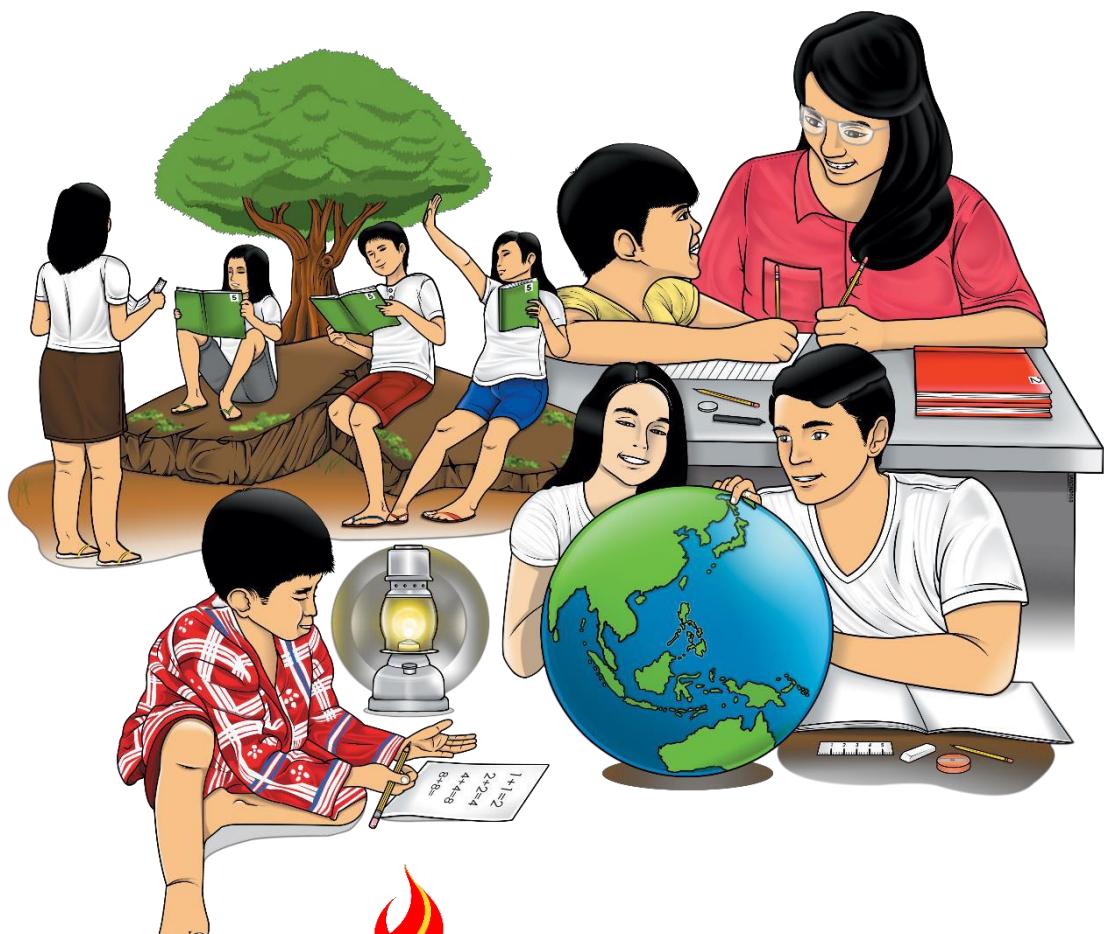


English

Quarter 2 – Module 6:

Rhetorical Questions



English – Grade 10
Alternative Delivery Mode
Quarter 2 – Module 6: Rhetorical Questions
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author:	Lillian S. Pagulongan, Sherrylynn Jennifer S. Carantes
Reviewer:	Armi Victoria A. Fianga-an
Layout Artist:	Alvin A. Sevilla Celeste Faith R. Almanon
Management Team:	Lucia T. Casim Honda Freda Sabado Cryslyn Joy T. Capan

Printed in the Philippines by _____

DEPARTMENT OF EDUCATION-CORDILLERA ADMINISTRATIVE REGION (CAR)

Office Address: WANGAL, LA TRINIDAD, Benguet
Telefax: 0744427819
E-mail Address: car@deped.gov.ph

10

English

Quarter 2 – Module 6:
Rhetorical Questions

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

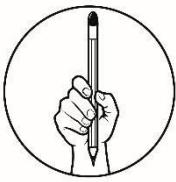
This module was designed and written with you in mind. It is here to help you write your rhetorical questions in argumentative text. Likewise, to construct rhetoric questions upon knowing the key elements of rhetorical questions. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module consists of:

Lesson 1: Rhetorical questions in an argumentative text

After going through this module, you are expected to:

1. examine the key elements of rhetorical questions.
2. construct rhetoric questions.
3. use rhetorical questions in argumentative text.



