

# English in Perspective 10

## Quarter 1

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges	EN10LC-Ia-11.1

### U1 L1

#### Strategy Point

In grades 7 and 8, you learned different strategies that help you understand better and easier the meaning of unfamiliar words. Read the following discussion to know about another strategy that will help improve your reading and listening skills.

#### Looking for Keywords

Reading a text or listening to a speech is easier when you know something about the topic or what is being discussed by the writer. However, a lot of times, especially in school, you need to read texts and listen to lectures and presentations that deal with topics that you are not so familiar with. What do you do then? One strategy is to look for keywords or phrases that will help you identify how the topic or concept in the text is developed. Knowing how writers organize or develop their ideas is one sure way to understand their writings. Writers organize information or ideas using different rhetorical patterns, or ways of paragraph development. These are signaled by keywords or transitional words and phrases found in a text.

Study the following table that shows the types of rhetorical patterns and the keywords or phrases that signal them.

<i>Rhetorical pattern</i>	<i>Meaning/Purpose</i>	<i>Keywords</i>
Compare-contrast	Discusses the similarities and differences of two items	like, unlike, different from, similar to, while
Cause-and-effect	Explains why or how something happens and its results	because, due to, as a result, thus, since
Definition	Defines a specific term or an abstract concept	it means that, as defined, the definition is
Process	Describes how something is done or to be done	first, next, after, finally
Argumentation	Takes a stand and discusses its merits	should, to argue, in defense of

When you can identify the way the ideas are developed, you will easily understand the text. For example, when you know that the text is developed using the compare and contrast pattern, you can expect that it will give you details on what makes the ideas similar or different. Furthermore, you can anticipate whether the writer is favoring one item over the other or simply enumerating their qualities or features.

### **Point Out Connections**

Can you think of real people whose lives were saved from a serious calamity or crisis? Collect news clippings or video clips about a family or an individual who escaped the wrath of typhoons Ondoy, Sendong, or Yolanda. Retell their ordeal. In a paragraph, describe how their lives changed after the experience. What insights did you learn from these real-life experiences? What generalizations can you make about life after tragedies? You can also share about your findings on these experiences in your school's online platform, Google Meet, Zoom, or any other similar platforms for the purpose.

### **U1 L7**

### **Point Out Connections**

Have an online collaboration with three classmates for this activity. Select a cartoon or movie character that best exemplifies good attitude, value, or character of today's young people. Using your phone, laptop, desktop, or tablet, save a video clip or compile some video footage that features your chosen character. Pick out a line from a show or film that best encapsulates the personality of your chosen character and use that line to write a short introduction to the video.

Plan on how and when to conduct interviews with friends or classmates about their perceptions of the character after showing them the video clip or footage. Ask them how they can connect with the character in their daily lives. After gathering sufficient data, write a short summary of the highlights from the interviews. You may include footage from the show or film to close the presentation. Remember to use complete sentences in your summary.

Most Essential Learning Competency (MELC)	Code
Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10RC-la-2.15.2

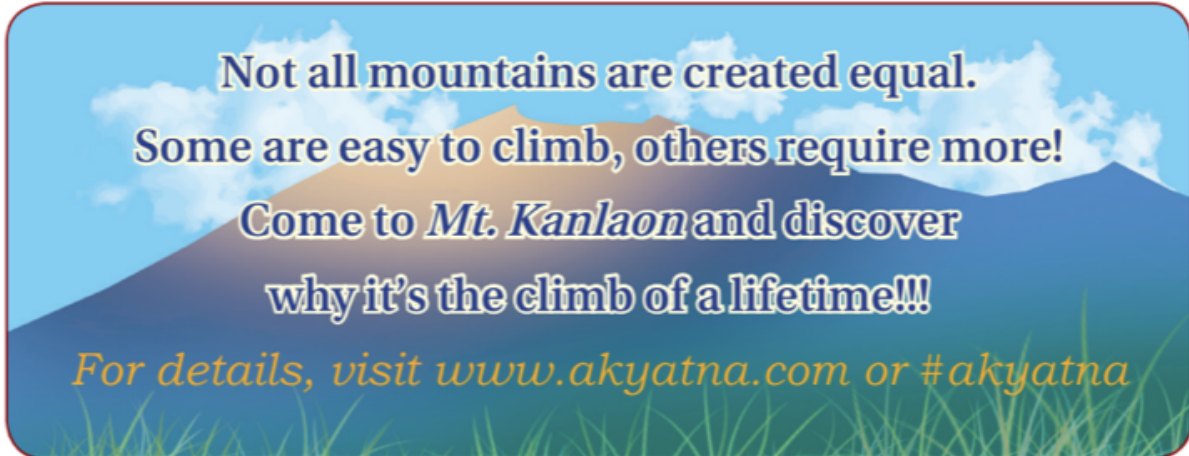
**Note:** Textual aids are educational instruments, could be written texts, or printed texts and other ways of emphasizing the essential phrases, thoughts, graphs, and /or images. Textual aids are tools or materials that provide support and facilitate understanding of texts. These aids are, most of the time, graphical outlines or images that give a general idea of a certain topic. While the following extracted contents do not explicitly mention the competency, they likewise address the said competency.

### Strategy Point

#### Features of a Persuasive Text

Study the following sample print ads and answer the questions that follow.





1. What are the advertisements about? What details from the texts will prove your answers?
2. What is the aim of each advertisement? How can you tell?
3. What common features do the two advertisements have? How do they differ?
4. What do these features tell you about persuasive texts?

A *persuasive text* is a piece of writing that aims to convince the readers to do something or to take an action. For example, what you will say to persuade your parents to allow you to go out with your friends on a school day qualifies as persuasion. Advertisements are examples of persuasive texts since they convince you to buy something. Persuasive texts are characterized by the following features:

1. repetition of words
2. capitalization of letters
3. use of exclamation marks
4. use of rhetorical questions
5. appeal to emotions
6. use of humor

## Strategy Application

Read each sentence below. Write the rhetorical pattern used in organizing each sentence. Then encircle the keywords that helped you identify the pattern.

1. Smoking among young people is believed to be caused by peer pressure and curiosity.
2. I love high school more than grade school because of the degree of freedom and fun I enjoy.
3. Low grade in school is a result of numerous factors such as poor learning habits, low self-esteem, and classroom dynamics.
4. Just like movies, TV shows must also be regulated by the government for the best interests of our children.
5. Here are the five basic steps to maintain your ideal weight.

## Publish Works

Review the discussion on Strategy Point about the features of persuasive texts. Then, working with your two group mates, think of two different household products and write an advertisement for each. Make sure to use reflexive pronouns and include the features of a persuasive text in your writing.

## U1 L2

### Strategy Point

Read the following discussion to recall and further your knowledge on the use and purpose of graphic organizers.

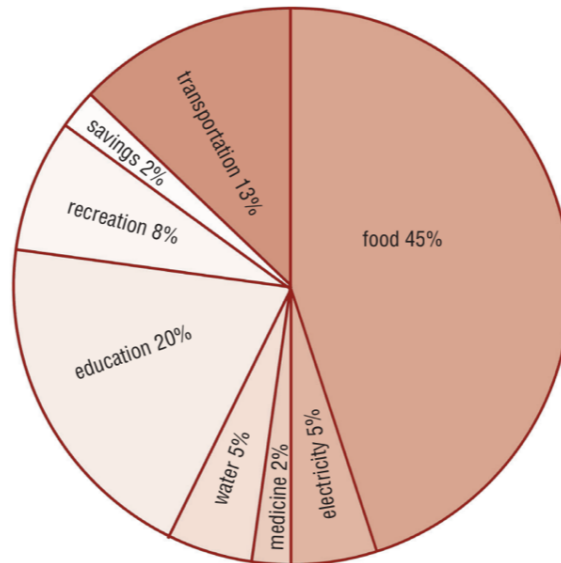
#### Reading Graphic Organizers

A set of complex data can be organized and presented in a simpler way using different learning tools called *graphic organizers*. A graphic organizer helps arrange information to make it easier and quicker to understand and analyze. Examples of graphic organizers include charts, graphs, diagrams, illustrations, outlines, concept maps, and idea webs. Graphic organizers are ideal to use when the text is heavy on numbers, percentages, and other mathematical and scientific data. They are also useful in problem solving, in planning research, and in brainstorming ideas. Each graphic organizer has a specific format and purpose. The following are the two most common types of graphic organizers used in the classroom.

## Charts

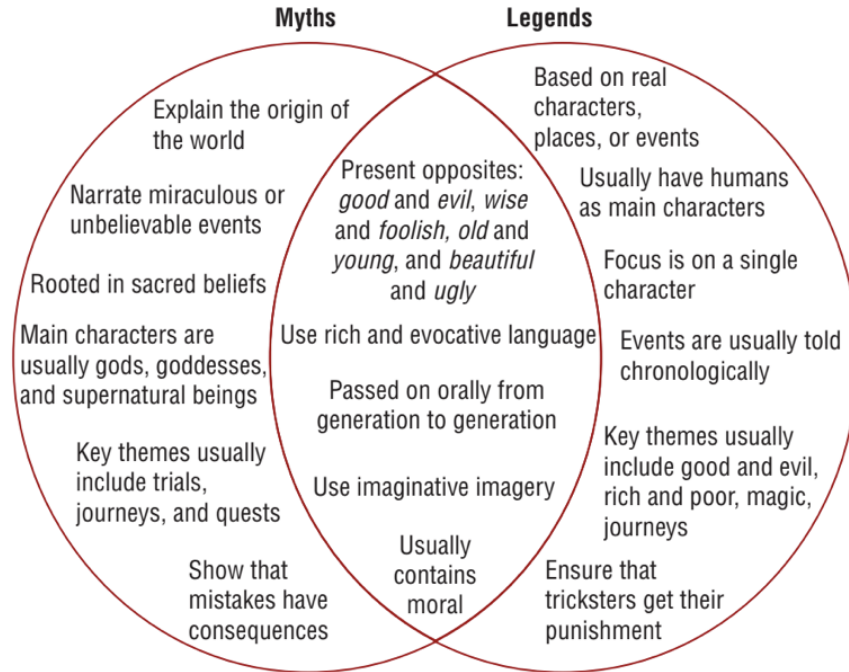
Charts are used to display and to show important relationships between complex and large quantities of data. Two common examples of charts are pie charts and diagrams.

