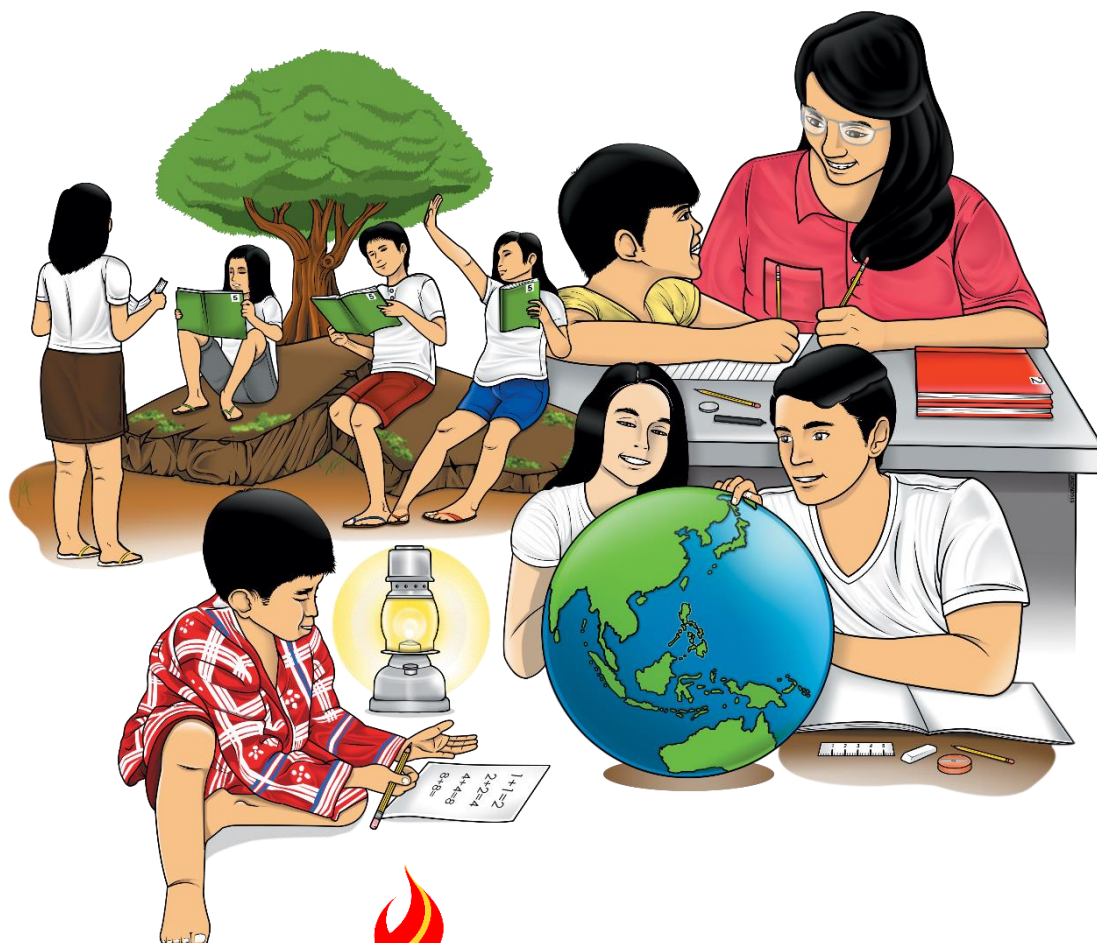


English

Quarter 3 – Module 2: Determine the Relevance and the Truthfulness of Ideas Presented in the Material Viewed



Quarter 3 – Module 2: Determine the Relevance and the Truthfulness of Ideas Presented in the Material Viewed (ENVC-Iva-10)
First Edition, 2021

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Regional Director: May B. Eclar, PhD, CESO III
Assistant Regional Director: Rhoda T. Razon, EdD, CESO VI

Development Team of the Module

Writers: Melchor Cayabyab, PhD Maria Caridad D. Garcia, PhD

Editor: Renan T. Rivera

Reviewer: Renan T. Rivera June Cunanan Carmela Perez, EdD

Illustrator: Venus G. Regala

Layout Artist: Venus G. Regala

Management Team:

Librada M. Rubio, PhD

Ma. Editha R. Caparas, EdD

Ramil G. Ilustre, PhD

Paulino D. De Pano, PhD

Bobby P. Caoagdan, EdD

Joel S. Guileb, EdD

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Office Address: Matalino St., Government Center, Maimpis City of San Fernando, Pampanga
Telefax: (045) 598 – 8580 to 89
E-mail Address: region3deped.gov.ph

English

Quarter 3 – Module 2: Determine the Relevance and the Truthfulness of Ideas Presented in the Material Viewed

Introductory Message

For the facilitator:

Welcome to the Grade 9 Alternative Delivery Mode (ADM) Module on Determining the Relevance and the Truthfulness of Ideas Presented in the Material Viewed.

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 on **Determining the Relevance and the Truthfulness of Ideas Presented in the Material Viewed.**

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 of the topic and its underlying skills. 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!

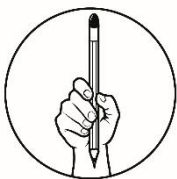
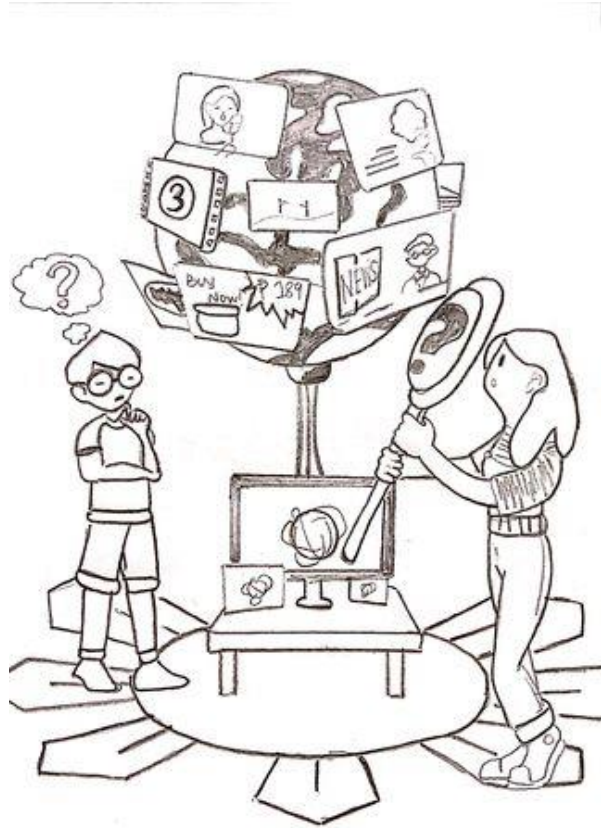


What I Need to Know

This module is generally directed towards developing your ability to determine the relevance and the truthfulness of ideas presented in the material viewed.

Specifically, by the end of this module, you should be able to:

1. determine key ideas in a material viewed;
2. judge the relevance and worth of ideas presented in the material viewed; and
3. evaluate the truthfulness of assertions in a text



What I Know

Let us determine how familiar you are with the topics to be covered in this lesson. Read each item carefully and choose the letter of the correct answer. Write your answers in your notebook.