What I Know

Directions: Read and answer the questions below with your knowledge of the topic to be discussed. Use a clean sheet of paper for your answers. Write the letter of your choice.

1. Which of the following statement is the best rhetorical question definition?
 - A. a figure of speech for which no answer is necessary.
 - B. a falsehood meant to confuse the reader or listener.
 - C. a question for which there are numerous answers.
2. What is the function of the following rhetorical question from Shakespeare's "Sonnet 18?"

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.*

- A. Shakespeare wasn't sure if a summer's day was an appropriate comparison, and wanted validation that it would be a good metaphor.
- B. This first line of the sonnet proposes a possible metaphor for the author's beloved, and the rest of the sonnet carries out the implications of this possibility.
- C. The lover described in the poem is so clearly the opposite of a summer day that the comparison is laughable.

3. Which of the questions in this dialogue from Lewis Carroll's "Alice in Wonderland" is a rhetorical question?

"What did they draw?" said Alice, quite forgetting her promise. "Treacle," said Dormouse, without considering at all this time. Alice did not wish to offend the Dormouse again, so she began very cautiously: "But I don't understand. Where did they draw the treacle from?" "You can draw water out of a water-well," said the Hatter; "so I should think you could draw treacle out of a treacle-well-eh, stupid?"

- A. "What did they draw?"
 - B. "Where did they draw the treacle from?"
 - C. "Eh, stupid?"
4. True or False: "Who am I to argue that the world is round?" is an example of a rhetorical question.
- A. True
 - B. False
 - C. None of the above
5. True or False: "Who am I to argue that death is inevitable?" is another example of a rhetorical question.
- A. True
 - B. False
 - C. None of the above
6. All are benefits of a rhetorical question **EXCEPT** for one.
- A. Engage the audience
 - B. Increase the variety of your presentation
 - C. Influence or persuade the audience
 - D. Vaguely draw attention and emphasize specific points
7. This gets the audience to actively participate rather than passively listen as they create hypotheses or resolution.
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions
8. This makes the audience feel as though you are speaking to each member individually by using "you" or "your"
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions
9. This is to get your audience to agree
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions

10.This makes the audience feel the same way you do about something.

- A. Engage the audience
- B. Personalize your question
- C. Persuade the audience
- D. Evoke emotions

11."The amount of plastic in the ocean is rising at a considerable rate. How much damage will it take for you to help reduce this?". Is an example of?

- A. Engage the audience
- B. Personalize your question
- C. Emphasize a statement
- D. Evoke emotions

12.Which of the rhetorical devices describes the statement – “it is a device that contrast opposing ideas in a brief, grammatically balanced statement to express a truth.”

- A. repetition
- B. parallelism
- C. antithesis
- D. rhetorical questions

13.Which of the rhetorical devices describes the statement – “it is the use of the same word, phrase or sound more than once for emphasis.”

- A. repetition
- B. parallelism
- C. antithesis
- D. rhetorical questions

14.Which of the rhetorical devices describes the statement – “it is the use of grammatical constructions to express ideas that are related or of equal importance.”

- A. repetition
- B. parallelism
- C. antithesis
- D. rhetorical questions

15.Which of the rhetorical devices describes the statement – “it is a question that needs no answer because their answers are obvious.”

- A. Repetition
- B. parallelism
- C. antithesis
- D. rhetorical questions



What's In

GRADES 2-3

Rhetorical Questions

CHATTER CARDS

<https://www.teacherspayteachers.com/Product/NEW-Rhetorical-Question-Chatter-Cards-2754007>

Wouldn't you like to finally understand rhetorical questions? Of course you would! (Or at least I'm guessing you would, since you ended up on this page.)

You see, that was a rhetorical question itself—I wasn't really waiting for a response, since the answer seemed quite obvious. Rhetorical questions work like that: they don't require responses, making them perhaps the sassiest and most confident of questions.

For this reason, when used effectively, rhetorical questions can help to enhance your written and spoken rhetoric by emphasizing key points that resonate with your audience.

What Is a Rhetorical Question?