*Pie charts* compare parts to a whole. They are used to show the percentage distribution of specific segments of data in relation to the whole set of data. The pie chart below shows the distribution of the monthly income of an ordinary family.



Notice that each slice of the pie chart is a specific segment of the whole. Thus, when you remove a slice from the pie chart, that entire segment will be missing from the whole. When using a pie chart, limit the parts to at least five to ten segments lest the data gets too crowded.

*Venn diagrams* are commonly used to show commonalities or differences between sets of data. They are usually used to compare and contrast two or three items. The greater the overlap between or among the items being presented, the more common they seem to be.

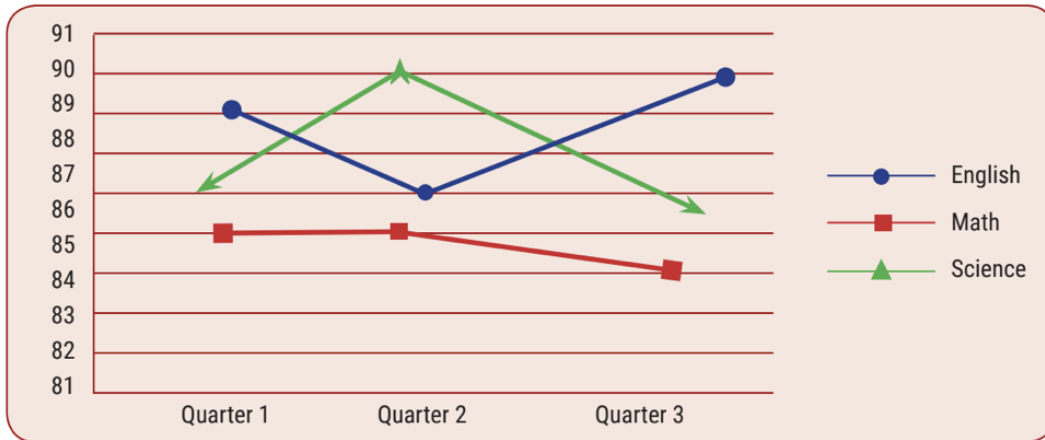


## Graphs

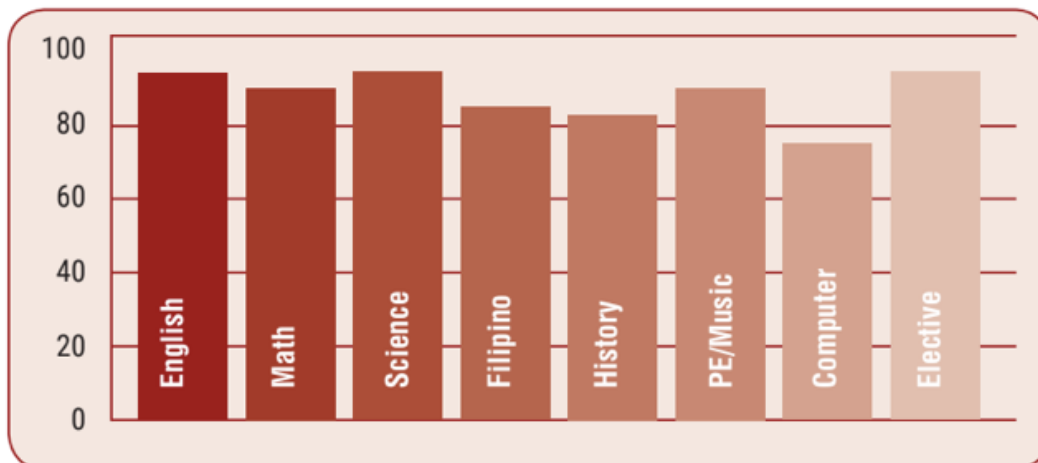
*Graphs* are graphic organizers that plot data along two points. They are commonly used to display raw data and to present trends in the data gradually. Two common examples of graphs are line graphs and bar graphs.

*Line graphs* are used to show trends and to identify whether the variables relate to (or correlate with) one another. For example, line graphs may help you see at a glance the increase or decrease (trend) of human population for five years in either an urban or a rural area, or in both areas.

Likewise, by looking at a line graph of your test scores for each quarter and subject, you can easily determine what needs to be done with regard to your academics.



*Bar graphs*, on the other hand, show the relationships between data. Just like line graphs, they are also used for showing trends. However, this type of graph is used when you want to show relations between discontinuous data such as school subjects or different products. In general, if you can use a line graph to show trends, you can also use a bar graph just as well.

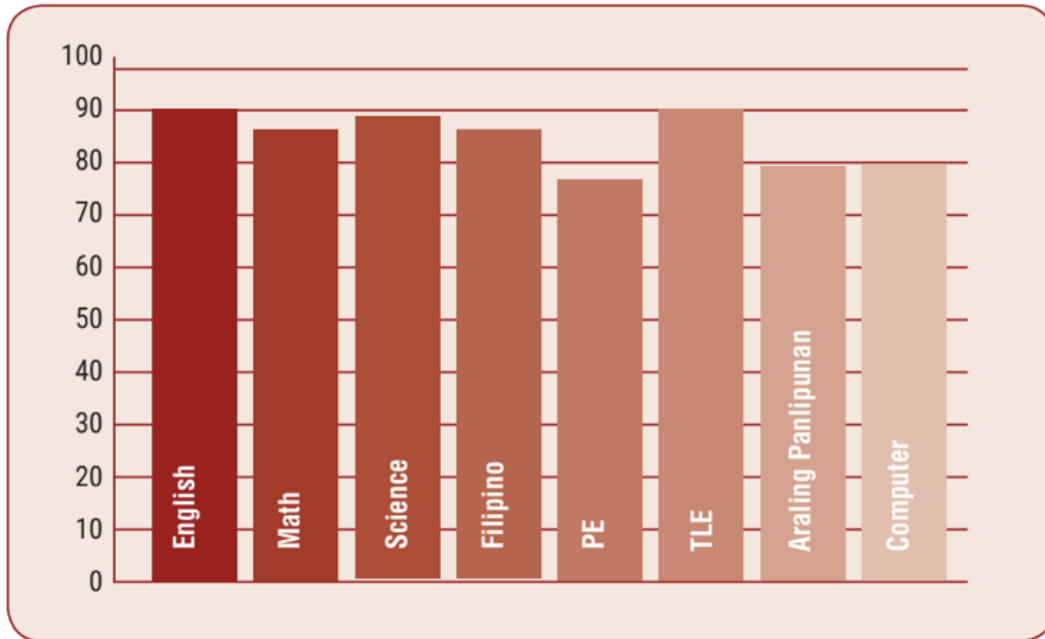


In conclusion, graphic organizers are used and incorporated in some reading texts to aid readers in understanding large volume of data or in analyzing the relationships between sets of data. They help synthesize or put together information that will otherwise be difficult to understand if presented in words or in paragraphs alone.



## Strategy Application

Study the graphic organizer below and answer the questions that follow. Student A's Grades in Various Subjects for Quarter 1



1. What kind of graph is used in the sample above?
2. How many subjects are plotted in the graph?
3. In which subject does student A get the highest grade for the quarter? What could be the reason behind this occurrence?
4. What subject receives the lowest grade? What reason can you offer to explain this occurrence?
5. What is the grade received by student A in English?
6. In what subject must student A spend more time studying? Why?
7. Would you say that student A is a good student based on the grades shown in the graph? Why?
8. Is the use of the graph appropriate for the set of data shown? Why?

Most Essential Learning Competency (MELC)	Code
Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10VC-IVc-29

## U1 L1

### Literary Point

Read the following discussion to learn about two literary devices that writers use to amplify their writing.

#### Flashback and Foreshadowing

Writers use literary devices to help enhance or build the plot of a story. They do not always narrate action in a completely chronological manner. Writers usually present an incident that has occurred shortly, then shifts to an earlier event or moves forward to a much later one. This technique adds literary sophistication to the narrative and helps sustain the reader's attention to the story. This same technique characterizes two literary devices called flashback and foreshadowing. Can you tell the difference between the two?

*Flashback* refers to the dramatic presentation of an entire scene from an earlier time and action. For example, as the mother watched her daughter put on a magnificent vintage wedding dress, she remembered her own wedding day fondly. This event in her life is narrated within the story.

*Foreshadowing* is another literary device in which the outcome of the conflict is anticipated. For example, in the story "Sleeping Beauty," Maleficent places a curse to the infant Princess Aurora—that she will die on her sixteenth birthday after pricking her finger on a spinning wheel's spindle. Merryweather attempted to reverse the curse by professing that instead of dying, the princess will fall into a deep sleep for one hundred years and that she will be awakened by a kiss from a prince. This declaration from the fairy godmother foreshadows the events that take place by the middle to the end of the story.