Part A

1. Drama is a sub-genre of _____.
A. fiction and nonfiction
B. analog and digital media
C. TV program and movie
D. TV commercial and music video

2. An excerpt of a movie review says:

In this dystopian future, Earth has become uninhabitable. The government took advantage of monopolizing agriculture by making farming illegal. Going against the government and other opposing forces, a family of Filipino agriculture specialists search for crops that can grow in harsh and barren environments. They

- aren't simply growing food—they are bringing back life. It can be inferred from the excerpt that the movie subjected to review is _____ .
- animation
 - experimental
 - fantasy
 - science fiction
3. Communicator is to author as medium is to _____.
- exigency
 - genre
 - means
 - modality
4. This is probably the best animated movie I've seen this year, simply marvelous and excellent. The Disney familiar concepts of love and bravery are demonstrated, as well as kindness, determination, the horrors of your fears and stress and the meaning of "true love".
- The underlined statement is a hint to the _____ of the communication artifact under review.
- means
 - medium
 - message
 - modality
5. This is the exclusive and untold story of a small band of men who overcame incredible odds and hunted Marwan - the Bin Laden of Asia. At dawn on January 25, 2015, thirteen men of the Special Action Force (SAF) attacked the hut where Marwan lived in Mamasapano.
- The underlined phrase above is a hint to the _____ of the communication artifact under review.
- context
 - period
 - exigence
 - circulation
6. Frame for frame, Himala (1982) may be the most beautifully shot Philippine film I've ever seen. With a photographer's eye, director Ishmael Bernal (City After Dark, Relasyon) turns an arid, non-descript countryside Philippine town into a mystical place with real people.
- The underlined phrase above is a hint to the _____ of the communication artifact under review.
- audience
 - transmitter
 - communicator
 - movie critic
7. _____ is defined as a main idea or an underlying meaning of a text.
- code
 - convention
 - genre
 - theme
8. Truthful information is based on _____.
- facts
 - hearsay
 - imagination
 - speculation
9. Mabelle shared false information to embarrass Julio, her enemy. The case of Julio is an example of _____.
- disinformation
 - mal-information
 - misinformation
 - post-information
10. Accountability, transparency, and fairness are the core principles distinguishing real news from _____.
- exaggerated news
 - fake news
 - satirical news
 - sensationalized news

Part B

11. What type of evidence includes pronouncements from the executive branch through the secretary?
- A. direct evidence
B. indirect evidence
C. forged evidence
D. planted evidence
12. Which is not a characteristic of text?
- A. follows convention
B. follows a logical order
C. has fixed meaning
D. performs a function
13. Which type of viewing material would you advise Lisa to watch in order to get some inspiration for her musical number?
- A. music video
B. documentary
C. drama film
D. news program
14. What is usually aired when a TV program takes a break?
- A. reminder commercial
B. informative commercial
C. persuasive commercial
D. all of the above
15. Which type of music video is based on a story derived from song lyrics?
- A. surreal
B. narrative
C. performance
D. concept-based
16. What is the primary function of the slogan "If you destroy the earth, you destroy the chance of life"?
- A. to describe
B. to explain
C. to inform
D. to persuade
17. What question does the underlined group of words below answer?
- Last December, Romualdez said Moderna and another company, Arcturus Therapeutics Holdings Inc., are willing to supply up to 25 million doses of COVID-19 vaccines to the Philippines in the third quarter of 2021 (Ramos, 2021)
- A. who
B. what
C. where
D. when
18. What details are given emphasis in the headline below?

UNICEF: Kids can't afford another year of school disruption

- A. what and who
B. where and when
C. why and how
D. what and why
19. Virginia is protecting herself from fake news after seeing a suspicious video or photo if she does the following EXCEPT:
- A. asks the opinions of the experts first
B. checks the creator first
C. shares the material at once
D. looks for supporting sources first
20. Eat Bulaga, the longest running noontime show in the country, has singing, dance, and talent competition segments. What type of TV program is it?
- A. variety show
B. situational comedy
C. stand-up comedy
D. holiday TV special

Revisiting Genres of Viewing Materials



What's In

Activity 1 Bias Detection

Write A if the statement in each number is neutral and B if it is biased. Then identify the word/s that make it neutral or biased.

1. A typical person with asthma may take a preventer inhaler every day.
2. Aside from being a computer geek and a DOTA fanatic, he spends most of his time in blogging.
3. Different ethnic minority groups have different values.
4. Give hope to the physically challenged.
5. He recorded the presence of homosexual black men.
6. People with mental disabilities may process information more slowly.
7. The eating habit of teenagers changed a lot.
8. The families who are beneficiaries of the Social Amelioration Program (SAP) are involved in a community cleanup project.
9. The homeless aged experience challenges.
10. Wanting to be loved by everybody is one of the true marks of an immature adolescent.



What's New

Since videos from TV to social media platforms have become sources of information instrumental in achieving your personal goals, it is of great significance to be knowledgeable about the different forms of viewing materials in those media and their distinct characteristics.

Given greater awareness on the conventions of each type, you will have a greater chance of selecting materials responsive and relevant to your daily information diet. You can adapt as well as live up to the expectations which the viewing materials

themselves set among their ideal audience. You can bring your viewing experience at your advantage.

It is in the foregoing background that this module begins with the discussion of viewing materials as communication commodities and practices in interrelated interpretive communities.

Begin your journey to becoming active members of these interpretive communities by familiarizing yourself, firstly, with the elements influencing video production and consumption; secondly, with the types of media form potentially useful in understanding the wide world and your role in it.

Start it right! Do the activity titled “In My Eyes” right away.

Activity 2 In My Eyes

Answer the questions below to assess your viewing habits and preferences.

Write your answers in your notebook.

1. Do you watch TV?
☐ Yes ☐ No
2. During which time of the day do you usually watch TV? Write in your notebook all that apply.
☐ early morning (2 am)
☐ “sunrise” (5-8 am)
☐ morning (9-11 am)
☐ lunch time (12-1 pm)
☐ afternoon (2-4 pm)
☐ dinner time/evening (5-7 pm)
☐ prime time (8-11 pm)
☐ midnight/late night (12-1 am)
3. How much time do you spend per day watching TV?
4. Do you watch TV on your cell phone?
5. Do you watch TV online?
6. What kind of TV program do you watch? Write in your notebook all that apply.
news drama variety sport
advertising cop series soap opera documentary
cartoons children’s television popular entertainment
7. Do you watch movies?
☐ Yes ☐ No
8. What devices do you use to watch movies?
☐ Yes ☐ No
9. How often do you watch movies?
☐ Yes ☐ No
10. What kind of movie do you watch? Write in your notebook all that apply.
action animation comedy crime
drama experimental fantasy historical
horror romance thriller science fiction
western

From your answers in the self-assessment, create a word cloud enclosed in a shape of your choice. See the example below. Draw in your notebook.

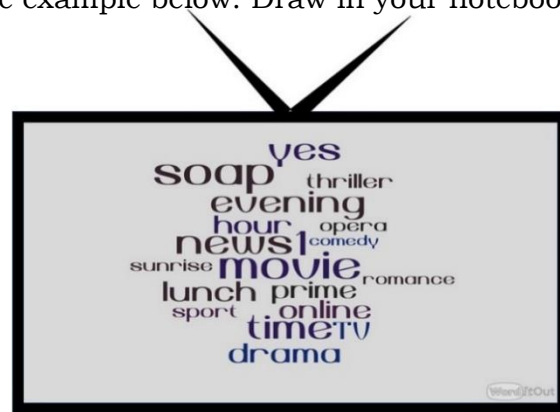


Figure 1. I Am What My Word Cloud Is



What is It

Those who were born after 2000 belong to Gen Z. Some attributes attached to them are, for one thing, they love to watch movies, TV shows, and music videos; for another, they spend most of their time communicating using the Internet, social networks, and mobile systems. In fact, in a study conducted by Kaiser Family Foundation (as cited in Mueller, 2007), young people today were found devoting an average of seven hours and 38 minutes to daily media use or about 53 hours a week, and, incidentally, exposing themselves to TV and online advertising.

These changing viewing habits of most Filipinos were brought about by the presence of TV, even among low-income households. Another contributing factor was their access to modern devices such as cell phones, laptops, and tablets. The availability of such devices, plus network connection, increased the time being spent for viewing, thereby making the viewing process more open to different types of information, from accurate to inaccurate.

The rapid creation and dissemination of information in the public domain due to technological advancement has made the viewing process not without challenges. The most important of which is discerning which messages are true and relevant.

Analyzing truthfulness and relevance of the material viewed depends largely on one's understanding of how the elements making it interrelatedly work to achieve the desired effects on the viewer and of the strategies employed to bring the viewer as close as possible to the ideas and experiences communicated by the video.

In the discussion to follow, we will use Fig. 1 to describe the elements that make up the following viewing materials: 1) TV show, 2) film, 3) music video, and 4) commercial.

