

English

Quarter 4 - Module 2: Expanding the Content of an Outline Using Notes from Primary and Secondary Sources



English – Grade 8**Alternative Delivery Mode****Quarter 4 – Module 2: Expanding the Content of an Outline Using Notes from Primary and Secondary Sources****First Edition, 2020**

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English

Quarter 4 – Module 2:

Expanding the Content of an

Outline Using Notes from

Primary and Secondary Sources

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



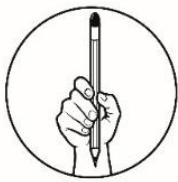
What I Need to Know

This module was developed based on the Most Essential Learning Competency (MELC) presented in the week 4 of the English 8 curriculum guide for the fourth quarter. This material has been substantially crafted as ADM tool for Grade 8 students in the public schools. Each lesson is divided into independent units with activities and notes for further reading. Therefore, journeying with this module would help you in searching for valuable information as you develop accountability, responsiveness, and love for reading and writing. Such would definitely sharpen your passion and your potentials in understanding, interacting, and impacting not only your own environment but others as well.

The most essential learning competency in this module is expanding the content of an outline using the notes from primary and secondary sources.

As a learner of this module, you are expected to:

1. define an outline;
2. identify the types and the contents of an outline;
3. expand the content of an outline using notes from primary and secondary sources; and
4. write a composition using the expanded content of an outline.



What I Know

Directions: Read the questions below carefully. Write the letter of the correct answer on a separate sheet of paper.

1. Which of the following statements describes a sentence outline?

A sentence outline_____.

- A. states varied information in sentence form
- B. presents the primary and secondary sources
- C. states the main topic and supporting details in sentence form
- D. presents the thesis statement, major topics, subtopics, and supporting details in sentence form

2. Which of the following statements does NOT define an outline?

- A. It synthesizes the ideas in your essay.
- B. It provides an over-all picture of your essay.
- C. It shows a hierarchical order of ideas.
- D. It is a tool for organizing the write-up.

3. What is the first step in writing an outline?

- A. Make and organize a list of your subtopics.
- B. Choose your topic and establish your purpose.
- C. Create and organize a list of your major topics.
- D. Provide additional information to support your subtopics.

4. Which of the following statements is TRUE about major topics? Major topics refer to the_____.

- A. major details which are formed from the major subtopics
- B. phrases/sentences which are formed from the subtopics
- C. phrases/sentences which are crafted from the major subtopics
- D. major phrases/sentences which are organized from the thesis statement

5. Which of the following is NOT a benefit of outlining? Outlining would_____.

- A. summarize your ideas
- C. present information clearly
- B. organize your ideas
- D. help achieve sentence variety

6. Which of the following statements is TRUE about primary source? Primary source is a_____.

- A. summary of the essay
- B. firsthand information
- C. concluding information
- D. secondhand information

7. Which of the following defines a thesis statement? A thesis statement is a sentence that _____.
- A. summarizes an essay
 - B. gives a conclusion of an essay
 - C. expresses the main idea of an essay
 - D. states the relevant information of an essay
8. Which of the following best explains secondary sources? Secondary sources present the _____.
- A. commentaries which come from primary sources
 - B. information which come from secondary sources
 - C. information which are derived from primary sources
 - D. analyses of research paper which are taken from various sources
9. Which of the following should NOT be done in making an outline?
- A. Make and organize a list of your subtopics.
 - B. Review and refine the contents of your outline.
 - C. Present the primary and secondary sources randomly.
 - D. Provide additional information to support your subtopics.
10. You want to write a feature article that would encourage people to keep the right attitude and stay hopeful amidst COVID-19 crisis. Which of the following could NOT be considered as a secondary source for your article?
- A. books
 - B. diaries
 - C. journals
 - D. reports
11. Hannah is a passionate writer who wants to expand the content of her outline. Which of the following should she consider first?
- A. thesis statement of the outline
 - B. summary of relevant information
 - C. use of primary and secondary sources
 - D. outline of the major topics and supporting details
12. Jen is tasked to write an essay about the importance of obeying the government's rules and regulations of her country. After writing her thesis statement, what should Jen do in order to organize her ideas?
- A. analyze the given information
 - B. research on the important information
 - C. choose the main topics and supporting details
 - D. outline the major topics, subtopics and supporting details
13. Daniel is very excited for the upcoming online meeting with his teammates. As a team leader, he wants to prepare an interesting activity that could be done through online platform. Which of the following would he consider as primary source in searching for an interesting online activity?
- A. biographies
 - B. dissertations
 - C. interviews
 - D. textbooks

14. Teacher Nina has tasked you to create a topic outline on any subject that interests you. Since you are fond of online games, you opted to write about it. Which of the following should NOT be included in your outline?

- A. The Right Response of Parents
- B. The History and Its Developers
- C. Statistics of Online Game Users
- D. Advantages and Disadvantages of Online Games

15. Which of the following topics is NOT outlined properly?

- A. I. Love and Infatuation
 - A. Concepts of Love
 - B. Characteristics of Infatuation
- B. II. Greatest Movies About Love
 - A. Titanic
 - B. The Passion of the Christ
- C. III. Different Languages of Love
 - A. Spending Quality time
 - B. Offering of Material things
- D. IV. There are different types of love.
 - A. Loving someone romantically is called Eros.
 - B. Loving people unconditionally known as Agape

Lesson

1

Expanding the Content of an Outline Using Notes from Primary and Secondary Sources



What's In

Are you done with the pre-assessment? How was it? Now, proceed with the activity below and figure out how grammatical connectors serve a purpose in completing an outline.

Directions: Read the passage below and answer the questions that follow. Write your answers on a separate sheet of paper.

WATCHING TOO MUCH!

