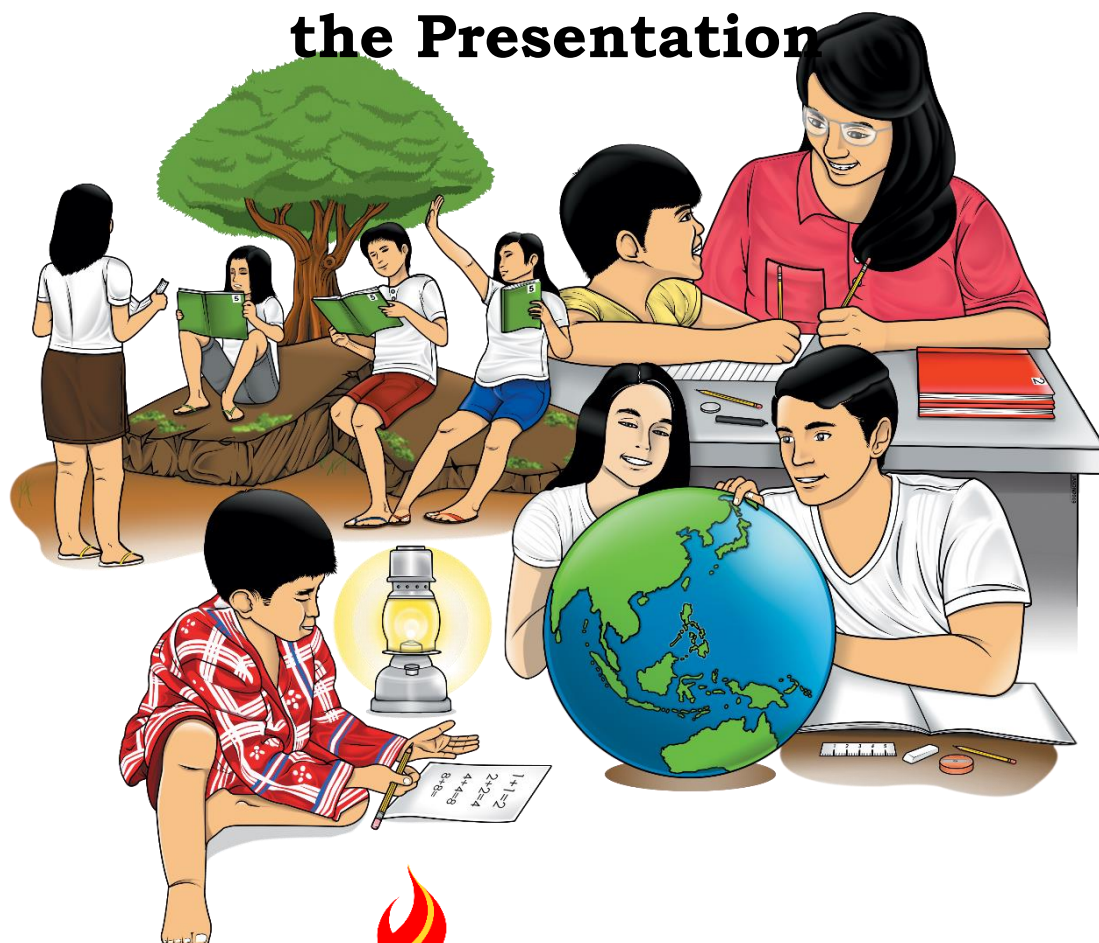


English

Quarter 4 – Module 1: Judging the Relevance and Worth of Ideas, Soundness of Author's Reasoning, and Effectiveness of the Presentation



English – Grade 9

Alternative Delivery Mode

Quarter 4 – Module 1: Judging the Relevance and Worth of Ideas, Soundness of Author’s Reasoning, and Effectiveness of the Presentation

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English

Quarter 4 – Module 1: Judging the Relevance and Worth of Ideas, Soundness of Author’s Reasoning, and Effectiveness of the Presentation

Introductory Message

For the facilitator:

Welcome to the English Grade 9 Alternative Delivery Mode (ADM) Module on Judging the Relevance and Worth of Ideas, Soundness of Author's Reasoning, and Effectiveness of the Presentation

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.

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 English 9 Alternative Delivery Mode (ADM) Module Judge the Relevance and Worth of Ideas, Soundness of Author's Reasoning, and Effectiveness of the Presentation

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.

This module has the following parts and corresponding icons:



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 in 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!



What I Need to Know

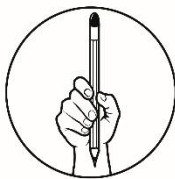
This module is designed and written with you in mind. It is here to help you master the competency involving judgement on the relevance and worth of ideas, soundness of author's reasoning and effectiveness of the presentation. The scope of this module permits it to be used in many different learning 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 – Judging the Relevance and Worth of the Ideas
- Lesson 2 – Judging the Soundness of Author's Reasoning
- Lesson 3 – Judging the Effectiveness of the Presentation

After going through this module, you are expected to:

1. identify the information / evidence from the material presented;
2. identify the criteria or bases in judging the soundness of the author's reasoning;
3. write feedback from presented material;
4. note the claim and supporting details in a reading text;
5. judge the relevance and worth of ideas presented from the material;
6. judge the soundness of the authors reasoning; and
7. judge the effectiveness of the presentation.



What I Know

A. Multiple Choice. Choose the letter of the correct answer. Write your answer in your activity notebook.

1. Andrew is the eldest among his siblings so he wanted to explain to his mother how the conflict is relevant to him. He could write her a note saying:
 - a) Conflict is a serious disagreement between at least two sides.
 - b) Conflict is not relevant to me at all.
 - c) Conflict is relevant to me because there are a lot of conflicts everywhere.
 - d) Conflict is relevant to me because I have serious agreements with at least one of my brothers every day.
2. Luisa was born in the Philippines but raised in foreign country is asked by her friends why she is so interested in studying Philippine history. She tells them it is relevant to her _____.
 - a) because Philippines is a cool place to travel and discover.
 - b) because her parents met in the Philippines.
 - c) because she cares a lot on her culture and heritage.
 - d) because her father was a soldier in the Philippines.
3. Apolinario lives near a place where a new bakeshop is being built. Why is this relevant to him?
 - a) He is allergic to sugar and does not like the smell of flour.
 - b) His wife does not often cook so he always ends up having bread and coffee for breakfast.
 - c) His wife's favorite breakfast is fried chicken.
 - d) He likes eating full meal every morning.
4. Garry Valdez has been in town for five days and has sold-out all his concerts' tickets. How is this relevant to Mrs. Valdez, wife of Garry who is battling cancer for years?
 - a) Mrs. Valdez will throw a party after her husband's concert.
 - b) Mrs. Valdez will have enough money to throw a party for her husband after the concert.
 - c) Mrs. Valdez will be glad to receive additional income for her medical expenses.
 - d) Mrs. Valdez will be mad to the people who bought his cheap tickets.
5. You found out that someone accidentally deposited Php 1,000.00 in your account. What would you do?
 - a) I would inform the bank about the mistake.
 - b) I would donate the money to the typhoon victims.
 - c) I would keep the money.
 - d) I would use the money to buy something.

B. Matching Type. Match the definitions in column A with the terminologies in column B. Write the letter of the correct answer in your activity notebook.

A	B
_____ 1. It is an information given personally, drawn from a document used to establish facts.	a) Fact
_____ 2. It is what a person believes or thinks about something.	b) Fallacy
_____ 3. It is an incorrect or misleading notion or opinion based on inaccurate facts or invalid reasoning.	c) Bias
_____ 4. It refers to something true or real, which is supported by evidence.	d) Evidence
_____ 5. It is an inclination for or against one person or group, especially in a way considered to be unfair.	e) Prejudice
_____ 6. It is an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.	f) Opinion

C. Word Puzzle. Look for five words in the puzzle that are related to the word “Effectiveness”. Word can go in any direction. Words can share letters as they cross each other. Write your answer in your activity notebook



Lesson

1

Judging the Relevance and Worth of Ideas

We are already in a world where information is just a piece of stone waiting to be picked up and cast off. In gathering information around us, it is important for learners like you to test and evaluate the relevance of information and how idea becomes worth it in the process.



