DepED
DEPARTMENT OF EDUCATION

English

Quarter 2 - Module 1: Explaining Visual-Verbal Relationships

ALTERNATIVE DELIVERY MODE

ADM

English – Grade 8
Alternative Delivery Mode
Quarter 2 – Module 1: Explaining Visual-Verbal Relationships
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English
Quarter 2 - Module 1:
Explaining Visual-Verbal Relationships

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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.

Lesson 1

Explaining Visual-Verbal Relationships

What I Need to Know

The scope of this module permits it to be used in many different learning situations. The lessons are arranged to follow the standard sequence of the course.

After going through this module, you are expected to explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts (EN8SS – IIe - 1.2 MELC).

Specifically, you are expected to:

1. analyze visual-verbal relationships through tables, graphs, infographics, and information maps;

2. interpret information presented in a text; and

3. demonstrate appreciation and understanding of expository text through a concept map.

What I Know

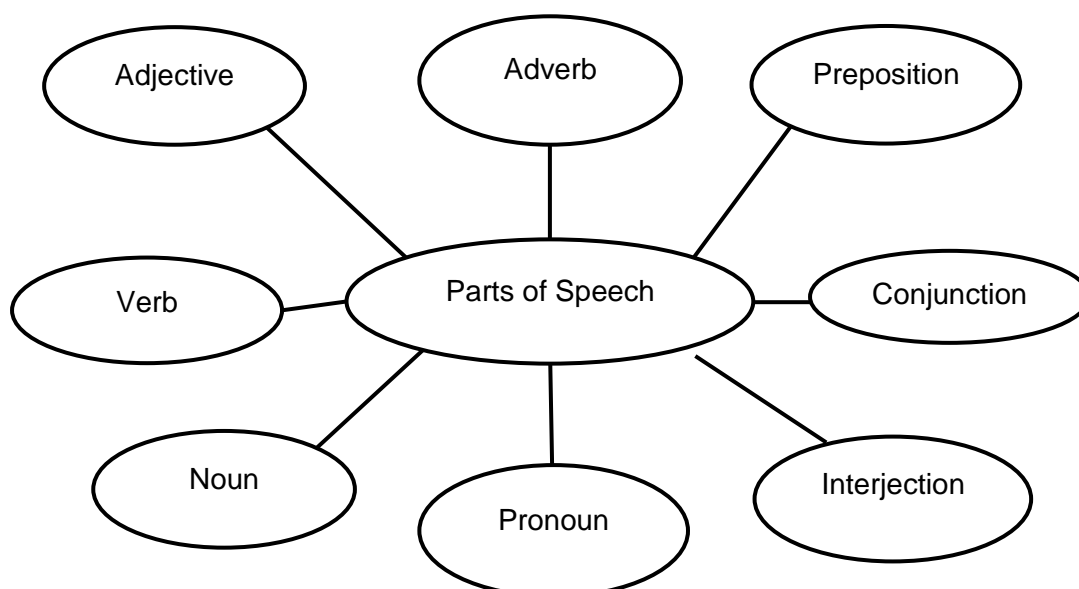In this part of the module, you are going to answer the given activity by interpreting verbal-visual relationships using graphs, tables, and information maps.

Directions: Analyze closely the given verbal-visual presentations through graphs, infographics, tables, and information maps. Write the letter of your answer on a separate sheet.

1. In the concept map below, which one is NOT a part of speech?
    A. adjective   B. adverb   C. modal   D. verb

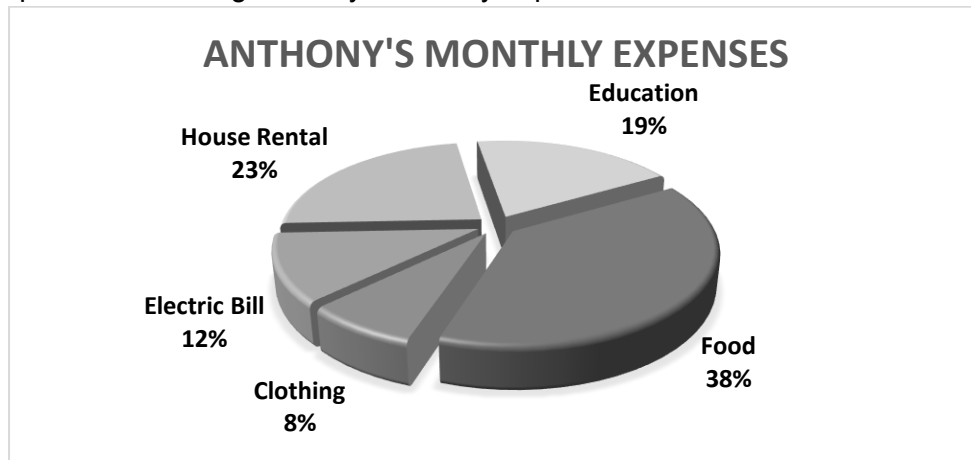
2. The map below shows that _____.
    A. Europe is part of Asia
    B. Antarctica is the largest continent
    C. Australia is the smallest continent
    D. North and South America are considered as one continent

Source: "BALS: The World According To The Map". 2014. *Deped LR Portal*.
https://lrmds.deped.gov.ph/detail/6458

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For items 3-4, please refer to the chart below.

Below is a pie chart showing Anthony's monthly expenses.

ANTHONY'S MONTHLY EXPENSES

Education 19%

House Rental 23%

Electric Bill 12%

Clothing 8%
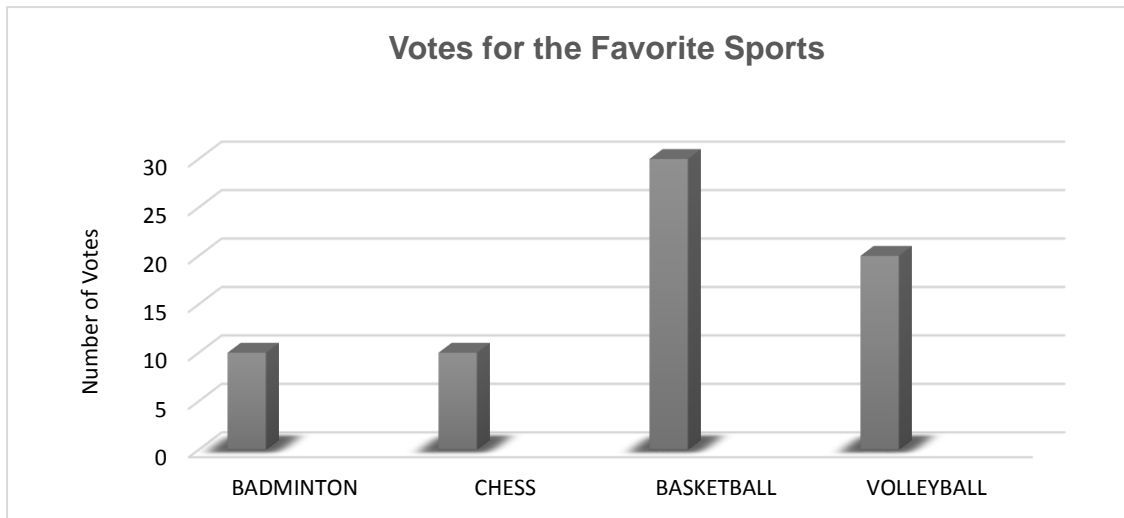
Food 38%

3. Which part of the pie has the biggest monthly budget of Anthony's expenses?
   A. education   B. electric bill   C. food   D. house rental

4. How many percent is the budget for house rental?
   A. 8%   B. 12%   C. 19%   D. 23%

For items 5-6, please refer to the table below.

Modalities of Learning	Grade 8		
	Section Rizal	Section Arellano	Total
Radio	1	2	3
Television	4	4	8
Online Learning	13	9	22
Modular Learning	23	26	49
Blended Learning	7	6	13
Total	**48**	**47**	**95**

5. How many students choose online learning?
   A. 9   B. 13   C. 22   D. 48

6. Which learning modality do students like the most?
   A. modular learning   B. online learning   C. radio   D. television
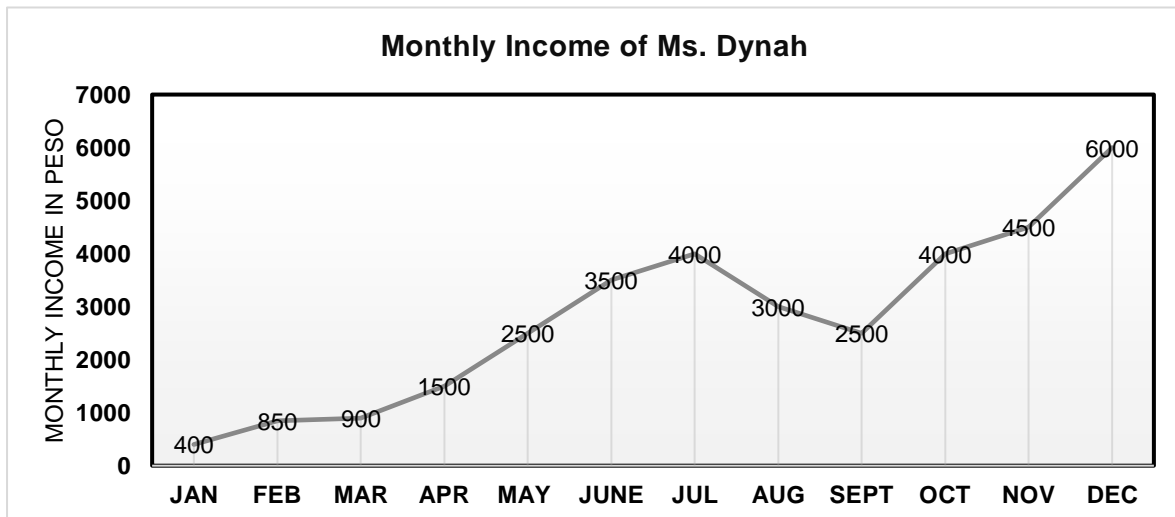
3

For items 7-8, please refer to the graph below.