One of the physiological effects of watching TV in excessive amounts is eyestrain. There are guidelines that one can follow in watching TV to protect one's eyes. First, the television should be 5 meters away from the eyes. Next, the room should be adequately lit. Also, the TV should be placed at the same height with our eyes. While these may be helpful, these do not prevent our eyes from getting tired if we keep watching TV for a long time.

Source: Manzanilla, Shiela. *Department of Languages, Literature and Humanities of the College of Arts and Sciences, Southern Luzon State University (SLSU), 2021.* slsuwritersblock.blogspot.com

Process Questions:

1. What transitional devices are used in the paragraph?
2. What pattern of paragraph development is observed in the passage?
3. What is the main topic of the paragraph?
4. Do you think the main topic is written using different sources?

You have learned that composing an effective paragraph using transitional devices is a good foundation in writing. Paragraphs that are put together can provide relevant information which could be your source when expanding your ideas. However, writing a composition requires not only this skill but also this technique in selecting information and organizing your ideas.

Are you ready to learn this new skill as you go through this module?



What's New

Directions: Complete the following outline by supplying important subtopics and supporting details from the *Pool of Concepts*. Then, answer the guide questions below. Write your answers on a separate sheet of paper.

POOL OF CONCEPTS

- Entertainment
- Variety Shows
- New COVID-19 Cases
- Mental Health Advocacy
- New Normal Coping Strategies



Thesis Statement: Amidst the COVID-19 pandemic, social media plays a vital role in information dissemination, awareness, and entertainment.

- I. Information Dissemination
 - A. COVID-19 Pandemic Updates
 1. _____
 2. Data of Death and Recoveries
- II. Awareness
 - A. _____
 1. Psychological Support
 2. _____
- III. _____
 - A. Virtual Shows
 - 1. Game shows
 - 2. _____

Guide Questions:

- Were you able to complete the outline with appropriate subtopics and supporting details?
- What guided you in completing your outline?

The answers to these questions will help you learn more on expanding the content of your outline using information from different sources.



What is It

How you select and organize the information is important because it brings either success or failure in conveying your message to your target audience. In this lesson, you will know one essential technique in writing a composition which is outlining.

What is an outline?

An outline is a tool used in improving and organizing written ideas about a topic into a logical order. Writers use outlines when writing their papers to know which topic to cover and in what order.

What are the types of an outline?

The type of outline to be used by the writer depends on the nature of the topic and purpose of the writer. Topics that are information-heavy may require more major topics and subtopics since the writer's purpose is to be as informative as possible. However, if the writer wants to be persuasive, outline should only accommodate what is important to the audience's needs.

There are two types of outline: the sentence outline and the topic outline.

1. Sentence Outline

It is a type of outline that presents the thesis statement, major topics, subtopics, and supporting details in sentence form. It allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page. Also, it follows a hierarchical structure composed of sentences and headings around the subject of the speech or essay.

These characters are used in this order in bullet formatting.

- Roman Numerals
- Capitalized Letters
- Arabic Numerals
- Lowercase Letters

Below is an example of a sentence outline and its parts.

Thesis Statement: COVID-19 pandemic is a difficult challenge faced by the government because it has brought massive breakdown to the economy, destabilization of the educational system, and anxieties among families and communities in the country.

I. COVID-19 pandemic has brought a massive breakdown to the } **Major topic**
economy of the world.

- Sub-topic** { A. The economy is affected with the decrease of consumers who buy services and goods accessible in the market.
Supporting Details { 1. Tourism is closed.
2. Family income is reduced.
3. Manufacturing industries are disrupted.
4. Travel and transportation are restricted.

II. COVID-19 pandemic has disrupted the educational system and } **Major topic**
education of children.

- Sub-topic** { A. Educational institutions, both public and private, face major adjustments in the delivery of instructions to learners.
Supporting details { 1. In the Philippines, the start of classes was moved to October.
2. Schools and institutions can no longer hold face-to-face classes.
3. Educational institutions introduce different modalities to continue learning.
4. Implementation of different modalities drives the government to allocate bigger budget for the Department of Education.