Rhetorical questions

- can be sarcastic, humorous, or reflective. They aren't used to elicit an actual answer, but rather to create a dramatic effect or to emphasize a point.

- Take for example, the rhetorical question "It's awfully cold today, isn't it?" This question (also known as a tag question) puts emphasis on the fact that it's very cold; in most cases, it's not intended to draw a thoughtful response.

Below are several examples of common rhetorical questions that you've probably used or at least recognize:

- Who cares?
- How should I know?
- Who's counting?
- How many times do I have to tell you... ?
- Can't you do anything right?
- What could be better?

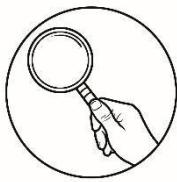


What's New

Activity I. TRUE or FALSE

Directions: Identify the sentences, phrases or questions if they are to be considered as a Rhetorical Question. Write TRUE if they are or FALSE if not.

- _____ 1. "Do you want to teach the class today?"
- _____ 2. "Are you sure there isn't something else you need to do?"
- _____ 3. It sure is hot today, isn't it?
- _____ 4. Who knows?
- _____ 5. Did you expect me to do anything less than my very best?
- _____ 6. Have you ever been in love or not?
- _____ 7. Are you sure you want to jump outside the plane?
- _____ 8. Is there anyone here who can help me?
- _____ 9. Do you live here?
- _____ 10. Should I really be answering this page?



What is It

As you can see, some of these questions might be asked defiantly, sarcastically, or even just to draw attention to certain facts. In each case, however, an answer is usually not expected.

Rhetorical questions

- are basically a requirement for any effective speech, which is why you'll often find them sprinkled throughout political addresses. They help to make the speaker's point more clear, and they often resonate with the audience, prompting them to reflect further on an idea.

Take this example, delivered by President Barack Obama in 2014:

"Are we a nation that tolerates the hypocrisy of a system where workers who pick our fruit and make our beds never have a chance to get right with the law? Are we a nation that accepts the cruelty of ripping children from their parents' arms? Or are we a nation that values families, and works to keep them together?"

By juxtaposing two very different scenarios through striking imagery, the president was trying to remind the American people of their values and the policies he wanted (and didn't want) them to support.

Rhetorical Questions in Literature

Below are several examples of rhetorical questions from literature.

The Merchant of Venice by William Shakespeare

*"If you prick us, do we not bleed?
If you tickle us, do we not laugh?
If you poison us, do we not die?
And if you wrong us, shall we not revenge?"*

These questions, posed by the character of Shylock in The Merchant of Venice, don't really need answers; the point is that the answer to each question above should be obvious.

Romeo and Juliet by William Shakespeare

*"What's in a name? That which we call a rose
By any other name would smell as sweet."*

Juliet's question of "what's in a name?" is intended to make a point about how little significance a name should hold.

Harlem by Langston Hughes

*"What happens to a dream deferred?
Does it dry up like a raisin in the sun?
Or fester like a sore-
And then run?
Does it stink like rotten meat?
Or crust and sugar over-
like a syrupy sweet?"*

The questions posed in this poem by Langston Hughes also don't require responses. The speaker is simply pondering what happens to a "dream deferred," using creative language and imagery to convey the possibilities.

Learn to Use Rhetorical Questions

If overused, too many rhetorical questions might make you come off as too sarcastic or even arrogant.

But when used skilfully and in combination with other rhetorical devices, such as ethos, pathos, and logos, rhetorical questions can enhance your speech and writing by emphasizing key points.

Benefits of Rhetorical Questions

Rhetorical questions are not a necessity, but they can be valuable. They can be used in many different ways to:

- Engage the audience
- Increase the variety of your presentation
- Influence and persuade the audience
- Subtly draw attention and emphasize specific points
- Introduce topics/ideas
- Make the listeners think about certain topics

How to Use Rhetorical Questions in a Speech

1. Engage the Audience

Ask a rhetorical question to engage the audience and pause to allow them to think of an answer. This gets the audience to actively participate rather than passively listen as they create hypotheses or resolutions.

For example: asking "Why is practicing mindfulness beneficial for reducing anxiety?" would be more effective than saying "Practicing mindfulness exercises can reduce anxiety levels because..."

Speakers may start presentations with rhetorical questions to increase the likelihood of the audience staying engaged.

2. Personalize Your Questions

Make the audience feel as though you are speaking to each member individually by using "you" and "your."

For example: asking "Do you want to lose weight without feeling hungry?" would be more effective than asking "Does anyone here want to lost weight without feeling hungry?"