### Literature Activity 1

Answer the following questions about "The Story of the Flood" from the Epic of Gilgamesh.

1. Why did Utnapishtim tell the flood story?

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2. Who sent the great flood to the city of Shurruapak? Why?

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3. Was the boat that Utnapishtim built able to survive the atrocious flood? Explain your answer by providing a vivid description of the boat.

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4. How did Utnapishtim confirm that the flood had subsided?

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5. Why do you think Utnapishtim was looked upon with favor by the gods? What kind of life do you think he had lived?

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6. What is the role of dreams in the epic?

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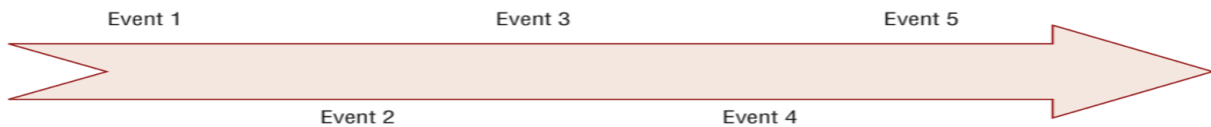
7. Do you agree that the gods should put the blame on Enlil? Justify your answer.

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### Literature Activity 2

Using the timeline, plot the significant events in "The Story of the Flood." Then answer the questions that follow.



1. Is the story told chronologically? Explain your answer.

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2. What does the exposition reveal? Is the use of flashback revealed? What about foreshadowing?

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Where in the text are these literary devices found? Explain your answers. Recreate the completed timeline using Microsoft Word or Google Docs, then share your output to your classmates.

### Literature Activity 3

Compare and contrast the flood story that you have read with the biblical story "Noah's Ark." Fill in the table below with specific examples showing similarities and differences between these two stories.

	<i>"The Story of the Flood"</i> (Epic of Gilgamesh)	<i>"Noah's Ark"</i> (Bible)
Similarities		
Differences		

## U1 L3

### Literary Point

In your study of Anglo-American literature in grade 9, you were introduced to the concept of drama through one-act plays and the works of well-known English playwrights such as William Shakespeare and Christopher Marlowe. Review and build on what you already learned about the said concept through the following discussion.

### Drama

Just like reading a story, watching a play creates a certain level of anticipation as the dialogue between characters moves toward the climax. The difference lies on how the action is actualized. In drama, you see it performed by actors on stage because it is meant to be performed. Drama, unlike stories, is not only a written text; it is a performance.

Aristotle, a Greek philosopher, defined drama as the imitation of action. What it attempts to imitate is no other than the action or reality of life. It takes a slice of life and

situates it on a particular place and time where people can get to discuss its causes and effects. Drama is what it is today because of its elements. The following are Aristotle's six elements of drama: plot, theme, characters, dialogue, music/rhythm, and spectacle.

1. **Plot.** This is the sequence of events or what happens in the play. Action begins with the exposition where the setting and the characters are revealed. As the characters interact with one another, the action now becomes complicated and leads to a conflict that needs to be resolved. The action ends when a resolution has been reached or decided on.
2. **Theme.** If drama is an imitation of an action, you usually look for how truthful or realistic that action has been imitated. You evaluate its life-like portrayal against human experiences. Thus, as you watch a play, you ultimately ask, what is the point of the dramatist here? What is the dramatist saying about life or people in general? What lesson is learned here? These are what theme is all about. A character may explicitly verbalize it; at other times, you realize it yourself.
3. **Characters.** They may be people, animals, or ideas portrayed by the actors in the play. The characters give life to the action as they move the play forward. They may change (dynamic) as the story progresses or remain the same (static) throughout the story.
4. **Dialogue.** This refers to the words written by the dramatist and spoken by characters in the play. The dialogue helps the action of the play to move along.
5. **Music/Rhythm.** While music is often featured in drama, in this case, Aristotle was referring to the rhythm of the actors' voices as they speak. The musicality of the play refers to the rhythmical sound of the words uttered by the actors on stage. Each line reflects a different melody to it producing rhythmical patterns that sound like songs.
6. **Spectacle.** This refers to the visual elements of a play: sets, costumes, special effects, or personal props. Spectacle is everything that the audience see as they watch the play.

### Literature Activity 1

Answer the following questions to test your comprehension of the excerpt from Oedipus the King.

1. What role did fate play in Oedipus's life?

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2. Is there a way for Oedipus to escape this fate? How?

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3. How is Oedipus as a father? What details from the text can you cite to prove your answer?

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4. Would you consider Oedipus to be a noble man? Why?

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5. Socrates, a Greek philosopher, once said that "an unexamined life is not worth living." How can this be related to the following last lines of the chorus?

*Therefore, while our eyes wait to see the destined final day, we must call no one happy who is of mortal race, until he hath crossed life's border, free from pain.*

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## Literature Activity 2

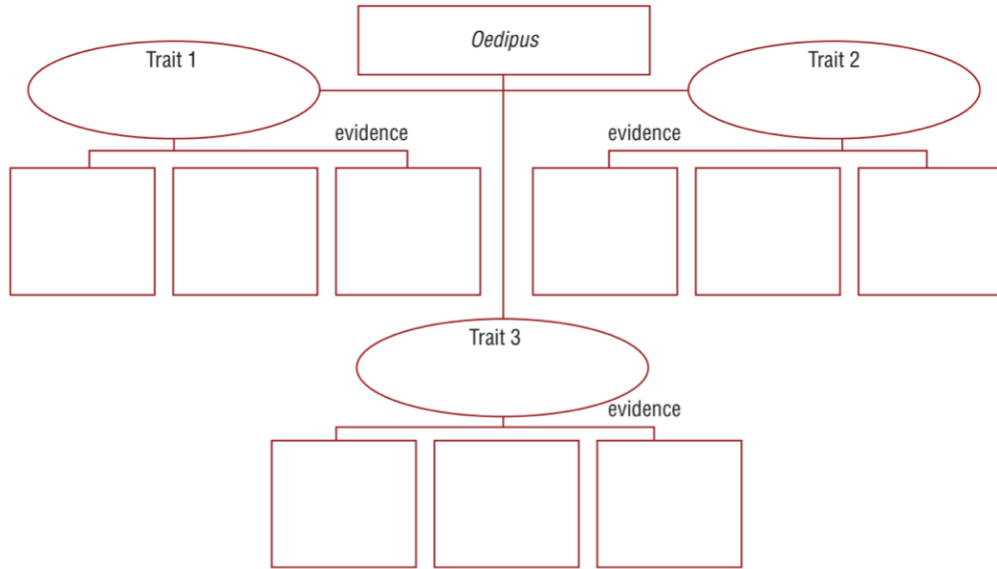
Study the table below and complete it based on how you understand the various elements of drama. Be ready to defend your answer.

<i>Element</i>	<i>Textual evidence from Oedipus the King</i>
Plot	
Characters	
Theme	
Music/Rhythm	
Spectacle	
Dialogue	

## Literature Activity 3

The staging of Greek tragedies in ancient times aimed at making the viewers, through the characters in the play, realize that they can still be noble in their suffering. A good example of this is seen in the character of Oedipus, especially when he openly admitted to committing the terrible crime against the people of Thebes. What kind of a man is Oedipus?

Analyze the character of Oedipus based on the traits of a tragic hero. Support each trait with textual evidence from the excerpt that you have read. Use the following chart to present your observations. Your teacher may ask you to work with a partner.



**Point Out Connections**

**Comparing Heroes and Models**

In ancient times, people looked up to mythical heroes as exemplars of virtues. In today’s generation, young people look up to celebrities as their role models. With your partner, list two mythical heroes and two celebrities that you admire or look up to. Search their biographies on the internet then complete the table below.

Quality	Mythical hero		Celebrity role model	
	Hero 1	Hero 2	Celebrity 1	Celebrity 2
Strength/s				
Weakness/es				
What makes them worth looking up to?				
What makes them fallible beings?				

**Participate in Interactions**

Summaries provide the essential details of a story. It includes only the major events, important characters, and significant setting of the story. When writing a summary, you need to emphasize these details in the shortest possible way without sacrificing clarity. Recall the key details from the selection “Cupid and Psyche.” Write these details under the following headings: plot, characters, setting, and theme. With two of your classmates, make a summary of the selection based on the given information.



Be sure to use appropriate coordinating tools to emphasize the important details of the story in your summary. Choose one member who will read your work in class.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Evaluate and make judgements about a range of texts using a set of criteria e.g. comparing arguments on the same topic, critiquing a short Story	Code not found

## U2 L3

**Note:** comparing arguments on the same topic (making claims); critiquing a short story (the skill of critiquing through the use of satire is cultivated; knowing how to critique through argumentative essay)

### Literary Point

Read the following discussion to deepen your understanding of the type of literary style Jonathan Swift used in his essay.

#### **Satire**

Recall that a satire is a technique employed by writers to expose and criticize the foolishness and corruption of an individual, government, organization, or a society by using humor, irony, exaggeration, or ridicule. A writer of satire uses fictional characters, who stand for real people, to expose and condemn their corruption. In addition, satirists hope that those they criticize will eventually overcome their weaknesses, improve their characters, and change their ways.

