



English

Quarter 1 - Module 2: Media Resources



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CARCAR CITY

Address: P. Nolasco St., Poblacion III, Carcar City, Cebu
Telephone no.: (032) 4877561
Email Address: carcarcitydivision@yahoo.com.ph



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English – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 2: Media Resources
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Development Team of the Module

Writer: Contessa T. Apura

Editor: Mary Ann G. Gemina

Reviewer: Matilde A. Duangon

Illustrator:

Layout Artist: Gretchen O. Macapobre

Management Team: Ronald G. Gutay, Allan B. Matin-aw, Mary Jane J. Powao,
Aquilillo A. Rentillosa, Cristina T. Remocaldo
Ryan B. Redoblado

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Department of Education – Region VII – Central Visayas

Office Address: Department of Education – Carcar City Division
Learning Resources Management Section
P. Nellas St., Poblacion III, Carcar City, Cebu
Telefax: (032) 487- 8495
E-mail Address: carcarcitydivision@yahoo.com

English

Quarter 1 - Module 2: Media Resources

Introductory Message

For the facilitator:

Welcome to the **English 7** Alternative Delivery Mode (ADM) Module on **Media Resources!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 7** Alternative Delivery Mode (ADM) Module on **Media Resources!**

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action, and purpose. Through our hands we may learn, create, and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled into process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

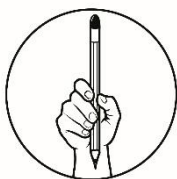
We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

After going through this module, you are expected to:

- a. Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)



What I Know

Direction: Select the best answer needed in each item. Use a separate sheet for your answer.

1. Your teacher asks you to write a report on animals, their habitat and ways of survival. Which tv program should you watch?
 - a. Entertainment Today
 - b. Born To Be Wild
 - c. 24 Oras
 - d. Magandang Gabi Bayan
2. Vlogging is a prolific source of income in this time of pandemic. You want to learn how to vlog for your school project. Which online tutorial should you watch?
 - a. 10-Make-Up by Its Me Emer
 - b. Learn How to Speak Korean in 60 Seconds
 - c. How to do Vlog in 10 Easy Steps
 - d. Food and Dining Express

3. Which tv program should you watch if you want to learn about the weather in the next 24 hours?
- a. Probinsyano
 - b. Kambal Karibal
 - c. It's Showtime
 - d. I am Ready by Mang Tani (24 Oras)
4. It is an upcoming movie that will be shown in advance in just a very few minutes and usually show the highlights of a certain movie.
- a. Movie trailer
 - b. Movie Title
 - c. Theater
 - d. Cinema

Lesson

2

Media Resources



What's In



Multi-media devices/resources

Have you wondered which of these multi-media devices can help you acquire knowledge even in the absence of a face-to-face learning?

That's correct! Learning never stops with the help of programs on television, on radio or in the internet.



What's New

Study the images below. Match each picture to the description on each item. Write the letter only on a separate sheet of paper.

A



Source: <https://bit.ly/2DkpGoI>

B



Source: <https://bit.ly/3lGd0d4>

C



Source: <https://bit.ly/3bjvhrT>

D



Source: <https://bit.ly/34XHmSG>

- _____ 1. Gives the most important information about current events
- _____ 2. A preview of an upcoming movie
- _____ 3. A glimpse of wonderful creatures' life in the wild
- _____ 4. Has travel and adventure as its content



What is It

Programs or materials viewed from television or through the internet are alternative platforms for a learner to acquire knowledge. These media resources play a vital role in one's acquisition of knowledge and understanding basic information presented. Example of these are:

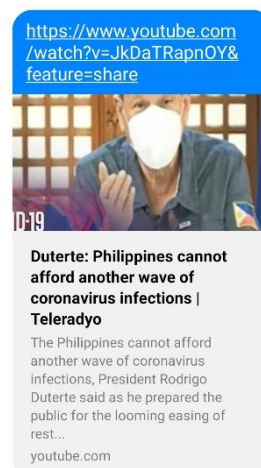
1. **Documentary**- a research-based reporting that deals with a specific topic and format. For example, the Reporter's Notebook that is broadcasted on Philippine television by GMA Network and was originally hosted by Jiggy Manicad and Maki Pulido. Another example is Failon Ngayon broadcasted by ABS-CBN Network and is hosted by Ted Failon.
2. **Internet-based Program**-a program that is informative and can be accessed through the website.
3. **Movie Trailer**- a short clip from a film usually to advertise a feature film that will be exhibited in cinemas or television.
4. **News Flash**-a single item of important news that is aired separately and often interrupts other programs. It is also popularly known as breaking news.
5. **Weather Report**- is usually part of an entire program that tells and foretells weather conditions on a specific area.

Study these examples. Can you tell what genre is presented?