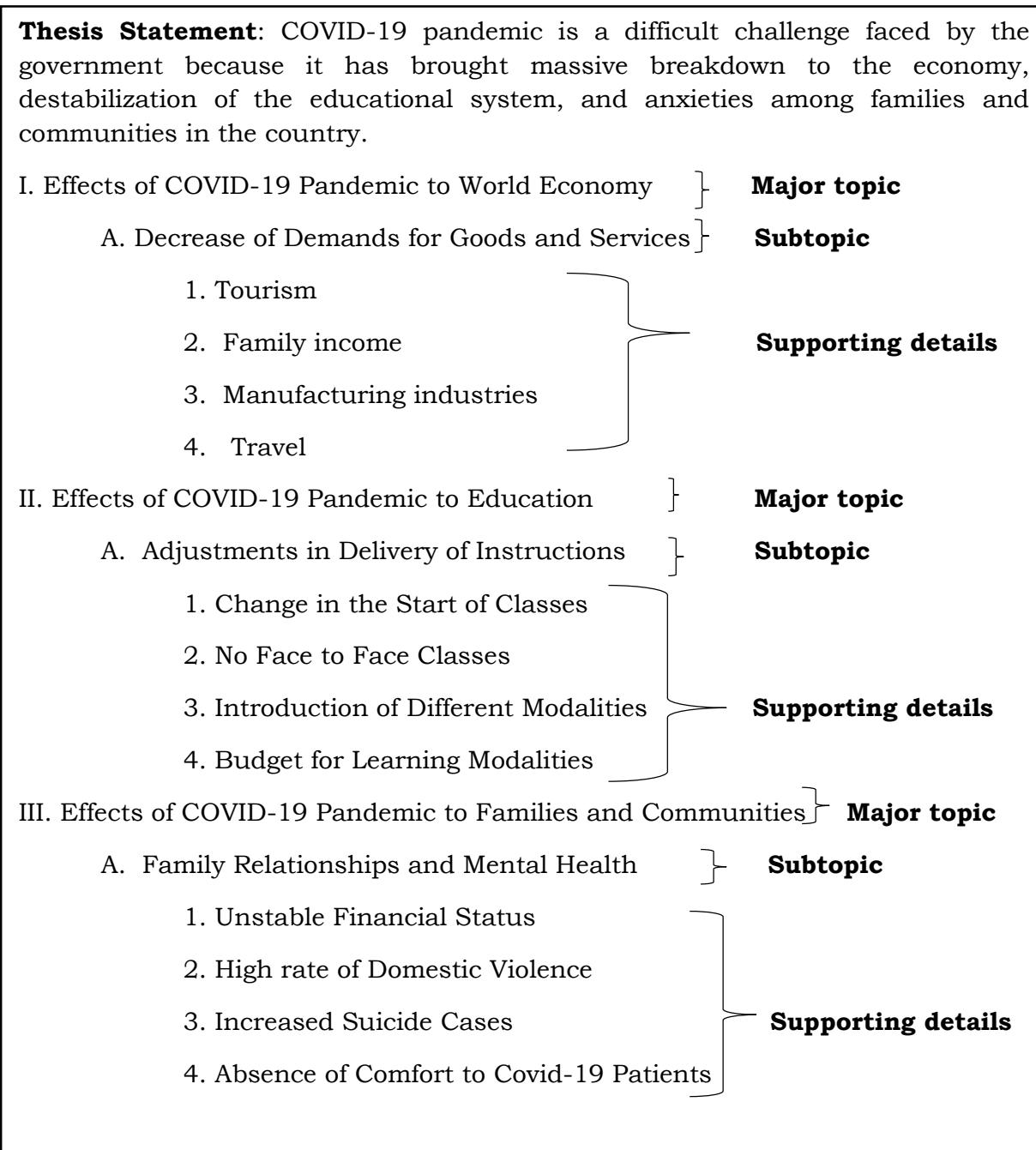
III. COVID-19 pandemic has caused anxieties among families and } **Major topic**
communities.

- Sub-topic** { A. The contagious nature of the virus affects family relationships and mental health of family members.
Supporting details { 1. The pandemic causes unstable financial status due to unemployment.
2. Lockdown produces stress and tension leading to domestic violence among working class citizens.
3. Increase of suicide cases has emerged due to depression and feelings of hopelessness.
4. COVID-19 patients have to endure pains alone and are not able to receive warmth and comfort from their families.

2. Topic Outline

It is a type of outline which presents the major topics, subtopics, and supporting details in the form of words and phrases.

Below is an example of a topic outline and its parts.



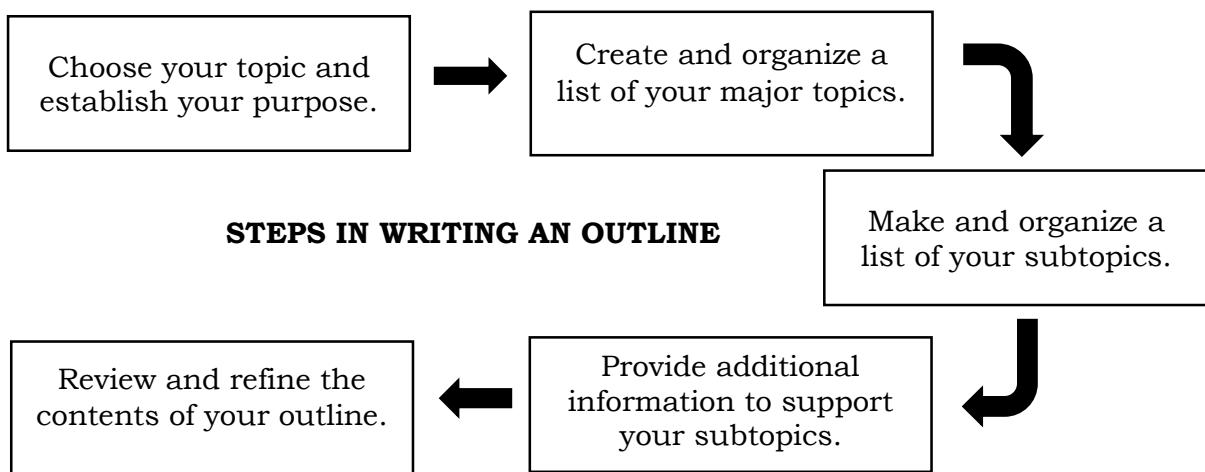
What are the contents of an outline?

An outline is composed of many parts. These parts work together to present a clear idea of a paragraph or an essay. An outline contains thesis statement, major topics, subtopics, and supporting details. The following are the parts with their corresponding definition:

| Contents of an Outline | Definition |
|-------------------------------|--|
| Thesis Statement | A thesis statement is a one-sentence statement that expresses the main idea of an essay. |
| Major topics | Major topics refer to the major phrases/sentences which are formed from the thesis statement. |
| Subtopics | Subtopics refer to the minor phrases/sentences which are formed from the major topics. |
| Supporting Details | Supporting details are phrases/sentences which provide additional information to clarify or prove the main idea. These details help you explain further the ideas presented by the major topics and subtopics. |

What are the steps in writing an outline?

Writing an outline involves a series of steps. To achieve a well-organized outline, follow these steps carefully:



How to Expand the Content of an Outline Using Different Sources?

In expanding the content of an outline, you need to use primary and secondary sources. **Primary sources** are firsthand information taken from original evidences such as reports on discoveries and events and interviews from persons in authority while **secondary sources** are secondhand information taken from the primary sources.

Below are examples of primary and secondary sources which will be used in expanding the contents of your outline.

| | |
|---|---|
| Examples of primary sources include: | Examples of secondary sources include: |
| <ul style="list-style-type: none">• diaries, letter correspondence,• original documents e.g. birth certificates, trial records• interviews, speeches, oral histories• laws, regulations, constitutions• government documents, statistical data, research reports• journal article reporting new research or findings• creative art works, literature• opinion pieces | <ul style="list-style-type: none">▪ journal articles that comment on or analyses research▪ textbooks▪ dictionaries and encyclopedias▪ books that interpret, analyze▪ political commentary▪ biographies▪ dissertations▪ newspaper editorial/columns▪ criticism of literature, art works or music |

Source: "Primary And Secondary Sources", *UNSW Sydney Library*, April 23, 2021,
<https://www.library.unsw.edu.au/study/information-resources/primary-and-secondary-sources>

Example:

Thesis Statement: COVID-19 pandemic is a difficult challenge faced by the government because it has brought massive breakdown to the economy, destabilization of the educational system, and anxieties among families and communities in the country.

I. Effects of COVID-19 pandemic

- A. World Economy
 - 1. Travel
 - 2. Tourism
 - 3. Manufacturing
 - 4. Family income

Now, you will use your notes from primary and secondary sources in expanding the content of your outline.

Study the example below.

Primary Source: (research report)

World Health Organization advised countries to strengthen public health surveillance for case identification and contact tracing, including in low-resource, weak, or high-risk settings and to maintain essential health services with sufficient funding, supplies, and human resources. Countries were advised to implement **fair measures** and **advice on travel, based on risk assessments, and to review these measures regularly**.

Source: “COVID-19 Emergency Committee highlights need for response efforts over long term”, *World Health Organization*, August 1, 2021, <https://www.who.int/news-room/item/01-08-2020-covid-19-emergency-committee-highlights-need-for-response-efforts-over-long-term>

Secondary Source: (editorial)

While COVID-19 presents a healthcare crisis, the economic paralysis that nations will experience because of current and future expected shutdowns/lockdowns and **mandatory quarantines** will likely be even more catastrophic. Even as there is a critical need for the world to collectively engage with the virus SARS-CoV-2 and the COVID-19 disease it causes, there is a visible lack of leadership at a global level.

Source: Banerjee D, “The COVID-19 outbreak: the crucial role psychiatrists can play” *Asian J. Psychiatr*, 2020, [PMC free article] [PubMed] [Google Scholar]

Thesis Statement: COVID-19 pandemic is a difficult challenge faced by the government because it has brought massive breakdown to the economy, destabilization of the educational system, and anxieties among families and communities in the country.

- I. Effects of COVID-19 pandemic
 - A. World Economy
 - 1. Travel
 - a. fair measures
 - 1. risk assessment
 - 2. travel advice
 - b. mandatory quarantine
 - 2. Tourism
 - 3. Manufacturing Industries
 - 4. Family Income

Expanded content of an outline

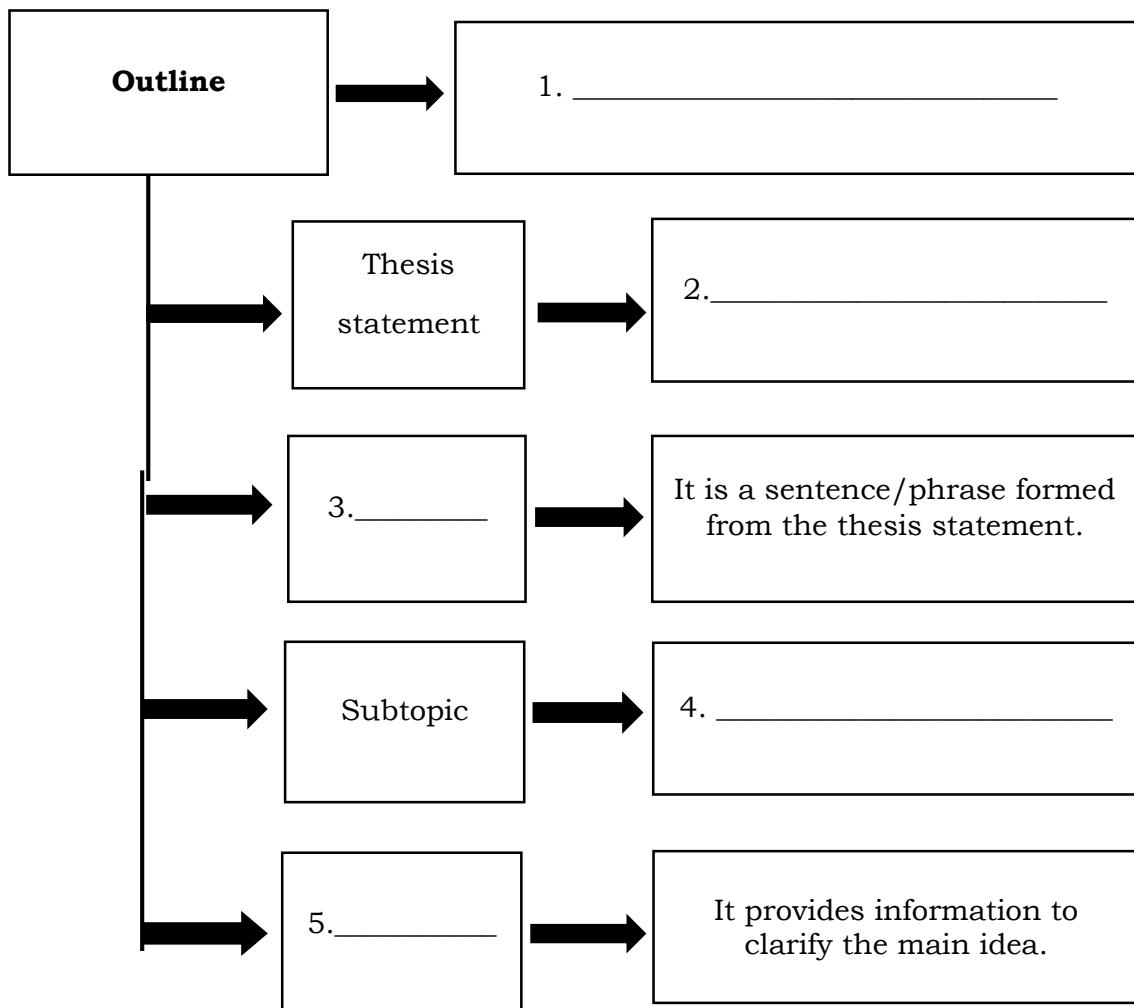
Notice that in the expanded content of an outline, some important keywords taken from primary and secondary sources were added.

Now, it is time for you to do the following activities to reinforce your understanding and skills on the topic.

Assessment 1

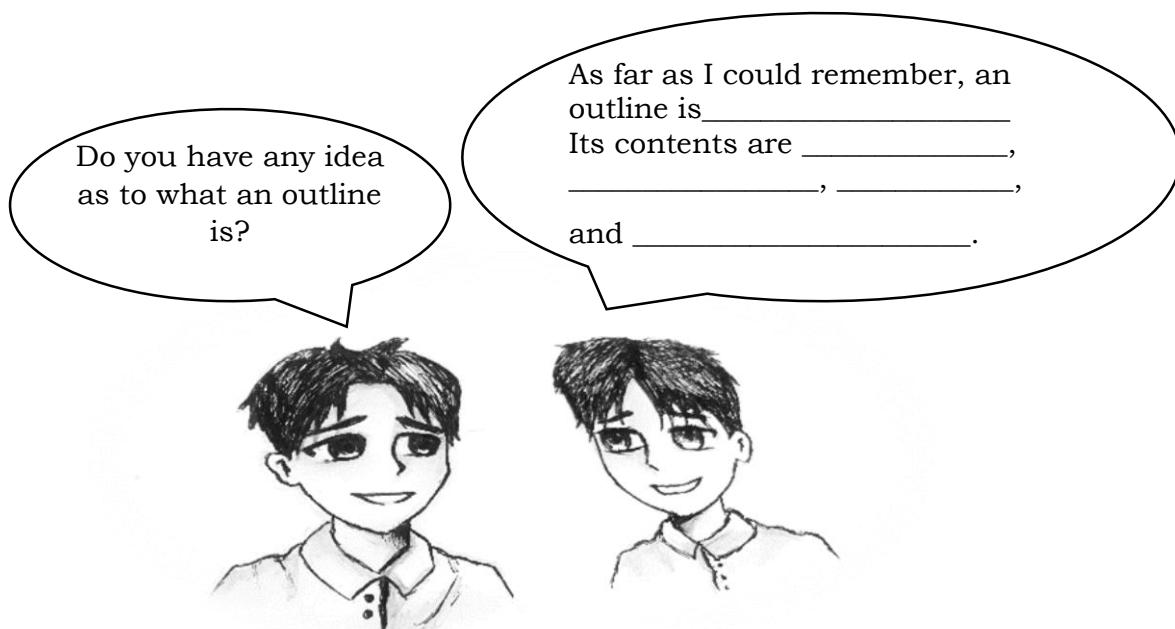
Activity 1: Complete Me!

Directions: Copy the graphic organizer on a separate sheet of paper and fill in the blanks with appropriate concepts and definitions. Choose your answers from the Pool of Concepts provided.



Pool of Concepts

- Major topic
- Minor topic
- Supporting details
- It is a one-sentence statement that expresses the main idea of an essay.
- It refers to the elements of a sentence having the same grammatical form.
- It refers to the minor phrases/sentences which are formed from the major topics.
- It is a tool used in improving and organizing written ideas about a topic into a logical order.



Do you have any idea as to what an outline is?

As far as I could remember, an outline is _____
Its contents are _____,
_____, _____,
and _____.

Activity 2: Know Your Source!

Directions: Read the following statements inside the cards. Determine if the following statements are primary sources or secondary sources. Write letter **P** for primary source and letter **S** for secondary source on a separate sheet of paper.

I was watching GMA news and one of the reporters presented data about the number of patients that have recovered from Covid-19. 1

I have found a letter in the locker room of my friend the other day. I know it is private, but I read it anyway. 2

My friends and I found an old wedding painting in our attic. My father said it belonged to my grandmother. 3

I am reading textbooks to search more information about Philippine history. 4

My friend, David, said that I should read the history book which he really liked. It sounds good! 5

I was also looking into the artworks of Dr. Jose Rizal to help me in my History class research project. 6

I am writing an essay about Social Amelioration Program (SAP) for my Social Science subject. I use articles from Wikipedia and Encyclopedia. 7

I am doing homework on a current health issue, so I read the commentaries of medical professionals about COVID-19 positive cases. 8

I have read sports magazines. I really like the articles written by sports enthusiasts about UAAP players. 9

Assessment 2

Directions: Read the excerpts below and complete the table with the required information. Write your answers on a separate sheet of paper.

1. An excerpt from the speech of the DOH Secretary on COVID-19

The country has “successfully” flattened the curve for coronavirus disease (COVID-19) infections. “First of all, we have successfully flattened the curve since April and the metric for saying, arriving at that conclusion of flattening the curve is actually one, is the case doubling time of the COVID-19 infection has actually become longer.”

Source: De Vera, Analou, “Duque claims PH has ‘flattened curve’ for COVID-19; cites longer doubling time for cases and deaths”, *Manila Bulletin*. July 15, 2020, <https://mb.com.ph/2020/07/15/duque-claims-ph-has-flattened-curve-for-covid-19-cites-longer-doubling-time-for-cases-and-deaths/>

2. An excerpt from a news article

MANILA, Philippines — More than 16,000 persons have recovered from the coronavirus disease (COVID-19) as the Philippines’ total caseload reached 189,000, the Department of Health (DOH) reported Sunday.

In its daily COVID-19 case bulletin, the DOH reported 16,459 new recoveries, bringing the total number of recoveries to 131,367.

The health department also recorded 2,378 more people that contracted the respiratory disease, which brings the total number of cases to 189,601.

Meanwhile, the total COVID-19 death toll is now at 2,998 after 32 more people died from the disease.

Source: Aguilar, Krissy, “DOH: Over 16,000 recover from COVID-19 as cases reach 189K”, *Philippine Daily Inquirer*, August 23, 2020, <https://newsinfo.inquirer.net/1325943/break-doh-over-16000-recover-from-covid-19-as-cases-reach-189k#ixzz6VzqATLOz>

| Excerpt | What is the main topic? | Is it a firsthand information? | What type of source is the excerpt? |
|------------------------|--------------------------------|---------------------------------------|--|
| 1. speech | | | |
| 2. news article | | | |

Activity 3: Organize Me!

Directions: The following sentences below are parts of a sentence outline about the topic ***Why the School Year Should Be Shorter***. Read and analyze each sentence. Write **MT** if the sentence is a Major Topic, **ST** for Subtopic, and **SD** for Supporting Detail. Do this on a separate sheet of paper.

Thesis Statement: The school year should be shortened in order to save school funds, improve learner's academic results, and benefit teachers.

- 1. Teachers could have time for professional development.
 - 2. The school could save costs on electricity and water bills.
 - 3. Teachers could have enough rest and are able to teach more effectively.
 - 4. A shorter school year would benefit teachers in many ways.
 - 5. A shorter school year would help save school funds.
 - 6. The department could save money on energy costs and other operating expenses.
 - 7. A shorter school year means much lower supply and transportation costs.
 - 8. Teachers can balance time between family life, teaching responsibilities, and career growth.
 - 9. Enough rest for learners would help improve concentration, thus, boosting their performance in school.
 - 10. Shorter school year gives learners enough time to balance learning, recreation, and relaxation.
 - 11. Shorter school year would help improve test scores and academic results.
 - 12. A shorter school year would mean more focus on learning the most essential competencies and less stress on accomplishing school requirements for earners.

Assessment 3

Directions: Based on your answers in activity 3, organize the ideas to make a sentence outline following the template provided below. Write your answers on a separate sheet of paper.

Thesis Statement: The school year should be shortened in order to save school funds, improve academic results of learners and benefit teachers.

- I. Major topic: _____
 - A. Subtopic: _____
 - 1. Supporting detail: _____
 - 2. Supporting detail: _____

II. Major topic: _____

A. Subtopic: _____

1. Supporting detail: _____

2. Supporting detail: _____

III. Major topic: _____

A. Subtopic: _____

1. Supporting detail: _____

2. Supporting detail: _____



What I Have Learned

Directions: Complete the following cards and write your answers on a separate sheet of paper.

3

Three things I am thankful for this topic are the following:

- _____
- _____
- _____

2

Two things I have found interesting about this topic are the following:

- _____
- _____

1

One thing I would like to clarify about this topic is _____.



What I Can Do

Directions: Read the notes below from secondary and primary sources that you will use as you write your expanded content of the topic outline that follow. Then, compose 1 paragraph using your written expanded content of the outline on a separate sheet of paper.

Primary Source: (research report)

While there is no way to tell exactly what the economic damage from the global COVID-19 novel coronavirus pandemic will be, there is widespread agreement among economists that it will have severe negative impacts on the global economy. Early estimates based on that, should the virus become a global pandemic, most major economies will lose at least 2.4 percent of the value of their gross domestic product (GDP) over 2020, leading economists to already reduce their 2020 forecasts of global economic growth down from around 3.0 percent to 2.4 percent.

Source: Szmigiera, M., "COVID-19: Impact on the global economy", *Statista*, May 7, 2021, <https://www.statista.com/topics/6139/covid-19-impact-on-the-global-economy/>

Secondary Source: (editorial)

The pandemic-related economic and human costs could have long-term consequences for economies through the tragic loss of life and job losses that disrupt careers and permanently shutter businesses. Fiscal and monetary measures implemented to prevent a financial crisis and sustain economic activity may also accidentally be adding to income and wealth differences. Within some countries, the economic fallout is widening racial and socio-economic cleavages and increasing social unrest.

Source: "Global Economic Effects of COVID-19", *Congressional Research Service*, Updated April 26, 2021, <https://fas.org/sgp/crs/row/R46270.pdf>

Thesis Statement: Covid-19 pandemic is a difficult challenge faced by the government because it has brought massive breakdown to the economy, destabilization of the educational system, and anxieties among families and communities in the country.

- I. Effects of COVID-19 pandemic
 - A. World Economy
 - 1. Travel
 - 2. Tourism
 - 3. Manufacturing Industries
 - 4. Family Income

On a separate sheet of paper, write the expanded content of your outline which is followed by your one paragraph composition.

Thesis Statement: COVID-19 pandemic is a difficult challenge faced by the government because it has brought massive breakdown to the economy, destabilization of the educational system, and anxieties among families and communities in the country.

I. Effects of COVID-19 pandemic

A. World Economy

1. Travel
2. Tourism
3. Manufacturing Industries
4. Family Income

B. _____

1. _____
2. _____

Rubric

| Criteria | 5 points | 3 points | 1 point |
|------------------------------|--|---|---|
| Content | The statement is relevant, appropriate and clear. | The statement is slightly relevant, appropriate and clear. | The statement is not relevant, inappropriate and not clear. |
| Grammar and Mechanics | There are no errors in grammar and mechanics. | There are at least two (2) errors in grammar and mechanics. | There are more than three (3) errors in grammar and mechanics. |
| Structure | The sentence construction is free from sentence fragments and misplaced modifiers. | The sentence construction has two (2) sentence fragments and two (2) misplaced modifiers. | The sentence construction has more than three (3) sentence fragments and three (3) misplaced modifiers. |



Assessment

Directions: Read the statements and questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. Which of the following is NOT a benefit of outlining? Outlining would _____.
 - A. summarize your ideas
 - B. organize your ideas
 - C. present information clearly
 - D. help achieve sentence variety

2. Which of the following best explains secondary sources? Secondary sources present the _____.
 - A. commentaries which come from primary sources
 - B. information which come from secondary sources
 - C. information which are derived from primary sources
 - D. analyses of research paper which are taken from various sources

3. Which of the following statements is TRUE about primary source? Primary source is a _____.
 - A. summary of the essay
 - B. firsthand information
 - C. concluding information
 - D. secondhand information

4. Which of the following statements is TRUE about major topics? Major topics refer to the _____.
 - A. major details which are formed from the major subtopics
 - B. phrases/ sentences which are formed from the subtopics
 - C. phrases/sentences which are crafted from the major subtopics
 - D. major phrases/sentences which are organized from the thesis statement

5. Which of the following statements describes a sentence outline?
A sentence outline _____.
 - A. states varied information in sentence form
 - B. presents the primary and secondary sources
 - C. states the main topic and supporting details in sentence form
 - D. presents the thesis statement, major topics, subtopics, and supporting details in sentence form

6. What is the first step in writing an outline?

- A. Make and organize a list of your subtopics.
- B. Choose your topic and establish your purpose.
- C. Create and organize a list of your major topics.
- D. Provide additional information to support your subtopics.

7. Which of the following defines a thesis statement? A thesis statement is a sentence that_____.

- A. summarizes an essay
- B. gives a conclusion of an essay
- C. expresses the main idea of an essay
- D. states the relevant information of an essay

8. Which of the following statements does NOT define an outline?

- A. It synthesizes the idea in your essay.
- B. It provides an over-all picture of your essay.
- C. It shows a hierarchical order of ideas.
- D. It is a tool for organizing the write-up.

9. Daniel is very excited for the upcoming online meeting with his teammates. As a team leader, he wants to prepare an interesting activity that could be done through online platform. Which of the following would he consider as primary source in searching for an interesting online activity?

- | | |
|------------------|---------------|
| A. biographies | C. interviews |
| B. dissertations | D. textbooks |

10. You want to write a feature article that would encourage people to keep the right attitude and stay hopeful amidst Covid-19 crisis. Which of the following could NOT be considered as best secondary source for your article?

- | | |
|------------|-------------|
| A. books | C. journals |
| B. diaries | D. reports |

11. Jen is tasked to write an essay about the importance of obeying the government's rules and regulations of her country. After writing her thesis statement, what should Jen do in order to organize her ideas?

- A. analyze the given information
- B. research on the important information
- C. choose the main topics and supporting details
- D. outline the major topics, subtopics and supporting details

12. Hannah is a passionate writer who wants to expand the content of her outline. Which of the following should she consider first?

- A. thesis statement of the outline
- B. summary of relevant information
- C. use of primary and secondary sources
- D. outline of the major topics and supporting details

13. Which of the following should NOT be done in making an outline?

- A. Make and organize a list of your subtopics.
- B. Review and refine the contents of your outline.
- C. Present the primary and secondary sources randomly.
- D. Provide additional information to support your subtopics.

14. Which of the following topics is NOT outlined properly?

- A. I. Love and Infatuation
 - A. Concepts of Love
 - B. Characteristics of Infatuation
- B. II. Greatest Movies About Love
 - A. Titanic
 - B. The Passion of the Christ
- C. III. Different Languages of Love
 - A. Spending Quality time
 - B. Offering of Material things
- D. IV. There are different types of love.
 - A. Loving someone romantically is called Eros.
 - B. Loving people unconditionally is known as Agape.

15. Teacher Nina has tasked you to create a topic outline on any subject that interests you. Since you are fond of online games, you opted to write about it. Which of the following should NOT be included in your outline?

- A. The Right Response of Parents
- B. The History and Its Developers
- C. Statistics of Online Game Users
- D. Advantages and Disadvantages of Online Games



Additional Activity

Having done all the activities in this module, enrich/enhance your learning by doing the tasks below.

Task 1: Research for primary and secondary sources relevant to racial discrimination. Using your notes, make a topic outline. Be guided by the rubric for scoring your output.

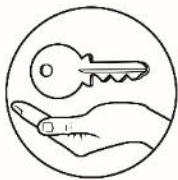
Task 2: Using the output you have created in Task 1, compose a three-paragraph essay about your advocacy titled EMBRACE (Encourage and Mobilize as we Battle Racial Discrimination Amidst Covid-19 Existence). Be guided by the rubric for scoring your output. Do this on a separate sheet of paper.

Rubric for Scoring a Topic Outline

| Criteria | 5 points | 3 points | 1 point |
|--|---|---|--|
| Adherence to Required Format/Elements | The topic outline is logically arranged and follows the standard format and elements. | The topic outline is logically arranged but has some issues in the application of standard format and elements. | The topic outline is not logically arranged and has several issues in the application of standard format and elements. |
| Mechanics | Mechanics in writing such as capitalization, spelling are properly observed. | Mechanics in writing such as capitalization, spelling are somewhat observed. | Mechanics in writing such as capitalization, spelling are not observed. |
| Neatness | The topic outline submitted is neat and clean with no erasures. | The topic outline submitted is neat and clean but with some erasures. | The topic outline submitted is not neat and not clean and with several erasures. |

Rubric for Scoring Essay

| Criteria | 5 points | 3 points | 1 point |
|------------------------------|---|--|--|
| Content/ Organization | The essay is well-organized and presents a clear elaboration of ideas. | The essay is slightly organized with some unclear points/ideas. | The essay is not organized and does not present clear ideas. |
| Grammar and Mechanics | There are no errors in grammar and mechanics. | There are two (2) to three (3) errors in grammar and mechanics. | There are more than three (3) errors in grammar and mechanics. |
| Word Choice | Appropriate and consistent use of rich words, expressions, and images to develop the topic are evident. | Some appropriate and consistent use of rich words, expressions, and images to develop the topic are evident. | Some appropriate and consistent use of rich words, expressions, and images to develop the topic are not evident. |



Answer Key

| | |
|--|---|
| <p>What's More</p> <p>1. Outline is a tool used in improving and organizing written ideas about a topic into a logical order.</p> <p>2. A thesis statement is one sentence that expresses the main idea of a paragraph or essay.</p> <p>3. Major topics</p> <p>4. Subtopics refer to the minor phrases/sentences which are formed from the major topics.</p> <p>5. Supporting details</p> <p>6. C</p> <p>7. C</p> <p>8. C</p> <p>9. B</p> <p>10. C</p> <p>11. C</p> <p>12. D</p> <p>13. C</p> <p>14. A</p> <p>15. D</p> | <p>Activity 1: Complete Me!</p> <p>1. Outline is a tool used in improving and organizing written ideas about a topic into a logical order.</p> <p>2. A thesis statement is one sentence that expresses the main idea of a paragraph or essay.</p> <p>3. Major topics</p> <p>4. Subtopics refer to the minor phrases/sentences which are formed from the major topics.</p> <p>5. Supporting details</p> <p>6. C</p> <p>7. C</p> <p>8. C</p> <p>9. B</p> <p>10. C</p> <p>11. C</p> <p>12. D</p> <p>13. C</p> <p>14. A</p> <p>15. D</p> |
| <p>What I Know</p> <p>Pre-Test/Assessment</p> <p>1. D</p> <p>2. D</p> <p>3. B</p> <p>4. D</p> <p>5. D</p> <p>6. B</p> <p>7. C</p> <p>8. C</p> <p>9. B</p> <p>10. C</p> <p>11. C</p> <p>12. D</p> <p>13. C</p> <p>14. A</p> <p>15. D</p> | <p>Activity 2: Know Your Source!</p> <p>Outline is a tool used in improving and organizing written ideas about a topic into a logical order.</p> <p>The parts are thesis statement, about a topic into a logical order.</p> <p>The parts are thesis statement, major topics, subtitles, and supporting details.</p> <p>Major topics</p> <p>Subtopics refer to the minor phrases/sentences which are formed from the major topics.</p> <p>Supporting details</p> <p>1. P</p> <p>2. P</p> <p>3. P</p> <p>4. S</p> <p>5. S</p> <p>6. P</p> <p>7. S</p> <p>8. S</p> <p>9. P</p> <p>10. P</p> |
| <p>What's In</p> <p>1. Transnational Words:</p> <p>However, Apart from, after, likewise, Cause and Effect Patterns much</p> <p>2. Effect of watching TV too</p> <p>3. Effect of watching TV too</p> <p>4. Yes</p> | <p>Assessment 2</p> <p>1. Updates on COVID-19</p> <p>a. New Quarantine Measures</p> <p>b. No</p> <p>c. Primary source</p> <p>2.</p> <p>a. New Quarantine Measures</p> <p>b. Yes</p> <p>c. Primary source</p> <p>2.</p> <p>a. New Quarantine Measures</p> <p>b. No</p> <p>c. Primary source</p> |
| | <p>What's New</p> <p>1. New COVID-19 Cases</p> <p>A. Mental Health Advocacy</p> <p>B. New Normal Coping Strategies</p> <p>C. Entertainment</p> <p>D. Variety Shows</p> |

What's More Activity 3

ASSESSMENT/Post-test

Answers may vary.

What I can do

1. D 11. D
2. C 12. C
3. B 13. C
4. D 14. D
5. D 15. A
6. B
7. C
8. A
9. C
10. B

Additional Activities

(Answers may vary.)
However, teacher has to check the outline such as; Main sub-topic, Sub-Topic, Sub Topic, Sub Topic, Sub-subtopic and the thesis statement and check the composition using the rubric.)

- III. MT-Shorter school year would help save school funds.
B. ST- The department could save money on energy costs and other operating expenses.
SD1- A shorter school year means much lower supply and transportation costs. electricity and water bills.
SD2- The school could save costs on enough time to balance learning, improving test scores and academic results. C. ST- Shorter school year gives learners enough time to balance learning, improve concentration, thus, boosting their performance in school.
SD1- Enough rest for learners would help them relax, and recreation, and relaxation.
- competencies and less stress for learners. SD2- A shorter school year would mean focus on learning the most essential competencies and less stress for learners.

- II. MT-A shorter school year would help professionals development.
SD2- Teachers could have time for and are able to teach more effectively.
SD1- Teachers could have enough rest career growth.
A. ST- Teachers can balance time between family life, teaching responsibilities, and benefit teachers in many ways.
I. MT- A shorter school year would help teachers in many ways.

1. SD
2. SD
3. SD
4. MT
5. MT
6. ST
7. SD
8. ST
9. SD
10. ST
11. MT
12. SD

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