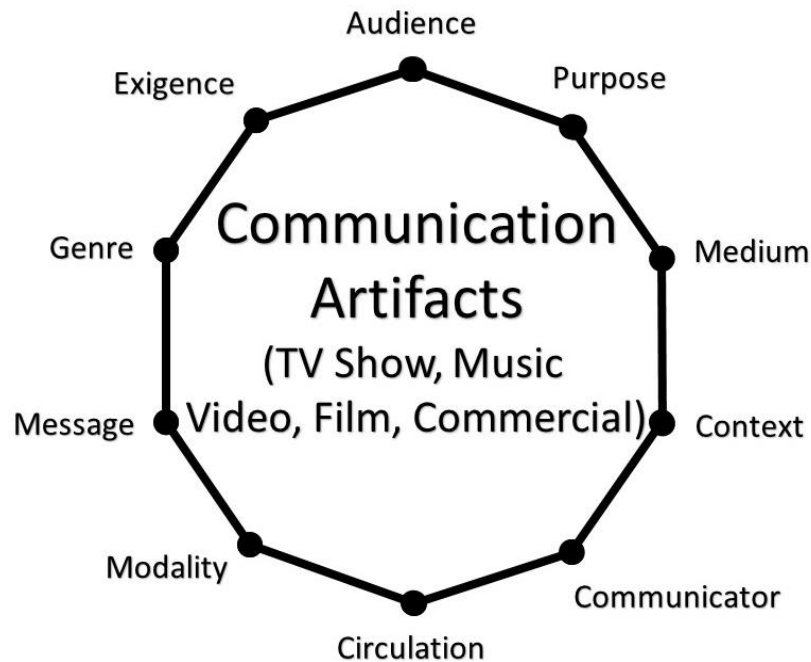


Figure 2. Elements of Communication (Nicotra, 2017)

Let's enumerate them one by one.

The first element is **communicator**. This is also known as the author, creator, or producer of a message. Behind the production of TV programs, movies, music videos, and commercials is the communicator. The communicator can be a person, a group, or an institution.

The second element is **message**. The message refers to the idea expressing layers of meanings from the communicator. It can be real or imaginary.

The third element is **audience**. The audience, like the communicator, refers to a person, group, or organization to whom the message is either addressed (specific audience) or invoked (general audience) and from whom feedback is expected. It can be grouped according to age, gender, education, socioeconomic status, among other demographics.

The fourth element is **context**. Context refers to the time and place of communication, together with the conditions from the physical environment. Communicators, who are at a certain place and time, send messages in consideration of the things happening in their social milieu. On viewers' end, they can arrive at sound interpretation of what they are watching if they know the period and the conditions of the society surrounding the creation of the video.

The fifth element is **purpose**. Video production and showing are done with overlapping reasons. Nevertheless, for every medium, there would always be a dominant purpose among these four: to explain, to describe, to entertain, and to persuade. Similarly, viewers spend time watching videos to achieve personal and social goals. To stay informed about current events and to relieve stress and anxiety are some examples of which. Caution should be made, however, because there are videos created to harm others and encourage viewers to accept falsehoods and lies as truth. On this note, paying more attention to the relevance and truthfulness of the messages communicated via traditional and new media is important to avoid ending up in a communication situation characterized by disinformation and propaganda.

The sixth element is **modality**. Modality refers to the senses involved in decoding messages. A text message is known to be in verbal modality. A song is auditory, while a drawing is visual. A pat on the shoulder is a haptic kind of modality. In the case of multimedia materials like music video, they can be aptly described as multimodal in that they contain two or more modalities of language use.

The seventh element is **medium**. Medium is the technical means by which messages are communicated (e.g. commercial, song, news). It can also mean the devices used in communication (e.g. TV, cell phones, tablets, laptops, desktops, projectors).

The eighth element is **exigency**. Exigency refers to needs and situations that cause the production of video materials. For example, the destruction of the environment inspired a group of environmentalists to launch an advocacy video about climate change.

The ninth element is **circulation**. Circulation refers to the method of distributing the message as in print for newspaper, broadcast for radio and TV programs, and digital for movies.

The tenth element is **genre**. Genre is the other term for class or category in which the viewing material belongs. The classification of the viewing material is primarily done according to the purpose it serves. Broadly speaking, there is one dominant purpose for creating a video. Conversely, there are videos with multilayered purposes. Either hoping to achieve one or a combination of purposes, writers proceed with clearly and logically organizing their ideas in parts which they think would be in conformity with the established ways of expression in one speech community or group. The choice of words and sentence structures to constitute the recognizable stages of the genre are, from the very start, shaped by the purpose/s of the genre.

Both from the perspectives of the communicator and the audience, familiarity with the features of the various genres of viewing materials, more often than not, leads to the effective and efficient production and consumption of media. That said, it is fitting to discuss briefly the features of four viewing materials, including their sub-genres.

I. Television Program – a scheduled show broadcast through TV. It can be watched on cell phone or online.

Williams (1990), Tulloch (2001), and Creeber (2001) offer 12 genres of television program. For ease of understanding, the types of TV programs according to main purpose, nature of content, and nature of production are presented in Table 1.

Table 1
TV Programs According to Purpose, Content, and Circulation

Genre	Main Purpose	Nature of Content	Nature of circulation
news	report current events	nonfiction	live, recorded
drama	entertain, inform	fiction	recorded
variety	entertain	nonfiction	live, recorded
sport	report, entertain	Nonfiction	live, recorded
advertising	inform, persuade, remind	nonfiction	recorded
cop series	entertain	fiction	recorded
sport	report, entertain	nonfiction	live, recorded
soap opera	entertain	fiction	recorded
documentary	entertain, educate	nonfiction	recorded

cartoon	entertain	fiction	recorded
situation comedy	Entertain	fiction	recorded
children's television	entertain, educate	fiction	recorded
popular entertainment	entertain	nonfiction	live, recorded

- II. Movie- a film shown in a theater, on television, or on the Net. Movies can be classified depending on the setting, characters, plot, temperament, tone, and topic.

Masterclass (<https://www.masterclass.com/articles/how-to-identify-film-genres>) offers the following movie genres:

- A. Action-a film genre in which the hero or heroes are pushed into a progression of occasions that commonly incorporate savagery, expanded battling, actual accomplishments, salvages and hysterical pursues. Common action scenes in movies are, by and large, about blasts, vehicle pursues, fistfights and shootouts.
- B. Animation- one in which singular drawings, canvases, or representations are captured outline by outline (stop-outline cinematography).
- C. Comedy- a classification of fiction that alludes to any talk or work commonly proposed to be humorous or interesting by inducing laughter.
- D. Crime- a film genre inspired by and analogous to the crime fiction literary genre. Films of this genre generally involve various aspects of crime and its detection.
- E. Drama- depends on the passionate and social advancement of reasonable characters. Regardless of whether legends or courageous women are confronting a contention from an external perspective or a contention inside themselves, a drama film plans to recount a legit story of human battles.
- F. Experimental- *thoroughly reexamines artistic shows and investigates non-account structures or options in contrast to customary stories or techniques.*
- G. Fantasy- a genre of speculative fiction set in an anecdotal universe, regularly propelled by genuine legend and fables. In mainstream society, the fantasy genre predominantly includes settings of an archaic sort.
- H. Historical- includes portrayals of events in the past whose social essentialness is considered relevant even up to the present time. The genre comprises paintings, paintings, reliefs, unsupported model, and realistic workmanship.
- I. Horror - a genre of fiction which is planned to, or has the ability to terrify, alarm, sicken, or surprise its watchers by initiating sentiments of horror and dread.
- J. Romance- a narrative genre in writing that includes a puzzling, daring, or otherworldly storyline where the emphasis is on a journey that includes boldness and solid qualities, not generally an affection interest.

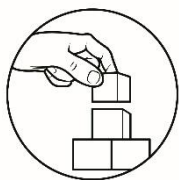
- K. Thriller- a genre of fiction, having various, regularly covering subgenres. Thrillers are described and defined by the states of mind they evoke, giving watchers increased sentiments of suspense, energy, shock,
- L. Science Fiction- a genre of speculative fiction that contains imagined segments that do not exist in the real world. Science fiction spans a wide extent of subjects that habitually research time travel, space travel, are set later on, and deal with the after effects of mechanical and scientific advances expectation and nervousness
- M. Western- a genre of fiction set basically in the period from the 1850s to the end of 19th century in the Western United States. Westerns often stress the cruelty of the wild and as often as possible set the activity in a parched, ruined scene of deserts and mountains.