3. Persuade The Audience

To get your audience to agree with you, ask a rhetorical question where the answer is clearly a "yes". Once the audience begins agreeing with you they are more likely to continue agreeing. You will be familiar with this type of persuasion in casual conversation, for example, "Nice weather today, isn't it?"

Another way to get the audience to agree with you is to show them that you're similar. Show your listeners that you have shared experiences and that you understand their problems.

For example, "We've all experienced being so stressed at work that we come home and don't feel like doing anything, haven't we?"

4. Evoke Emotions

Make the audience feel the same way you do about something by asking questions that trigger emotional reactions.

For example, rather than saying "X has never helped our community" ask "What has X ever done for our community?" This will trigger a strong emotional response because the audience will come to that conclusion that "X haven't done anything."

5. Emphasize a Statement

After a statement has been made use a rhetorical question to get the audience to think about that statement.

For example, "The amount of plastic in the ocean is rising at a considerable rate. How much damage will it take for you to help reduce this?"



https://www.softschools.com/examples/grammar/rhetorical_question_examples/464/?fbclid=IwAR2i-VUpf1OMw1proUdZEL2Ecmw3apHQVsYWkVphwA8b2DmtsKVe_Ajk08

6. Predict the audiences' questions

Think about your topic and audience when planning your speech. Try to predict what the audience may want to ask. In your speech use the predictions as rhetorical questions and answer them.

For example, "As a dog owner you may think 'What should I be focusing on to keep my dog healthy?' The answer is providing your dog with the correct nutrition and therefore food."

You could also introduce one or more rhetorical questions at the start of your speech and explain that you will answer them during your speech. For example: "In the next 20 minutes let's explore the answers to these questions." Asking these difficult questions and promising you will provide the answers will increase interest and attention.

7. Answer Questions with Questions

Answer a question, either an audience member's or your own, using another rhetorical question. Generally, both the questions have the same answer.

For example: "Have we met the targets again this year? Is the Pope Catholic?"

Try to make the second question unique and relatable to the audience because common examples can sound cheesy.

8. Consecutive Rhetorical Questions

- Increase the impact of your argument

Ask multiple rhetorical questions consecutively - each one more specific or more powerful than the previous. This way your content will have a greater impact on the listeners.

For example: "Isn't their skin lovely? Don't you think it looks really clear? Can you see any blemishes? Wouldn't you like to have skin like that?"

- Show conflicting opinions

Use rhetorical questions consecutively to highlight the complexity of a topic by asking questions in which the answers provide conflicting viewpoints.

For example: "How can we reduce the crime rate in the UK? Should we rehabilitate offenders? Should criminals be punished with longer sentences? Should we create initiatives targeting at-risk children?"

If you start your speech with this technique, you can structure your speech or presentation around it, with each section addressing a different viewpoint.

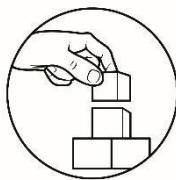
- Show supporting opinions

You can also consecutively ask questions in which the answers provide similar viewpoints. This is similar to repetition which is used to continually highlight an important point.

For example: "Which company achieves over 90% in customer satisfaction? Which company provides one of the best employee benefits programs in the

country? Which company scores highest in employee happiness and fulfilment? Of course, our company does!"

Rhetorical questions are an effective way to gain the support of the audience but ensure that you do your research beforehand. This means finding out who your audience are, such as, their general views, attitudes, age etc. With this information you can plan rhetorical questions that will be appropriate and tailored to your listeners.



What's More

Activity 2: Rhetorical/Non-rhetorical

Directions: Decide whether these questions are rhetorical (R) or non-rhetorical (N)
encircle the letter of your answer.

- | | |
|---|-----|
| A. What is the difference between a rabbit and a hare? | R/N |
| B. Do I look like I was born yesterday? | R/N |
| C. How would you feel if your house was full of insects? | R/N |
| D. Do we have school tomorrow? | R/N |
| E. Wouldn't you feel horrible if you wouldn't give that dog a home? | R/N |

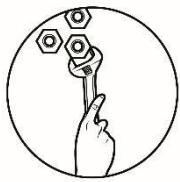


What I Have Learned

Activity 3: ASK ME?

Directions: Write your own rhetorical questions about these school issues. Imagine that you are trying to engage your audience.