Votes for the Favorite Sports

7. Which sport has the highest number of votes?
   A. Badminton   B. Basketball   C. Chess   D. Volleyball

8. What conclusion can be drawn from the graph?
   A. All sports have the same votes.
   B. Basketball is the favorite sports of most students
   C. People have the same interests in sports.
   D. Volleyball has the highest number of votes.

For items 9-11, please refer to the graph below.
Below is the line graph showing the monthly income of Ms. Dynah's perfume business.

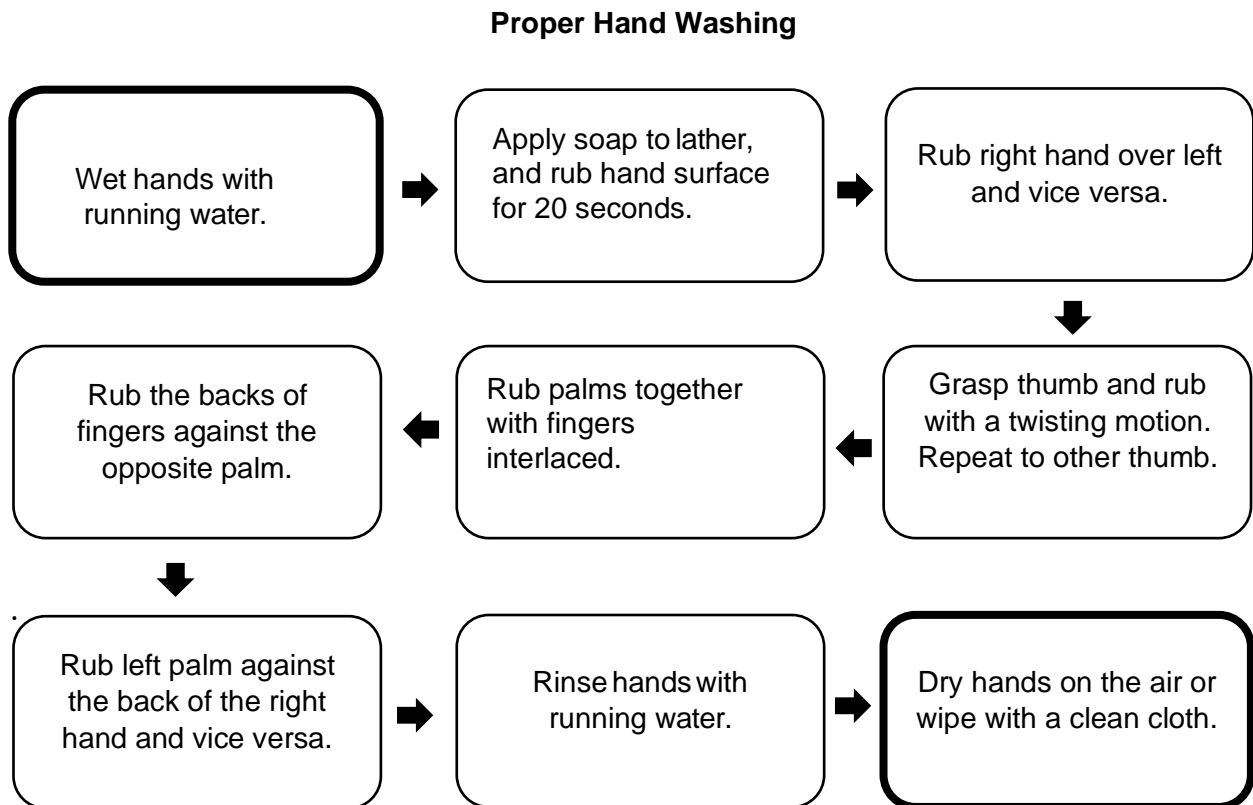## Monthly Income of Ms. Dynah

9. In which month does Ms. Dynah earn the highest?
   A. July   B. October   C. November   D. December

10. How much is the increase of Ms. Dynah's income from May to June?

   A. P 500.00   B. P 1,000.00   C. P 1,500.00   D. P 2,000.00

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11. Based on the given data in the graph, what will likely happen to the perfume business of Ms. Dynah?
   A. Her perfume business will boom.
   B. Her perfume business will be closed.
   C. Her perfume business will start to fail.
   D. Her perfume business will just break even.

For items 12-13, please refer to the flowchart below.

Proper Hand Washing

Wet hands with running water.	Apply soap to lather, and rub hand surface for 20 seconds.	Rub right hand over left and vice versa.
Rub the backs of fingers against the opposite palm.	Rub palms together with fingers interlaced.	Grasp thumb and rub with a twisting motion. Repeat to other thumb.
Rub left palm against the back of the right hand and vice versa.	Rinse hands with running water.	Dry hands on the air or wipe with a clean cloth.

Source: "Get Ready For Disasters: Workbook For Intermediate Students". 2016. *Deped LR Portal*. https://lrmds.deped.gov.ph/detail/11265.

12. How many seconds do you need to wash your hands?
   A. 10 seconds
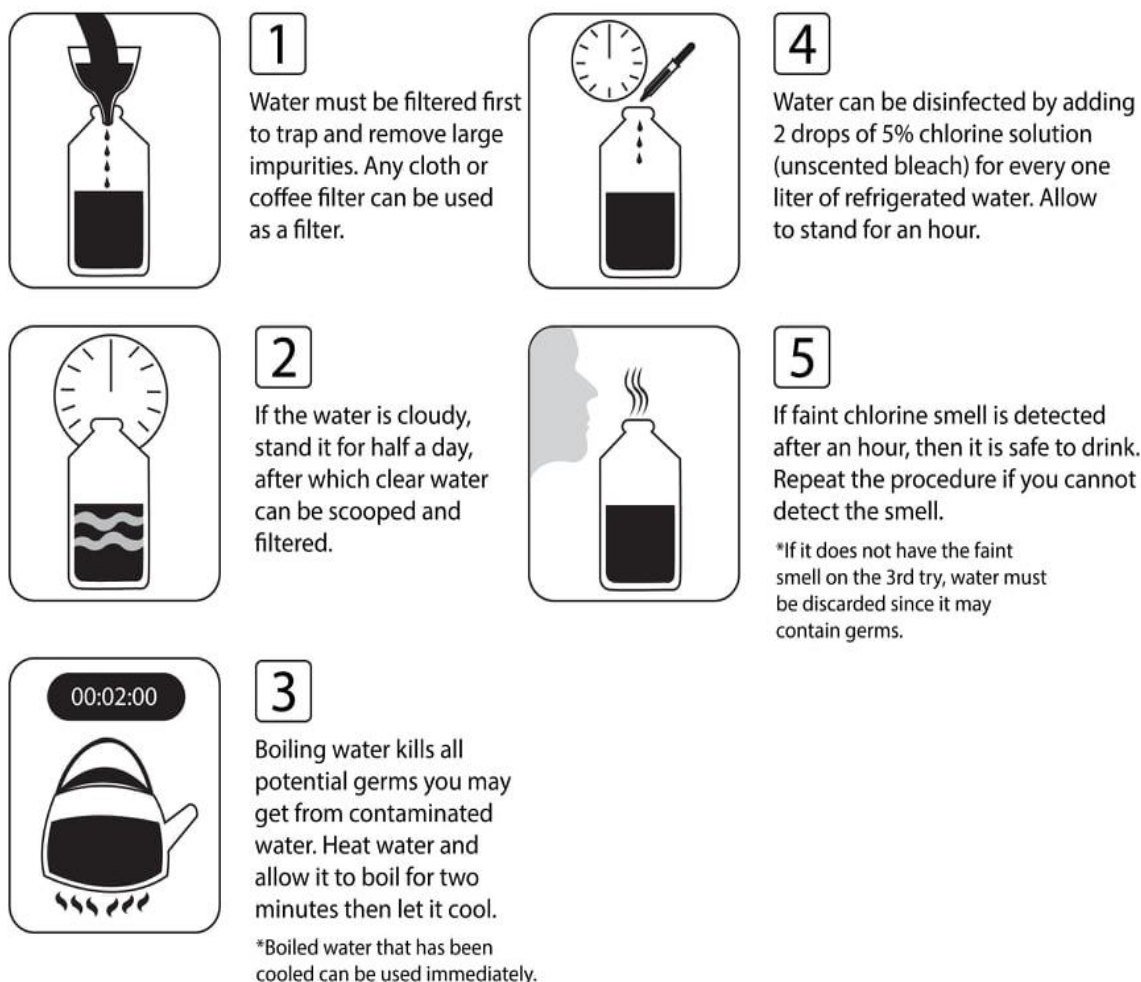   B. 15 seconds
   C. 17 seconds
   D. 20 seconds

13. Which is NOT the main purpose of hand washing?
   A. To eliminate the presence of viruses
   B. To spread the viruses and diseases
   C. To prevent the spread of viruses
   D. To maintain proper hygiene

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For items 14-15, please refer to the infographic below.