III. Commercial-an advertisement on television or on the web. According to purpose, TV commercials or online ads are of three types, namely:

- A. Informative-used to launch, update, or relaunch a product. This type of ad contains messages that seek to inform the consumers about the product and explain to them the things to look forward to. Through an informative ad, it is hoped that consumers will feel the need to patronize the product being advertized.
- B. Persuasive-used to increase the demand for the product by comparing it with similar products and highlighting its best features. The ultimate goal of this ad is to persuade the consumers to choose the product being advertized over other brands because it will give them more benefits than the ones they used to buy.
- C. Reminder-used to reinforce previous promotional information. The ad content reminds the public about the good track record of the product and its sustained presence in the market, thus, targeting both the past and new customers.

IV. Music Video-a promotional film for popular music. It aims to promote album, single sales, and new artists. Depending on the content, music videos can be classified into three. They are as follows:

- A. Performance music video-shows an artist or band performing their song.
- B. Narrative music video-contains dramatization of a story featured in the lyrics.
- C. Concept-based music video-revolves around the concept or theme derived from the lyrics of the song. This video often chooses magical, historical, religious, scientific, or any other theme as its storyline.

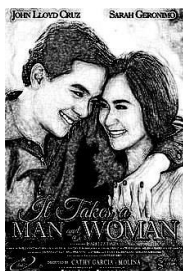


What's More

Activity 3 Why I Belong.

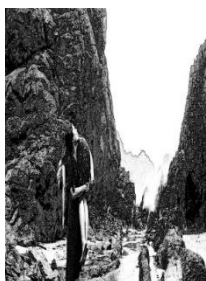
Justify why the underlined statements should be included in the synopses below. Begin your one-sentence answer with this statement:

Sentence number _____ should be in the synopsis because it states the _____ of the movie.



I must say, I was also drawn into the trilogy, not because I am a fan of the duo, but more of Sarah's songs. This third installment is the best of the three. **1) As corny as Filipino rom-coms can get, this one follows all hollywood rom-com formulas.** This shows a stronger more independent Laida, while Miggy's character reverts back to the "I am seeking acceptance/success" character from "A Very Special Love" with a twist of the careless badboy type.

(Source: <https://www.imdb.com/title/tt2816740/>)



2) Set in the Philippines in 1972, the drama *From What is Before* stars Perry Dizon, Roeder, and Hazel Orencio. The film tells the story of mysterious happenings in a remote village which result in Ferdinand E. Marcos implementing Proclamation No. 1081, which places all of the Philippines under Martial Law. **3) The movie delves into the difficulties of the village people as they deal with this new proclamation.**

(Source: <https://www.asherfergusson.com/best-filipino-movies/>)



4) The film is deeply engrossing from start to finish, and not just because of the sensational performances of Avelino and Dizon but also because of the story and **5) how writer and director Antoinette Jadaone presents it.**

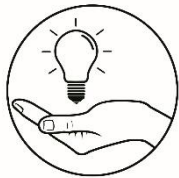
(Source: <https://pelikulamania.com/2020/12/29/mmff2020-fan-girl-review/>)

Activity 4 Relevant or Irrelevant.

Read the synopsis of the given movie in each number and then identify if the movie is relevant or irrelevant to each individual's purpose of coming to the theater. Be guided by the situation in Column A.

SITUATION	SYNOPSIS	RELEVANT or IRRELEVANT?
1. Paul and Katrina fall in love with each other.	The film tells the story of Basha and Popoy, a young couple deeply in love who spend all of their time together. But when clashing ambitions and	

	tensions come into play and the couple splits up, they are both feeling devastated and heartbroken. The pair is constantly reminded of the love they once shared	
2. Rhea wanted to be informed about the trials and triumphs of Manny Pacquiao.	Based on the bloodiest bank heist in the history of the Philippines, The Janitor delves into the Mabuhay Savings Bank robbery in 2011, which left ten employees dead and more than 10 million pesos stolen from the vaults. The film frames the narrative using an ex-cop who has been ordered to hunt down the perpetrators one by one.	

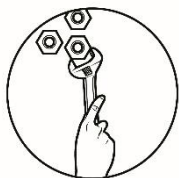


What I Have Learned

Activity 5 Self-Reflection

Now that you are about to complete Lesson 1 of this module, how do you feel?

If you are to compare your effort in accomplishing the previous activities to a movie genre, what would it be? Explain your answer in about 250-300 words.



What I Can Do

Activity 6 High Five

Watch your favorite video and write down your thoughts about it in the graphic organizer on the next page. Be guided by the question in each frame.

My Favorite Music Video
 Title: _____
 Artist: _____
 Link: _____

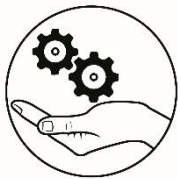
How did the video make you feel? Why?

What did you think about as you watched the video?

What did you like best about the video? Least?

What have you learned from watching the video?

Would you recommend this video to a friend? Why?



Additional Activity

List at least 5 videos relevant to the prevention and control of COVID -19.

Determining Themes and Details of Materials Viewed



What's In

Activity 1 In the Right Category

Copy the table in your notebook. Complete the table by classifying the viewing materials in the first column. The first one was done for you. Check the appropriate columns for your answers.

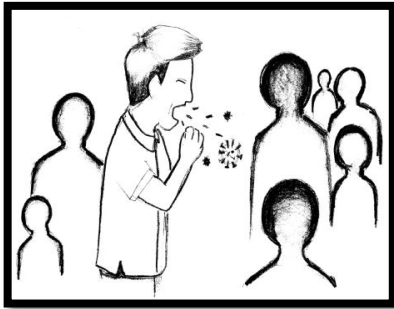
Viewing Material	Recorded	Real-Time	Both
1. commercial	✓		
2. documentary			
3. game show			
4. live lecture via Google Meet			
5. movie			
6. music video			
7. newscast			
8. sportscast			
9. State of the Nation Address (SONA) live streaming			
10.vlog			

Look at the title and the thumbnail in each number and choose from the following to classify the main purpose of the video: a. to describe, b. to entertain, c. to explain, and d. to persuade. Write the letter of the correct answer on a sheet of paper.

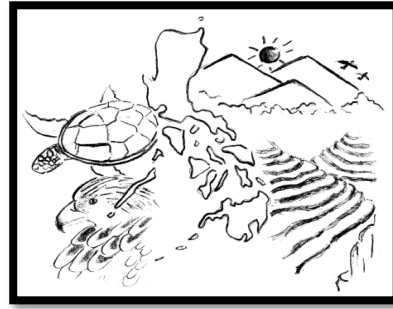
1. Top 5 FUNNIEST Student Pranks On Teachers! (Top5Central, 2020)



2. How does COVID-19 spread?



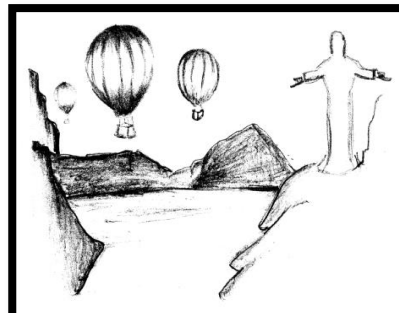
4. #BePartOfTheFun



3. MY LOVING FAMILY



5. My Journey to Central Luzon



What's New

With a certain purpose in mind, a writer begins creating text. Text can be a music video script, TV commercial script, or movie script. This is followed by the selection of theme, the main subject of a viewing material.

The theme shapes the selection and organization of elements –plot, setting, characterization, and conflict – to constitute the whole process, from scriptwriting to video production. Also, it guides the production team in turning the script into videos or multimedia.