#### **Function**

While satire is presented with humor or exaggeration, its main purpose is to ridicule or criticize vices and any form of corruption and decay in society, which the satirist considers threats to civilization. The writer takes on the obligation to expose these vices to foster change for a better society. Thus, the function of satire is to cultivate public awareness of the prevailing negative conditions in society and prompt action for change. This is generally what satire does, and it goes beyond making others laugh or be entertained.

### **The Use of Irony**

Satire, as a form of criticism, uses irony to attain its goal. Irony is a literary technique that focuses on the discrepancies between what is said or seen and what is actually meant. For example, when Jonathan Swift wrote the satirical essay “A Modest Proposal,” he wanted to bring to the attention of the Irish people the problems concerning poverty and the poor people, especially mothers who, “instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants,” and the irony here is that when “they grow up, either turn thieves for want of work, or leave their dear native country, to fight for the Pretender in Spain, or sell themselves to the Barbados.”

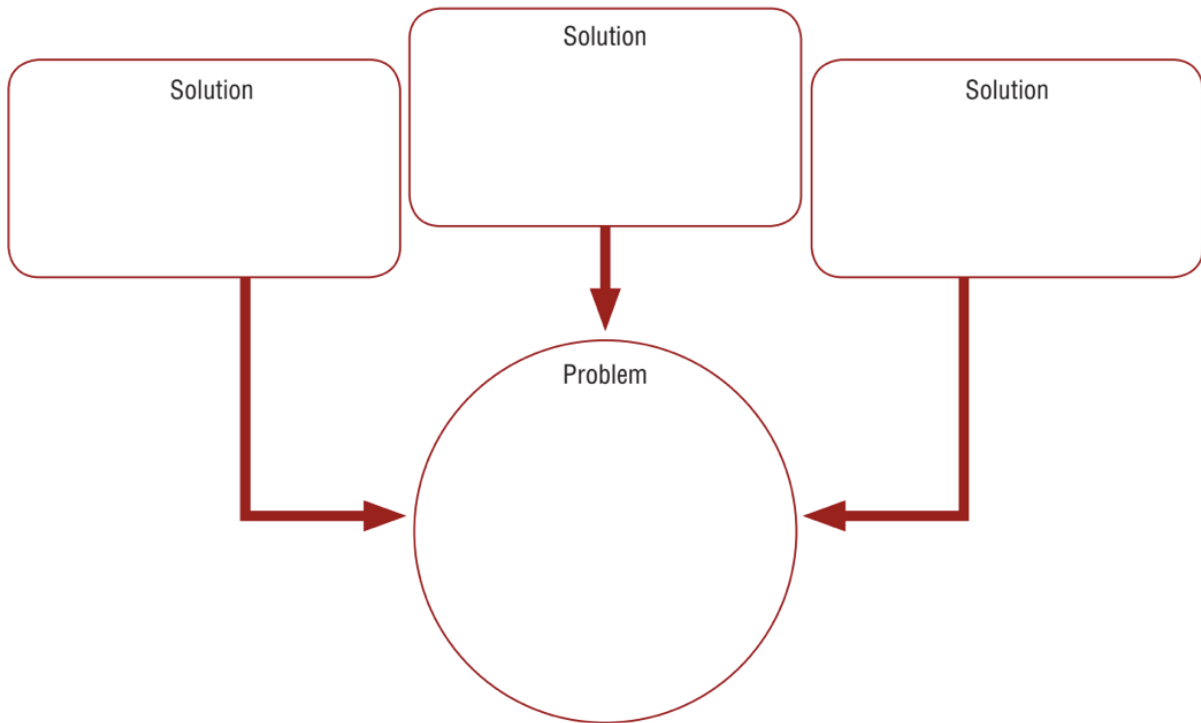
### **Literature Activity 1**

To find out how well you understood the essay “The Modest Proposal,” answer the following questions:

1. At what point in the essay do you first realize that Swift was using satire as the central literary technique in the essay? What made you realize it?
2. What is Swift actually satirizing in his essay?
3. What do you think is the author’s purpose in writing this satire?
4. Who do you think are the major target readers of this satire? Why?
5. What is your opinion about the author’s proposal?

## Literature Activity 2

A. Complete the graphic organizer by following the set of instructions below.



1. What is the main problem presented in Swift's essay "The Modest Proposal"? Write it in the circle.
  2. In the essay, mark the part where you find Swift's proposal to solve the problem.
  3. Pick out lines from the part identified in item 2 that describe how children are proposed to be used as part of the solution. Write these solutions in each of the boxes above.
- B. What is your response to these proposed solutions?
- C. Do some background research about the social condition in Ireland at the time this essay was written. What do you think is Swift's purpose for posing incredible solutions to this social problem?

### Literature Activity 3

Based on your understanding of the essay, write any responses that come to mind using the table below.

1. What is the central image of the essay?	
2. What personal experience comes to mind when you read the essay?	
3. What questions can you develop from the main idea of the essay?	
4. What points are confusing to you?	

Elaborate on your responses and compare them with your classmates' responses. Your teacher will facilitate the elaboration and comparison of interpretations, maintaining that while interpretations may vary, these should be reasonable. He or she may conduct this activity through a video-conferencing application that your school prescribes. After listening to the discussion of individual interpretations, you will be given the opportunity to reflect and assess your initial interpretations and develop your final responses to the essay.

In an essay of five paragraphs, rewrite your original responses by incorporating any of the ideas presented in class. Make sure that you support or explain how you arrived at your final ideas in response to the essay. You may submit your output to your teacher through email or other means that he or she prescribes.

## Strategy Point

Whenever you present an argument, whether through an essay or a talk, you make claims. A *claim* is an arguable statement that is necessary in establishing the points that you want to raise or emphasize. There are different types of claim—claims of fact, claims of value, and claims of policy. Read the following discussion to know more about these types.

### Making Claims in Essays

A *claim of fact* is an arguable statement that attempts to establish that something is or is not the case. “Online gaming does not promote the players’ well-being” is an example of a claim of fact since other people may not hold the same belief. Some people or groups of people support online gaming, claiming that it helps a gamer develop his or her cognitive, motor, and affective skills. Note that a fact claim only aims to be a fact. Thus, you need to build your case to show your readers that your claim is believable or more likely to be true than false.

A *claim of value* is an arguable statement that attempts to establish the merit or worth of something. It involves judgment based on goodness or badness, or rightness or wrongness of your case. The statement “Online gaming is harmful to the players’ physical and social skills” argues for the harmful effect (value) of the topic. You need to offer a set of criteria for consideration in order to defend this claim (for example, development of physical and social skills).

A *policy claim* is an arguable statement that attempts to offer, maintain, or change a course of action. You need to convince your readers that your offered course of action is the best way to take, given the conditions discussed. “Because online gaming does not promote the physical and social skills of the players, the parents, school officials, and community officials should collectively campaign against it” is an example of a policy claim. Remember that writing policy claims usually requires the use of modals such as should, ought to, and must.

Study the given examples to differentiate the three types of claim.

*Claim of fact:* The death penalty does not deter crime.

*Claim of value:* The death penalty is unjust.

*Claim of policy:* The death penalty should not be reimposed in the country.

Remember that a fact claim is about a measurable topic; a value claim is about a moral, aesthetic, or philosophical subject; and a policy claim is about an actionable case.

### Strategy Application

Study the following sentences. Identify which type of claim is presented in each. Write fact, value, or policy in the space provided.

- \_\_\_\_\_ 1. The K to 12 curriculum is inclusive and built around the needs of the learners and the community.
- \_\_\_\_\_ 2. Success is the result of discipline and determination.
- \_\_\_\_\_ 3. Schools must implement a reading program to strengthen the literacy skills of the students.
- \_\_\_\_\_ 4. Many parents consider homeschooling as an excellent but costly alternative to sending their children to traditional schools.
- \_\_\_\_\_ 5. For a nation to progress, its citizens ought to develop a genuine sense of nationalism and love for the country.
- \_\_\_\_\_ 6. Advances in technology have made it possible for people to communicate across time zones and continents in real time.

### Perform Expressions

Work as a group of three members. Discuss current events that you think people your age must be aware of. For example, you may want to comment on teenagers' excessive use of social media. Do a research and gather as much information as you can get by knowing the different sides and arguments of people regarding the topic. Then, present in a video a discussion of your own arguments. Be sure to blend your criticisms with humor to raise awareness and entertain your audience as well. Present your work in class.

Your performance may be conducted through a video-conferencing application such as Zoom, Skype, Google Meet, or via other platforms that your school prescribes. It may also be recorded separately by each group member and edited together through video-editing tools.

### Participate in Interactions

Write a claim of fact, value, and policy for each issue. Be prepared to present and defend your answers in class.

1. child labor

Fact claim :

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Value claim :

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Policy claim :

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2. requirement to wear masks and face shields outside one's home

Fact claim :

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Value claim :

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Policy claim :

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3. tuition fee increase in private schools

Fact claim :

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Value claim :

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Policy claim :

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4. home study

Fact claim :

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Value claim :

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Policy claim :

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5. curfew for minors

Fact claim :

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Value claim :

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Policy claim :

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## U2 L8

### Strategy Point

Why is participating in debates or public discussions of social issues important? How can you be an effective speaker or writer? In previous lessons, you have already learned about the parts and features of an argumentative essay. You have also learned some techniques on how to develop your pattern of ideas. Now, you will focus on the process of writing your own essay on any social issue you deem relevant for you.

### Argumentative Essay Writing Process

The process of writing involves several steps that will help you develop your ideas and organize your material into manageable parts. You may move from one step to another and then back and forth between steps as needed so that you can produce a complete and well-written piece.