What's In

Reading is an active process of constructing meaning. As one reads, (printed or digital), he/she acquires more knowledge. The information taken from the text provides the reader to construct interpretation and integration of the knowledge he/she has. The knowledge empowers the reader to judge the relevance and worth of ideas to his/her reading goals. Relevance is simply means worthiness; quality of being suitable or having some kind of value. The information that closely matches a reader's goal is more relevant, whereas information that does not match the goal is less relevant.

Activity 1: Try to Connect

Read and reflect on this poem by Langston Hughes and answer the questions that follow. Write the correct answer in your activity notebook.

DREAMS DEFERRED

Langston Hughes

What happens to a dream deferred?

Does it dry up
Like a raisin in the sun?
Or fester like a sore –
And then run?
Does it stink like a rotten meat?
Or crust and sugar over –
Like a syrupy sweet?
Maybe just sags
Like a heavy load,
Or does it explode?

1. The poet reveals the speaker's feelings mainly by using _____.
 - a. personification to show the characteristics of a dream.
 - b. similes to describe what happens to dreams.
 - c. metaphors to describe what happens to dreams.
 - d. synecdoche to show what dreams mean.
2. The repetition of the word "like" emphasizes the speaker's desire to _____.
 - a. find out what happens to dreams.
 - b. see how dreams disappear.
 - c. understand what dream is.
 - d. both A and B
3. The poet helps the reader understand how it felt to _____.
 - a. forget about a dream.
 - b. be a dried up raisin.
 - c. run away from the dream.
 - d. have a dream.
4. Based on the first stanza, the reader can conclude that the speaker _____.
 - a. hates having a dream.
 - b. remembers all his dreams.
 - c. curious of what happens to dreams.
 - d. loves dreaming.
5. The imagery in lines 1 through 8 helps the reader understand what _____.
 - a. the reader thinks happens to a dream deferred.
 - b. a dream looks like.
 - c. the dreams do.
 - d. a dream should be made of.

Activity 2: Express Your Thoughts and Ideas

Reflect on the message of the quotation below and write a comprehensive essay using the questions below as your guide in writing. Write your answers in your activity notebook. You'll be graded using the rubric that follows.

"Dare to live the life you have dreamed for yourself. Go forward and make your dreams come true."
-Ralph Waldo Emerson

1. Do you have any dream in life? What is that dream?
2. How do you pursue your dream?
3. How does this dream motivate you to go forward in life?
4. Do we need courage to pursue our dreams? Why?

WRITING RUBRIC

	CRITERIA				POINT/S
	4	3	2	1	
1. Meaning. Does the writing exhibit a solid understanding, analysis, and explanation of the output?					
2. Development. Are ideas explored using relevant details and evidence to support the statement?					
3. Organization. Does the writing establish a clear statement and maintain focus, unity and coherence?					
4. Language. Does the writing demonstrate an awareness of the audience and purpose through word choice and sentence variety?					
5. Conventions. Does the writer use conventional spelling, punctuation, paragraphing, capitalization and grammar correctly?					
TOTAL					

Legend:

4 – Strongly Agree

2 – Disagree

3 – Agree

1 – Strongly Disagree



What's New

Activity 1: Unlock Me

Unlock the words that describe the meanings below by replacing the numbers into alphabets as shown on the first example. Write your answer in your activity notebook.

Example:

3 15 14 20 5 24 20

-the parts of something written or spoken that immediately precede and follow a word or passage and clarify its meaning.

ANSWER: _____ CONTEXT _____

22 1 12 21 5

-usefulness; worth

ANSWER: _____

9 4 5 1 19

-aim or purpose

ANSWER: _____

18 5 12 5 22 1 14 3 5

-important to the matter at hand

ANSWER: _____

10 21 4 7 13 5 14 20

-the ability to come up with sensible conclusions

ANSWER: _____

3 12 1 18 9 20 25

-state of being simple and understandable

ANSWER: _____

In formal reasoning, relevance has proved an important but elusive concept. It is important because the solution of any problem requires the prior identification of the relevant elements from which a solution can be constructed. Ideas conveyed in text are one of the highlights that learners like you must crack and encode. And to develop such skills, let us first try to answer the activity below.

Activity 2: True or False

A. Determine whether the statement is true or false. Write the letter **T** if the statement is true and **F** if it is false. Write your answer in your activity notebook.

- ____ 1. People should not wear masks when exercising, as masks may reduce the ability to breathe comfortably. The important preventive measure during exercise is to maintain physical distance of at least one meter from others.
- ____ 2. Spraying disinfectant into your body will protect you against COVID-19.
- ____ 3. The COVID-19 does not transmit through water while swimming. However, the virus spreads between people when someone has close contact with an infected person.
- ____ 4. Adding pepper to your soup or other meals prevents or cures COVID-19.
- ____ 5. The coronavirus disease (COVID-19) is caused by a virus, not by bacteria.

B. Express your thoughts and ideas and answer the questions below comprehensively. Your answer will be graded using the rubric that follows. Write your answer in your activity notebook.

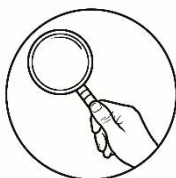
1. From your experience, why do you think you should wear mask outside your home?
2. Do you agree that anyone may be afflicted with illness? Cite some ways on how to stay healthy.

PARAGRAPH WRITING RUBRIC

	CRITERIA				POINTS
	4	3	2	1	
Main/Topic idea sentence	Main/Topic idea sentence is clear, correctly placed and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed and is restated in the closing sentence.	Main/Topic idea sentence is unclear, incorrectly placed and is restated in the closing sentence.	Main/Topic idea sentence is unclear, incorrectly placed and is not restated in the closing sentence.	
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentences that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	

Elaborating Detail Sentence (s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two or more elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentences.	Each supporting detail sentence has no elaborating detail sentences.	
Legibility	Legible handwriting, typing or printing.	Marginally legible handwriting, typing or printing.	Writing is not legible in places.	Writing is not legible.	
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization and spelling.	Paragraph has one or two punctuation, capitalization and spelling errors.	Paragraph has three or five punctuation, capitalization and spelling errors.	Paragraph has six or more punctuation, capitalization and spelling errors.	
TOTAL					

Source: [pinterest.com](https://www.pinterest.com)



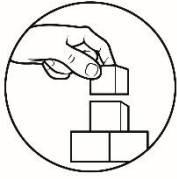
What is It

Literature as one of its purposes, makes people learn from the ideas. Ideas are thoughts that are expressed around us through the different materials we encountered. These ideas are presented through verbal, printed or digital form. As a 21st century learner, you must know the importance of finding worthy materials. This is especially appreciated when the literary piece has ideas that are sound and that can be applied in the reader's own life. Thus, literature is seen as especially valuable because it is relevant to you as the reader.

In order to find value in literature, readers first *judge how solid the ideas* are and *how sound the judgement of an author is*. In this way, the author can act as the voice of wisdom that teaches reader without the reader himself/ herself having to go through the experience that the author had gone through. This is called *vicarious learning*.

We should remember the following when judging the relevance and worth of ideas of the materials presented:

- *First, note important information or facts;*
- *Second, gather evidences;*
- *Third, validate the source of information and the information itself by comparing the information from other valid resources;*
- *Fourth, check the organization and clarity of ideas, and*
- *Lastly, examine the appropriateness of the language used.*



What's More

Activity: Read and Analyze

A. Read the essay below and evaluate it by completing the survey found afterwards. Write your answer in your activity notebook.