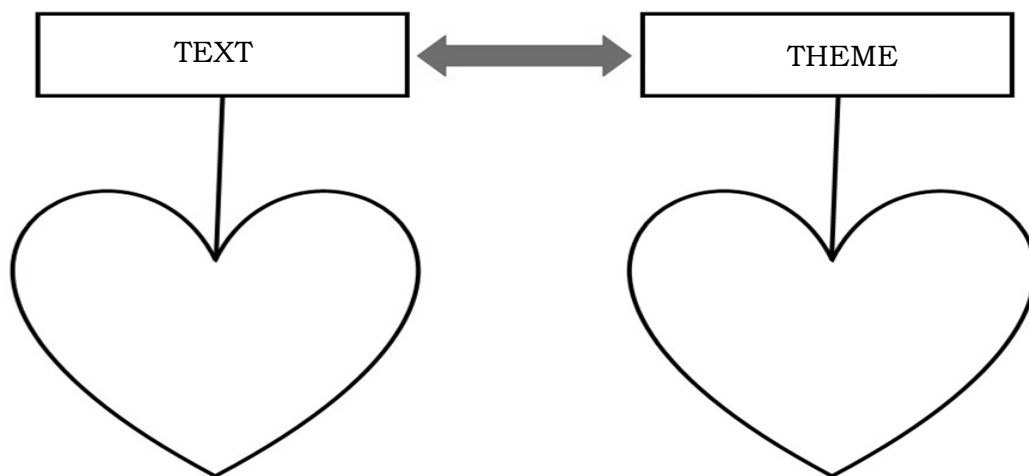
Identifying the theme and checking the relevance of its supporting details are skills a visually literate person should enhance and get better at. Gear yourself up as this lesson on identifying the theme and key details opens up for you.

Let's get started with the activity titled "Text and Theme."

Activity 2 Text and Theme

Complete the graphic organizer below by putting each word or phrase in the box into its right group. Write only the letters of your answers on a sheet of paper.

a. blog	b. book	c. coming of age	d. disillusionment
e. email	f. faith	g. feminism	h. friendship
i. friendship	j. justice	k. love	l. painting
m. prayer	n. reason	o. sacrifice	p. signage
q. slogan	r. song	s. technology	t. travel show
u. social media post			



What is It

Text is a cover term for instances of language use arranged in logical order and coded according to established conventions to perform a function in some context (Halliday & Hasan, 1989). It refers to the written, spoken, visual, and gestural forms of language that people live with every day. From the moment you wake up

until you go to bed, you are creators and users at the same time of some kind of text, from prayers to social media posts.

Text can be as simple as smileys. It can be as lengthy as the seven Harry Potter books. It can be as illusionary as the portrait of Mona Lisa. It can be as relaxing as the song you listen to while in your bedroom.

Text is produced and consumed for personal and social benefits. There is this need you think is likely to be filled by your interaction with the text that motivates you to produce or consume functional representations of language, for example, slogan, TV commercial, music video, TV broadcast, political debate, etc. In school, your teacher might be asking you to write a movie review, so you would have to spend time watching Netflix movies. At home, when you feel the need to relax, you would most likely tune in to Music TV. The nature of text consumption or production varies depending on your needs and it changes according to the roles you play: being a student, being a child, being a friend, being a community leader, or being a Filipino citizen.

People access, evaluate, and use text like images and visual media for their personal needs. On the other hand, text disseminated in the public sphere can have positive and negative social effects. For this reason, the concept of responsible use and production of text whichever medium and wherever platform it is has been greatly advocated lately.

Actively engaging with the text, specifically with viewing materials, should lead you to the identification of the main reason why the text is created. Is it to describe, to entertain, to explain, or to persuade? Is it a combination of overlapping purposes of writing?

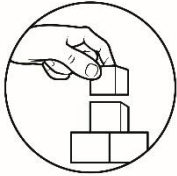
Active viewing also demands from a viewer like you the ability to capture the big idea instrumental for achieving the purpose (s) set by the author, commonly known as theme. The theme is sometimes called storyline, topic, main idea or unifying concept. It is not easy to recognize the theme of what you are watching because it is usually implied. Not until you finish watching the entire show, program, or broadcast and unless you have the answers to the following questions can you critically think of the theme:

- ✓ What is happening?
- ✓ What types of conflict are the characters facing?
- ✓ Who are the characters and how are they related with each other?
- ✓ When and where are the actions taking place?
- ✓ How are the actions sequenced?
- ✓ Why do the actors think and act the way they do?

With regard to the common themes, MasterClass (2020) has this non-exhaustive list, namely: 1) love, 2) humanity vs. technology, 3) sacrifice, 4) good vs. evil, 5) death, 6) perseverance, 7) coming of age, 8) family drama, 9) reason vs. faith, and 10) justice.

For the theme weaves through the entire composition of what you are viewing, it is important that you also have a keen eye for details. In other words, you can filter out the relevant from the irrelevant. You can decide judiciously whether or not the material is in logical order and creates a coherent whole. Most importantly,

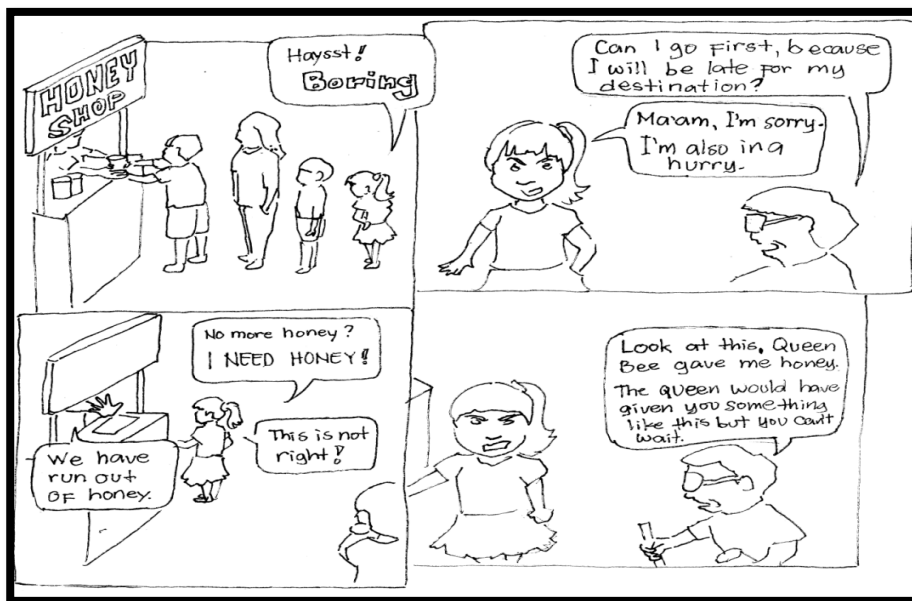
you can search the most relevant, reliable, and credible material that will give you a worthwhile viewing experience.



What's More

Activity 3 Perfect Match

Think of the comic strips below as storyboards for video production. In each set, write a title that best describes the actions of the characters. Explain the relevance of your chosen title in 200-250 words.



1. _____



(LilAbby, 2020)

2. _____



What I Have Learned

Activity 4 Together As One

Match the main ideas in Column A with the details in Column B.