HOW TO MAKE DRINKING WATER SAFE

"Clear water is not necessarily safe to drink. Purifying it by boiling or disinfection will make it potable"

1 Water must be filtered first to trap and remove large impurities. Any cloth or coffee filter can be used as a filter.

2 If the water is cloudy, stand it for half a day, after which clear water can be scooped and filtered.

3 Boiling water kills all potential germs you may get from contaminated water. Heat water and allow it to boil for two minutes then let it cool.

*Boiled water that has been cooled can be used immediately.

4 Water can be disinfected by adding 2 drops of 5% chlorine solution (unscented bleach) for every one liter of refrigerated water. Allow to stand for an hour.

5 If faint chlorine smell is detected after an hour, then it is safe to drink. Repeat the procedure if you cannot detect the smell.

*If it does not have the faint smell on the 3rd try, water must be discarded since it may contain germs.

Source: "How To Make Drinking Water Safe". 2015. Deped LR Portal. https://lrmds.deped.gov.ph/detail/10578.
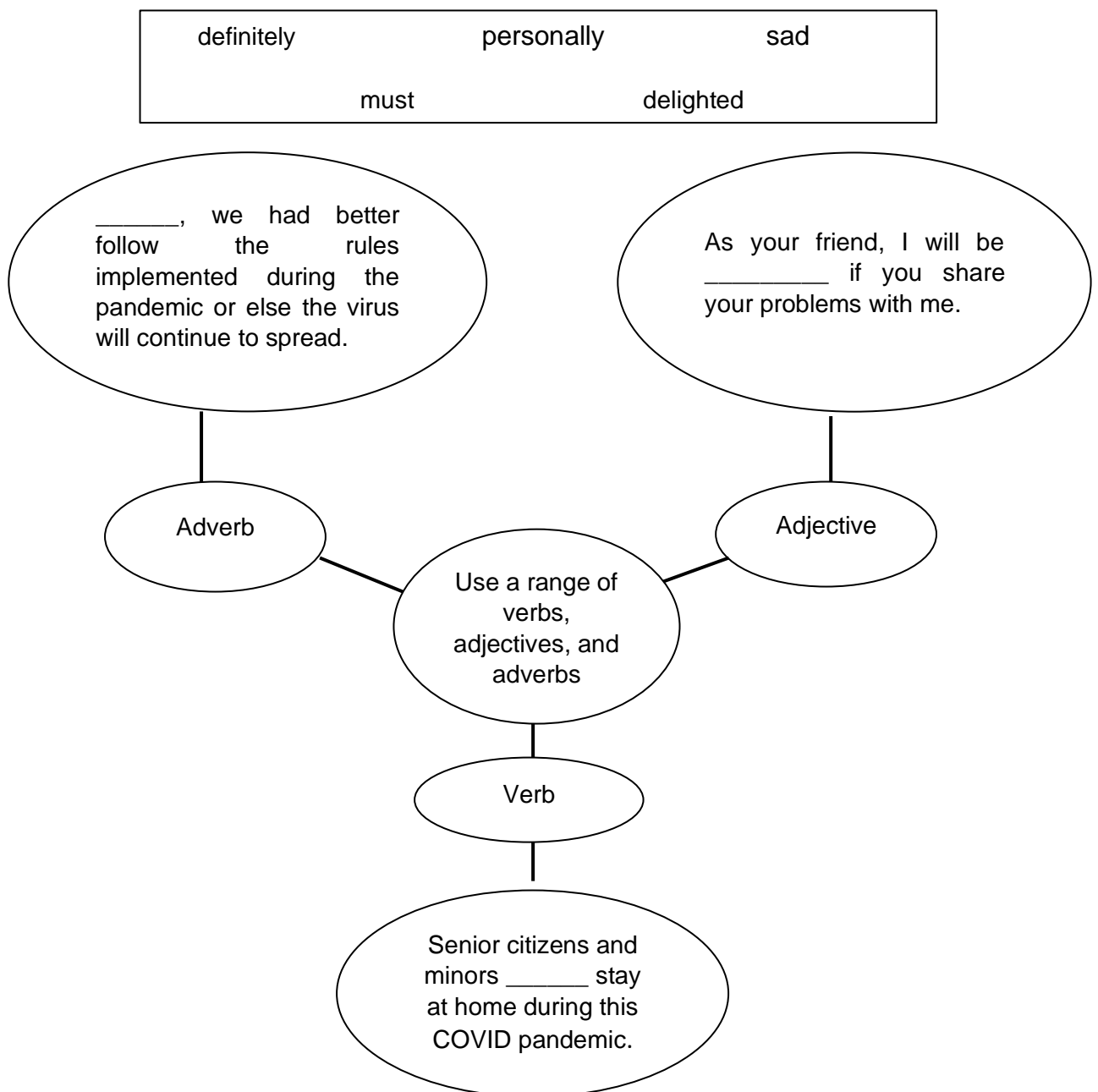
14. What is the BEST explanation why water must be filtered before it becomes drinkable or potable?
    A. To prevent us from dehydration
    B. To enjoy the benefits of the water
    C. To contain bacteria and microbes present in water
    D. To eliminate dirt, minerals, chemicals, and other impurities

15. Which of the following statements does NOT explain what the infographic is all about?
    A. The infographic illustrates the acidity of water.
    B. The infographic presents how to get drinking water.
    C. The infographic tells that ordinary water can be potable or drinkable.
    D. The infographic shows the step by step procedures of making water safe for drinking.
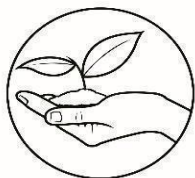
6

What's In

You have learned from your previous lesson how to use a range of verbs, adjectives, and adverbs in expressing emotional responses and reactions to an issue.

Directions: Fill in the blanks in the concept map with the correct words from the box below to complete the idea of each sentence. Write your answers on a separate sheet.

definitely	personally	sad
must	delighted	

_____, we had better follow the rules implemented during the pandemic or else the virus will continue to spread.

As your friend, I will be _____ if you share your problems with me.

Adverb

Adjective

Use a range of verbs, adjectives, and adverbs

Verb

Senior citizens and minors _____ stay at home during this COVID pandemic.

You have learned from the **concept map** above about using a range of verbs, adjectives, and adverbs in expressing emotional responses and reactions.

A **concept map** is an example of a **visual-verbal illustration**.

What's New

Have you ever presented your ideas to a group of people? If so, were you able to present your ideas clearly? What do you usually use in presenting your ideas?

Look at the illustrations below. Which of the two would you like to use in presenting the given idea? Draw a 🖤 to your choice on the space provided.

The term 'cultural heritage' has changed content considerably in recent decades, partially owing to the instruments developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, and festive events.

Source: Anama, Gina, Anna Lea Davide, Ricardo Ador Dionisio, Lerma Flandez, Armi Victoria Fiangaan, Marcelino Ibañez, and Gizelle V. Laud et al. *Voyages In Communication – Grade 8*. 1st ed. Pasig City: Department of Education, 2013.
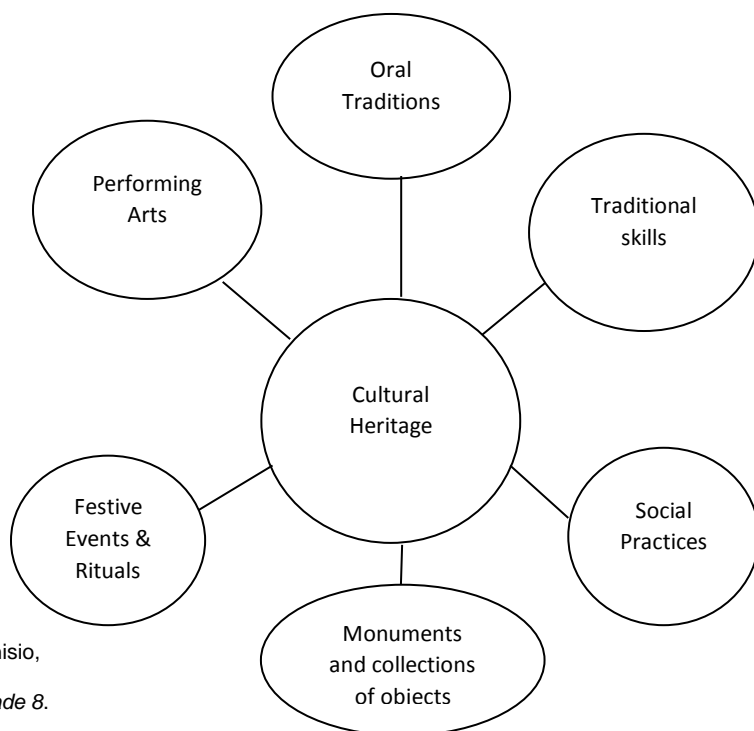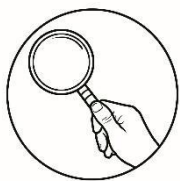
Illustration 1. _____

Illustration 2. _____

- Why did you choose such an illustration?
- What ideas are presented in the two illustrations? Are they the same?
- How are the ideas presented in the two illustrations?