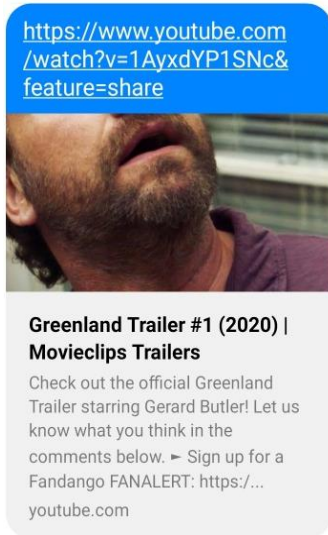
1.



2.



3.



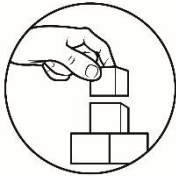
4.



If your answer is ...

1. Weather Report
2. News Flash
3. Movie Trailer
4. Documentary

Then you are correct!



What's More

Task 1:

Try to search similar examples using your preferred search engines. List at least 2 titles of programs or movies of each genre. Indicate the link of each program and write it in a table form using a short bond paper



What I Have Learned

Task 2

Determine the genre of the following programs.



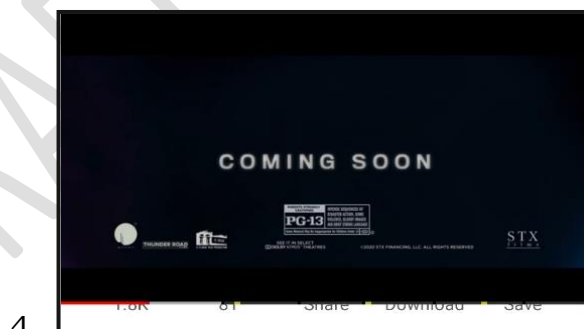
Source: <https://bit.ly/3juRcPU>



Source: <https://bit.ly/3lE2xPn>



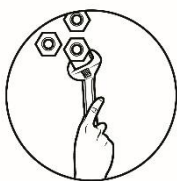
Source: <https://bit.ly/31Qyc8A>



Source: <https://bit.ly/2EOv0Bz>



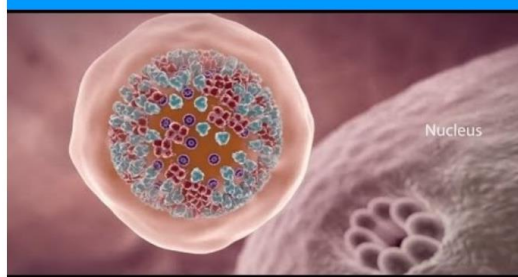
Source: <https://bit.ly/2QNF14o>



What I Can Do

Using your knowledge on the different genres of viewing, you will be viewing the following link:

<https://www.youtube.com/watch?v=5DGwOJXSxqg&feature=share>



Using your activity notebook, answer the following questions:

1. What is the material all about?
2. Is the information mentioned helpful?
3. As a student, how can you prevent such problem?

- Do a 2-minute video presentation showing how you promote healthy lifestyle.

Video Project Rubric (English)

CRITERIA	Excellent	Good	Fail
CONTENT / ORGANIZATION	<p>The content includes a clear statement of purpose or theme and is creative, compelling and clearly organized. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order.</p> <p>2 POINTS</p>	<p>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and information is creatively used. The content includes a clear point of view with a progression of ideas and supporting information.</p> <p>1 POINT</p>	<p>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. The viewer is unsure what the message is, either because it's incorrect or incomplete.</p> <p>0 POINTS</p>
DURATION / PACE	<p>The video is dynamic, lively, entertaining and meets the timing requirements.</p> <p>2 POINTS</p>	<p>The video is dynamic and easy to follow, but a bit short or long.</p> <p>1 POINT</p>	<p>The video is too short or too long and tedious.</p> <p>0 POINTS</p>
QUALITY	<p>Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.</p> <p>2 POINTS</p>	<p>Movie was made and had most of the required elements, but editing was not done as well as it should have been. Some poor shots remain. Audio and other enhancements were utilized, but not for maximum effect.</p> <p>1 POINT</p>	<p>Very little editing. Many poor shots remain. Video was very fragmented with no transitions and little or no audio reinforcement.</p> <p>0 POINTS</p>
TEAMWORK	<p>All team members contribute a fair share of the work.</p> <p>Team members showed respect with each other.</p> <p>2 POINTS</p>	<p>Some team members do not contribute a fair share of the work.</p> <p>Team members mostly showed respect with each other.</p> <p>1 POINT</p>	<p>A majority of the work was done by one or two.</p> <p>Low levels of respect were evident within the team.</p> <p>0 POINTS</p>
LANGUAGE, DELIVERY / VOICE	<p>Language is used correctly and creatively, words varied and easy to follow. Good pronunciation.</p> <p>Voice clarity, quality, pitch, strength and word speed are excellent.</p> <p>2 POINTS</p>	<p>Most language used is clear, easy to follow and understand. Most of the words are well pronounced.</p> <p>Voice is often clear, most words are easy to understand, delivery speed is good.</p> <p>1 POINT</p>	<p>Presentation language is unclear and hard to understand. Lots of grammar / vocabulary / pronunciation mistakes.</p> <p>Words are unclear, difficult to understand, delivered too fast or too slow. Lack of fluency.</p> <p>0 POINTS</p>

Created with http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2623259&

Source: <https://bit.ly/31Os7cv>

Note: Teamwork in the rubric is not included since this is an individual output.