Column A

1. Classification of Viewing Materials
2. Benefits of Watching
3. Outcomes of Active Viewing
4. Determinants of Media Consumption and Production
5. Synonyms of 'theme'
6. Text Types

Column B

- a. needs, social roles
- b. subject, topic, and unifying concept
- c. according to transmission, according to purpose
- d. written, spoken, and visual
- e. what, who, when, and where
- f. personal, social
- g. identification of the purpose, identification of the theme, and identification of the details (5Ws and H)

Activity 5 Self-Knowledge

- A. Rate your performance and the level of effort you exerted in accomplishing the activities corresponding to the four competencies in Table 2. Use the following scale:

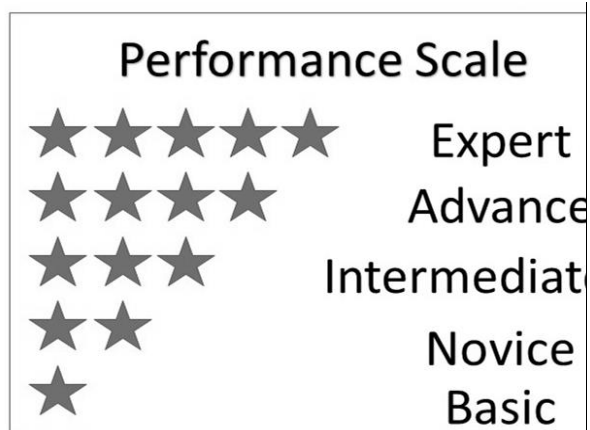
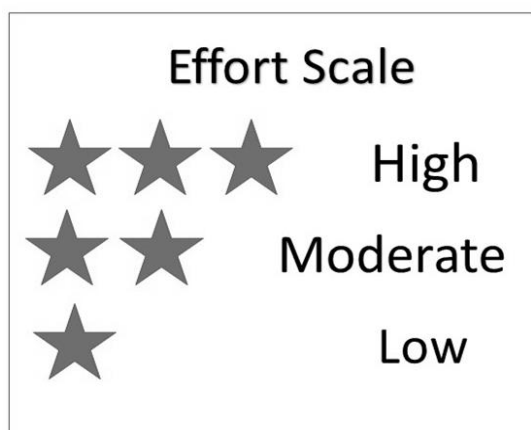
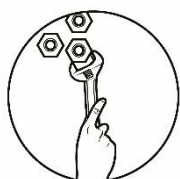


Table 2
Performance and Effort Self-Assessment

Competency	Degree of Effort	Performance
Classifying ideas		
Identifying relevant ideas		
Distinguishing relevant details		
Identifying the theme		

B. Look at the ratings you gave yourself above and write a one-sentence summary of your learning point in this lesson.

E.g. It pays to give all your best because in the end it will lead you to success.



What I Can Do

Activity 6 Catchy Slogan

In a short bond paper, write a slogan of not more than 10 words to sum up the ideas conveyed by the pictures in numbers 1 and 2. Once you finish your slogan, explain it in five sentences on the back of your paper. Be guided by the conditions on the task cards.

Task Card 1		Task Card 2
Goal	Create a slogan to introduce a restobar opening soon to potential customers	Create a slogan to boost tourism in the province after COVID-19

Role	You own an advertising agency and the restobar owners want you to create a slogan for their business.	You are the chief of the Provincial Tourism and Cultural Affairs Office
Audience	Students acting as the owners	Members of the Provincial Tourism, Culture, and the Arts Council
Situation	A restobar is opening soon and needs to attract customers with a slogan.	The provincial government is targeting an increase of tourists in the province once vaccine becomes widely available.
Product and Purpose	A catchy slogan that will inform potential customers about the establishment and persuade them to visit the place	A catchy slogan that will attract tourists in the province
Criteria for Evaluation	<p>The slogan conveys a central idea.</p> <p>The slogan both informs and persuades.</p> <p>The slogan uses words with meanings relevant to the central idea.</p> <p>The words are appropriately used.</p> <p>The words used achieve the intended purposes.</p> <p>The slogan observes correct grammar, spelling, and punctuation.</p> <p>The five-sentence paragraph contains ideas relevant to the slogan.</p> <p>The ideas constituting the five-sentence paragraph are thoughtful and follow logical transition.</p> <p>The five-sentence paragraph observes the grammar rules and mechanics of writing.</p>	

1.



2.



Activity 7 Showing What I've Got

Taking into consideration your interests, capabilities, and resources, make two visual presentations—one about you, another about your community—in any of the following formats: scrap notebook, flip chart, photo slide show, or video presentation.

Come up with a theme.

The number of photos you can use to serve as details of your chosen theme is limited to 5.

Your output will be evaluated based on the relevance of the accompanying pictures and the transition between the ideas.

RELEVANCE/TRANSITION – Maximum Points 15	POINTS
The presentation addressess the topic very effectively and is well- organized. There are five pictures to support the topic. There is a smooth transition of ideas	15
The presentation addressess the topic very effectively and is well- organized. There are four pictures to support the topic. There is some evidence of smooth transition of ideas.	12
The presentation minimally addresses the topic and lacks organization. There is little evidence of smooth transition of ideas.	9
The presentation does not address the topic and the pictures weakly support the topic. There is no evidence of smooth transition of ideas.	6
The presentation does not address the topic and the pictures completely do not support the topic. There is no eveidence of smooth transition of ideas.	3



Additional Activities

Activity 8

Find two music videos or songs per theme (friendship, love, courage, coming of age, girl power). Write down the title, artist, and relevant lyric quotes from the material you have viewed or listened to.

Then fill in the table below with the information you have gathered. An example is provided for you.

Theme	Music Video Title	Artist	Relevant Lyric Quote
friendship	Rolling in the Deep	Adele	“The scars of your love remind me of us They keep me thinking that we almost had it all

			The scars of your love, they leave me breathless I can't help feeling We could have had it all"
Love			
Courage			
coming of age			
girl power			

Determining Truthfulness of Materials Viewed



What's In

Activity 1 Well-Matched

Identify the theme of the group of quotes from movies in each number. Choose the answer from the options inside the box. Write the letters of your answers in your notebook.

a. ambition b. courage c. friendship d. happiness e. love f. peace

1.

"I never had any friends later on like the ones I had when I was twelve." – Stand by Me

"I found out what the secret to life is friends. Best friends." – Fried Green Tomatoes

"It takes a great deal of courage to stand up to your enemies, but a great deal more to stand up to your friends." – Harry Potter

Source: <https://designpress.com/inspiration/31-dramatic-friendship-quotes-from-movies/>

2.

"Sometimes distance is the only way to find peace. So you can heal your wound." PENELOPE WILTON – Berlin

"Just because there's not a war doesn't mean there's peace."
JENNIFER LAWRENCE – Raven

"Peace has cost you your strength! Victory has defeated you!"
talking to Batman – TOM HARDY – Bane

Source: <https://www.moviequotes.com/topic/peace/>

3.

“Being genius is not enough, it takes courage to change people's hearts.”

DIMITER D. MARINOV – Oleg

“You don't have to make us feel safe... because you've made us feel brave.”

ELLA PURNELL – Emma

“You must not care whether you live or die.”

RICHARD TIFFANY GERE – Lancelot

4.

“People tend to enjoy what they're really good at.”

KEANU REEVES - Nelson Moss

“Let us fight to free the world! To do away with national barriers! To do away with greed, with hate and intolerance! Let us fight for a world of reason, a world where science and progress will lead to all men's happiness.”

SIR CHARLIE CHAPLIN - Hynkel - Dictator of Tomani

“For love to work, and for happiness to work, and if you wanna have a family some day, you have to actually pursue it. Don't leave it up to fate.”

MATTHEW GRAY GUBLER – Paul

5.

Well, anything is possible if you really want it.”

JOSH LUCAS – Bray

“The power to fly, that's what you dream of.”

ANNA MAICHE - Cassie Shore

“If you desire the sun and the moon, all you have to do is go out and shoot at the sky.”

CLAUDIA JESSIE - Eloise Bridgerton

Source: <https://www.moviequotes.com/topic/ambition/>



What's New

Activity 3 Finding Similarities

Choose the word that does not belong in each set of words. Write only the letter of the correct answer in your notebook.

- | | | | | |
|----|---------------|-----------------|-------------|-----------|
| 1. | A. falsity | B. truthfulness | C. veracity | D. verity |
| 2. | A. factuality | B. lie | C. trueness | D. verity |

3. A. disinformation B. misinformation C. mal-information D. uninformation
4. A. factual B. fake C. objective D. true
5. A. fake news B. genuine news C. quality news D. real news



What is It

Truthfulness, according to Cambridge Dictionary, is “the quality of being honest and not containing any lies” (<https://dictionary.cambridge.org/us/dictionary/english/truthfulness>).

News viewers expect to receive truthful information.

What is truthful information? It is based on facts. It is from pieces of evidence ethically and professionally obtained, put in context, and verified to serve the public good or common good.

Reporters use two kinds of evidence by which facts are established. The first one is direct evidence, which includes the following:

- ✓ video, audio, and photos
- ✓ documents and records
- ✓ journalist eyewitness account
- ✓ observer eyewitness account

The second one is indirect evidence. A few examples are below.