Develop Good Study Habits

During the past few years, students who maintain good study habits are becoming fewer and fewer. Social activities become more important than staying at home and study. Believe me; developing good habits these days are hard. With all the cool new stuff around, who wouldn't want to skip studying and go explore this stuff? You may have had the habit of "play first before pay". Students these days consider studying as hassle, even though we've been lectured on how education is important to us.

You may have realized that it's time to develop good study habits, unless of course, you're not studying anymore. Development takes time, especially when you're trying to replace an old habit with a new one, as it turns out, developing good study habits from your former ineffective study habits will be considered as a rehab.

When developing good study habits, you have to set time for everything.

Plan a daily schedule. With all the activities you need to do such as assignments and projects, you can't just remember them. Writing them down, and planning when to do it will be the most effective way to remember things. Even though you have a skill in remembering all those things, doing them in all one shot will only bring mediocre results. Also, taking notes with readable font because if you can't read your notes, it's pretty much useless.

Notes are important; it helps you survive surprises tests, even not so surprising ones. If you're going to develop good study habits, you should make a habit of organizing your notes, and flipping over them every once in a while. Another effective thing to do with your notes, is to color code them. You can code them for each subject for example.

Also keep in mind to have a place for them. Making a schedule also helps students' main problem – procrastination. Procrastination has been the biggest problem of high school students nowadays. A project will be given a month before, but we do it a week before the deadline which only causes a very stressful week. Just as I have said, you should make it a habit of planning your activities that way you know when to do things. Yes, school is very stressful. But with good study habits, you can survive. Although some habits might affect your health, a very common one is staying up late. Balance is the key to everything. A sufficient amount of rest should equal to a sufficient amount of studying. If one side overtake the other, it would result to disaster. Too much studying is just as bad as too much playing. We also need to mind our bodies. Our bodies are the Holy Spirit's temple. Thus, we must take care of it, to avoid abusing it.

High school students consider their high school life as stressful. The fact is, it's not really that stressful. We only lack consciousness of balancing our time. Time is everything. It passes by, and it's gone. Every second that passes is God's gift so we should use it wisely. Developing good study habits not only gives you excellent grades, but is also helps you with stress management. With the habit of carefully planning your activities, you'll be able to organize your thoughts every time.

Source: "Developing Good Study Habits." StudyMoose, Jan 05, 2017. Accessed April 23, 2021. <http://studymoose.com/develop-good-study-habits-essay>

Place a check mark (✓) on the response that best describes how you generally feel towards the article. To what extent do you agree or disagree with the following statements?

1: STRONGLY DISAGREE

4: AGREE

2: DISAGREE

5: STRONGLY AGREE

3: NEITHER AGREE NOR DISAGREE

Statements	1	2	3	4	5
1. The essay is timely and relevant.					
2. The information presented in the article are logical.					
3. The essay is helpful and valuable to readers.					
4. The author's point of view is clear.					
5. I am convinced with the author's point of view.					

B. Answer the questions comprehensively and write your answer in your activity notebook.

1. What is the essay all about?
2. What information have you gathered from the essay?
3. Which among the ideas you are willing to adapt in your studies? Why?



What I Have Learned

Appoint Me

If you were the president of the Philippines which of the following current issues would you address first. Support your answer by presenting pieces of evidence. Accomplish also the checklist rubric that follows before submitting your activity notebook to your teacher.

ISSUES

1. Privacy Rights
2. Vaccines
3. Universal Healthcare
4. Gender Inequality
5. Technology Upgrade

CHECKLIST RUBRIC

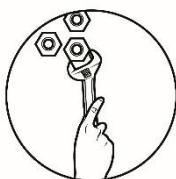
4: EXPERT

2: CAPABLE

3: ACCOMPLISHED

1: BEGINNER

Parts of the Task to be accomplished	Self-Check	Teacher's Check
1. It includes main idea that is evident in the paper.		
2. It provides relevant details/ evidences that supports the central idea.		
3. It is very informative and well organized.		
4. It has a clear and focus point of view that holds readers' attention.		
5. Grammar is commendable.		



What I Can Do

Study the illustration below and answer the questions that follow. Write your answer in your activity notebook.



Questions:

1. What is the central idea in the illustration?
2. If you were Juan, which among the characters in the illustration would you imitate and why?
3. Based on the illustration, do you think healthy eating habit is relevant to us? Why do you say so? You cite your evidences.



Assessment

Read and study the informative essay below. Critic the author's composition based on the given rubric. Make sure to write feedback afterwards. Write your output in your activity notebook.

The Beginning of Talking Pictures

For fans of film, the idea that nearly a century ago sound in motion pictures did not exist is hard to imagine. Silent, black and white movies are relics of the past,

although occasionally a modern film such as *The Artist* finds its way to Hollywood and is appreciated for its artistic merits. The beginning of “talking pictures” appeared in film in 1927, although it took several years before this art form caught on with the public, and even longer for movie theaters to catch up with the technology necessary for sound. This paper will explore the introduction of the first talking pictures that appeared in the United States, beginning a new form of cultural entertainment for generations to come.

After 30 years of silent film, movie audiences were shocked to hear a single line spoken halfway through the movie *The Jazz Singer*, when Al Jolson said the line “Wait a minute, wait a minute. You ain’t heard nothin yet!” (Corliss, 2003.) The moment was likened to cutting the umbilical cord to silent movies which had been the standard “language” on screen: actors mouthing their lines while captions expressed the dialogue. However, although it nearly 40 years for movies with sound to enter the mainstream, Thomas Edison and his assistant had developed a talking-movie machine in 1889. During the early 1920s, there were short sound films in movie theaters that highlighted vaudeville acts as well as opera singers; these were small, tentative steps until the Warner Bros. took a tremendous leap forward with *The Jazz Singer*. Although the film was not an actual “talkie” it differentiated itself from silent screen traditions because it had brief dialogue as well as a few songs. The story itself was not at all modern but Al Jolson’s hip swinging performance, much like the Elvis phenomenon in the 1950s, pushed the uniqueness of talking pictures.

The film became an instant hit, and precipitated a rush to convert all of the film studios and movie theaters as well to change their technical capacity to accommodate sound. By 1930, nearly every US film included actors who talked, a trend that is obviously the norm for the film industry in modern times.

Clearly, when sound arrived in film there was a tremendous upheaval in the motion picture industry, although it was not disastrous. Initially, each major Hollywood studio started to make two separate versions of each film released in a methodical, organized way (Dirks, 2014.) In some instances, the plot lines of the two versions were different, for example having sequences that were reversed or providing different endings. An example of this arrangement was *All Quiet on the Western Front*, released in 1930, which had a silent version that had music and other effects, and a sound version.

Nevertheless, motion picture studios faced many problems associated with the newly developed sound in film, including limited markets for films that were English-language talkies (Dirks, 2014.) In addition, many of the actors and actresses in Hollywood did not have good speaking or singing voices or experience on stages so that their marketability was reduced. In regards to technological advances, the movements of the cameras were limited and the noisy clunky cameras had to be covered in awkward isolation booths that had soundproof covers in order to avoid the soundtrack picking up the noises of the camera. From an artistic perspective, the craft of acting suffered when movie studios tried to record live dialogue, because stationary or hidden microphones that were planted either in their costumes or other props impeded the motion of actors (Dirks, 2014.) Some of the films that were made during these early days

were primitive, crudely made projects that were specifically aimed at highlighting how novel it was to have films with sound. Silent film studios became obsolete, and a great deal of money was spent to purchase the expensive new equipment that included soundproof sets, cameras that were mounted on dollies that did not squeak, and microphones that were hung from high up in order to avoid being in view of the camera. Some films that initially had been produced as silent were quickly changed into sound films.

For movie fans and critics alike, it is almost inconceivable to imagine films without sound that would exclude dialogue, music, and other noises that create the illusion of reality. It is a testament to American ingenuity that this transition, initiated by Thomas Edison, moved along relatively quickly and became a mainstay of American life as well as part of the international community's cultural life. Although silent films certainly have their place in the history of American cinema, the introduction of sound into films has been a tremendous asset for both audiences and studios alike.