Assessment

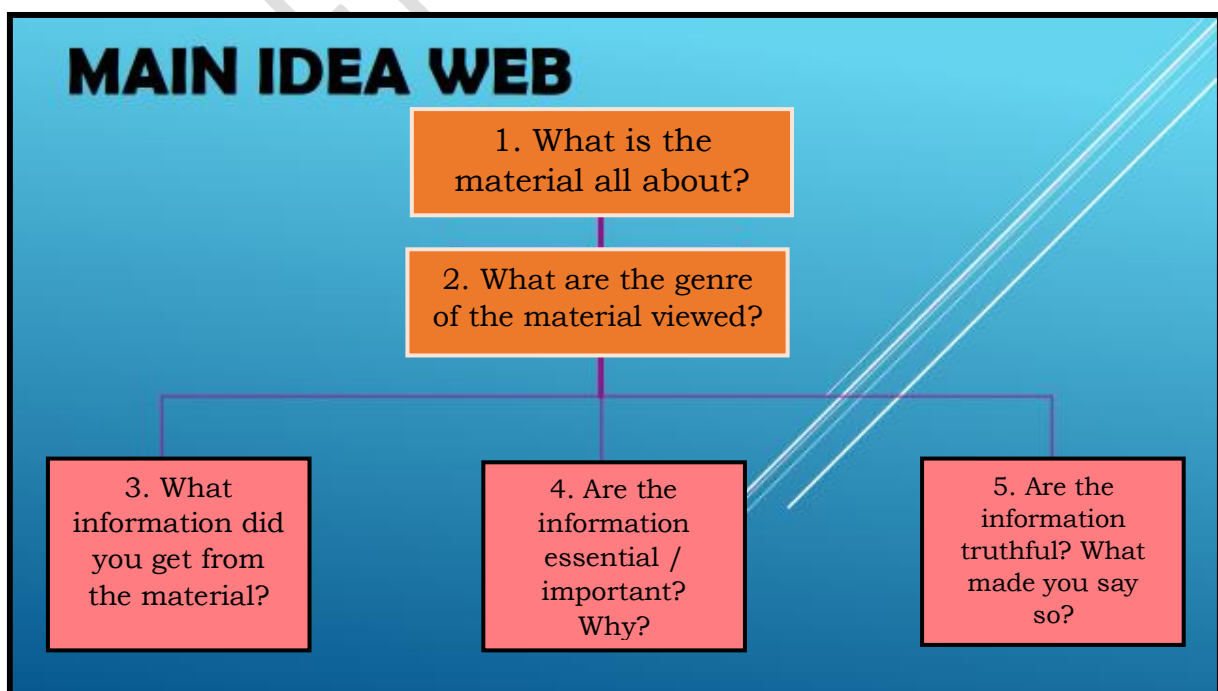
A. A link will be given for you to view. After viewing, present a report considering the following data:

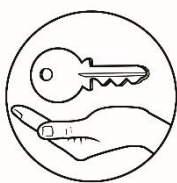
1. What is the material about?
2. What is the genre of the material viewed?
3. What information did you get from the material?
4. Are the information essential/important? Why?
5. Are the information truthful? What made you say so?



<https://bit.ly/3bj3dVG>

Present your report in an organizer.





Answer Key

What I Have Learned

1. Weather report
2. Documentary
3. Internet-based program
4. Movie Trailer
5. News Flash

What I Know

1. B
2. C
3. D
4. A

What's New

1. D
2. C
3. B
4. A

Assessment (Sample answers only)

A. 1. Cell membrane protects the cell and lets things in and out. Just like in the above picture, the school campus controls the coming in and going out of students.

2. Endoplasmic Reticulum is a site where chemicals are stored. The school's laboratory has the same function as the endoplasmic reticulum because this is where the chemicals for experiment is stored.

3. Mitochondria produce energy. Similarly, a cafeteria in the school is where food is cooked and served.

4. Lysosome digests wastes. This is also compared to a comfort room in the school where the students relieved themselves of their wastes.

5. Ribosomes work in synthesizing proteins. Ribosomes work together to complete the activity. Students are the ones who will do the tasks assigned by the teacher for their own learning so they 're similar to ribosomes in function.

B. Answers may vary

References

1. *English 7 Learner's Material pp.87-92.*
2. <https://youtu.be/MI4eO0dfzpg>
3. <https://youtu.be/41z0nQ26Sy4>
4. <https://youtu.be/1AyxdYP1SNc>
5. <https://youtu.be/vrM9uWhk4iM>
6. <https://youtu.be/JkDaTRapnOY>

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For inquiries or feedback, please write or call:

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

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

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

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