Issue	Rhetorical Question
a. The school playground is always untidy.	
b. You have heard that lots of children are wasting water.	
c. Children are not wearing helmets when they are riding their bikes.	
d. Students are not listening during class discussion.	



What I Can Do

Activity 4. Look Me! Question Me!

Directions: Identify the rhetorical question used in the speech provided and try to give your impression or your own understanding.

A. Catch-22 by Joseph Heller

*That spring, in the bustle of grooming
and riding and shoeing, I remember I let him go
to a neighbor I thought was a friend, and the following
fall she sold him down the river.
Oh Jack, tethered in what rough stall alone
did you remember that one good winter?*

B. Romeo and Juliet by William Shakespeare

JULIET: *Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? it is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? that which we call a rose
By any other name would smell as sweet...*

C. Alice in Wonderland by Lewis Carroll

'Take some more tea,' the March Hare said to Alice, very earnestly.
'I've had nothing yet,' Alice replied in an offended tone, 'so I can't take more.'
'You mean you can't take less,' said the Hatter: 'it's very easy to take more
than nothing.'
'Nobody asked your opinion,' said Alice.
'Who's making personal remarks now?' the Hatter asked triumphantly.



Assessment

Directions: Read and answer the questions below with your knowledge of the topic to be discussed. Use a clean sheet of paper for your answers. Write the letter of your choice.

1. Which of the rhetorical devices describes the statement – “it is a device that contrast opposing ideas in a brief, grammatically balanced statement to express a truth.”
 - A. repetition
 - B. parallelism
 - C. antithesis
 - D. rhetorical questions
2. Which of the rhetorical devices describes the statement – “it is the use of the same word, phrase or sound more than once for emphasis?”
 - A. repetition
 - B. parallelism
 - C. antithesis
 - D. rhetorical questions
3. Which of the rhetorical devices describes the statement – “it is the use of grammatical constructions to express ideas that are related or of equal importance.”
 - A. repetition
 - B. parallelism
 - C. antithesis
 - D. rhetorical questions
4. Which of the rhetorical devices describes the statement – “it is a question that needs no answer because their answers are obvious.”
 - A. repetition
 - B. parallelism
 - C. antithesis
 - D. rhetorical questions
5. True or False: “Who am I to argue that the world is round?” is an example of a rhetorical question.
 - A. True
 - B. False
 - C. None of the above
6. True or False: “Who am I to argue that death is inevitable?” is another example of a rhetorical question.
 - A. True
 - B. False
 - C. None of the above

7. Which of the following statement is the best rhetorical question definition?
- A. a figure of speech for which no answer is necessary.
 - B. a falsehood meant to confuse the reader or listener.
 - C. a question for which there are numerous answers.
8. What is the function of the following rhetorical question from Shakespeare's "Sonnet 18?"

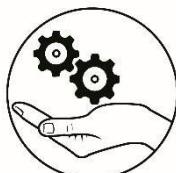
*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.*

- A. Shakespeare wasn't sure if a summer's day was an appropriate comparison, and wanted validation that it would be a good metaphor.
 - B. This first line of the sonnet proposes a possible metaphor for the author's beloved, and the rest of the sonnet carries out the implications of this possibility.
 - C. The lover described in the poem is so clearly the opposite of a summer day that the comparison is laughable.
9. Which of the questions in this dialogue from Lewis Carroll's "Alice in Wonderland" is a rhetorical question?

"*What did they draw?*" said Alice, quite forgetting her promise. "*Treacle,*" said Dormouse, without considering at all this time. Alice did not wish to offend the Dormouse again, so she began very cautiously: "*But I don't understand. Where did they draw the treacle from?*" "*You can draw water out of a water-well,*" said the Hatter; "*so I should think you could draw treacle out of a treacle-well-eh, stupid?*"

- A. "What did they draw?"
 - B. "Where did they draw the treacle from?"
 - C. "Eh, stupid?"
10. All are benefits of a rhetorical question EXCEPT for one.
- A. Engage the audience
 - B. Increase the variety of your presentation
 - C. Influence or persuade the audience
 - D. Vaguely draw attention and emphasize specific points
11. This gets the audience to actively participate rather than passively listen as they create hypotheses or resolution
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions
12. This makes the audience feel as though you are speaking to each member individually by using "you" or "your"
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions

13. This is to get your audience to agree
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions
14. This makes the audience feel the same way you do about something.
- A. Engage the audience
 - B. Personalize your question
 - C. Persuade the audience
 - D. Evoke emotions
15. "The amount of plastic in the ocean is rising at a considerable rate. How much damage will it take for you to help reduce this?" Is an example of?
- A. Engage the audience
 - B. Personalize your question
 - C. Emphasize a statement
 - D. Evoke emotions



Additional Activities

Directions: There are statements below. Turn the statement into rhetorical questions.