#### *Developing the concept*

A *concept* is a general notion or abstract idea that is present in one's mind, speech, or thought. In the writing process, concepts are translated into language that is clear and understandable to the readers.

#### *Preparing an Outline*

An *outline* is a tool that is used by writers to organize concepts in a logical order. It is a plan that guides writers in developing the structure of the written material—introduction, body, and conclusion. In writing an outline, identify your topic or thesis statement. Decide what points you would like to discuss and arrange them in logical order so that each point connects to your topic or thesis statement.

#### *Writing Your First Draft*

A *first draft* is the first version of a written material. It is also called a rough draft. It is written after you have finalized the outline. In writing your first draft, go over the key words and phrases that you have written and start converting them into complete sentences. Remember to use the appropriate transitional words such as first, second, because, as a result, and so on to make the ideas flow smoothly.

Do not forget to cite your sources in your essay (in-text citations) as you provide support for your key points and make sure that these sources are found in your list of references or bibliography that you will provide at the end of your paper. The keywords, tips, and guidelines in the table below will guide you in writing your first draft. You may write the details in words or phrases only.

<i>Part of the essay</i>	<i>Detail for each part</i>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Background information about the issue</li> <li>• What you want to say about your chosen topic. Be sure to have at least three key points/reasons/arguments about why you are taking that stand or making that claim.</li> </ul>	
<p><b>Body</b></p> <ul style="list-style-type: none"> <li>• First paragraph <ul style="list-style-type: none"> <li>○ State your first key point.</li> <li>○ Give supporting details (based on facts, statistics, experts' opinions, etc.)</li> </ul> </li> <li>• Second paragraph <ul style="list-style-type: none"> <li>○ State your second key point.</li> <li>○ Give supporting details.</li> </ul> </li> <li>• Third paragraph <ul style="list-style-type: none"> <li>○ State your third key point.</li> <li>○ Give supporting details.</li> </ul> </li> <li>• Fourth paragraph <ul style="list-style-type: none"> <li>○ State the argument of those who may have an opposing view.</li> <li>○ State why this argument is weak, not valid, or not acceptable.</li> </ul> </li> </ul>	
<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Emphasize or summarize your key points.</li> <li>• Suggest a course of action that your audience should take, given the information you provided.</li> </ul>	
<p><b>References</b></p> <p>Prepare a list of references that you have cited in your essay.</p>	

### *Revising and Editing*

Go over your first draft to see if you are able to consider the guidelines. If not, revise to include the missing information in your paper. Use the following checklist:

- You provided your readers some background information about your topic.
- You stated clearly your three key arguments for your claim.
- You discussed each argument in the body paragraphs of your essay (one paragraph per argument).
- You mentioned the opposing view or opinion of those who may disagree with your claim and you explained why this is weak or unacceptable.
- You provided a closure in the last paragraph of your essay.
- You provided your readers an idea of what must be done based on your arguments.

- You cited and acknowledged your sources as you have used them in your essay and you prepared a list of references or bibliography at the end.
- You presented your ideas in an organized and understandable fashion.
- There are no errors in grammar and spelling in your paper.
- You have used the correct punctuations throughout the paper.

### *Peer Editing*

Revise your paper, then form groups of three and edit each other's work. You may use the checklist above as your set of guidelines in editing your peer's work.

### *Writing the Final Draft*

Revise your paper based on the comments you have received from your classmates. Read your paper to make sure all your given information is clear, coherent, and correct; apply consistency in sentence construction. Pay attention to shifts in verb tenses and subject-verb agreement. Look out for errors in grammar, spelling, and punctuation. Read through the contents again until you see that you are able to communicate your message effectively.

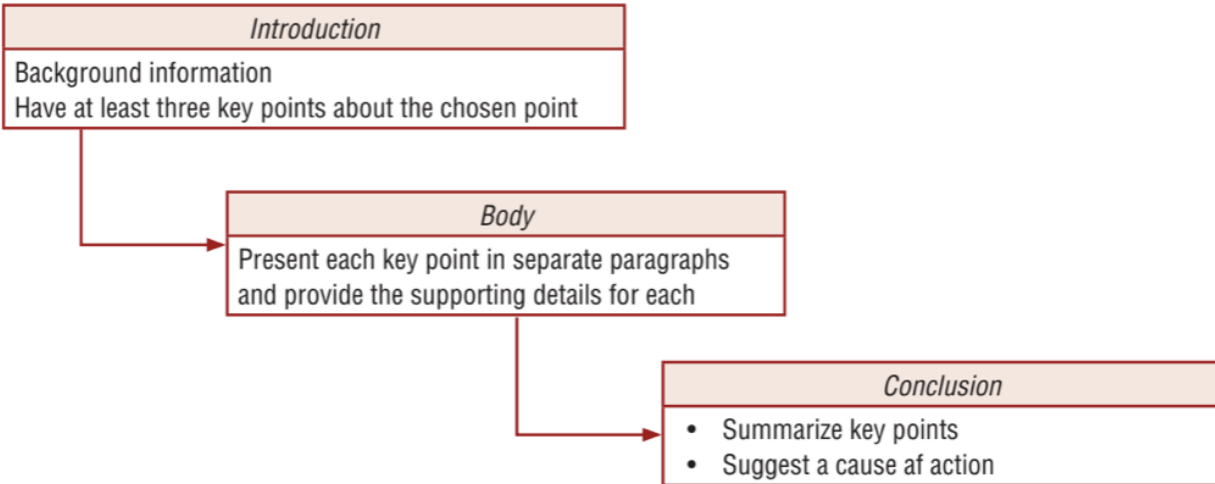
### **Ponder Reflections**

Ruminate on the literary discussion in this lesson by answering briefly the following questions.

1. How is the behavior of people shaped by books on etiquette?
2. Among the many traits of a courtier or lady in Castiglione's book, what would you consider as the three most important? Why? Write down your responses in your notebook or journal.

## Publish Works

Edit the first draft of your argumentative essay. Be guided by the hierarchal organizer below.



## U2 L1

### Strategy Point

Recall your answers to the concluding questions in Participate in Interactions. What do you think you should do to find the similarities and differences between two or three things? You have to compare and contrast. In what other instances do you need to compare and contrast? Read the following discussion to find out.

### Using Comparison in an Argumentative Essay

You have learned in a previous lesson that whenever writers make a claim, whether fact, value, or policy, they are expected to offer arguments or reasons to support their claim. One way to develop a claim is by the use of comparison and contrast. This style shows how two or more items are alike or different. It is used to identify and discuss the strengths and weaknesses of two or more items being compared. The aim is to persuade the audience that one item is superior to the others. Study the table below that summarizes how contents in an argumentative essay are organized using the comparison and contrast style.

Part	Example
<p><b>Introduction</b> State the two items to be compared and your thesis or claim.</p>	<p>Although both StopMart and TownMall are fun places to shop in, I prefer Town Mall because it is less crowded, smaller in size, and more accessible than StopMart.</p>
Part	Example
<p><b>Body</b> Discuss the three key points of comparison. You may choose from the two ways of organizing your essay.</p> <p><i>Block approach</i> is used effectively in short essays where one item is discussed in detail depending on the number of points being compared before moving on to the second item.</p> <p><i>Point-by-point approach</i> is used for longer essays where one point of comparison is discussed before moving on to the next point.</p>	<p>Compared to TownMall, StopMart is more crowded because... Secondly, it is bigger in size and therefore more difficult to... I do not like shopping at StopMart because it is not accessible... Town Mall, on the other hand, is less crowded... Smaller in size ... More accessible...</p> <p>StopMart is ... while TownMall is less crowded. When it comes to size, StopMart is bigger, making it difficult to find ... On the other hand, Town Mall's size is ... Town Mall locations are more accessible compared to StopMart ...</p>
<p><b>Conclusion</b> Highlight the relevance of the similarities and differences of the two items.</p>	<p>With its shopper-friendly features, Town Mall is more fun than StopMart to shop in.</p>

### Strategy Application

Work on this activity with a partner. Think of three points of comparison and contrast for each item listed below. You may consider using the sample for item 1 below as your guide.

1. Mini Stop or 7-Eleven
2. Baguio or Tagaytay as summer destination
3. tennis or badminton

*Example:*

<i>Mini Stop versus 7-Eleven</i>		
Mini Stop	Points of analysis	7-Eleven
	Size of store	
	Prices of merchandise	
	Variety of merchandise	

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Evaluate spoken texts using given criteria, e.g. fluency, tone, cohesion, correctness	Code not found

## U2 L1

### Literary Point

An essay is another literary type that flourished during the Renaissance. Read the following discussion to find out more about it.

#### Essay

An *essay* is a piece of writing that contains an author's methodical analysis and evaluation of a particular issue, topic, or subject. The purposes or reasons for writing an essay may include, but are not limited to, the following:

- to persuade others to take up your position
- to expound on an idea that is unclear, complex, misunderstood, not known to the general public, interesting, and controversial, among others
- to compare and contrast items or any topics
- to give a personal viewpoint or opinion on a particular issue
- to discuss the causes and effects of a phenomenon

Just like any other literary forms, essay has its own set of elements. The subject or topic of an essay refers to the particular issue or focus, or simply, what the essay is all about. The topic could be as light as the author's personal preference for a specific vacation place or as profound as the impact of a worldwide effort to address global warming. The thesis statement is the general statement the author wants to say about the topic. It is the main idea about the subject matter and summarizes the point of the essay. The subordinate points and supporting details are the important details of the essay that defend or support the thesis statement about the topic. These points should be based on facts, statistics, an expert's opinion, general knowledge, or other sources of information that are credible and authoritative.

