moderator teaches students to think of the issues under consideration and ask relevant questions.
- 5. Use in educational institutions to provide factual and conceptual knowledge and clarification of certain theories and principles.
 - a. Public Panel Discussion
- c. Educational Panel Discussion

b. Panel Discussion

d. Virtual Panel Discussion



Additional Activities

Directions: Watch the virtual panel discussion of your classmates and write at least five (5) arguments presented by the speaker.



The last part of this module is to measure your achievement and the effectiveness of the program.

Read the four texts about global social issues. Match the information in each statement to one of the texts. Write the letter of the best answer in your activity notebook.

Global Social Issues

- **A. Homelessness** is the condition of people without a permanent dwelling. Homeless people are often unable to get and keep regular, safe, secure and good housing. According to the UK Homelessness Charity Crisis, a home is not just a physical space: it also provides roots, identity, security, and a sense of belonging and a piece of emotional well-being.
- **B. Domestic violence** is a pattern of harmful behaviour by one person against another within the family setting. Domestic abuse occurs across society, regardless of age, gender, race, wealth, and geography. In 2012, an Indian study found that 92% of women reported having experienced some form of violence in public spaces in their lifetime. Globally, 1 in 3 women experience physical, verbal or emotional violence by close relatives.
- **C. Unemployment** is the number of people in any country who want to work but do not have a job. It is calculated by dividing the number of people who are unemployed by the total work force. Unemployment is due to many reasons such as reducing number of employees in a company or replacing some positions with highly developed machines.
- **D.** UNESCO defines the 1958 **illiteracy** as the condition of a person who cannot read or write. Now, he UNESCO definition has become more complex and relies largely on individual's ability to contribute to the society in which they live. Today, nearly 17% of the world's adult population is still not literate; two thirds of them women, making gender equality even harder to achieve.

Source: "Global Social Issues," iSLCOLLECTIVE, accessed January 24, 2021, https://en.islcollective.com/english-esl-worksheets/material-type/reading-comprehension-activities/global-social-issues/96968.

There is an example (0) at the beginning.

Which text mentions the following?

0	This problem does not cover certain people for different reasons.	A	В	С	D
1	Advancement in technology has increased the problem.	A	В	С	D
2	This problem may increase gender injustice.	A	В	С	D
3	A specific age group may face challenges in the forthcoming years.	A	В	С	D
4	How the local statistics of this issue is made.	A	В	С	D
5	A certain gender is likely to suffer from many types of this problem.	A	В	С	D
6	It is defined differently from one society to another.	A	В	С	D
7	What this problem means is looked at differently nowadays.	A	В	С	D
8	There is an emotional connection to a stable physical setting.	A	В	С	D
9	According to a local survey, this problem may occur publicly.	A	В	С	D
10	Some members of rich families may suffer from this problem as well.	A	В	С	D

- II. Read each statement about teenage pregnancy and classify whether it falls under **A.) Definition**, **B.) Cause**, **C.) Consequence**, or **D.) Method of Prevention**. Write the letter of the correct answer in your activity notebook.
- 1. Unmarried minors who become pregnant unintentionally.
- 2. Learning about methods of birth control.
- 3. Lower educational levels and poverty.
- 4. A pregnancy in a young woman who will not reach her $20^{\rm th}$ birthday before the expected birth.
- 5. Learning about the facts and risks associated with sex and about ways on how to prevent premarital sex.
- 6. Lack of knowledge on birth control because of embarrassment to seek such information.
- 7. Problems in raising the children with proper upbringing especially in terms of economic factor.

- 8. Resisting to pressure from peers and partners for having sex.
- 9. The teen mother usually neglects her education and may experience medical complication due to early pregnancy.
- 10. Loss of personal space and freedom.
- III. Write <u>Tik</u> if the statement is a guideline for conducting a panel discussion and **Tok** if it is not. Write your answer in your activity notebook.
- 1. Indicate to panelists the objectives the panel discussion is designed to promote and allow-time for panel members to prepare for the discussion.
- 2. Panel discussion teaches students to think of the issues under consideration and ask relevant questions.
- 3. Identify, or help participants identify, an issue or topic that involves an important conflict in values and/or interests.
- 4. Go into the panel discussion with a specific goal in mind.
- 5. It fosters logical thinking.
- 6. Decide upon the format the panel discussion will follow.
- 7. It facilitates clarification on knotty issues.
- 8. Select panelists who are well informed about and have specific points of view regarding the issue or topic.
- 9. It helps to develop critical thinking in both panelists and the audience.
- 10. Come prepared with anecdotes, examples and stories that capture your points.

2. It symbolizes the choices a person in his or her life. that would make a difference in a person's life. 1. The poem is about choosing two paths - a choice 10. world sn .9 gnivil .8 7. dread 6. feel (Answers may vary) 5. see 4. cares Task 1.2 3. strong Sil .S

LESSON 2	}		
			modern history.
			world affecting the
		media	happening in the
		Effects of social	happened and still
			critical issues
		Police brutality	social media in the
	vary	Unemployment	disadvantage of
may vary	may	taeamolameall	əqi pur ssəulniəsn
Answers	Answers	COAID 19	It's all about the
presented also happening in our country?	possible solution can you offer?	was/were presented?	
sussi sht sl	tsdW aldissog	(s)əussi tshW	What is the talk about?
	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Task 2.2

What I Can Do	Additional Activity			
Task 6 (Answers may vary)	Task 7			
	Assessment			
What I Have Learned	I. D 2. A			
	3.B			
(Answers may vary)	4. D			
	Task 4			
(Stand and explanation may vary)				