Source: "The Beginning of Talking Pictures." Accessed January 26, 2021.
<https://mycustomessay.com/samples/the-beginning-of-talking-pictures.html>.

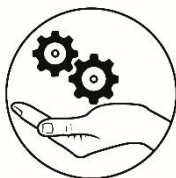
RUBRIC

Element/s	Satisfactory 1 point	Partially Proficient 2 points	Proficient 3 points	Exemplary 4 points
Authentic Resources	The writer relies merely on his/her experience as a primary source to complete work.	The writer relies on his/her experience as a primary source but also uses textbooks, reference and secondary material to complete work.	The writer uses real world resources such as manuals, tools, technology, primary source documents and/ or interviews to complete work.	The writer selects multiple real world resources as a new or different resources, perhaps unknown to the reader.
Content/ Information (clarity of purpose, originality of thought, use examples)	Central idea and/or clarity of purpose is absent or incompletely expressed. Little or has no evidence and has too few examples.	The central idea expressed vaguely, there are some evidences and some examples.	Central idea and clarity of the purpose are generally evident throughout the essay, evidence of critical, there are good and relevant examples.	Central idea is well developed and clarity of purpose is observed throughout the paper. Abundance of evidence of critical, careful thought and analysis. Evidence and examples are vivid and specific.
Structure (Organization, flow of thought, format and transition)	There is no organization, no format, difficult to follow and poor transition.	There is ambiguity, irrelevance, rambling format, difficult to follow and ineffective transition.	Paper has a clear organizational structure with some ambiguities, structured format,	Paper is logically organized, professional format, easily followed, effective,

			easily to followed and has a basic transition.	smooth, and has logical transitions.
Grammar (Sentence structure and punctuation marks)	The writer only uses simple sentences and has many errors in using punctuation marks.	The writer manages to write compound sentences but still has errors in using punctuation marks.	The writer uses complex sentences and have few errors in using punctuation marks.	The writer manipulates complex sentences that created an impact and has no error in using punctuation marks.

Total Earned Points: _____

Remarks:



Additional Activities

READ, GATHER, RELATE AND INFORM

Read and judge the text below by filling in necessary information in the table. Write your answer in your activity notebook.

EMBRACING HUMANOIDS IN HUMAN LIFE, SOON SOLD

Darren C. Blanche

Advancement is a product of constant change from different aspects of life, and now as technological progression becomes more powerful, it creates innovations continuing to global revolution and as a proof of this humanoid existence like Humanoid Sophia from the Hanson Robotics empowers movement of technological reforms development.

The intriguing introduction of Sophia last 2016 went viral and now as released statement of the company Hanson Robotics including the mass production of humanoids in the midst of pandemic COVID 19 will create a betterment especially in the healthcare institutions.

Importance of technological recreations in the midst of pandemic makes a progress pointing in different institutions with high risk of transmissions like healthcare institutions. "I can help communicate, give therapy and provide social stimulation, even in difficult situations," Sophia says on Hong Kong lab tour.

This modernization of massive creation of development creates hope, pasting a long term effect during and in post pandemic times, also Hanson believes that aside from healthcare institutions humanoid robots can also be part of different industries like retails and airlines which will totally be with.

The growth of technological industries now in pandemic era boost improvement on different inventions like these robots, whereas humans can live with the advance products of technology.

Modern- day innovations prove that human intelligence has a wide variety of concepts, upholding into a conclusion of passing it as an artificial intelligence that will sold soon as it starts.

What is the text all about? What are the ideas presented by the author?	Are these ideas relevant nowadays? Why or Why not?	If you could decide, do you think investing on these robots would really help mankind? Why or Why not?

Lesson

2

Judging the Soundness of Author's Reasoning

In Lesson 1, you were tasked to identify the relevance and worth of ideas. This time you will learn a new lesson which will give you an idea on how to judge the soundness of author's reasoning. You will learn how to carefully weigh evidence and test its premises before forming judgment.



What's In

Task 1: Identify whether the given statements are FACT, OPINION, REASONING (claim), or EVIDENCE. Choose the letter of the correct answer. Write your answer on your activity notebook.

_____ 1. According to DOH, the Philippines has 576, 352 COVID 19 cases as of February 28, 2021.

- a. fact b. opinion c. reasoning d. evidence

_____ 2. "The Filipinos are worth dying for." -Benigno S. Aquino Jr.

- a. fact b. opinion c. reasoning d. evidence

_____ 3. President Rodrigo Roa Duterte is the 16th president of the Philippines and the 6th president of the fifth Republic.

- a. fact b. opinion c. reasoning d. evidence

_____ 4. The population of the Philippines is more than 111,046,913 as of 2020 according to www.macrotrends.net.

- a. fact b. opinion c. reasoning d. evidence

_____ 5. I believe, COVID 19 is the worst virus of all time.

- a. fact b. opinion c. reasoning d. evidence



What's New

Your View

Based on the cartoon below, why do you think he asked the other person if he is Chinese? Cite three reasons. Write your answers in your activity notebook.



A claim is a statement that presents an arguable position. It mirrors your interpretation, belief or opinion. Claim usually answers the question: “What do I think?”

To answer a claim by responding or denying it with corresponding reasons or evidence is to make a counterclaim. A counterclaim is the strongest argument against your claim.

Claim: I believe that William Shakespeare is the father of English sonnets because he made 154 sonnets in his life time. (reason or evidence to confirm the claim.)

Counterclaim: According to my research it was Sir Thomas who introduced the concept of sonnet to the English writers and he made a rhyming scheme that became popular, wherein even Shakespeare used it.

To counter or argue a claim, consider a different opinion or contrary view. Then provide evidence that would back up your argument.

Claim: Children nowadays are less sociable because they are glued to their gadgets.

Counterclaim: Children of today are just as sociable as the previous generations. Researchers from Ohio State University looked at evaluations of children who found that time spent on screens had little to no impact on a child's social skills despite an increase in screen time.

Activity # 2

Practice each statement as a claim or a counterclaim. Writing **CL** for claim or **CC** for counterclaim on the line before each number. Write your answer on your activity notebook.

- _____ 1. A lie detector test is not actually truthful.
- _____ 2. Student high grades measure intelligence.
- _____ 3. I believe that people have an intimate view of what is good for them.
- _____ 4. Second hand smoking can cause cancer.
- _____ 5. Hybrid cars can be an effective strategy to lessen pollution.
- _____ 6. One parent argues that too much watching television has a negative effect.
- _____ 7. I agree that walking is a safe workout.
- _____ 8. Using vape or e-cigarettes is dangerous to your health.
- _____ 9. I challenge Darwin's theory of evolution.
- _____ 10. Europe has viewed itself as a superior continent.



What is It

In the previous activities, you recalled your knowledge about soundness, valid, reasoning, evidences, etc. Let us explore more about soundness of reasoning.

To judge the soundness of the author's reasoning it is important to know some keywords. Soundness means the quality of being based on valid reasons, good judgment or reasoning. Many students have the impression that informational texts posted on social media are true and correct.

A lot of **informational texts** are based on an author's ideas, beliefs, or opinions that are sometimes not considered to be sound.

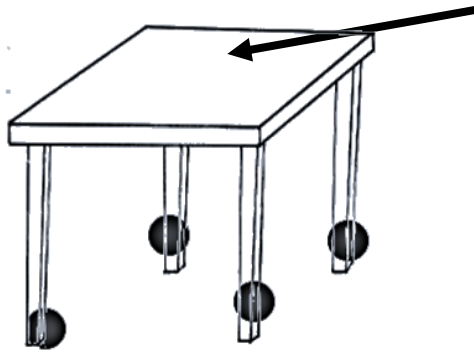
Readers must not assume that everything in an informational text is true. There was news last March 2020 saying that banana can cure Covid-19, it garnered a lot of shares, likes and comments. Yet that news has been found misleading and definitely not true. Just because it's on the Internet, doesn't mean it's true.