- ✓ accounts from spokesmen (i.e. lawyer, press secretary, written press release)
- ✓ secondhand accounts
- ✓ computer models
- ✓ inferences from evidence

As to how many observable and verifiable evidences are needed to uncover the facts answering the questions *who*, *what*, *where*, *when*, *why*, and *how many* in relation to a particular event, the rule of thumb is to have varied resources. As Anderson and Raine (2017) put it: The truth is most likely to emerge when news stories include a variety of perspectives, not just one.

For journalistic truth is provisional, that is, it may change, reporters should aim at gathering the freshest evidences. Furthermore, since isolated evidences cannot relay the truth and may even mislead viewers, reporters need to put these facts in context by answering questions like:

- ✓ How unusual, unexpected or important is this?
- ✓ What led up to this?
- ✓ What caused it?
- ✓ What’s the impact?
- ✓ What happens next?

Inasmuch as writers want to have all the evidences, they are to beat the deadline. In effect, the pieces of information at their disposal have limitations and writers must be transparent about these.

Objectivity, fairness, reliability, verifiability, and transparency are the core principles demanding accountability from writers at all times. Assuming

accountability for what they report is what differentiates them from the creators, amplifiers, and multipliers of fake news.

Without you knowing it, you have somehow been a creator, amplifier, or multiplier of fake news in the past. If you previously did it unwittingly, you better increase your awareness on this global problem by this time. It is not yet too late to know what fake news and other related notions are and how to detect them when you are watching.

Fake news is considered as an information disorder and it comes in three forms (misinformation, disinformation, and mal-information). These three are described in *'Fake News' and Disinformation: A Handbook for Journalism Education and Training* (UNESCO, 2018) as follows:

- **Disinformation:**

Information that is false and deliberately created to harm a person, social group, organization or country

- **Misinformation:**

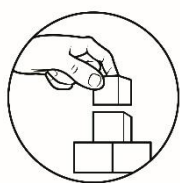
Information that is false but not created with the intention of causing harm

- **Mal-information:** Information that is based on reality, used to inflict harm on a person, social group, organization or country.

With so many media messages reaching your perception every day, you may encounter videos with exaggerated and sensationalized content. Like professional journalists, you better check your suspicion about that video against available evidences. Protect yourself and others from fake news by taking the steps found in the infographic created by the International Federation of Library Associations and Institutions (IFLAs).



Source: <https://www.ifla.org/publications/node/11174>



What's More

Activity 5 Labeling of Evidence

Label the kind of evidence used to support the underlined claim in the news below. Write D for direct evidence and I for indirect evidence. Write your answer in your notebook.

LGUs may have COVID vaccine deals with Moderna, Novavax

By: Krissy Aguilar

MANILA, Philippines — **1) Apart from British drugmaker AstraZeneca, local government units (LGUs) may also enter into a tripartite agreement to secure vaccines from Moderna and Novavax,** Cabinet Secretary Karlo Nograles said Thursday.

2) “Apart from AstraZeneca, the two other pharma companies that are also open to entering into a tripartite agreement [are] Moderna and Novavax,” Nograles said in an interview over ABS-CBN News Channel.

“These are three pharma companies where the private sector and the LGU may enter into negotiations with,” he added. Several LGUs, mostly in Metro Manila, have already signed deals with the national government and AstraZeneca to secure vaccines for their constituents. Previously, 2.6 million vaccines were already secured from AstraZeneca by the national government and private sector.

The government is expected to sign a deal for an additional 20 million doses, according to vaccine czar Carlito Galvez Jr.

3) The national government already announced securing 30 million doses of Covavax vaccine developed by Novavax and the Serum Institute of India.

The country is also in final stages of negotiations with Moderna for up to 20 million doses, Philippine Ambassador to the US Jose Romualdez said.

Some 25 million doses developed by China’s Sinovac have also been secured, 50,000 of which expected to arrive in the country by February.

(from <https://newsinfo.inquirer.net/1383566/lgus-may-have-covid-vaccine-deals-with-moderna-novavax>)



‘Soil health key to achieving SDGs’

[MANILA] **4) Healthy soils are vital to addressing wide-ranging global challenges from food insecurity to climate change, but more data is needed to unlock these nature-based solutions,** according to a new report released by the UN Food and Agricultural Organization (FAO).

The report includes inputs from over 300 scientists from around the world and defines soil biodiversity as the variety of life below ground, from genes and species to the communities they form, as well as the ecological complexes to which they contribute and to which they belong.

5. “Soil biodiversity represents [over] 25 per cent of the total biodiversity of the planet, yet we know only about one per cent of it,” Ronald Vargas, secretary of Global Soil Partnership, a multi-stakeholder initiative backed by FAO, tells *SciDev.Net*.

(from <https://www.scidev.net/asia-pacific/news/soil-health-key-to-achieving-sdgs/>)

Activity 6 Q and A

Identify the question corresponding to the underlined information in each sentence. Choose from the question words inside the box. Write only the letter of the correct answer.

a. Who? b. What? c. Where? d. When? d. Why? e. How?

1. DOVER – A speeding car passed a minivan on a state highway and slammed into a car traveling in the other direction near this eastern Ohio town, killing four people, the Ohio Highway Patrol said Friday. (Associated Press, July 6, 2002)
2. Southern Californians from the desert to the beach were unnerved but mostly unharmed Wednesday by a 5.5-magnitude earthquake that shattered windows, triggered rockslides and caused millions of dollars in damage in Pomona and surrounding communities.
3. The University of Dayton will spend up to \$75 million on new buildings and other projects by the year 2001 as the first part of a 30-year plan to overall and expand the campus. (UD press release)
4. It wasn't as sweet as modern hot chocolate, but the Mayans were drinking cocoa 2,100 years before Columbus landed in the New World, or about 1,000 years earlier than previously thought, researchers say. (Associated Press, July 17, 2002)
5. The Spanish police arrested three men suspected of being operatives of Al Qaeda today, and officials said one of them had five-year-old videotapes with hours of surveillance images of the World Trade Center and other possible terrorist targets in the United States. (New York Times, July 17, 2002)



What I Have Learned

Activity 7 Circle of Ideas

Copy Figure 3 in your notebook. Then put each information in its right category. Write only the letter of the correct answer.

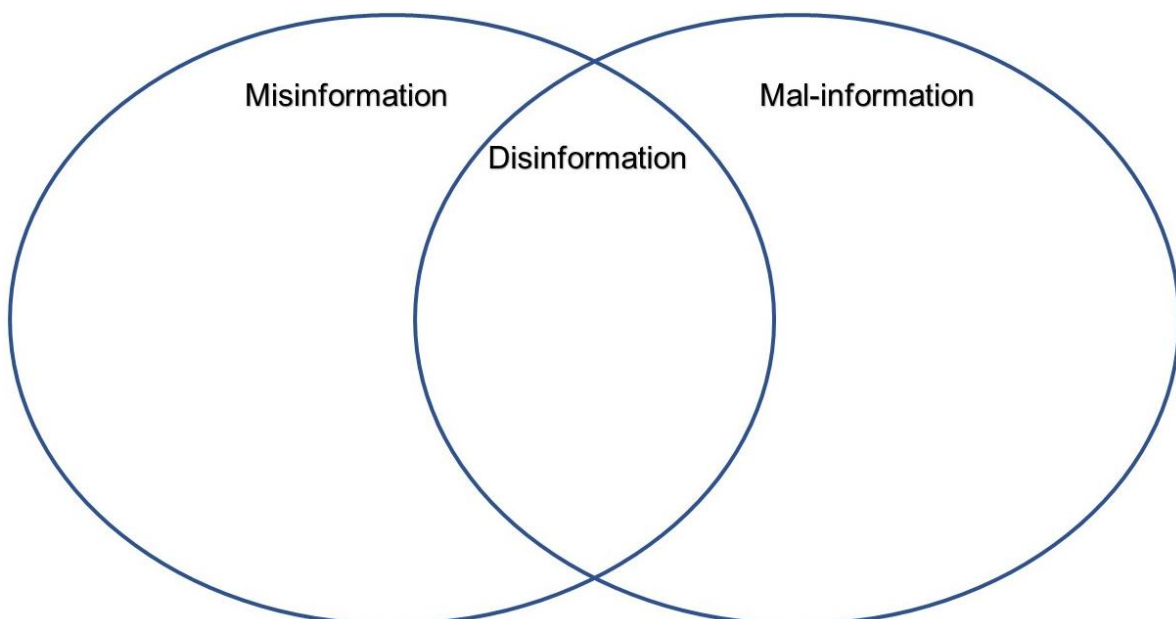


Figure 3. Types of Information Disorder

- a. Unintentional mistakes such as inaccurate photo captions, dates, statistics, translations, or when satire is taken seriously
- b. Fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumors.
- c. Deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date or time of genuine content.