The illustrations above are examples of visual-verbal illustrations.

As you continue, you will learn the different types of visual-verbal illustrations to help you simplify the presentation of information in expository texts.
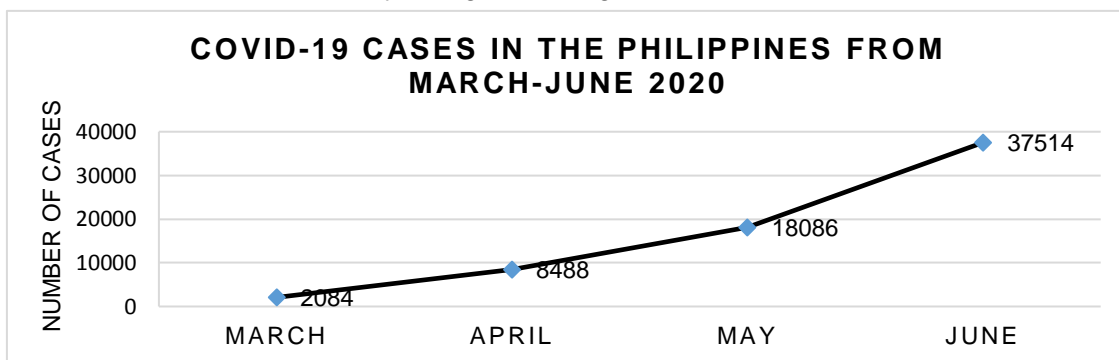
What are visual-verbal illustrations?

Visual-verbal illustrations are the ways of presenting information in a simple and attractive manner to catch the readers' interest. These illustrations help explain concepts easily using graphs, maps, tables, infographics, charts and the like.
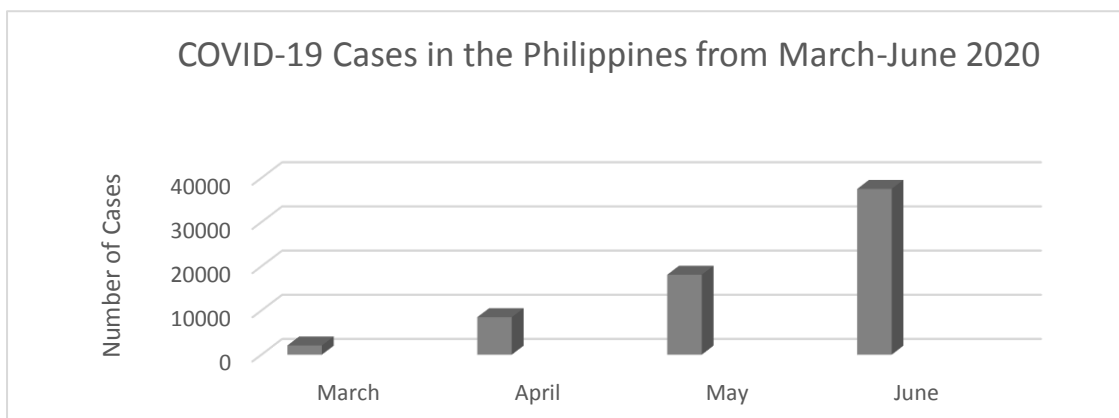Below are the commonly used visual-verbal illustrations.

1. **Graph** is a diagram that shows the relationships of information presented. Below are the different kinds of graphs.

    a. **Line Graph** is a kind of graph that presents information trends using data dots connected by straight line segments.

COVID-19 CASES IN THE PHILIPPINES FROM MARCH-JUNE 2020

NUMBER OF CASES

40000	
30000	37514
20000	18086
10000	8488
0	2084

MARCH   APRIL   MAY   JUNE

The line shows the increase of the number of COVID-19 cases from March - June 2020.

    b. **Bar Graph** is a kind of graph that characterizes categorical data with rectangular bars of equal width.

COVID-19 Cases in the Philippines from March-June 2020

Number of Cases

40000	
30000	
20000	
10000	
0	

March   April   May   June

The bar graph above shows the increase of the number of COVID-19 cases from March-June 2020.

2. **Table** is an organized arrangement of data usually in rows and columns.

Enrollment of Kampupot National High School SY 2019-2020

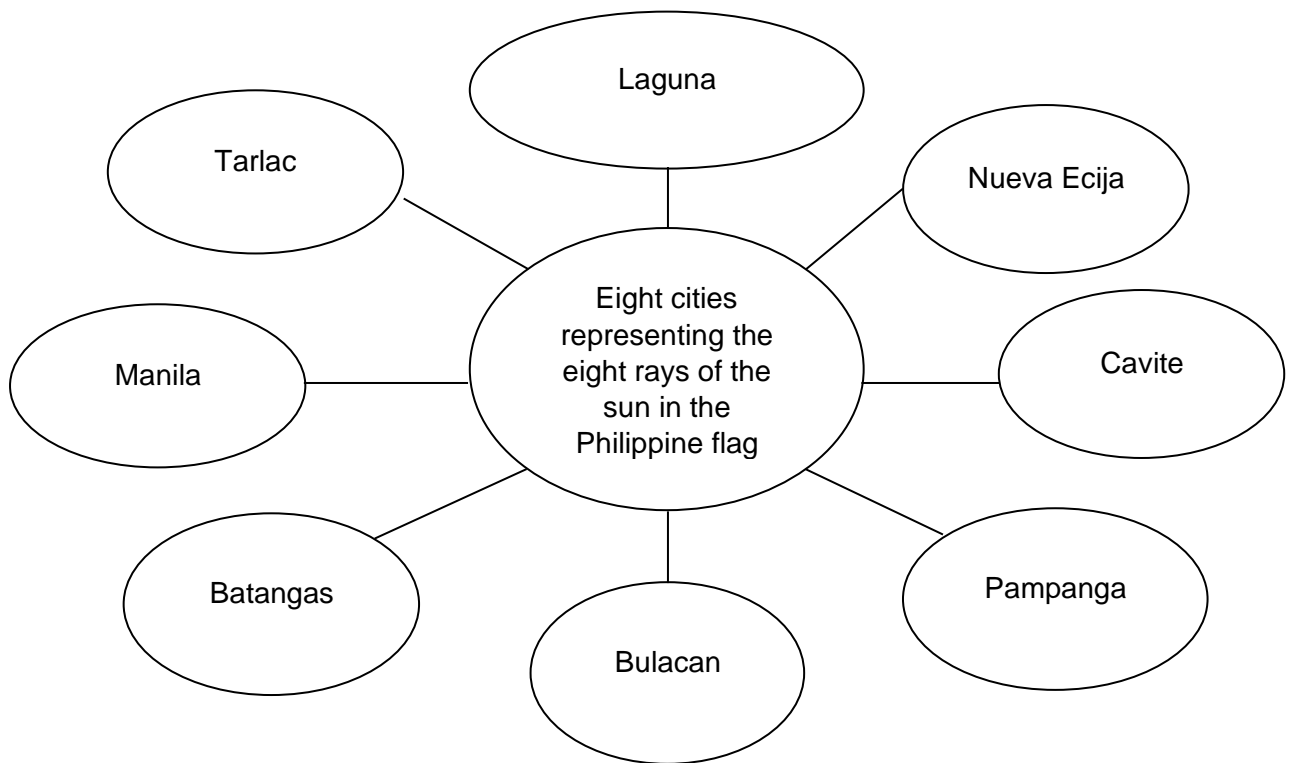| Grade 8 Section	Enrollment Data		
	Male	Female	Total
Gumamela	20	30	50
Rose	25	20	45
Sampaguita	20	28	48
Total	65	78	143

The table shows the enrollment data of the three Grade 8 sections in which section Gumamela has the highest number of students (50), followed by section Sampaguita (48), and lastly, section Rose (45).

3. **Map** is a diagram or visual representation that shows the relative position of the parts of something. It could be a drawing or a photograph.

The illustration shows the Philippine Map.

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4. **Concept map** displays the organization and relationship of concepts and ideas.

The concept map shows the eight cities representing the eight rays of the sun in the Philippine flag.