Students should focus on the author's main idea. In addition, they should identify the author's reasons and pieces of evidences that support the author's belief.

In order to judge the soundness of the author's reasoning, the following questions can be considered:

- 1. What does the author want the reader to believe? (CLAIM)
- 2. How does the author help us believe his/her statement? (EVIDENCE)
- 3. Is the supporting evidence strong enough to support the author's main idea or belief? (REASON)

Let us use the image of a table.



The table top represents what the author wants the reader to believe. (In here, you will provide the author's claim)

While the table legs represent the supporting details provided within the text. (These are the evidences)

Then, you can now judge whether the author's reasoning is valid and sound. You must be able to evaluate the text and judge the quality of author's idea by evaluating the supporting evidences. This is now your reasoning.

The characteristics of a sound reasoning include:

1. The quality of data;
2. The existence of supporting details;
3. The relevance of the additional data; and
4. The existence of additional possible explanations for your reasons.

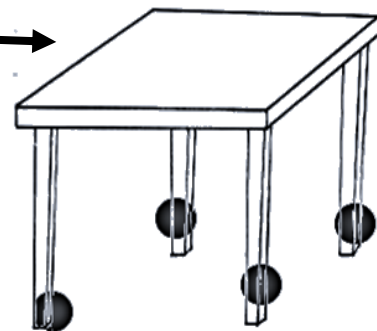
Example 1: Read this text and observe how to judge the author's reasoning.

There are a number of significant health risk associated with smoking. The connection between smoking and cancer is well known. As well as smoking is associated to other lung diseases like emphysema and bronchitis. This was demonstrated in World Health Organization (WHO), lung cancer is the most common form of cancer globally with 2.09 million cases recorded in 2018. Data from the Department of Health (DOH) also reveals that lung cancer is one of the most common types of cancers in the Philippines. Smokers have also a higher chance of developing heart disease. Furthermore, there is an ample research that even passive smoking has long term health consequences. Clearly smoking is a dangerous habit and can be stopped.

There are a number of significant health risk associated with smoking. (Claim)



- Smoking is associated to other lung diseases like emphysema and bronchitis.
- This was demonstrated in WHO, lung cancer is the most common form of cancer globally with 2.09 million cases recorded in 2018.
- Data from DOH also reveals that lung cancer is one of the most common types of cancers in the Philippines.
- Smokers have also a higher chance of developing heart disease. (Evidence)



Clearly smoking is a dangerous habit and should be stopped. Evidences tell us that the author uses facts to validate his/her information. Therefore, his reasoning is sound.

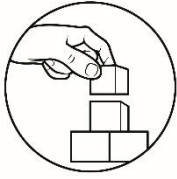
Answer the following question:

Are the evidences or facts presented enough to say that the author's reasoning is sound? Why or Why not?

Make a claim!

Underline the claim in the following passages. Then circle the statement that shows the reason or evidence for the claim.

1. People has been less physically active since pandemic. Experts found out that unsurprisingly, that almost everyone's exercise habits changed when the pandemic started. Instead of walking and biking in the park, they chose to stay at home for it save lives and mitigate the spread of virus.
2. As of 2018, the universal health care scheme protected an estimated 98 percent of the Philippines' population. This came very close to achieving the target of universal healthcare coverage. Insurance is more important than ever in light of the COVID-19 pandemic and recent calamities in the Philippines.
3. Tobacco serves different purposes. Some tobacco products are even sold in health food and herbal medicine stores. However, The World Health Organization considers all forms of tobacco as lethal. Death may result from any tobacco-related diseases, such as cancer and cardiovascular disease. Smoking mothers may harm their unborn babies.
4. Loneliness is not the same as aloneness. Loneliness is a sensation of emptiness, a sense of something being lost, a suffering, a sadness, a desire, an incompleteness, and an absence, while aloneness is a choice of being alone but having the feeling of fullness, aliveness, and pleasure of being. In aloneness, you are complete. Nobody is needed, you are enough.
5. Overwork can also be deadly. Overwork is the cause of death in about 200 people a year in Japan. This phenomenon –labelled as karoshi, “death from overwork” – stretches far beyond Japan. Chronic overwork has been linked to obesity, alcoholism, heart diseases, workplace accidents, drug dependency, anxiety, fatigue, depression, and many other stress-related disorders.



What's More

Justify Ideas

Read the transcript of former US President Barack Obama's speech and find out the issue he presented in his message to the people and answer the questions that follow. Write your answer in your activity notebook.



https://www.huffpost.com/entry/obama-government-shutdown_n_4127940

Obama: 'There Were No Winners in This' Government Shutdown

Hi everybody. This week, because Democrats and responsible Republicans came together, the government was reopened, and the threat of default was removed from our economy.

There's been a lot of discussion lately of the politics of this shutdown. But the truth is, there were no winners in this. At a time when our economy needs more growth and more jobs, the manufactured crises of these last few weeks actually harmed jobs and growth. And it's understandable that your frustration with what goes on in Washington has never been higher.

The way business is done in Washington has to change. Now that these clouds of crisis and uncertainty have lifted, we need to focus on what the majority of Americans sent us here to do – grow the economy, create good jobs, strengthen the middle class, lay the foundation for broad-based prosperity, and get our fiscal house in order for the long haul.

It won't be easy. But we can make progress. Specifically, there are three places where I believe that Democrats and Republicans can work together right away.

First, we should sit down and pursue a balanced approach to a responsible budget, one that grows our economy faster and shrinks our long-term deficits further. There is no choice between growth and fiscal responsibility – we need both. So, we're making a serious mistake if a budget doesn't focus on what you're focused on: creating more good jobs that pay better wages. If we're going to free up resources for the things that help us grow – education, infrastructure, research – we should cut what we don't need, and close corporate tax loopholes that don't help create jobs. This shouldn't be as difficult as it has been in past years. Remember, our deficits are shrinking – not growing.

Second, we should finish the job of fixing our broken immigration system. There's already a broad coalition across America that's behind this effort, from business leaders to faith leaders to law enforcement. It would grow our economy. It would secure our borders. The Senate has already passed a bill with strong bipartisan support. Now the

House should, too. The majority of Americans thinks this is the right thing to do. It can and should get done by the end of this year.

Third, we should pass a farm bill – one that America’s farmers and ranchers can depend on, one that protects vulnerable children and adults in times of need, and one that gives rural communities opportunities to grow and the longer-term certainty they deserve.

We won’t suddenly agree on everything now that the cloud of crisis has passed. But we shouldn’t hold back on places where we do agree, just because we don’t think it’s good politics, or just because the extremes in our parties don’t like compromise. I’ll look for willing partners from either party to get important work done. There’s no good reason why we can’t govern responsibly, without lurching from manufactured crisis to manufactured crisis. Because that isn’t governing – it’s just hurting the people we were sent here to serve.

Those of us who have the privilege to serve this country have an obligation to do our job the best we can. We come from different parties, but we’re Americans first. And our obligations to you must compel all of us, Democrats and Republicans, to cooperate, and compromise, and act in the best interests of this country we love.

Thanks everybody, and have a great weekend.

Comprehension Questions:

1. What is the issue presented in the speech? What is the claim?
2. Are the terms used clearly defined and applied throughout the message?
3. Are there facts provided as evidence? If so, identify them.
4. Is the reasoning sound and logical? Explain why.
5. Is there an issue similar to the one presented here in the Philippines? Cite an issue and provide proof/evidences that this is similarly happening in the Philippine setting.