The target audience or reader of an essay will determine how much information should be given. If the topic is unknown to the readers, then the author has to decide what and how much they need to know about it. Factors that the author considers in writing the essay include the age, gender, occupations, and other related information of the target audience or readers.

Writers, just like their readers, are influenced by their environment. Their experiences, good or bad, affect how they view people, events, issues, or life in general. Even their status in life or illness can make them see life differently. These contexts will influence how they write literary works such as essays. Take, for example,

Michel Montaigne whose family was deeply immersed in public service. The social issues and conflicts during his time made him write about himself to find answers to these political and religious conditions.

Tone is the general attitude authors adopt toward their audience, or readers, and their topics. The tone adopted by writers is also influenced by their purpose and situation. For instance, when authors want their readers to agree with them (purpose), they will not use an arrogant or insulting tone toward them. Instead, authors will be respectful of their audience and be serious and straightforward in their writing, while maintaining a lively discussion of the issue through their word choices.

Writers use various patterns of development, or ways to expound their ideas in their essays. They can describe, narrate, compare and contrast, trace the causes and the effects of an occurrence or issue, enumerate, or use other ways to convince readers to accept their arguments and take a specific course of action to resolve a situation or conflict.

Is the essay literary, expository, narrative, persuasive or argumentative, or personal? A writer should be able to decide on what type of essay to write as each type has different features and objectives.

- A *literary essay* discusses the writers' understanding, as well as their insightful and critical interpretations of a literary text (e.g., a film analysis).
- An *expository essay* aims to explain, probe, or evaluate ideas in an organized and clear manner (e.g., causes and effects of typhoons).
- A *narrative essay* contains stories dealing with the authors' personal experiences that may lead to knowing themselves better or gaining new insights about themselves or their world.
- A *persuasive or argumentative essay* attempts to convince readers that one idea is more logical than the other and in doing so, persuade them to adopt it or take an action to address the situation.
- A *personal essay or memoir* allows authors to discuss their opinion on a topic or issue in a more conversational, free, light, and casual manner.

To summarize, the following table lists the questions with which you can relate each element of an essay.

<i>Element of an essay</i>	<i>Related question</i>
Subject/Topic	What is it about?
Purpose	Why did the author write it?
Thesis statement	What does the author say in one sentence about the topic?
Subordinate points and supporting details	What main points did the author make in the essay?
Audience	Who is the target reader?
Context	What factors could have influenced the author to write the essay?
Tone	What is the author's attitude toward the topic?
Pattern of development	What techniques did the author use to develop his or her ideas?

## Literature Activity 2

Go back to the essay "Of Studies" then complete the table below by copying the sentences that help you identify the given elements of the essay.

<i>Element of an essay</i>	<i>Detail found in the text</i>
Topic	
Purpose	
Thesis statement	
Subordinating details	
Audience	
Context	
Tone	
Pattern of development	
Type of essay	



### Literature Activity 3

In small groups, choose another essay and analyze it using the following worksheet as guide. Be prepared to present your output in class.

<b>Essay Analysis Worksheet</b>	
Submitted by: (Write the name of each member.)	
Title of Essay:	
Author:	
Source (if using digital or electronic material)	
Publication details (if using a published material)	
Title of publication:	
Date and place of publication:	
<i>Element of an essay</i>	<i>Details/Information from the text</i>
Subject/Topic (What is it about?)	
Purpose (Why do you think did the author write this?)	
Thesis statement (What does the author want to say about the topic? State this in one sentence.)	

<i>Element of an essay</i>	<i>Details/Information from the text</i>
Subordinate points (What main points did the author make in this essay?)	
Audience (Who do you think is the target reader/audience of the author?)	
Context (What factors could have influenced the author in writing the essay?)	
Tone (What was the author's attitude toward his or her topic? Why do you think so?)	
Pattern of development (What techniques did the author use to develop his or her ideas?)	
Type of essay (Is the essay literary, expository, narrative, argumentative/persuasive, or personal? Explain your answer.)	

## Point Out Connections

Recall what you have learned in a previous lesson about analytical listening. Think about how you can apply such skill in doing the following activity, which you will do with a partner.

Reports such as news on sports, weather, business, and other TV broadcasts are types of essays written for specific purposes and audiences. Watch a one-hour news broadcast using your preferred local channel. Then, figure out the purpose, target audience, tone of the newscaster, subordinate details, and pattern of development of the various segments of their news reporting.

Complete the following table. Be prepared to explain how these elements contribute to a clear and concise reporting.

<i>Report/Segment</i>	<i>Purpose</i>	<i>Target audience</i>	<i>Details</i>	<i>Tone</i>	<i>Pattern of development</i>
Local news					
World news					
Sports news					
Weather report					
Business news					
Entertainment news					

Your teacher may share a digital version (e.g., Google Docs or Sheets) of the table so that you and your partner can work on the activity collaboratively and in real time.

## Perform Expressions

Read the statements below and identify the tone used by the writer.

longing	angry	relaxed	surprised
objective	sorrowful	self-pitying	

1. I will never understand how these people can live in this fashion. They do not mind the noise, the dust, and the heat in their environment. I do not know how they can ignore these.

2. Students who do not do their homework, do not read their material before coming to class, and do not actively participate in class discussions are bound to fail.
3. We are gathered here this afternoon to console each other over the death of our fellow men who fought bravely in the crusade against terrorism. May their sacrifices make a dent in our lives.
4. There is a noted increase in the number of people being bitten by stray dogs in our barangay. And what do the dog owners do? Nothing! How can they simply ignore their responsibilities both to their pets and to the residents? I say, it is time to make a stand on how we can solve this problem before it becomes too late.
5. In March, when the school days are numbered and the intense heat of the sun slowly creeps into our classrooms, I dream of sandy beaches, cold fresh fruit juices, and cool breeze. But for now, I have to finish answering this test and sigh.

Note that part of analytical listening is identifying the tone and purpose of the speaker. With the same partner you worked with in Point Out Connections, take turns in reading each passage. Describe the appropriateness of the tone that your partner used and assess if both of you have clearly expressed the purpose of the writer. If not, suggest ways by which each of you can improve your tone to match the writer's purpose. Your teacher may utilize a video-conferencing application that your school prescribes for this activity.

## Quarter 2

Most Essential Learning Competency (MELC)	Code
Observe the language of research, campaigns, and advocacies	EN10G-IVa-32

### U4 L4

#### Grammar Point

In the previous lessons, you have been introduced to different persuasive language techniques including how they are used in the context of advertisements. You have also learned about the fallacies used in persuasion. Now, read the following discussion to understand better how persuasive language techniques are utilized for other purposes.

#### Language of Advocacy and Campaign

Advocacy refers to a set of actions or activities that aim to promote a certain cause or principle. The end goal is to push institutions, such as government or companies, to make a change that is aligned with the cause of the advocacy.

To achieve the desired effect of an advocacy, the action also comes with statements that aim to persuade others to join in the activities and to send the message to the target institutions.

Campaigning is all about believing that there can be a change to address a problem locally, nationally, and internationally. It is about influencing decision makers, at whatever level, to show and then demonstrate their agreement with the campaign's ambitions through policies and practices. The end goal is expected to have lasting effects to the target communities.

Advocacy and campaign are close in meaning though campaigning creates a broader movement for change.

Advocacy and campaign both take time to develop and to implement. Below are the first three steps that can serve as your guide:

*Step one:* Ask yourselves why you need to start an advocacy or campaign.

- What are you concerned about? What needs to change?
- Why has change not happened yet?
- How would communicating with a wider public help?

*Step two:* Decide on your target audience(s) for the community.

- Who is most likely to respond to the issue?
- Who do you want to be involved?
- What media do they read/watch/listen to?
- What are they enthusiastic about?

*Step three:* Develop the message of your advocacy and/or campaign.

- Communicate one message only. Be straightforward and simple.
- Start from where your audience is.

Below are some terms, phrases, and expressions that may be used in persuading, convincing, and motivating the target audience to join an advocacy or campaign:

- Join! Be Counted!
- Join us in our fight for \_\_\_\_\_
- May we count on you.
- Please be with us. You will be our strength.
- You're the "knight in shining armor" we have been waiting for.
- Please lead us.
- Please be our leader.
- Shall we allow the earth to perish?
- We need you very badly.
- Shall we all perish with our earth?
- Please share your blessings for a cause!
- If you won't support us, who else would?
- We need somebody like you!
- Let's work together to save mother earth!
- Let's fight together for a worthy cause.
- You're the only one who can help us!
- Please help us fight for a common cause!

Remember the following guidelines in your use of language for the purpose of advocacy or campaign:

1. Use positive language.
2. Maintain a consistent tone.
3. Be brief, but not curt.
4. Personalize interactions.
5. Choose constructive statements.
6. Communicate as equals.

Visit the following websites to an advocacy group and a campaign organization. Study their scope and their use of language. Write down in your notebook the important points that you have noticed. Be ready to share these with the class.

- Advocacy: <https://pawssionproject.ph/>
- Campaign: <https://www.savethechildren.org.ph/>

### Grammar Practice 1

As a group, analyze the following editorial and its implication to the world.

#### **New study warns of rising seas and disappearing islands**

A new New Zealand research team in their new Antarctic study disclosed that global sea levels may rise substantially more than previously thought if greenhouse gas emissions in many parts of the world continue at the present rate.

According to the study, the rise in sea levels will be nearly four meters by the year 2100 and could be up to 10 meters. This would mean, according to the article, that Miami, Florida and New Orleans, Louisiana will go underwater. New York is in peril, as are other towns and cities in California, Louisiana, and New York states.

Ten percent of the world's population live within ten meters of present sea levels. Some of our 7,200 islands in the Philippines may go underwater.

Manila Bulletin  
20 October 2015

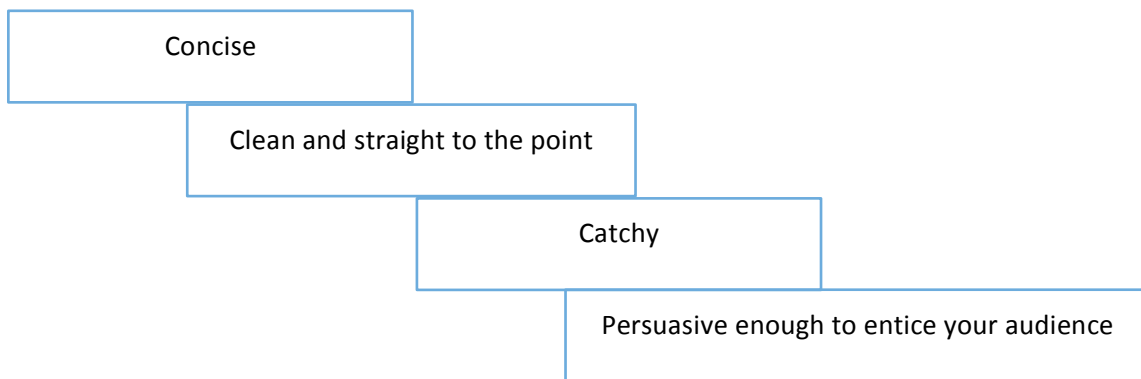
### Grammar Practice 2

Based on your analysis of the editorial in *Grammar Practice 1*, determine the need to have a campaign for climate change.

Form a group with four of your classmates and discuss why change has not happened yet after a number of years of having laws related to proper waste management. Find out who should be your target audience for the campaign. Study them to know how to persuade them to support your planned campaign. In case of distance learning, conduct your discussions through voice or video call.

### Grammar Practice 3

With the same group members that you have worked with in *Grammar Practice 2*, brainstorm on a campaign message. Think of the message you got from the editorial that you read in *Grammar Practice 1* and use it to come up with a convincing one. Remember that a message should be:



Put into practice what you have learned about the language used for advocacy and campaign by doing *Participate in Interactions* and *Publish Works* under *Evaluate* on pages \_\_\_\_.

### **Participate in Interactions**

With the same group members that you have worked with in *Grammar Practice 2* and *3*, role-play a scenario wherein you get to promote your campaign through a radio interview. Be sure to state your campaign using appropriate language techniques. In case of distance learning, consider doing this activity using video conferencing platforms.

### **Publish Works**

Prepare leaflets where you can print your group's campaign message. Work with the same group members that you had for the previous exercises and activities. Plan also how you can distribute these to your target audience.

Read the message your group prepared. Find out if you can still improve it. If there are some improvements to be done, rewrite the message and finalize it. Be ready to share your output with the class. In case of distance learning, post your work online for the class to see. Use only those online platforms recommended by your teacher.

## U4 L1

**Grammar Point**

In module 1, you have learned how to recognize, write, and deliver a persuasive text. Now, read the following discussion to expound on your knowledge of how persuasive language is used.

**Persuasive Language Techniques**

As you have learned before, *persuasion* is the act of changing the attitude or behavior of a person or a group toward an object, idea, event, or another person. This act is usually written or spoken to convey information, feelings, reasoning, or a combination of these. To be able to achieve the goal of persuading, you must learn how to construct texts in a persuasive manner.

Aside from the ones you learned in module 1, below are some of the techniques in forming a persuasive language text:

*Assumptive Adverb Opener*

This refers to the use of an adverb to make something trivially true. Adverbs such as *evidently*, *obviously*, *apparently*, and *naturally* are used as opening words to persuasive statements.

*Example:*

*Obviously*, you need peace of mind and this insurance product will give it to you.

By using the adverb *obviously*, the text implies that not following the suggestion of getting the insurance product is impractical and will not give you peace of mind.

*Adverb Intensifiers*

This refers to the use of adverb that intensifies or amplifies the effect of the meaning and emotional content of a verb.

*Examples:*

That is *very* amusing. (basic intensifier)

That is *very, very* amusing. (repetition to increase effect)

That is *extremely* amusing. (suggests extreme response)

That is *amazingly* amusing. (suggests being amazed)

The basic intensifier used in the examples is *very* which can be used with many adjectives. Other intensifiers often have the same meaning as *very* but use different forms. Intensifiers include *very*, *really*, *extremely*, *remarkably*, *fantastically*, etc.

*Punch Words*

This refers to the use of words that give impact to or provide intensity to the message.



*Examples:*

You can change how you see the world now!  
Be the most beautiful mother in the world.

The examples used deliver a blow to the reader or listener that feels like a punch. Punch words work because they address deep needs that threaten them in a way that stimulates strong emotions and makes the person sit up and take notice.

Test your understanding of the persuasive language techniques introduced by answering *Grammar Practice 1, 2, and 3* under *Elaborate* on pages \_\_\_\_\_.

1. have it.

\_\_\_\_\_

2. It will blow your mind away.

\_\_\_\_\_

**Grammar Practice 2**

Supply words in each of the following opening adverbs to come up with a persuasive sentence that can convince readers to try a newly introduced cologne for teens.

1. Evidently

\_\_\_\_\_

2. Naturally

\_\_\_\_\_

3. Ofcourse

\_\_\_\_\_

4. Obviously

\_\_\_\_\_

5. Clearly

\_\_\_\_\_

**Grammar Practice 3**

Give ten intensifiers that you can use in a persuasive text and give a sample sentence for each.

<i>Intensifier</i>	<i>Example</i>
1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	
9.	
10.	

### Participate in Interactions

With a partner, pretend that each of you is selling a product of your choice. Take turns convincing each other that your product has better quality than the other. Use the persuasive language techniques introduced earlier. In case your class is practicing distance learning, this activity may be done through voice or video call.

### Publish Works

Create a slogan for the following products: anti-acne, insurance plan, sports car. You can use existing brands in the market or create an original one. Remember to use persuasive language techniques in your own slogan. Search for pictures on the internet that you can put together with your slogan. You may use various art materials or computer and online editing tools in producing your output. Be ready to share your work with the class or submit it to your teacher through email.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Identify key structural elements, e.g.: <ul style="list-style-type: none"> <li>• Exposition - Statement of position,</li> <li>• Arguments,</li> <li>• Restatement of Positions and language features of an argumentative text, e.g.:               <ul style="list-style-type: none"> <li>• modal verbs: <i>should, must, might</i>, and modal adverbs: <i>usually, probably</i>, etc.;</li> <li>• attitudes expressed through evaluative language;</li> <li>• conjunctions or connectives to link ideas: <i>because, therefore, on the other hand</i>, etc.;</li> <li>• declarative statements;</li> <li>• rhetorical questions; passive voice</li> </ul> </li> </ul>	Code not found

## U2 L1

### Strategy Point

During the onset of the coronavirus pandemic, many controversial issues arose such as who should be allowed to go out. In your opinion, should children and senior citizens be allowed to go out? Whichever side you take, you must present sound data or evidence to support your argument. In this module, you will be introduced to the structural elements and language features of argumentative text. The following discussion explains its parts and features.

### Argumentative Essay

An argumentative essay is a type of writing in which a writer presents a claim, assertion, or stance on an issue and uses facts, evidence, studies, experts' findings, or even personal experiences to support the claim. The essay should have a structure, which makes it easy to follow and understand. In a good argumentative essay, the writer provides solid reasoning that is backed up with evidence to persuade the reader to understand and support the claim. Remember that a strong claim or assertion will not be interesting or convincing if it is not properly structured.

An effective argumentative essay should have the following key structural elements. Study the following table with a corresponding example for each:

<i>Part/Feature</i>	<i>Description</i>	<i>Example</i>
<p>Introduction</p> <ul style="list-style-type: none"> <li>Background information</li> </ul>	<p>This is the first paragraph that gives the context or background information about the issue, problem, or topic.</p>	<p>Studies have shown that teenagers and adults alike have been hooked on online gaming to the point of being addicted to it.</p>
<p>Thesis statement</p>	<p>It may (in)directly state your position and the reasons behind your claim or assertion regarding the topic.</p>	<p>Little did they know that excessive online gaming can lead to physical, emotional, and mental harm.</p>
<p>Body</p> <ul style="list-style-type: none"> <li>Reason</li> <li>Counterargument or refutation</li> </ul>	<p>These are paragraphs that discuss the reasons behind your position. For each reason, there should be at least one paragraph devoted to discussing, supporting, and expounding it. Facts and figures, statistics, personal experiences, or experts' opinions can help you defend your position.</p> <p>This part recognizes ideas or counterarguments from those who may oppose you.</p> <p>You need to allot one paragraph to discuss this opposing view but you also need to provide a refutation, a discussion of why this opposing view is flawed, defective, or questionable.</p>	<p>Physically, prolonged use of the computer may lead to... Emotionally, excessive gaming can take its toll on... Mentally, those who spend several hours trying to compete with...</p> <p>There are those, however, who argue that online gaming can actually be beneficial... Still, the harmful effects of excessive online gaming...</p>
<p>Conclusion</p> <ul style="list-style-type: none"> <li>Restatement of your thesis/claim</li> <li>Call to action</li> </ul>	<p>This part may restate your position and your reasons to summarize your points.</p> <p>It may also tell the audience what to do next (call to action).</p>	<p>In light of the figures and medical records cited, excessive online gaming can do more harm than good to those... What then can we do? Here are some...</p>

## Strategy Application

Identify the elements that state the following in an argumentative essay.