5. **Chart** is an illustration that presents information in a tabular or circular form.
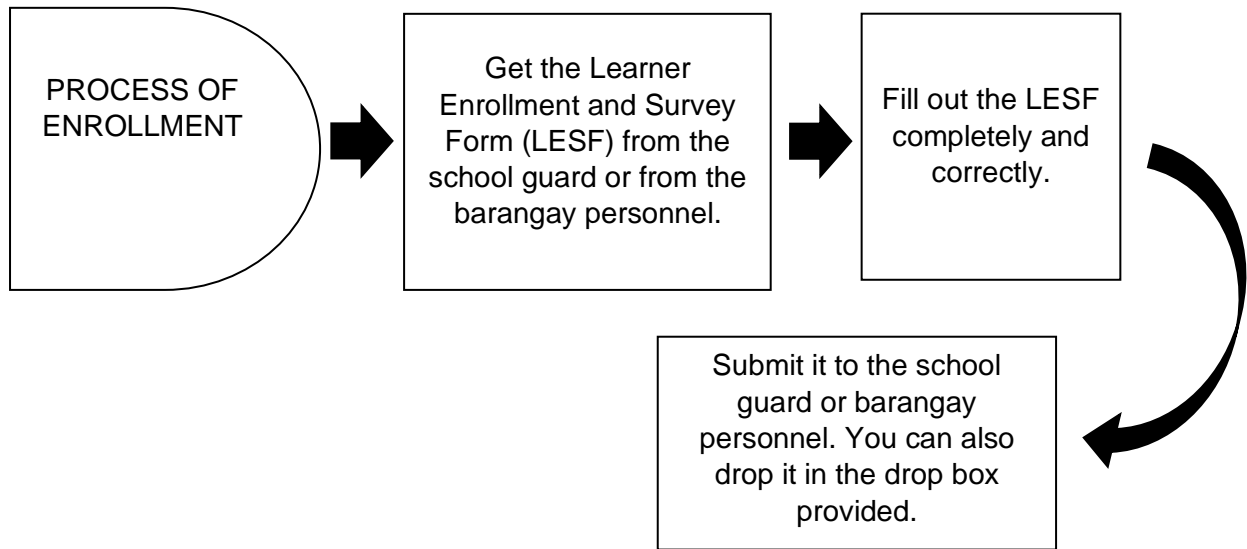
These are the different kinds of charts.

a. **Pie Chart** is circular in form that presents how a whole is sliced into parts.

COVID-19 CASES IN THE PHILIPPINES FROM MARCH-JUNE 2020

Source: "Home - COVID 19 PH Official Website". *COVID 19 PH Official Website*, 2020. http://www.covid19.gov.ph/.

The pie chart above shows the increase of the number of COVID-19 cases from March-June 2020.

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b. **Flowchart** is an illustration that shows a step-by-step process.

The flow chart above shows the process of enrollment.

6. **Infographic** is a combination of visual images and text presentation of specific information.

Source: "Get Ready For Disasters: Workbook For Intermediate Students". 2016. Deped LR Portal. https://lrmds.deped.gov.ph/detail/11265.

The infographic material contains rainfall advisory and people's appropriate response.

What's More

This time, you will practice what you have learned on visual-verbal illustrations about graphs, tables, maps, concept maps, charts, and infographics. Read and do what is asked in each activity below.

Activity 1. Match Me

Directions: Match the definition found in column A with the appropriate illustration found in column B. Write your answers on a separate sheet.
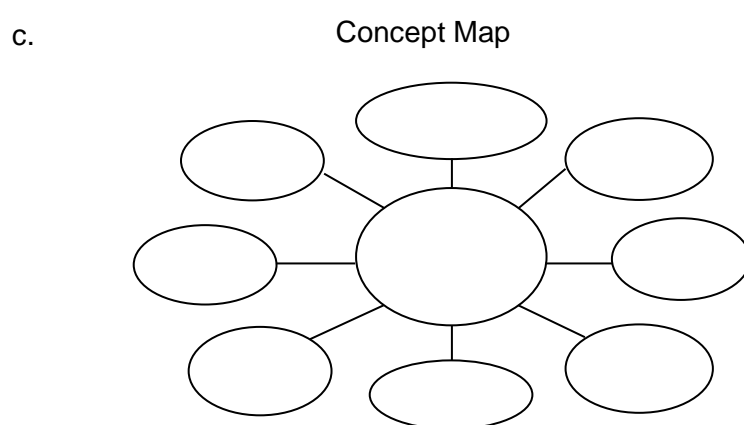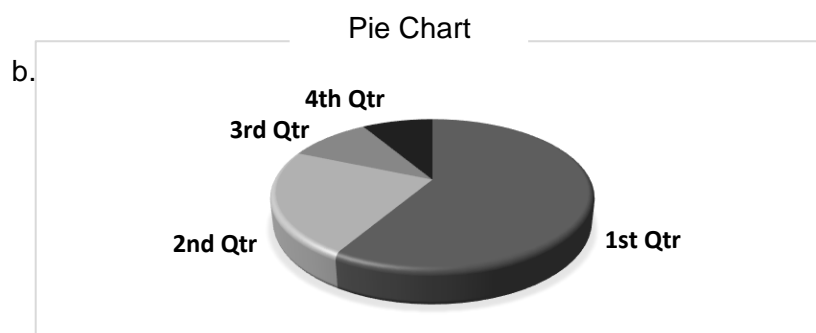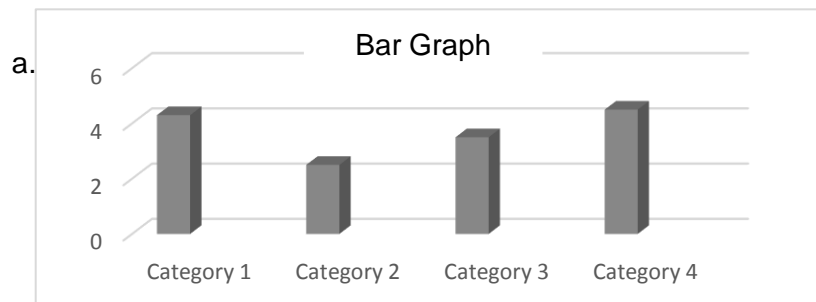
A	B
1. It is circular in form that presents how a whole is sliced into parts.	a. Bar Graph
2 It displays the organization and relationship of concepts and ideas.	b. Pie Chart
3. It is an organized arrangement of data usually in rows and columns.	c. Concept Map

4. It is a kind of graph that presents information trends using data dots connected by straight line segments.

d.

Table

Nutritional Status of Grade 8 Gumamela			
Name	Underweight	Normal	Overweight

5. It is a graph that characterizes categorical data with rectangular bars of equal width.

e.

Line Graph

Assessment 1: Check Me

Directions: Put a check mark (✓) in the box if the statement is true. Put an (**X)** mark if the statement is false. Write your answers on a separate sheet.

☐	1. Chart is an illustration that presents information in a tabular or circular form.
☐	2. Map is in a tabular form that shows the relative position of the parts of something.
☐	3. Flow chart is an illustration that shows a step-by-step process.
☐	4. Table is a circular arrangement of data usually in rows and columns.
☐	5. Line Graph is a kind of graph that presents information trends using data dots connected by straight line segments.
☐	6. Bar Graph is a kind of graph that characterizes categorical data with rectangular bars of equal width.
☐	7. Pie Chart is circular in form that presents how a whole is sliced into parts.
☐	8. Concept map displays the organization and relationship of concepts and ideas.
☐	9. Graph is a diagram that shows the relationships of information presented.
☐	10. Infographic is a combination of visual images and text presentation of specific information.

Activity 2: Be Ready

Read and take note of the important details mentioned in the selection below.

EARLY WARNING

There are some ways we can learn that a disaster is coming, like monitoring the weather, observing increasing water levels in rivers, or knowing that a tsunami often follows an earthquake.

There are different people who can keep you informed about what you should do and where you can go. This could be your family, neighbors, and the media. Sometimes, police or local officials will also inform you if you need to leave your home. You may even have a local RC 143 Disaster Management Team that will help you in these times, guiding you on when to evacuate, what to bring, and where to go to stay safe in times of disaster. Your community may have a local warning system to announce if a hazard is approaching. This warning system could be a megaphone, a bell, a rain gauge, a colored flag, or a bamboo clapper. It's important to listen, watch, and talk to people around you.
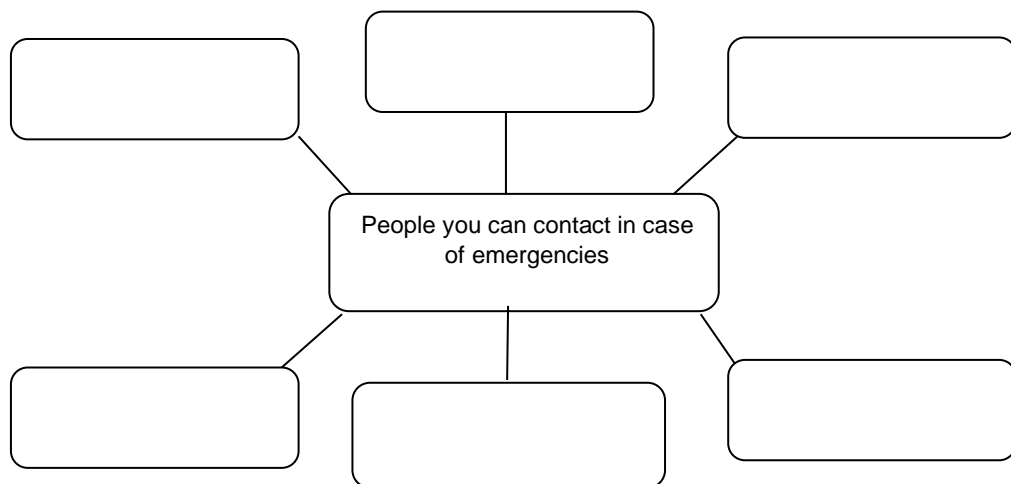
Source: *"Get Ready For Disasters: Workbook For Intermediate Students". 2016. Deped LR Portal.*
https://lrmds.deped.gov.ph/detail/11265.

Post Reading

- What are the ways to learn if a disaster is coming?
- What are the local warning devices used to announce the approaching disaster?
- Have you ever experienced a disaster before? If yes, what disaster was it?
- What precautionary measures did you do?

Assessment 2A: Concept Mapping

Directions: Based on the selection "Early Warning", identify the people you can contact in case of emergencies by filling in the concept map below. Write your answers on a separate sheet.

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Assessment 2B: Connect Me

Directions: Below are pieces of information from the selection "Early Warning". Arrange them based on how they are presented in the text by filling in the organizer. Write your answers on a separate sheet.

- The local warning system like a megaphone, a bell, a rain gauge, a colored flag, or a bamboo clapper is used to announce if a hazard is approaching.

- There are different people who can keep you informed like your family, neighbors, and the media.

- There are some ways we can learn that a disaster is coming like monitoring the weather, and etc.

- It's important to listen, watch, and talk to people around you.

- You may even have a local RC 143 Disaster Management Team.

- Police or local officials will also inform you if you need to leave your home.

Early Warnings

⬇

⬇

⬇

⬇

⬇

Activity 3: Inform Me

Directions: Read and analyze the text below to complete the concept map with ways to stop the spread of coronavirus. Write your answers on a separate sheet.
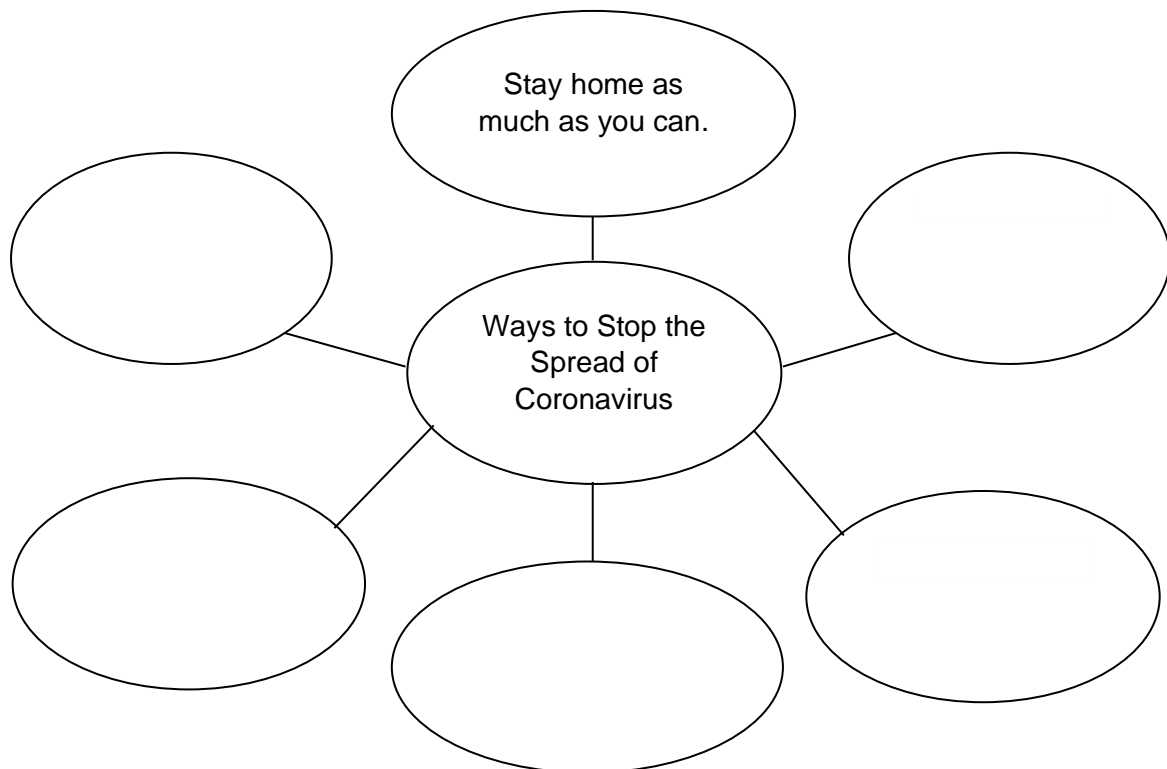

STAY HOME.SAVE LIVES.

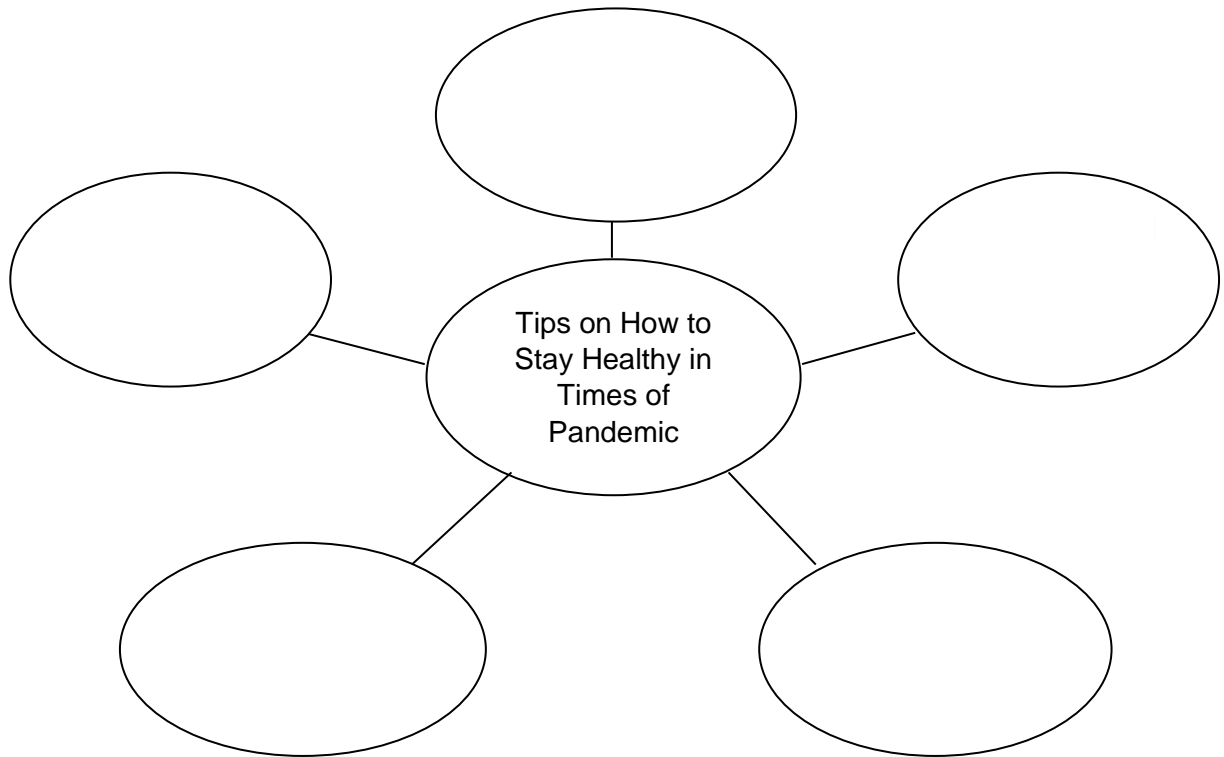**Help stop the spread of Coronavirus**

1. **STAY** home as much as you can.

2. **KEEP** a safe distance from people.

3. **WASH** hands often for 20 seconds.

4. **WEAR** face mask when going out and in public places.

5. **COVER** your mouth when sneezing or coughing.

6. **CALL** for an emergency assistance when symptoms arise.

"Advice For The Public On COVID-19 – World Health Organization". WHO Int'l, 2020.
https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public.

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Assessment 3: I Care

Directions: Fill in the concept map below with tips on how to stay healthy in times of pandemic. Write your answers on a separate sheet.
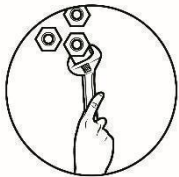
What I Have Learned

What are your realizations as you journey through this lesson? Before moving forward, reflect on the important points that you found helpful and challenging by completing the sentences. Write your answers on a separate sheet.

I learned that_____
_____.

I realized that _____
_____.

The most challenging part of this module is _____
_____.

What I Can Do

This time, you will enrich what you have understood from the discussion. Below are expository texts which you will be using in presenting your ideas through **visual illustrations** such as **concept maps, graphs, charts, flowchart and the like.**

Activity 1: Illustrate Me

Directions: Read and analyze the given expository texts. Choose at least two of the texts and make the needed appropriate visual illustration suggested for each. Use a separate sheet of paper for your illustration.

Expository text #1

> In times of disaster, you may need to evacuate from your house and go to a safe place. At other times, you may need to stay indoors.
>
> If you are asked to evacuate, it is best to have an evacuation map to get to a safe place. The map should be known to all members   of the family. It   should contain landmarks in the community(ex. churches, schools, health centers, fire stations, police stations, barangay halls) and if possible, evacuation centers with routes that show how to get there.
>
> Draw your house and the route to get to the evacuation center in your area. Mark all the roads as well as the buildings mentioned above.
>
> In your community, where do you go in times of disaster?
>
> *Source: "Get Ready For Disasters: Workbook For Intermediate Students". 2016. Deped LR Portal.*
> *https://lrmds.deped.gov.ph/detail/11265.*

Suggested illustration: Map or Flow chart

Expository text #2

I was at school, and it was raining very hard. A warning had been issued on the radio that the area might be flooded. Our teacher told us that classes have to be cancelled because of the bad weather. We finished school 2 hours early, so everyone could go home safely.

As I arrived home, I saw mom and dad in the kitchen preparing some dinner. They had not heard the announcement! So, I told them about it.

Dad packed a first aid kit, some water, food, a whistle, a blanket, a flashlight, and my little sister's medicine. Mom and I went next door to see if our elderly neighbor, Anna, knew about the evacuation. Anna has difficulty in hearing, and she had not heard the warning on the radio. When mom told her that we need to leave, she got her survival kit from her closet.

Source: "Get Ready For Disasters: Workbook For Intermediate Students". 2016. Deped LR Portal.
https://lrmds.deped.gov.ph/detail/11265.

Suggested illustration: Concept Map or Chart

Expository text #3

The earth is made up of three layers: the crust, the mantle, and the core. The outer layer, called the crust, is between 16 and 40 kilometers thick. It floats on a thicker layer known as the mantle, which is 2,895 kilometers thick. The core, which is 3,475 kilometers thick, is surrounded by the mantle. The innermost part is solid (the inner core) while the outer part is liquid (the outer core).

Source: Paulin, Senen. 2000. "PROBE S Or M, Anyone?". Deped LR Portal.
https://lrmds.deped.gov.ph/detail/564.

Suggested illustration: Concept Map or Chart

Expository text #4

As a young teen, Riz does not enjoy as much as other teenagers would. Her weekends are spent on looking for work so she can earn her allowance. She spends two hundred pesos a week. One hundred pesos for her lunch, eighty pesos for her fare and twenty pesos for classroom dues.

She earns more than what she needs for the week. On Saturdays, her routine would be to go to a distant relative and wash clothes for a small earning of one hundred pesos. In the afternoon, she volunteers weeding at a neighbor's garden for an hour and greatly receives fifty pesos for the work extended.

On Sundays after church, she would iron out her teacher's uniform for a fee of one hundred pesos. Despite her weekend routine, she remains to be one of the smartest in class.

Source: Grade 7 English Learner's Material. 1st ed. Pasig City, Philippines: Department of Education, 2017.

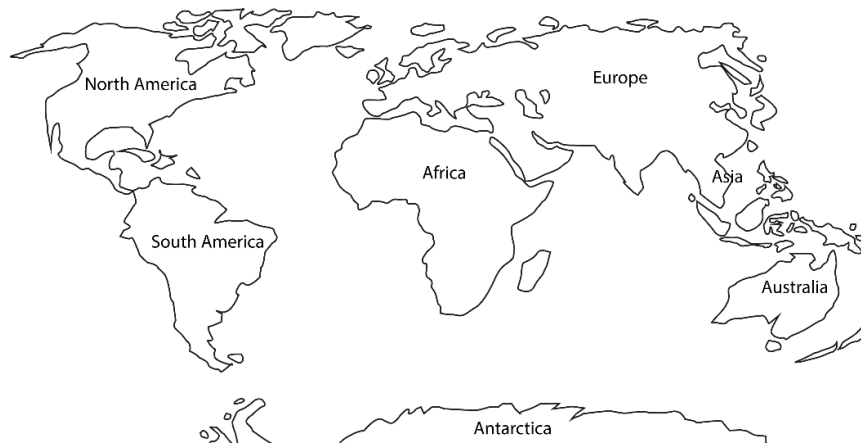**Suggested illustration:** Pie Chart or Table

Assessment

Let us now check your level of mastery in what you have learned from the lesson of this module.
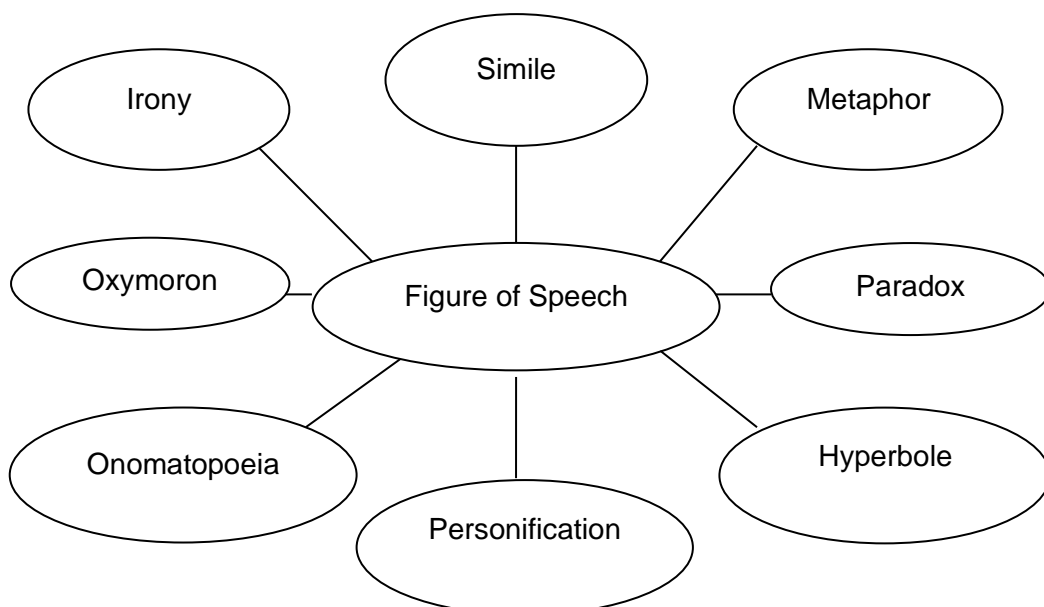
Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. The map below shows that_____.
   A. Australia is part of Asia
   B. Asia is the largest continent
   C. Africa is the smallest continent
   D. North and South America are considered as one continent

Source: "BALS: The World According To The Map". 2014. *Deped LR Portal*.
https://lrmds.deped.gov.ph/detail/6458.

2. In the concept map below, which one is NOT an example of figure of speech?
   A. hyperbole   B. metaphor   C. oxymoron   D. verb

CO_Q2_English 8_ Module 1

For items 3-4, please refer to the table below.

Modalities of Learning	Grade 8		
	Section Bonifacio	Section Jacinto	Total
Radio	3	2	5
Television	3	5	8
Online Learning	12	12	24
Modular Learning	7	5	12
Blended Learning	21	23	44
Total	46	47	93

3. How many students prefer modular learning?
   A. 7　　　　　　　　B. 12　　　　　　　　C. 24　　　　　　　　D. 44

4. Which learning modality do students prefer the most?
   A. blended learning　B. modular learning　C. online learning　　D. television

For items 5-6, please refer to the graph below.

5. Which of the TV shows has the highest number of votes?
   A. Ang Probinsyano　　　　　　　B. Engkantadia
   C. Kambal Karibal　　　　　　　　D. Survivor Philippines

6. What conclusion can be drawn from the graph?
   A. All shows have the same votes.
   B. Engkantadia is the favorite TV show of most people.
   C. People have the same interests in television shows.
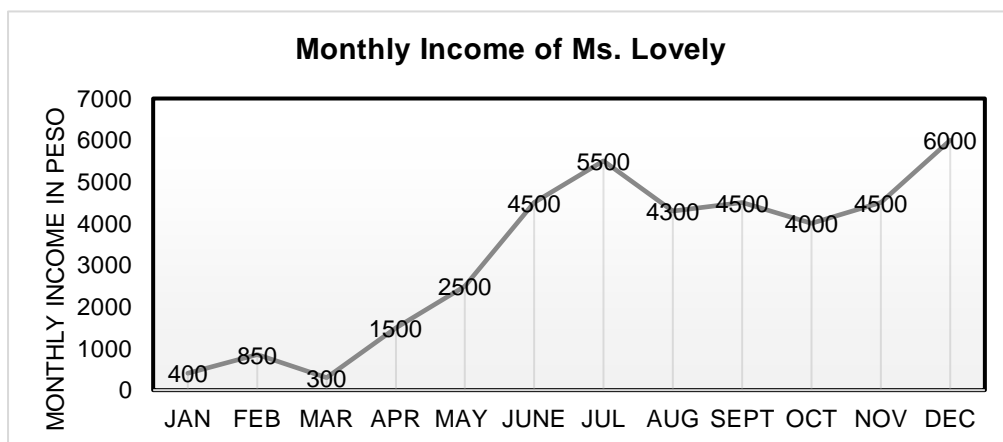   D. Ang Probinsyano has the highest number of votes.

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For items 7-8, please refer to the graph below.

ANTHONY'S MONTHLY EXPENSES

7. Which part of the pie has the biggest share for Anthony's monthly expenses?
   A. clothing   B. education   C. electric bill   D. food

8. How many percent is the budget for house rental?
   A. 4%   B. 12%   C. 16%   D. 28%

For items 9-11, please refer to the graph below.

Below is a line graph showing the monthly income of Ms. Lovely's online business.

9. In which month does Ms. Lovely earn the highest?
   A. July   B. October   C. November   D. December

10. How much is the increase of Ms. Lovely's income from April to May?

   A. P 450.00   B. P 1,000.00   C. P 1,200.00   D. P 2,000.00

11. Based on the given data in the graph, what will likely happen to the online business of Ms. Lovely?
   A. Her online business will be a success.
   B. Her online business will be closed.
   C. Her online business will start to fail.
   D. Her online business will just break even.

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For items 12-13, please refer to the infographic below.

REDUCE YOUR RISK OF
CORONAVIRUS INFECTION

How to protect yourself:

Clean hands with soap and water or alcohol-based hand rub

Avoid touching your eyes, nose, or mouth with unwashed hands

Avoid close contact with anyone with cold or flu-like symptoms

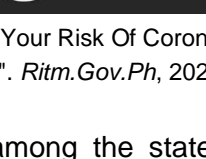Avoid unprotected contact with live wild or farm animals

How to protect others:

Cover nose and mouth when coughing and sneezing with tissue

Clean and disinfect objects and surfaces

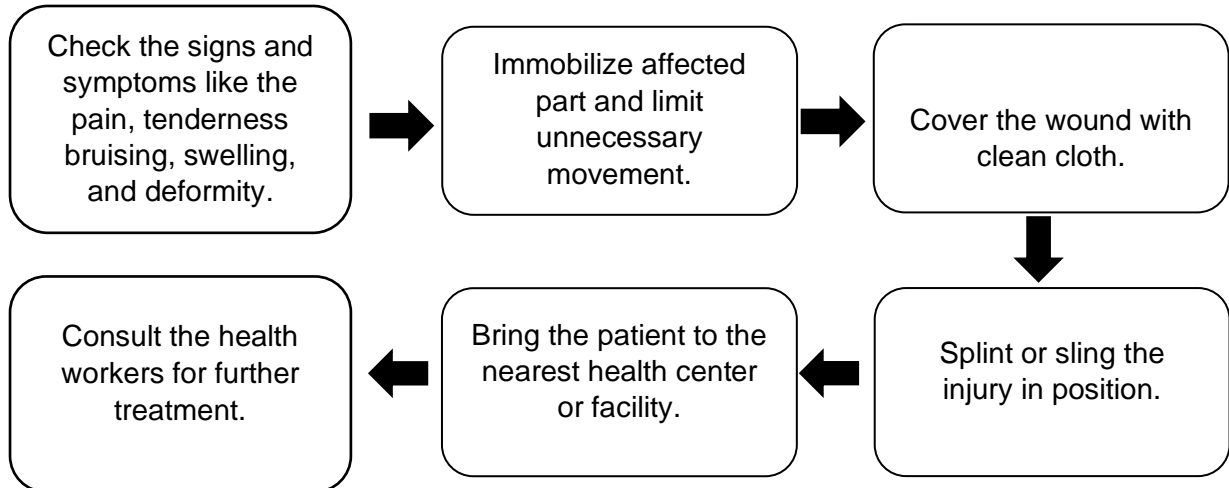Stay home while you are sick, and avoid close contact with others

RESEARCH INSTITUTE FOR TROPICAL MEDICINE
INFECTION PREVENTION AND CONTROL COMMITTEE

Source: "Reduce Your Risk Of Coronavirus Infection | Research Institute For Tropical Medicine-Department of Health". *Ritm.Gov.Ph*, 2020. http://ritm.gov.ph/reduce-your-risk-of-coronavirus-infection/.

12. Which among the statements should you NOT do if you have the symptoms of the coronavirus?
    A. Stay at home.
    B. Go shopping.
    C. Avoid contact with people.
    D. Disinfect objects and surfaces.

13. In what way can you reduce the risk of getting the coronavirus infection?
    A. Wandering outside
    B. Washing your hands with soap and water
    C. Touching the parts of your face with unwashed hands
    D. Allowing yourself to have a contact with stray animals

For items 14-15, please refer to the flowchart below.

How to Apply First Aid Measures to a Bone Fracture

Check the signs and symptoms like the pain, tenderness bruising, swelling, and deformity.	Immobilize affected part and limit unnecessary movement.	Cover the wound with clean cloth.
Consult the health workers for further treatment.	Bring the patient to the nearest health center or facility.	Splint or sling the injury in position.

Source: "Key Health Messages For Emergencies And Disasters: Philippines", 2016. *Deped LR Portal*.https://lrmds.deped.gov.ph/pdf-view/11075.

14. Which is a sign and symptom of having a bone fracture?
    A. perspiring   B. salivating   C. swelling   D. trembling

15. Which among the statements should you NOT do in applying first aid to a bone fracture?
    A. Check the signs and symptoms.
    B. Splint or sling the injury in position.
    C. Tell the patient to avoid unnecessary movement.
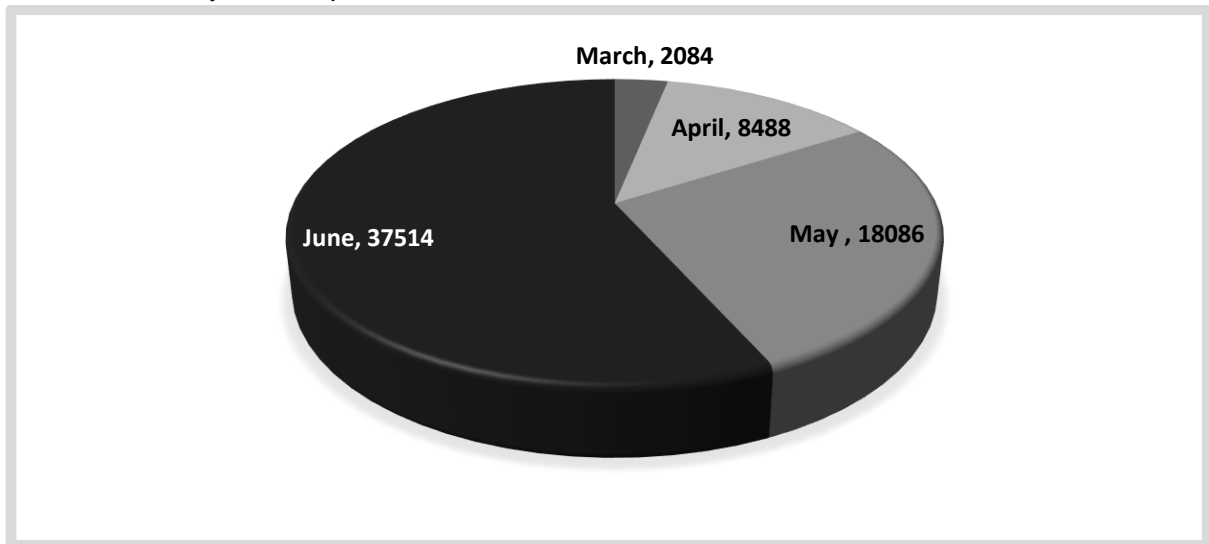   D. Carry the person without knowing the affected area.

Additional Activities

The following additional task shall give you more practice to enrich further your knowledge on explaining visual illustrations.

Interpret It!

Directions: Interpret the given data in the pie chart through writing a three-paragraph composition following the guide questions below. Use a separate sheet for your composition.

Source: "Home - COVID 19 PH Official Website". *COVID 19 PH Official Website*, 2020.
http://www.covid19.gov.ph/.
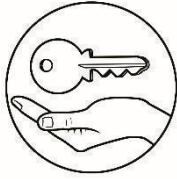
Data Interpretation (paragraph 1)

- What is the pie chart all about?
- What happened to the number of cases from March to June?

Explanations/Reasons (paragraph 2)

- Why do you think COVID -19 cases increased rapidly?
- What do you think are the reasons for the increase?

Probable Suggestions (paragraph 3)

- As a learner, you can be of great help. What advice can you suggest to your family and friends in preventing the spread of the virus?

Answer Key

What I Know
1. c
2. c
3. c
4. d
5. c
6. a
7. b
8. d
9. d
10. b
11. a
12. b
13. b
14. d
15. d

What I Can Do
Answers may vary

What's In
Adjective - delighted
Adverb - definitely
Verb - must

Answers may vary

What's New
Assessment
1. b
2. d
3. b
4. a
5. b
6. b
7. d
8. c
9. d
10. b
11. a
12. d
13. d
14. b
15. b

Assessment 2A: Concept Mapping
family, neighbors, media, police, local officials, disaster management team

Assessment 2B:
1. There are some ways…
2. The police or local…
3. You may even have…
4. There are different people…
5. The local warning system…
6. It's important to listen…

What More
Assessment 1: Check Me
1. ✓ 6. ✓
2. X 7. X
3. ✓ 8. ✓
4. X 9. ✓
5. ✓ 10. ✓

Activity 2: Post Reading
1. monitor the weather, observe the water levels in the rivers, know that a tsunami often follows an earthquake
2. megaphone, bell, rain gauge, colored flags, bamboo clappers\
3. Answers may vary

What's More
Activity 3:
Answers may vary

Assessment 3:
Answers may vary

Answers may vary

What I Have Learned
Answers may vary

Additional Activities
Answers may vary

References

Books

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