Example: You should come to Baguio City. (normal statement)
Why not come to Baguio City? (rhetorical question)

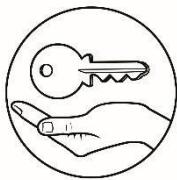
1. You should visit Burnham Park.

2. Everybody wants to go to El Nido, Palawan.

3. If you love travelling, there are plenty of trips on offer.

4. If you want to know more, visit our website.

5. Most destination for summer is Baguio City.



Answer Key

What I Can Do	What I Know	Possible answers:
1. A	Poem describes poem „Jack” concerns a horse she once owned. The poem describes a winter in which Jack, the horse, had everything he could want—es a winter in which Jack, the horse, had everything he could want—es a winter in which Kumiwarm stables, plenty of food. The final line of the poem in which Kumiwarm stables, plenty of food. The final line of the poem in that it she asks, „did you remember that one good winter?”, is tragic this questions her grief and remorse for letting him go. She is asking B. Shakespeare only to try to bring comfort to herself.	A. Maxine Kumi B. Shakespeare only to try to bring comfort to herself. C. Lewis Carroll D. her greatest flaws that it is only a name that separates her from the frustrai e is not asking for an answer, but instead emphasizing of a name. Small rhetorical questions in his plays and poems. In these rhetorical questions in his plays and poems. In her greatest flaws that Alice is making personal remarks nowmple, the Mad Hatter says „Who’s making personal questions exa en Alice encounters the Mad Hatter. In this rhetorical question who used many rhetorical devices in Alice in Wonderland.
2. B		
3. C		
4. A		
5. A		
6. D		
7. A		
8. B		
9. C		
10. D		
11. A		
12. C		
13. A		
14. B		
15. D		

Additional Activity		Assessment	
What's More?	Why should you visit Baguio City?	What's More?	Why does everybody want to go to El Nido, Palawan?
A. R	1. Why should you visit Baguio City?	A.	2. Why does everybody want to go to El Nido, Palawan?
B. R		C.	
C. R		D.	
D. N		E.	
E. N		F.	
	3. Do you love travelling, there are plenty of offers?		3. Do you love travelling, there are plenty of
	4. What about visit our website to know more?		4. What about visit our website to know more?
	5. Do you know that the most summer destinations is Baguio City?		5. Do you know that the most summer destinations is Baguio City?
	6. True		6. True
	7. False		7. False
	8. False		8. False
	9. False		9. False
	10. True		10. True
	11. A		11. A
	12. C		12. C
	13. C		13. C
	14. D		14. D
	15. C		15. C
What's New?			
	1. True		1. True
	2. True		2. True
	3. True		3. True
	4. True		4. True
	5. False		5. False
	6. False		6. False
	7. False		7. False
	8. False		8. False
	9. False		9. False
	10. True		10. True
	11. A		11. A
	12. C		12. C
	13. C		13. C
	14. D		14. D
	15. C		15. C

Answers will be
depending on the
output of the learner.

References

<https://virtualspeech.com/blog/rhetorical-questions-speech-examples?fbclid=IwAR0rjCBsqBvYMM8AShINDXX0lT15LkLmdnSV0lQN4r76VA5JQCXQo2RM-Dc>

https://virtualspeech.com/blog/rhetorical-questions-speech-examples?fbclid=IwAR3KKuBEoGcKtM9F5YK_WaK6Euzz2oyi8GiENtA8UyOGxJDB0YkHobyD9R0

https://www.softschools.com/examples/grammar/rhetorical_question_examples/464/?fbclid=IwAR2i-VUpf1OMw1proUdZEL2Ecmw3apHQVSyWkVphwA8b2DmtsKVe_Ajk08

https://www.tckpublishing.com/rhetorical-questions/?fbclid=IwAR0uJPKcom7SckKTowJ3yMD2FNdQw-4SheCFK2Sw_X9Sm1PfgzXK3B0_XwI

https://www.pinterest.ph/pin/288511919864748438/?nic_v2=1a58OWOxr

<https://www.teacherspayteachers.com/Product/NEW-Rhetorical-Question-Chatter-Cards-2754007>

For inquiries or feedback, please write or call:

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

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

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

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