What I Can Do

Activity 8 Spot the Fake News

Identify the fake news headline below. Explain your answer in 200-250 words.

1. Scientist to create stem cell burger
2. World's first hotdog ATM opens in Philippines
3. Crocodile breaks loose on Qantas flight.



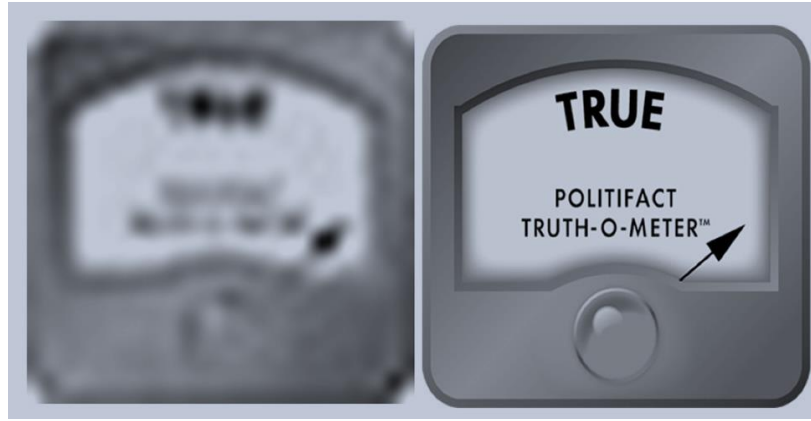
Additional Activities

Activity 9 Fact Finding

Search the Net and look for relevant facts that lead to the decision of PolitiFact to declare statement A as true and statement B as false.

A.

Tony Evers stated on January 12, 2021 in his speech : “We put \$330million in general school aids – the largest in more than a decade.



B.

The Manila Times stated on April 22, 2019 in a newspaper story : Says Filipino news organizations are part of a plot to discredit President Rodrigo Duterte and destabilize his government.



By Daniel Funke • December 30, 2020



Assessment

Directions: Answer what is being asked. Write only the letter of the correct answer in your notebook.

1. What is a multimodal text?

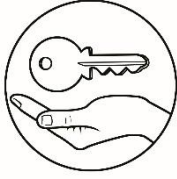
A It only includes visual messages.	C. It only includes auditory messages.
B. It only includes haptic messages.	D. none of the above

2. Which of the following materials is NOT multimodal?

A. movie	C. commercial
B music video	D. none of the above.

3. Genno's application for a vacation leave has been granted. He wants to have a glimpse of top tourist attractions in the Philippines. To which TV program should he tune in?
- A. travel show
B. soap opera
C. news program
D. variety show
4. What type of movie is *Tiktik* based on the synopsis below?
Makoy, a soon-to-be-father, is suddenly forced to protect his pregnant wife from an onslaught of hungry aswang monsters. He must not just fight for his love, but fight for their very survival into trouble with a group of gypsies who transform into TikTik (IMDb, 2021).
- A. romance
B. horror
C. comedy
D. thriller
5. Jyra wants to see a movie revolving around the action of a criminal mastermind. Which movie genre is she referring to?
- A. crime
B. documentary
C. cop series
D. suspense
6. What details are emphasized in the headline below?
Only ash and shells of homes left on volcano isle
- A. what and who
B. where and when
C. what and where
D. who and why
7. Which question helps put a gathered evidence in context?
- A. How are the actions sequenced?
B. What happened before this event?
C. What types of conflict are present?
D. When did this take place?
8. What is this information disorder that is false but not intended to harm others called?
- A. disinformation
B. mal-information
C. misinformation
D. post-information
9. Which of the following is a potential source of fake news?
- A. an altered photo
B. a false claim
C. an unverified rumor
D. all of the above
10. Monli is a security guard in a bank which has been robbed by a gang. To help the police from their investigation, Monli gave them the CCTV footage. What kind of evidence is in the investigators' possession?
- A. direct evidence
B. indirect evidence
C. forged evidence
D. planted evidence
11. _____ refers to the senses involved in giving meaning to the message received.
- A. message
B. context
C. modality
D. medium
12. Genre has the following characteristics except:
- A. has the ability to generate sub-genres
B. describes the style of a work of entertainment
C. can be combined with other genres if needed
D. brings all viewing materials into one single classification

13. The commercial of *Breeze, Tide, Surf* which shows that you can still laundry your clothes even if it is raining and still get the same fragrance even if you won't put them outside for needed sunshine is an example of _____.
 A. conceptual commercial C. persuasive commercial
 B. informative commercial D. concept-based commercial
14. _____ may also refer to the devices used to send and receive messages.
 A. conduit C medium
 B. genre D. platform
15. _____ refers to the reasons why people communicate.
 A. circumstance C. exigency
 B. context D. purpose
-
16. All are characteristics of text, except
 A. Text is created. C. Text is stable
 B. Text is fixed. D. Text is useful.
17. Theme is too general as _____ is too specific.
 A. detail C. plot
 B. moral D. Outline
18. The theme that can be deduced from summary of the film "Manny" below is _____.
 A man who overcame insurmountable odds to become one of the most loved and respected athletes of all time. From a starving teenager who fought to feed his family, to a Congressman working tirelessly to improve the lives of his people, Manny is a hard hitting feature length documentary film that explores the many triumphs and tribulations of Filipino boxing sensation Manny Pacquiao.—
Anonymous
 A. humanity C. perseverance
 B. justice D. technology
19. A truthful information is based on _____.
 A. evidences C. perceptions
 B. feelings D. prejudices
20. Truth is associated with _____.
 A. deception C. lies
 B. honesty D. propaganda



Answer Key

Pre – Test			1. C 2. D 3. C 4. C 5. A 6. C 7. D 8. C 9. A 10. B 11. A 12. B 13. C 14. A 15. B 16. C 17. A 18. B 19. C 20. A
LESSON 1			Assessment
Activity 1 1. A person with asthma 2. B – DOTA fanatic 3. A- ethnic minority 4. B - physically challenged 5. B - homosexual 6. A – people with mental illness 7. A – teenagers 8. A – who are beneficiaries of the Social Amelioration Program (SAP)	Activity 2 Answers vary		
Activity 3 1. Genre 2. Context 3. Message 4. Medium 5. Communicator	Activity 4 9. B – homeless aged adolescent 10. B – immature adolescent		
Activity 5 Answers vary	Activity 6 Answers vary		
Activity 4 1. Relevant (explanation varies) 2. Irrelevant (explanation varies)	Activity 5 Answers vary		
LESSON 2			Assessment
Activity 1 1. Recorded 2. Recorded 3. Both 4. Real-time 5. Recorded 6. Recorded 7. Both 8. Real-time 9. Recorded 10. recorded	Activity 2 Text – a, b, l, m, p, q, r, t Theme – c, d, f, g, h, l, k, n, o, s Answers vary		
Activity 3 Answers vary	Activity 4 Answers vary		
Activity 5 Answers vary	Activity 6 Answers vary		
Activity 7 Answers vary	Activity 8 Answers vary		
LESSON 3			Assessment
Activity 1 1. C 2. F 3. B 4. D 5. A	Activity 2 1. A 2. B 3. D 4. B 5. A		
Activity 3 1. Indirect 2. Indirect 3. Indirect 4. Direct 5. Indirect	Activity 4 1. C 2. B 3. B 4. D 5. A		
Activity 5 Misinformation – A Disinformation – B Mal – information – C	Activity 6 World's first hotdog ATM opens in the Philippines (explanation varies)		
Activity 7 Answers vary	Activity 8 Answers vary		



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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph