

# English

## Quarter 4 – Module 3: Synthesizing Information



**English – Grade 8**  
**Alternative Delivery Mode**  
**Quarter 4 – Module 3: Synthesizing Information**  
**First Edition, 2020**

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Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

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**Printed in the Philippines by \_\_\_\_\_**

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**English**  
**Quarter 4 – Module 3:**  
**Synthesizing Information**

# **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**

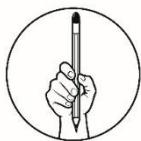
This module is developed based on the Most Essential Learning Competency (MELC) from English 8 Curriculum Guide. The lesson found in this module is divided into independent units with their own activities. The lesson herein helps you on how to synthesize essential information found in various sources.

Further, this module can be used for individualized instruction by working through each topic. In this respect, we hope that the module will be put to use productively and will contribute to its underlying aim: to save the learners from dropping out and to develop critical thinking skill among our learners.

The most essential learning competency in this module is to synthesize essential information found in various sources.

*As a learner of this module, you are expected to;*

1. define the concept of synthesis;
2. differentiate synthesized paragraph from an unsynthesized paragraph;
3. determine the essential information from varied sources;
4. organize ideas through outlining;
5. create a synthesized paragraph based on various sources read; and
6. express the importance of synthesis in writing through a slogan.



## What I Know

Before we start discussing the lesson found herein, let us find out how much you know about the coverage of this module. The result of this pre-test will determine whether you will proceed or skip the module.

**Pre-Test Directions:** Read and analyze the following questions. Encircle the letter of the correct answer.

1. It is a piece of writing that brings together multiple sources or ideas to create a new idea or point.  
A. Analysis      B. Inference      C. Summary      D. Synthesis
  
2. The pulling of information from several sources to generate a new thought is called \_\_\_\_\_.  
A. Analyzing      B. Comprehending      C. Revising      D. Synthesizing
  
3. A statement containing one main idea, which serves as guide in the process of synthesizing is called \_\_\_\_\_.  
A. Conclusion      C. Summary  
B. Supporting Details      D. Topic sentence
  
4. What is the best source to use when synthesizing written information?  
A. Books      B. Primary      C. Secondary      D. Tertiary
  
5. Which of the following is NOT an example of print sources?  
A. Books and Textbooks      C. Newspapers  
B. Encyclopedias      D. Websites
  
6. Re-stating someone else's ideas into as few words as possible is called \_\_\_\_\_.  
A. Analyzing      C. Summarizing  
B. Inferencing      D. Synthesizing
  
7. It is the re-wording of a paragraph or text, in order to borrow, clarify, or expand on information without plagiarizing.  
A. Analyzing      C. Paraphrasing  
B. Inferencing      D. Summarizing
  
8. The following statements describe a good synthesis EXCEPT \_\_\_\_\_.  
A. A way to come up with original ideas  
B. A chance to express one's opinion about a topic  
C. Comparing and contrasting different theories or positions  
D. Combining ideas from several sources with one's idea to come up a new idea

9. Which among the examples below best illustrates synthesizing of sources?
- A. Emma declutters her cabinet. She puts into several boxes her clothes, linens, and other items she no longer needs.
  - B. Emma's sister rummages through the different boxes, pulls out items, puts them in another box and delivers them to an orphanage.
  - C. Emma sorts again the contents of the boxes, takes several colorful dresses, cuts them and turns them into beautiful quilted blankets. The remaining scraps of cloth are made into potholders and doormats.
  - D. Emma sells her quilted blankets, potholders and doormats to neighbors and friends.

For items 10 -15. Below are the jumbled steps in synthesizing information from a number of different sources. Write the correct number sequence in the boxes.

- A. Then read relevant material.
- B. Make notes on key points from this material. Remember to always use your own voice and to reference the ideas and words of others.
- C. From all of this information you now synthesize or write a new text.
- D. Identity common ideas and differences between the texts.
- E. Then create a summary for each text.
- F. You should begin by brainstorming your ideas on the topic.



## What's In

**Directions:** Determine whether each statement is a primary or secondary source. Answer **P** for primary and **S** for secondary. Write your answers on a sheet of paper.

- **Primary Sources** are those documents written or made by someone who witnessed first-hand the unfolding of an event. These include diaries, speeches, letters, photographs, film footages, autobiographies.
- **Secondary Sources** are those documents that were written or made by a person who is not directly involved in the event. These include encyclopedias, textbooks, book reports, and newspapers among others.

- \_\_\_\_\_ 1. A 2015 Broadway musical depicting the life of Alexander Hamilton, one of the founding fathers of the United States
- \_\_\_\_\_ 2. The Diary of Anne Frank
- \_\_\_\_\_ 3. Audio recording of an interview with Lola Rosa Henson, the first Filipino comfort woman who spoke of her life during World War 2
- \_\_\_\_\_ 4. Gregorio Zaide's book on *Life, Works and Writings* of Jose Rizal
- \_\_\_\_\_ 5. *The Parisian Life*, an 1892 painting by Juan Luna
- \_\_\_\_\_ 6. A newspaper article on Beirut explosion
- \_\_\_\_\_ 7. An Afro-Asian Literature textbook for Grade 8 learners
- \_\_\_\_\_ 8. A YouTube video describing how the pyramids were built
- \_\_\_\_\_ 9. Autobiography of Shinzo Abe, Japan's longest serving Prime Minister
- \_\_\_\_\_ 10. Facebook livestreaming of comet Neowise passing over Mt. Mayon

Having different sources is a must especially in writing. Researching different sources is important to create new ideas. In this module, you will learn how to create new ideas through searching relevant information.



## What's New

**Directions:** Read the conversation below and do the given task.  
Three friends are talking about the announcement their teacher gave regarding the suspension of classes.

**Student 1:** Hi, guys! I've heard that there's no class today? Just came back from the Principal's Office, so I missed Ms. Maghilum's announcement.

**Student 2:** Yeah. Ms. Maghilum told us to go home after she read the official statement from the Office of the Mayor that all classes in elementary and secondary levels are suspended today due to Typhoon Maring. She said that its landfall is expected tomorrow morning and that our province is already under Signal Number 2.

**Student 1:** Oh, so that's the reason why it is raining cats and dogs. But, why go home now? Typhoon Maring, you said, is expected tomorrow yet. Don't you think it's a waste of our time and money?

**Student 3:** Hah! You are trying to be funny, girl? Don't you know that suspension of classes for elementary and high school means that we are already under Signal Number 2? And Signal Number 2 means that today's wind speed is 61 to 120 kilometer per hour. Do you know what it can do? Girl, it can blow off the roofs of our old houses! Then, as we live near the beach, we have to be prepared and be alert always. There's a possibility that the waves will be taller than your five feet, 2 inches' height! God forbid, waves as tall as you can destroy houses near the shores.

**Student 1:** You're scaring me! How do you know about that?

**Student 2:** Well, she's a fan of Ka Tani, the weatherman of PAGASA. Well, guys, I may sound selfish but I guess I'm safe. I don't live near a beach like the two of you.

**Student 3:** You, kidding? "Sana all" lives at the foot of a mountain! Have you heard of a landslide, girl?

**Student 1:** Hahaha. An ally has been slain. Initiate retreat!

**Student 2:** There goes the online gamer!

**Student 3:** Well, a storm is dangerous, that's a fact. But come to think of it, this weather disturbance gives us time to be with our loved ones. It gives us special time to pray and play together, eat together, and plan together what to do in case Typhoon Maring will not dissipate or change its direction.

**Student 1:** Yep, you are right! C'mon. Let's go home now!

**Task 1.** Based on the conversation, who do you think between students 2 and 3 offers more insights regarding the teacher's announcement?

**Student 2:** Yes, because \_\_\_\_\_

\_\_\_\_\_

No, because \_\_\_\_\_

\_\_\_\_\_

**Student 3:** Yes, because \_\_\_\_\_

\_\_\_\_\_

No, because \_\_\_\_\_

\_\_\_\_\_

The dialog above shows the advantage of having known different sources in order to give relevant and substantial information. In this module, you will learn to identify relevant information and use them to create new ideas.



## What is It

One of the most important reading comprehension strategies that every learner should have is the skill in **synthesizing**. Before we define what synthesis is, read the following paragraphs.

A.

In one of Aesop's fables, a ferocious lion spares a timid, little mouse who had disturbed his sleep. He had planned to eat it but changed his mind when the mouse begged to spare his life. In a twist of fate, the mouse later saved the lion who was caught in a hunter's trap.

B.

I used to think that the poor and the weak are powerless and great deeds are only for the strong and powerful. My thinking changed when I read the story of "The Lion and the Mouse". Now, I realized that that is nowhere near the truth. After reading the story, I realized that whether we are weak or strong, small or big, rich or poor -- we all have the power to make a difference in the lives others.

Which paragraph retells the most important ideas in the story?

Which paragraph includes a new and deeper understanding of the story?

*Paragraph A only summarizes the important information in the text. This is only a summary of the story, "The Lion and the Mouse".*

*Paragraph B moves beyond what is stated in the story. It includes insights which give a new and deeper meaning to the text. The writer here is making a synthesis.*

Although summarization leads to synthesis, it is not synthesizing.

Here is an example of a synthesized paragraph.

1) A growing number of schools across the country have started requiring the wearing of school uniforms, but there are differing opinions about them. 2) Author 1 claims that uniforms eliminate bullying, increase students' attendance as well as academic achievement. 3) Moreover, it also instills pride in one's school. 4) In contrast, Author 2 believes that mandatory wearing of uniforms violates freedom of self-expression, and does not correlate to student achievement. 5) If wearing of school uniforms be required, they need to be evaluated if the policy is effective. 6) While school uniform symbolizes the schools' commitment to bring about changes, it is not the only sure-fire solution to problems in the campus.

The paragraph above is a good example of a synthesized paragraph because of the following reasons.

- Sentence 1 indicates a clear topic in the opening sentence.
- Sentence 2 and 4 present sources of information.
- The paragraph uses transition words and verbs expressing a claim, an agreement or disagreement.
- The paragraph ends with a new thought about the topic.

### **What is Synthesizing?**

The prefix “**syn**” in synthesis means together. Hence, **synthesizing** is pulling together different ideas to come up with a new, bigger idea. It is an on-going process where old and new knowledge, experiences, opinions add up, blend, and fit together to create new understanding.

To illustrate:

$$\text{Idea 1} + \text{Idea 2} + \text{Own Ideas} = \text{New Ideas}$$

To be able to synthesize, you must also know how to:

**Summarize** - To shorten a long text by writing the main points in your own words

**Paraphrase** - To put a passage from source material into your own words similar in length as the original

**Analyze** - To break complex topic into smaller parts.

Example: breaking down a cake into its ingredients.

**Infer** - To use observation and background to reach a logical conclusion

## **How to Synthesize?**

### **The RES Method**

For you to be able to synthesize essential information, this approach could help you.

**R** – Read two different sources about a topic and jot down important ideas.

**E** – Edit notes and put together similar concepts.

**S** – Synthesize by combining notes with what you already know about the topic.

However, to help you declutter your ideas in synthesizing essential information, the following steps can also be of great help;

### **Step 1: Organize your sources**

After collecting the relevant literature, you need to organize your notes in a way that allows you to see the relationships between sources. You can get relevant information from the following sources.

#### **Print Sources**

*Books and Textbooks, Newspapers, Academic and Trade Journals, Government Reports and Legal Documents, Press Releases and Advertising, Flyers, Pamphlets, and Leaflets*

#### **Digital and Electronic Sources**

*Multimedia, Websites, Blogs and personal websites, Social media pages and message boards.*

### **Step 2: Outline your structure**

With a clear overview of the main connections and differences between the sources you've read, you need to decide how you'll group them together and the order in which you'll discuss them.

### **Step 3: Write paragraphs with topic sentences**

What sets a synthesis apart from a summary is that it combines various sources. The easiest way to think about this is that each paragraph should discuss a few different sources, and you should be able to condense the overall point of the paragraph into one sentence.

This is called a **topic sentence**, and it usually appears at the start of the paragraph. The topic sentence signals what the whole paragraph is about; every sentence in the paragraph should be clearly related to it.

### **Step 4: Revise, edit and proofread**

Like any other piece of academic writing, synthesizing literature involves redrafting, revising, editing and proofreading.

In writing your synthesis, the following verbs can be of help. DON'T FORGET, to use the following terms when quoting your source.

asserts	highlights	illustrates
portrays	suggests	argues
conveys		
contends	explains	claims

To show agreement, use the following:

Similarly	also	likewise
Equally	Furthermore	

To show disagreement, the following words can be used:

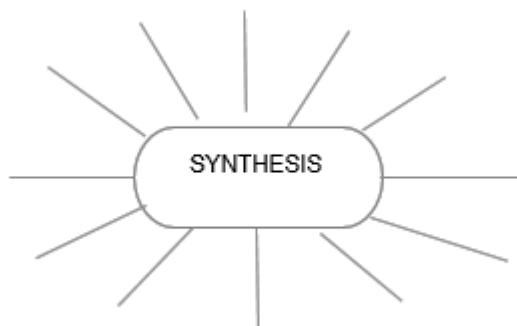
On the other hand, on the contrary	unlike	
Although	despite	otherwise
Conversely	where	



## **What's More**

### **Activity 1. Associating Words or Phrases**

Directions: Complete the web by writing words or phrases associated with Synthesis. Write them down on a separate sheet of paper.



### **Assessment 1: Relevant or Irrelevant?**

**Directions:** Write **R** before the number if the statement supports the topic. Write **I** if it does not.

Topic: **Are People Becoming Technological Zombies?**

- \_\_\_\_\_ 1. The massive use of modern technology has brought us not only benefits and convenience but also new social and psychological issues.
- \_\_\_\_\_ 2. Technology addiction involves excessive human-machine interaction.
- \_\_\_\_\_ 3. Factors influencing technology addiction include depression and anxiety.
- \_\_\_\_\_ 4. Technology usage increases students' academic achievement.
- \_\_\_\_\_ 5. There is a need to change the school curriculum to cope with technology revolution.

- \_\_\_\_\_ 6. Majority of teens see their cellphones as drug or reliever to keep themselves occupied.
- \_\_\_\_\_ 7. Zombies have dominated science fiction.
- \_\_\_\_\_ 8. Types of diseases that can cause a person to act like zombies are rabies, leprosy, and African Sleeping Sickness.
- \_\_\_\_\_ 9. Social media has played a major role in the increase of technological zombies.
- \_\_\_\_\_ 10. People struggle to keep up with the pace of technological innovation.

### **Activity 2: Getting Essential Information**

**Directions:** Read each paragraph and pick out the essential ideas by writing them in a separate sheet of paper.

1. With the advent of technology, more and more people logged into social media. Facebook, Twitter, and Instagram keep us connected with family members. They are great places to meet new people, reconnect with long lost friends or even to start relationship. However, people should realize that online relationships are not healthy substitute for real life interactions.

2. The internet, unlike any other modern invention, has made possible the reality of the world as a global village. The last two generations of Filipinos were brought up on internet. Next to the family, it probably is the most important influence in forming our children's values. Teenagers make up internet's largest users. Any mother who has witnessed her child's glassy-eyed stare fixed for hours on end upon a computer or cellphone screen can testify that school work rarely gets the same intensity of concentration.

*-Torres, Myrna M. 1997. Moving Ahead in English II. English Teacher's Manual for Second Year High School*

3. Radar has its uses - both peaceful and destructive. In wars, radar is used not only to locate targets, but also to aim guns and missiles for it can pinpoint a target as big as a football, hundreds of miles away. Radars are used to help navigate ships, for they pick up echoes from other ships to prevent collision as well as echoes from buoys in channels when ships enter or leave port. Radar sets are used to help land airplanes during bad weather when pilots cannot see ground.

*-Mendinueto, Cleofe C. 1990. English for Secondary Schools 1*

**Self-Check:**

- Were you able to identify relevant information?
- How were able to distinguish relevant information from unrelated ones?

**Assessment 2. Synthesized or Unsynthesized**

**Directions.** Identify the paragraphs if they are synthesized or not. Write **✓** if it is synthesized, and **X** if not.

1.The use of PowerPoint presentation in the classroom offers a powerful tool in delivering the lesson but several educators question its usefulness. Ruiz (2000) claims that due to the ease of delivery, teachers go too fast with the discussion and rely heavily on the information on the slide. Furthermore, Juan (2002) believes that because too much text is put on a slide, it became visually poor and boring. However, Ramos (2002) argues that while PowerPoint has its downside, it is much more flexible and is limited only by the creativity of the user.

2.De la Cruz (2012) conducted a study on the preferred learning modality of 15 males and 18 female Junior High School students and found out that all of them favors online class. De la Cruz claims that the students preferred online class for being flexible and cost-efficient than traditional class. Sangco (2016) reveals that of the 30 students he surveyed, 12 preferred face-to-face classes citing unavailability of laptop, cellphone and internet connection at home.

3. Mulan, a 1988 Disney animated movie is about Fa Mulan who joined the army disguised as her ailing father to save his life. It tells about her exploits as an army and how she helped save her country and the Emperor from the enemy. As the movie unfolds, I come to realize interesting things about Mulan. Like, she is a perfect example of a feminist. She breaks the gender limitations set by her society. In addition, she is not afraid to show her true self even if it means disappointing her family. However, what impresses me more about Mulan is her selflessness. Out of her love for her father and her family, she goes to war in his stead regardless of the severe punishment waiting once her disguise would be uncovered.

### **Activity 3**

**Directions:** Read the paragraphs below and fill out the charts provided.

A.

Protected bike lanes become an essential feature in big cities in the Philippines. During covid -19 pandemic, hundreds of commuters resorted to using bikes as alternative transportation. Bike enthusiasts welcomed the move as there are many benefits to bicycling. Bicycles are economically friendly. They don't use gas and requires less maintenance. Bicycles don't get stuck in traffic. They don't produce pollution, and they don't get parking problems. Bicycles also offer an excellent way to exercise. It is found that cycling relieves stress and anxiety. Many cities across the nation have encouraged bicycling to cut down on traffic, accidents, and pollution. They've added bike lanes to downtown areas to provide safe and speedy thruways for bicyclists.

<b>KEYWORDS in the Paragraph</b>	<b>Summary of the Author's Argument</b>

B.

Protected bike lanes reduce one valuable lane from already crowded inner-city streets. Such overcrowding is worsened by the introduction of fleets of reckless bicyclists. Many bicyclists ignore street signs, causing additional accidents with cars and people. Furthermore, parked bicycles clutter congested sidewalks, making many areas impassable. These problems far outweigh the benefits of bicycling. Those who don't want to drive can hop on a bus or subway and gain many of the benefits of bicycling without taking up valuable spaces on the roads.

<b>KEYWORDS in the Paragraph</b>	<b>Summary of the Author's Argument</b>

#### **Self-check:**

- Were you able to find keywords that signal for relevant information?
- How did you summarize the author's argument?

### **Assessment 3. Writing Synthesized Paragraph**

**Directions:** Synthesize the ideas presented in the two passages in Activity 3 by completing the paragraphs below. Use the data that you gathered from Activity 2.

In passage one, the author argues that placing bike lanes in big cities

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---

On the other hand, in passage two, the author contends that placing bike lanes in big cities

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#### **Check your work against this:**

- Does it indicate a clear topic in the opening sentence?
- Does it include 2 or 3 sources of information?
- Does it describe important findings about the topic through a summary?
- Does it use transition words and verbs expressing a claim, an agreement or disagreement?
- Does it end with a new thought about the topic?



## ***What I Have Learned***

Let us check how far you have learned this lesson by filling out the box below.

Today I **have learned** that *Synthesizing*  
is \_\_\_\_\_  
\_\_\_\_\_.

There are helpful tips in synthesizing essential information like;

\_\_\_\_\_  
\_\_\_\_\_.

Other skills that I learned from synthesizing are;

\_\_\_\_\_  
\_\_\_\_\_.



## What I Can Do

This time, let us put what you have learned into practice.

**Directions:** Using the sources below, write a well - synthesized paragraph. Before organizing your notes, review the steps in writing synthesis so you will be guided. Write your paragraph in a separate sheet of paper.

**Source 1:** Technology has greatly improved the life of mankind in ways we could not imagine, but while it helps, it also creates problems. Scientists use technology in finding cures for diseases like cancer or COVID -19 virus to save lives. However, the same technology can be used to create biological and chemical weapons to end lives.

**Source 2:** Modern technology helps produce more nutritious food on less land. People will live longer as disease-carrying genes are detected and corrected before a person is born. However, more people will mean more pollution. Global warming which is caused by human activity causes climate change.

**Source 3:** The technology on Artificial Intelligence (AI) will be both very good and very bad for every industry and every human being. Artificial Intelligence will free us from the need to carry out many of our daily tasks, but it can also lead to unemployment as robots will replace many jobs that are repetitive and single-task oriented.

You will be graded based on the rubric below:

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Topic Sentence</b>	The paragraph has correctly placed and clear topic sentence	The paragraph has clear topic but incorrectly placed	Topic sentence is unclear and incorrectly placed	There is no topic sentence	
<b>Supporting Details</b>	Discussed more than two sources in the paragraph	Discussed only two sources in the paragraph	Only one source is cited in the paragraph	There is no source cited in the paragraph	
<b>Organization and Transitions</b>	Paragraph is organized around a single idea. Transition word/s and expressions of agreement and disagreement are used	Paragraph is organized around a single idea. Transition word/s but failed to use expressions of agreement or disagreement	Paragraph is organized around a single idea but did not use transition words and expressions of agreement and disagreement	Paragraph is not organized; no transition words, expressions of agreement or disagreement are used.	
<b>Concluding Sentence</b>	Concluding sentence is well-developed	Only basic conclusion is reflected	There is an attempt to write a conclusion	Does not have concluding sentence	
<b>Mechanics and Grammar</b>	Paragraph has no error in punctuation and spelling	Paragraph has one or two errors in punctuation and spelling	Paragraph has three to five errors in punctuation and spelling	Paragraph has six or more errors in punctuation and spelling	
<b>Legibility</b>	Readable handwriting	Marginally readable handwriting	Writing is not readable in some places	Writing is not readable	
<b>TOTAL</b>					



## Assessment

**Directions:** Read and analyze the following questions. Write the letter of the correct answer. Encircle the letter of the correct answer.

1. It is a piece of writing that brings together multiple sources or ideas to create a new idea or point.  
A. Analysis      B. Inference      C. Summary      D. Synthesis
  
2. The pulling of information from several sources to generate a new thought is called \_\_\_\_\_.  
A. Analyzing      B. Comprehending      C. Revising      D. Synthesizing
  
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B. A chance to express ones opinion about a topic  
C. Comparing and contrasting different theories or positions  
D. Combining ideas from several sources with ones idea to come up a new idea

9. What is the best example to illustrate synthesizing of sources?

- A. Emma declutters her cabinet. She puts into several boxes her clothes, linens, and other items she no longer needs.
- B. Emma's sister rummages through the different boxes, pulls out items, puts them in another box and delivers them to an orphanage.
- C. Emma sorts again the contents of the boxes, takes several colorful dresses, cuts them and turns them into beautiful quilted blankets. The remaining scraps of cloth are made into potholders and doormats.
- D. Emma sells her quilted blankets, potholders and doormats to neighbors and friends.

For numbers 10 -15, below are the jumbled steps in synthesizing information from a number of different sources. Write the correct number sequence in the boxes.

- A. Then read relevant material.
- B. Make notes on key points from this material. Remember to always use your own voice and to reference the ideas and words of others.
- C. From all of this information you now synthesize or write a new text.
- D. Identity common ideas and differences between the texts.
- E. Then create a summary for each text.
- F. You should begin by brainstorming your ideas on the topic.



## ***Additional Activities***

Isn't it amazing that you have reached this far? Here is your final stretch for this module.

Directions: Make a slogan expressing the importance of synthesis in writing. Write this on a separate sheet of paper. A rubric is given as your guide.

Rubric:

<b>Criterion</b>	<b>5 — Point Scale</b>
<b>Content</b>	5- The slogan is exceptionally attractive in terms with the chosen words. It clearly expresses the message of the given topic.
	4- The slogan is attractive in terms with the chosen words. It expresses the message of the given topic.
	3- The slogan is fairly attractive in terms with the chosen words. It fairly expresses the message of the given topic.
	2- The slogan is poorly done. It does not express the message of the given topic. 1The slogan is very poorly done.
	1- It is incomplete.



## ***Answer Key***

Activity 1		Activity 2		Assessment 1		Assessment 2	
What's More	Answers may vary	Assessment 1	Assessment 2	Assessment 1	Assessment 2	Assessment 1	Assessment 2
1. R	It's a place to meet new people.	1. ✓	social media connects family and friends.	1. ✓	It's not a healthy substitute for real life interaction.	2. X	Internet makes the world a global village.
2. R	It's a place to start relationships.	2. X	It's a place to meet new people.	2. X	It's not a healthy substitute for real life interaction.	3. ✓	It influences children's values.
3. R	It's not a healthy substitute for real life interaction.	3. ✓	It's a place to start relationships.	3. ✓	It influences children's values.	4. I	Internet makes the world a global village.
4. I	It's not a healthy substitute for real life interaction.	4. I	It influences children's values.	4. I	It influences children's values.	5. I	Radar can be peaceful and destructive.
5. I	It influences children's values.	5. I	Radar can be peaceful and destructive.	5. I	It influences children's values.	6. R	Used to locate and aim at targets.
6. R	It influences children's values.	6. R	Used to locate and aim at targets.	6. R	Used to navigate ships	7. I	Used to help land airplanes.
7. I	It influences children's values.	7. I	Used to navigate ships	7. I	Used to help land airplanes.	8. I	Used to help land airplanes.
8. I	It influences children's values.	8. I	Used to help land airplanes.	8. I	Used to help land airplanes.	9. R	Used to help land airplanes.

Activity 3	Summary	Key words	Answer may vary	bike lanes, bad, Answer may vary lanes in urban areas is a bad idea because spaces take up valuable space, create additional space, cause crowding, and slide walls, and congested alternatives, by better can be replaced by such abuses and subways.

What's New  
Student 2: No, she only retells what the teacher said.  
Student 3: Yes, because she is adding her previous knowledge, thoughts, opinion and interpretations to the announcement made by the teacher.

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