Tass I Triv .I S. flat por .4 inq .5	Disagree, vengeance is of God, just ignore and pray for him/her. Revenge makes you feel worse. Disagree, let the law punish them according to their sin/crime. Agree, befriend and love our enemies. Disagree, thowing that the person is already punished is enough for me. Disagree, it's better if you fight fairly. Disagree, one must be get caught so that the person who insulted you may ask for forgiveness. Disagree, a crime is still a crime. Whether it is intentional or not it is just the same that you committed a crime. Agree, discovered or not one will be guilty if he committed a crime. Nare, discovered or not one will be guilty if he committed a crime. Agree, if one committed a crime conscience will be forever engraved in his mind and heart. Agree, just confess and admit your sin, ask for foreiver, just confess and admit your sin, ask for forgiveness and you repent about it.	.2 .3 .4 .5 .6 .8 .9
Task 2	and and explanation may vary) Disagree, vengeance is of God, just ignore and	•
What's		Task 4

J2. C

1t' D

13. A

15. C

11.B 10' B

9. C

A .8 A .7 O.0

A . 3 d. C

3. B

2. C

I' D

Pretest

MonX

What I

1. know Task 1.1

Task 1

What's In Lesson 2 2. B

A . A

3. D 2. C

Task 1

I' E\B

What's In

resson j

2. D

d. C

3. D 1. A

Task 3

Task 5

What's More

LESSON 1

2. puncheon

4. roquelaire

3. flambeau

1. virtuoso

What's New

5. Answers may vary

determined to accept the challenges.

broblems on a decision he makes, he would be 4. Yes. If a person is confronted with challenges and is different from what many may have already taken 3. He or she took the risk of choosing an option that

(Answers may vary)

Task 2.1

What's New

2. Amontillado

What's More

Task 3

Discussant Views/Opinions						
Importance of	Clean Air Act	Current Environmental				
Environment		Problems				
It is our entire life support	I think there's a good chance.	Environmental degradation	Liza			
system.	However, the great fear of	əsnqe pue				
	environmentalists is that it					
	no nsd oht thoutiw essq lliw					
	incinerators.					
Saving the environment is	There's a very good chance	Air, water and land	Dr. Mendoza			
a life and death struggle.	except that, again, the	gninim , noitulloq				
	businesses that will be	deforestation				
	affected are doing everything					
	to put it down.					
	The Clean Air Act is enacted	Awareness	Tony			
	dlad yam ti bna wal otni					
	preserve our environment.					

- 1. Dr. Mendoza
- 2. They differ in environmental problems. However, their views in clean air act and importance of the
- environment have resemblance.
- 3. Dr. Mendoza

What's New

٠,

.ε

.2

Task 2

4. Answers may vary

What's In Lesson 3

Task 1

listen to them issue and audience who discussing a certain people who are 2. There are group of 1. Panel Discussion

3. Answers may vary

What's More

Task 3

LESSON 3

b. High ranking officials are involved in drug trafficking.

The problem of drug abuse is an incurable epidemic.

unemployment and financial difficulties that the 2. substance abuse of the parents or abusers, mistreatment of children. 1. Child abuse is the physical, sexual or emotional

includes anxiety, depression, poor relation, and 3. mental problem or developmental problem which abusers might be facing

executed effectively. increase of child protection must be enforced and $\varphi.$ A stricter policy and laws against child abuse and withdrawal from others,

5. Answers may vary

What I Can Do

It must be everyone's concern

positive and negative; one is indifferent

The government will win victory over it.

(Answers may vary)

What I Have Learned

(Answers may vary)

Task 4

(Answers may vary)

Additional Activity

negative – a.

positive – a.

0-1 steilsneq

drug abuse

(Answers may vary)

3. False 2. True 1. True Assessment

∍uπT .₽

5. True

48

Livity	Additional Act							Post Test
vary)	(Answers may							
			Ш		.II			·I
	resson 3	Tik	1.	A	Ţ.)	.1
	Assessment	ЯоТ	Σ.	D	2.	(I	Σ.
	I.D	Tik	3.	В	.ε	(I	.£
	2. A	ЯоТ	.4	A	4.)	· †
	3.C	Ток	.5	D	.5	8	Ι	.5
	2' C	ЯïТ	.9	В	.9	7	7	.9
	2.10	Ток	٠.٢	Э	٠.	(Ι	٠.
		Tik	.8	D	.8	7	7	.8

(Answers may vary) What I Can Do

What I Have Learned

10' B

6 B

knowledgeable about a specific issue or topic, present information and discuss personal views. A panel discussion is designed to provide an opportunity for a group to hear several people

10. Tok

9. Ток

Instructor, moderator, panelist, audience

10° C

O .6

- It facilitates clarification on knotty issues, it fosters logical thinking, it develops presentation skills
- a. The leader or moderator introduces the topic and the panelists present their views and opinions
- b. The panelists discuss the issue or topic with each other by asking questions or reacting to the regarding the issue or topic for a set amount of time.
- c. The leader or moderator closes the discussion and provides a summary of panel presentations views and opinions of other panel members.
- participate by addressing questions to various panel members or by voicing their views and opinions. d. The leader or moderator calls for a forum period during which the members of the class may and discussion.

- It will mean additional income in the form of taxes. 1. Any vice should not be legalized.
- Gambling syndicates will enjoy the support of the law and the government.
- 2. Answers may vary.
- 3. Answers may vary.

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