Validate Info

Statements below are taken from former US President Obama’s *There Were No Winners In This Government Shutdown speech*. Identify which of the statements contain factual information (statements that can be verified or proven to be true or false) or subjective content (involves judgment, feeling, opinion, intuition, or emotion rather than factual information). Write **F** for factual and **S** for subjective. Write your answer on your notebook

- _____ 1. There were no winners in this government shutdown.
- _____ 2. At a time when our economy needs more growth and more jobs, the manufactured crises of these last few weeks actually harmed jobs and growth.
- _____ 3. The way business is done in Washington has to change.
- _____ 4. First, we should sit down and pursue a balanced approach to a responsible budget, one that grows our economy faster and shrinks our long-term deficits further.

- _____ 5. Second, we should finish the job of fixing our broken immigration system.
- _____ 6. There is already a broad coalition across America that is behind this effort, from business leaders to faith leaders to law enforcement. It would grow our economy. It would secure our borders.
- _____ 7. The Senate has already passed a bill with strong bipartisan support.
- _____ 8. Those of us who have the privilege to serve this country have an obligation to do our job the best we can.
- _____ 9. Third, we should pass a farm bill – one that America’s farmers and ranchers can depend on.
- _____ 10. It would not be easy. But we can make progress.



What I Have Learned

Fill -In

Complete the graphic organizer below by supplementing the necessary information. Write your answer in your activity notebook.

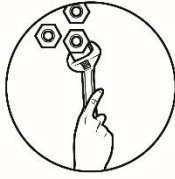
<p>In this lesson, I learned about soundness of the author’s reasoning. It means_____.</p> <p>_____. Reasoning means _____.</p> <p>It is important to learn how to judge the soundness of an author’s reasoning because_____.</p> <p>_____.</p>	<p>To make my reasoning valid/sound, I have to present or prove it with _____.</p> <p>_____.</p> <p>_____.</p> <p>_____.</p> <p>_____.</p> <p>_____.</p>
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Self-Assessment

What Do I Think?

On a scale of 1 to 5, 1 being the lowest and 5 the highest, this is how I rate myself as far as the skills I have developed at this point.

Rate	Skills
	I can generate ideas and their relationship.
	I can note the main ideas.
	I can identify the supporting ideas.
	I can organize information from a material.
	I can provide a valid reasoning.
	I can judge the author’s reasoning.
<p>Now, total your score If you got a total of (15-30 pts) therefore, you learned really well!</p> <p>If you got a total of (5-14) pts. Therefore, you need more practice in judging the soundness of author’s reasoning.</p>	



What I Can Do

Have you ever noticed how children behave nowadays? Is it because of what they watched on the television? Read the text below and answer the questions that follow.

Television and children

Television has become an integral part of a child's life. For the last thirty years, it has been transforming people's lives. It has an effect on almost every aspect of modern life. Although television may be used to educate children, programs with little or no educational value are commonly on broadcast.

Experts are disturbed about the viewpoint that children are learning from television; typically, parents, classrooms, and churches have served as role models and educators for children.

Since television has such a strong impact on children's attitudes and behavior, its presence in culture is growing in importance – it is much more than a mere leisure practice. According to child psychologist Robert M. Liebert “the tool has changed childhood more than any other psychological breakthrough in the history of the world.”

Another effect on media is extreme violence exposure. Children can become more violent as a result of watching television crime, according to many reports. Furthermore, when children are exposed to so much abuse on tv, they grow used to it as the only alternative to tough circumstances. Children who are exposed to a lot of violence on TV may develop apathy toward real aggression.

A study conducted by Ronald S. Drabman has shown that compared to a control group, children who watched an aggressive television broadcast were slower to ask for adult help when a fight broke out among younger children.

Children are probably influenced by clever ads directed at them. Dr. Dale Roeck claims that exposing children to too much high-powered ads of sugar-rich products on tv puts their oral wellbeing at risk which, of course, has a detrimental impact on good diet.

“Almost half of the items that television sells to kids are products that people who care for kids believe shouldn't be purchased in the first place,” according to another expert. Kids who are very young do not know the difference between advertisements and programmes.

1. What is the claim of the author?
2. Write three effects of television to the children.
3. Does the reasoning of the author sound or valid? Why or Why not?



Assessment

Read the essay *Smartphones: From toy to tool* and judge the author's soundness of reasoning using the rubric given below.

Smartphones: From toy to tool

Adeluisa S. Calma

Today, recording memories on our cameras is often more essential than truly enjoying a once-in-a-lifetime experience. Smartphones, which were designed to be communication instruments, seemed to have evolved into something more of a toy for fun and amusement. Who would've guessed that a small rectangular object would be a bridge to fill the gaps that the pandemic will bring us?

Before the deadly COVID-19 virus spread, once you see a student holding their smartphone, you will probably think that they are playing mobile games or is chatting with their friends or lovers. Because of its handy structure and many functions for entertainment, it is not surprising that even some children below the age of 10 are given their own smartphones to keep them busy. But with the arrival of the pandemic, a lot of restrictions were implemented, greatly impeding our movements, life, and even education. With the prohibition of intimacy, the smartphones that we mostly use for relaxation and enjoyment, became the only tool to help us stay connected to the outside world and retain access to education.

According to National Initiative for Cybersecurity Careers and Studies (NICCS), 37% was increased in the number of texting and there was a 32% increase in video calling since the start of the pandemic. Even the Philippine has recorded the highest percentage (64 percent) on internet users aged 16-64 who report spending more time on social media. Facebook reported that there is a 70% of increase in group calls as well, proving that smartphones became an even more of an essential tool for the people. Not as a toy to entertain themselves, but a tool to live better. Smartphones enabled us to continue connecting with people, work at home, study, shop, pay our bills and even order food and groceries.

Smartphones are undeniably, a part of our lives. If before, it only existed for communicating with people from afar, now, it became much more. Even more than the purpose of relieving our boredom. It became a tool especially in education, that we can have our classroom at our fingertips because of smartphones.

Place a check mark (✓) on the response that best describes your judgment per criterion. To what extent do you agree or disagree with the following criterion.

1- NOT EVIDENT

2- OCCASIONALLY EVIDENT

3- EVIDENT

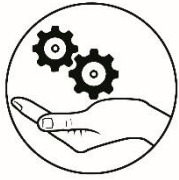
4- CLEARLY EVIDENT

Criterion	1	2	3	4
1. The author's purpose is clearly stated.				
2. The author's presentation of idea is organized				
3. The main idea is evident in the entire article.				
4. There are supporting ideas for the main topic.				
5. The author explains the best reasons for the author's purpose.				
6. The author provided enough details to support the text.				
7. The author's claim is clearly stated.				
8. The author provided evidence to support his claim.				
9. The author provided his personal opinions and experiences.				
10. The author's reasoning is acceptable.				

Task 5

Evaluate your work. Summarize the ratings you gave in judging the soundness of author's reasoning. Write a paragraph stating your reasons on how you judge the soundness of author's reasoning in an article. Be guided with the rubrics that follow. Write your answer on your activity notebook.

	RUBRICS				POINTS
	EXPERT (4)	ACCOMPLISHED (3)	CAPABLE (2)	BEGINNER (1)	
Focus/main point	The paragraph is focused on the reason/s and reflects clear insight and ideas.	The paragraph is focused on the reason/s and includes relevant ideas.	The paragraph is focused on the reason/s and includes few loosely related ideas	The paragraph poorly addresses the reasons and includes irrelevant ideas.	
Support	Supports main point/idea with well-developed reasons and/or example.	Supports main point/idea with developed reasons and/or example.	Supports main point/idea with some under developed reasons and/or example.	Provides little or no support for the main point/idea.	
Voice	The writing sounds like the writer thinks and talk.	Most of the writing sounds like the writer thinks and talk.	Some of the writing sounds like the writer thinks and talk.	The writing does not sound like the writer thinks and talk.	
Quality of writing	Very informative and well organized	Somewhat informative and organized	Gives some information but poorly organized.	Gives no new information and poorly organized	
Grammar Usage and Mechanics	Virtually no spelling, punctuation and grammatical error.	Few spelling, punctuation and minor grammatical error.	A number spelling, punctuation and minor grammatical error.	So many spelling, punctuation and minor grammatical error that interferes with the meaning.	
TOTAL					



Additional Activities

Read the article below. Note the main ideas and supporting details.

Developing Children's Self Esteem

Adeluisa S. Calma

People who feel good about themselves embrace the fact that they may make positive contributions to their company, community, school, or any other "cause" greater than themselves, according to psychologists.

Children come to respect their own contributions to the family's teamwork by becoming a member of the family organization and understanding that their feelings and views are respected. A child's self-worth is shaped by the overall environment of the home and how the family members treat the child.

Fostering a positive home environment and well-functioning family can be achieved by building a family environment of shared support and motivation for each family member. Rather than nagging or comparing their children, parents should educate, listen, and collaborate with them. This will foster a deep sense of belongingness and collaboration.

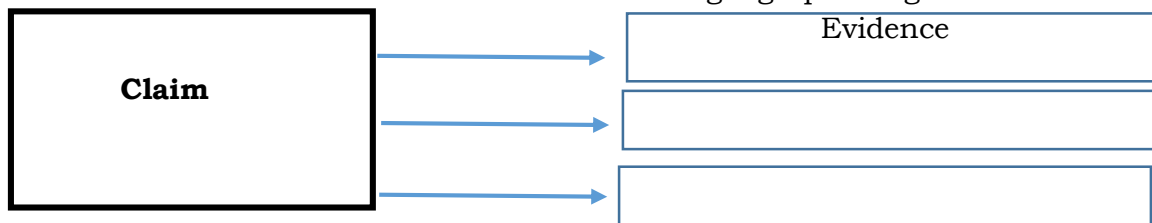
Parents must recognize that their adolescent children are fighting their own wars. Their self-confidence is shaky. They crave attention from their peers in order to receive the love and affection they deserve. And if they are often confusing, they are still respected members of the family. They must participate, relate, and comprehend their parents' beliefs. Mutual agreements should be made between family members, so everyone knows what is expected of them.

Instead of being authoritarian, parents must be leaders. They should provide leadership so that their children will learn to be more self-sufficient; listen to the children's thoughts and feelings with empathy and sympathy. Taking time for problem solving teaches values while it expresses love and concern.

And lastly, it is important to value family traditions. Family rituals build belongingness, self-image and competence when everyone contributes to it. These are special occasions such as marriages, baptisms, and graduations.

A family that lives time-honored tradition builds real strength and closeness. The deeper its roots go; the happier members feel about themselves and their self-esteem rises. As a result, foster a sense of self-esteem in your household.

Task 1: Present the author's claim and evidences using a graphic organizer.



Task 2: Refer to your answer on Task 1. Judge the soundness of author's reasoning. Is the author's reasoning sound? Yes or no? Why or why not?

Write a paragraph for your answer. Be guided with the rubric on making a paragraph. (see page 25)

Lesson

3

Judge the Effectiveness of the Presentation

In your previous lesson, you have learned how to judge the relevance and worth of ideas, and the soundness of the author's reasoning. In this part of your module, you will be judging the effectiveness of the materials presented to you. These materials can be in the form of printed and digital.



What's In

Crack the Message: 4 Pics 1 Word

- A. Carefully observe the illustrations below to crack the message or word that best describes the picture. Write your answer in your activity notebook.



1. What ideas are presented in the illustration?
2. How would you relate the illustration to issues on social context?

B. Recall the forms of discrimination or prejudices discussed in the third quarter. Accomplish the chart below with forms of social injustice as depicted by the illustrations. Be able to give resolutions for each situation.

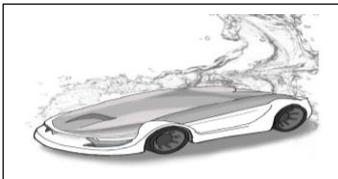
Forms of Discrimination/Prejudice	Resolutions



What's New

Focus and Tell Me

Read carefully the advertisement below and answer briefly the questions that follow. Write your answer in your activity notebook.



A Car that Runs on Water!
The Tank.01 XY is here!
 Starting at Php.39,999.00 DP

Forget gasoline engines, they cost Php.1,000.00 a week just in fuel and make a mess. The Tank.01 XY runs entirely on tap water. Get it wet and watch and go! Each engine has been tested to last 100,000 miles guaranteed. Save thousands of pesos in a year. Some cars may get you there faster, but the Tank.01 XY get you there cheaper.

Questions:

1. What product is advertised? What is the purpose of the advertisement?
2. What are the two benefits that the water powered vehicles have over gas powered vehicles?
3. What do you like most on the advertised vehicle?
4. Are you convinced with the advertisement? Why do you say so?
5. Do you think the information in the advertisement is accurate? Why do you say so?



What is It

Reading requires a keen observation on the information from the materials. Whether the material is printed or digital, we must check some of its features to validate if it is effective or not. **Effectiveness** is the capacity of producing desired output that can showcase a clear impression.

To test the effectiveness of any material or presentation, we must take a look at the following aspects:

Sufficiency: Refers to the condition or quality of being adequate or sufficient.

Accuracy: Refers to the conformity to truth or to a standard or model. It is about the exactness, correctness and freedom from mistakes or errors.

Appeal: Refers to the attractiveness or the state of wanting to know or learn about something or someone.

Information: Refers to the facts provided or learned about something or someone.

Reading, intensive or extensive, can help form a critical and analytical mind. The mind filters the information presented in the reading materials. Hence, the mind compares the stored information then judges.

As we develop our skills in reading, the process often becomes more challenging. As we progress, we are led to a wider range of perspectives of looking at a topic, rather than just one. We learn to compare these perspectives and begin to form opinions about them.

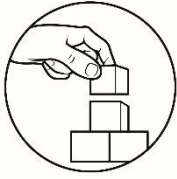
Furthermore, we learn to present a reasoned argument having evaluated and analyzed the presented information. The reader reflects on:

What the text says: after reading a piece you should be able to take notes, and to paraphrase– formulating ideas in your own words, what is explicitly stated in the text.

What the text conveys: means that you should be able to fully analyze the text and state the meaning implicitly implied.

What the text describes: being confident that you have understood the text sufficiently to be able to use your own examples and compare and contrast with other writing.













Reading, therefore, is not only remembering the details, developing your understanding to the meaning of the details, but also, incorporating your ideas and reactions to what you have read.



What's More

Think Tank

Study the illustration below and complete the table that follows by checking the box whether you approve or disapprove the given statements. Write your answer in your activity notebook.

<i>Anxiety presents itself in many different ways</i>			
<p>Feeling agitated or angry</p> 	<p>The desire to control people or events</p> 	<p>Difficulty going to sleep</p> 	
	<p>Having high expectations for self. Including school work & sports</p>		<p>Feeling worried about situations or events</p>
	<p>Pain like stomachaches and headaches</p>		<p>Struggling to pay attention</p>
	<p>Crying and difficulty managing emotions</p>		<p>Over planning for situations and events</p>
			<p>Feeling worried about situations or events</p>
			<p>Avoiding activities or even (Including school)</p>
			<p>Intolerance or uncertainty</p>

Statements	Approved	Disapproved
<i>The content of the illustration is clear and well-presented.</i>		
<i>The information delivered is reliable.</i>		
<i>The visual representation of the topic is helpful to the readers.</i>		
<i>The details are appropriate to support the main idea.</i>		
<i>The message is clear and easy to understand.</i>		

Advice Me Against Anxiety

After gathering the information from the illustration, write a piece of advice or message to someone who is now battling from anxiety. Write your answer in your activity notebook.

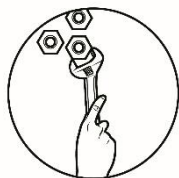


What I Have Learned

True or False

Write T if the statement is true and F if it is false. Write your answer in your activity notebook.

- ___ 1. Adding false information to any material can make your output acceptable.
- ___ 2. Effectiveness means creating a good output that leaves an impact to readers.
- ___ 3. Factual information can attract readers.
- ___ 4. A material must have adequate information from reliable sources.
- ___ 5. Creating material does not require validity.



What I Can Do

To evaluate a material, one must know how to effectively create one. In this part of the module, you are tasked to create an effective infographic on “*How to Deal With Personal Challenges in Life*”. Be guided with the rubrics below

INFOGRAPHIC RUBRICS

Components	Exceed Expectations (4)	Meet expectations (3)	Need more work (2)
The story	The infographic has 4 or more well-constructed arguments with images that leave a powerful impression to the reader of the argument	The infographic gives 3 or more well-constructed arguments with images that connect to each argument.	The infographic has less than 3 arguments. The images do not connect to the arguments. The

			arguments are not well-constructed.
The first impression	The first impression gives the reader a clear sense of the themes and topics presented. The first impression engages and draws the readers in to want to continue reading. The formatting is clear and flows with the images and text.	There is a clear theme in the infographic that connects the colors, images, and text to the main argument of the infographic.	The infographic does not have clear themes and connections between the colors, images, and argument.
The data	Each argument has 3 or more supporting details with images that connect to the overall theme and first impression of the infographic.	Each argument has 2 or more supporting details that connects to each of the arguments.	The supporting details are not strong or connected to the arguments. The images do not support the details. There are less 2 supporting details.
The strategy	The color scheme and fonts are used to demonstrate and set the theme and tone of the info-graphic. The creator demonstrates exceptional creativity in how the information is presented visually. There is a clear and unique strategy in the visual representation of the information	The color scheme and fonts are used appropriately to display the theme and tone of the information. There is a clear strategy in the visual representation of the information.	The color scheme and fonts do not clearly display the theme and tone of the information. The strategy of the visual representation is not clear to the audience.



Assessment

To further enhance your skill in judging a presentation, read the text below and answer the questions that follow. Write your answer in your activity notebook.

Facets of Filipinos

Eloisa S. Tañedo

Sharing is caring, caring is sharing.

Filipinos are known to be affectionate. In fact, foreigners choose to have Filipinos as their care givers. They do not mind about the salary or amount to pay in exchange of the receive affection

from the Filipino workers. Besides, they were treated by their workers as family members. The growing demands from the different countries around the globe prove that Filipinos are great worker.

Filipinos are hospitable. History tells us about how welcoming our ancestors were. From the food they offered, the beddings they organized, and the companionship offered, expressed how generous they were as Filipinos. This culture is embraced and passed on until today.

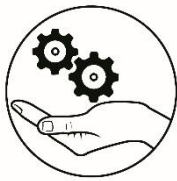
Filipinos are adaptable. Now that they are facing the global crisis-COVID -19, they continue to adopt and to create to survive this pandemic. While many businesses have shut down and have caused jobless Filipinos, a lot have started business online to augment family income.

In addition, Filipino learners are at par with other learners all over the world being creative and flexible even if there are many disturbances in the environment and factors that somehow hinder their learning capabilities, like illness, nutritional problem, family conflict, especially this time of pandemic. The different learning modalities offered by the schools have so far meet the learning needs of the Filipino learners. The teachers as facilitators of learning have been resourceful to deliver quality education to all learners.

These are only few of the many observable things in the Filipino ways of life at present.

1. What issues are discussed?
2. What scenario is being discussed by the author regarding Filipinos?
3. What arguments are stated by the author? Do you agree with him? Why? Why not? Fill in the table with the information needed.

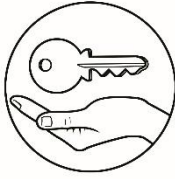
Arguments	Agree	Disagree
1. Filipinos are hospitable.	Because,	
2.		
3.		
4.		
5.		



Additional Activities

Identify a particular crisis that is happening/observable in your community then suggest ways on how to resolve this crisis.

Crisis:	
Suggestions:	



Answer Key

<p>What I know</p> <p>(A) 1. D 2. C 3. B 4. C 5. A</p> <p>(B) 1. D 2. F 3. B 4. A 5. B 6. E</p> <p>(C) 1. Efficacy 2. Vivid/ Clear 3. Desire 4. Potency 5. Success</p>	<p>Lesson 1: What's In</p> <p>A. Try to Connect 1. B 2. D 3. A 4. C 5. A</p> <p>B. Express your Thought (Student's answer may vary)</p> <p>What's New</p> <p>Activity 1 1. CONTEXT 2. VALUE 3. IDEAS 4. RELEVANCE 5. JUDGMENT 6. CLARITY</p>	<p>Lesson 1: What's New</p> <p>Activity 2.A: Truth or Dare 1. T 2. F 3. T 4. F 5. T</p> <p>Activity 2.B: (Student's answer may vary)</p> <p>What's More</p> <p>Activity A (Student's answer may vary)</p> <p>Activity B (Student's answer may vary)</p> <p>1. The text is all about good study habits. Time Management is necessary in having a good study habits. As students, planning your task in advance will lessen your stress in your studies. (Answers of learners still may vary as it is evident in the text.)</p>																										
<p>Additional Activities (Student's answer may vary)</p> <p>Assessment (Student's answer may vary)</p> <p>What I Can Do 1. Possible answer: The illustration talks about healthy eating habits. (Answers may vary) 2-3. Student's answer may vary.</p>																												
<p>Lesson 3</p> <p>What's In A and B (Student's answer may vary)</p> <p>What's New Student's answer may vary)</p> <p>What is It Student's answer may vary)</p> <p>What's More Student's answer may vary)</p> <p>What I Have Learned F, T, T, T, F</p>	<p>2. Claim: Insurance is important Reason: the universal health care scheme protected an estimated 98 percent of the Philippines' population.</p> <p>3. Claim: Tobacco serves different purposes. Reason: tobacco products are even sold in health food and herbal medicine stores while the WHO considers all forms of tobacco as lethal because a lot of death may result from any tobacco-related diseases</p> <p>4. Claim: Loneliness is not the same as aloneness. Reason: Loneliness is a sensation of emptiness while aloneness is a choice of being alone but having the feeling of, fullness, aliveness, and pleasure of being</p> <p>5. Claim: Overwork can also be deadly Reason: Overwork is the cause of death in about 200 people a year in Japan.</p>																											
<p>Lesson 2:</p> <p>What's More Questions 1-4 Student's answer may vary</p> <p>Task 2: Validate Info</p> <table><tr><td>1. S</td><td>6. S</td></tr><tr><td>2. F</td><td>7. F</td></tr><tr><td>3. S</td><td>8. S</td></tr><tr><td>4. F</td><td>9. F</td></tr><tr><td>5. F</td><td>10. S</td></tr></table> <p>What's In</p> <table><tr><td>1. D</td><td>3. A</td></tr><tr><td>2. C</td><td>4. A</td></tr><tr><td></td><td>5. B</td></tr></table> <p>Lesson 2: What's New Student's answer may vary</p> <p>Activity # 2</p> <table><tr><td>1. CC</td><td>6. CL</td></tr><tr><td>2. CL</td><td>7. CC</td></tr><tr><td>3. CC</td><td>8. CC</td></tr><tr><td>4. CC</td><td>9. CL</td></tr><tr><td>5. CC</td><td>10. CC</td></tr></table> <p>What is it?</p> <p>1 Claim: People has been less physically active since pandemic. Reason: almost everyone's exercise habits changed when the pandemic started. Instead of walking and biking in the park, they chose to stay at home</p>			1. S	6. S	2. F	7. F	3. S	8. S	4. F	9. F	5. F	10. S	1. D	3. A	2. C	4. A		5. B	1. CC	6. CL	2. CL	7. CC	3. CC	8. CC	4. CC	9. CL	5. CC	10. CC
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Grade 9 Learner’s Module

Grade 10 Learner’s Module

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