1. States the problem:
2. Gives the conclusion:
3. States the argument:
4. States the thesis:
5. Gives the counterargument:

## Publish Works

Study the following list of topics. Choose one and formulate a structure that will best present your stance and arguments. Consider the parts and features of an argumentative essay that you have learned.

- Is the use of technology good or bad?
- Should video games be banned?
- Should students wear uniforms?
- Should homework be banned?
- Which helps students learn more effectively—online learning or modular learning?
- Is the pandemic good or bad?

## U1 L3

### Grammar Point

Read the following discussion to learn about a technique that you can use to improve the way you present your ideas based on their importance.

#### Coordination for Emphasis

Analyze the following sentences uttered by Oedipus:

*It was Apollo who brought these woes.*

*It was my hand though that struck these eyes.*

Is it possible to combine these two sentences? Consider the following:

It was Apollo who brought these sore woes but it was my hand that struck these eyes.

Two ideas are present in the combined sentences: bringing of woes upon him and striking his own eyes. Can you tell which of the two ideas was emphasized and which was de-emphasized?

The primary purpose of speaking and writing is to communicate ideas clearly and effectively. To achieve this goal, you need to emphasize and de-emphasize certain details to direct your listeners or readers to your main point. Highlighting major points or downplaying less important ones can be done in various ways. One of these ways is through coordination.

Coordination is done when you want to give equal emphasis or importance to sentences or sentence parts. To do this, you use coordinating conjunctions, conjunctive adverbs, or semicolons. Conjunctions are words used to connect words, group of words, or clauses.

Conjunctions are of two types: coordinating and subordinating. Coordinating conjunctions join grammatically similar words or group of words. The mnemonic acronym FANBOYS signifies some of the most common coordinating conjunctions— for, and, nor, but, or, yet, and so. Remember to put a comma before these coordinating conjunctions unless the clauses that come after them are very short.

*Examples:*

The teacher requested the students to be quiet, but he did not ask them not to talk.

You wash the clothes in the morning, so I can iron and fold them in the afternoon.

When clauses are punctuated with commas, use a semicolon before the coordinating conjunction to separate the clauses.

*Example:*

You will wash the clothes, bedsheets, and sofa covers in the morning; and I will iron and fold them in the afternoon.

The conjunctive adverbs such as however, therefore, hence, and nevertheless are used to connect two independent clauses. Remember that they are preceded by semicolons when used in sentences.

*Examples:*

I understand the importance of my presence in this project; however, I have a more urgent responsibility to attend to.

The team has exerted a lot of efforts in preparing for this game; hence, the community need not worry.

Semicolon (;) is used to connect two independent clauses that are not linked by coordinating conjunctions or conjunctive adverbs. It signals a closer relation than a period.

*Examples:*

The governor started working at the age of nine; she has amassed wealth by now.

No one knows the real reason behind this crime; they need to investigate some more.

Remember that conjunctions and conjunctive adverbs are used not simply to connect elements but, more importantly, to emphasize two ideas of equal importance in the same sentence. Furthermore, you can use semicolons to connect independent clauses in place of coordinating conjunctions or conjunctive adverbs.

### **Grammar Practice 1**

Encircle the coordinating conjunction or conjunctive adverb used in each sentence. Then identify what type/s of coordination is applied.

\_\_\_\_\_ 1. No one knew his name; unfortunately, he's been lost.

\_\_\_\_\_ 2. I have not seen him in ages, but he has not aged a bit.

\_\_\_\_\_ 3. The political party had an assembly in front of the library; however, the student body was not there to witness it.

\_\_\_\_\_ 4. She goes to school in the morning, for she works at night.

\_\_\_\_\_ 5. She asserts that young people do make it their business to study, but they do not do it the old-fashioned way.

\_\_\_\_\_ 6. Bal's health is deteriorating, so he stopped smoking.

\_\_\_\_\_ 7. The new restaurant serves delicious and nutritious meals; consequently, it has become popular.

\_\_\_\_\_ 8. He worked efficiently; thus, he was promoted.

\_\_\_\_\_ 9. A fire hit a slum area, so some 2000 families were homeless.

\_\_\_\_\_ 10. The houses were made of wood; hence, the fire spread rapidly.

## Grammar Practice 2

Complete the chart below by combining the two sentences for each item and supplying the missing coordinating conjunction or conjunctive adverb.

<i>Item #</i>	<i>Sentence 1</i>	<i>Sentence 2</i>	<i>Combined sentences</i>	<i>Conjunction used</i>
1	Young people have a new set of values to live by.	They have not rejected the virtues of the old.		
2	This is a misperception among the older generation.	They believe the young to have thrown all caution to the wind.		
3	This journey is ordained by faith.	Do not question it.		
4	Oracles should not be taken seriously.	They tend to deceive you.		
5	Not all rich people are happy.	Not all poor people are miserable.		
6	True love doesn't change with time nor in adverse circumstances.	It remains steadfast, unwavering.		
7	The experience of loving is a painful one.	It is an encounter worth having.		
8	You cannot give to anybody in this world what you do not have.	You must concentrate on being the best you can be, to be able to give back your best to the world.		
9	The problem of power is a serious one.	It breeds greed and arrogance.		
10	The human spirit has innate goodness.	It can be tapped to direct power for the good of mankind.		



**Grammar Practice 3**

Compose ten sentences using each of the given coordinating conjunctions and conjunctive adverbs.

however	nevertheless	and	for	therefore
but	hence	yet	or	so

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Publish Works**

Search online for a film version or stage production of Oedipus the King and watch it for a greater understanding of the tragedy. Take note of the part towards the end of the film where the excerpt is portrayed and read along as the actors deliver the lines. Choose at least 10 lines from the video wherein coordination is used for emphasis. Rewrite the lines in Modern English then encircle the conjunctions or conjunctive adverbs used. Write your answers using Microsoft Word or Google Docs then post your output in your class's online bulletin.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Formulate a statement of opinion or assertion	Code not found

## U1 L3, L4

In the list but not developed

## U1 L5

### **Publish Works**

Expressing your beliefs about yourself, other people, or things has always been normal for you. When you do this, you are making an assertion or expressing your opinion. An assertion or opinion is a statement of what you believe to be right or wrong and why it is so. For example, you can opine that you do not like drinking jasmine-flavored tea because it is like eating the flower. You can also assert that hard work pays off in the long run.

Write at least two paragraphs to assert or state your opinion on one of the following issues. Make sure to use proper coordinating and subordinating conjunctions to emphasize your ideas. Post your output on your class's online bulletin.

1. a government body regulating or rating TV shows
2. teenagers watching anime
3. plagiarism as a major offense in schools or universities
4. suspension of classes by city mayors
5. wearing of school uniforms

**Note:** Giving opinions also appears throughout Unit 2 as an exercise and as a teaching component of topics on essays and argumentations.

Most Essential Learning Competency (MELC)	Code
Formulate claims of fact, policy, and value	EN10WC-IIb-13.2

## U2 L3

### Strategy Point

Whenever you present an argument, whether through an essay or a talk, you make claims. A *claim* is an arguable statement that is necessary in establishing the points that you want to raise or emphasize. There are different types of claim—claims of fact, claims of value, and claims of policy. Read the following discussion to know more about these types.

#### Making Claims in Essays

A *claim of fact* is an arguable statement that attempts to establish that something is or is not the case. “Online gaming does not promote the players’ well-being” is an example of a claim of fact since other people may not hold the same belief. Some people or groups of people support online gaming, claiming that it helps a gamer develop his or her cognitive, motor, and affective skills. Note that a fact claim only aims to be a fact. Thus, you need to build your case to show your readers that your claim is believable or more likely to be true than false.

A *claim of value* is an arguable statement that attempts to establish the merit or worth of something. It involves judgment based on goodness or badness, or rightness or wrongness of your case. The statement “Online gaming is harmful to the players’ physical and social skills” argues for the harmful effect (value) of the topic. You need to offer a set of criteria for consideration in order to defend this claim (for example, development of physical and social skills).

A *policy claim* is an arguable statement that attempts to offer, maintain, or change a course of action. You need to convince your readers that your offered course of action is the best way to take, given the conditions discussed. “Because online gaming does not promote the physical and social skills of the players, the parents, school officials, and community officials should collectively campaign against it” is an example of a policy claim. Remember that writing policy claims usually requires the use of modals such as should, ought to, and must.

Study the given examples to differentiate the three types of claim.

*Claim of fact:* The death penalty does not deter crime.

*Claim of value:* The death penalty is unjust.

*Claim of policy:* The death penalty should not be reimposed in the country.

Remember that a fact claim is about a measurable topic; a value claim is about a moral, aesthetic, or philosophical subject; and a policy claim is about an actionable case.

### Strategy Application

Study the following sentences. Identify which type of claim is presented in each. Write fact, value, or policy in the space provided.

\_\_\_\_\_ 1. The K to 12 curriculum is inclusive and built around the needs of the learners and the community.

\_\_\_\_\_ 2. Success is the result of discipline and determination.

\_\_\_\_\_ 3. Schools must implement a reading program to strengthen the literacy skills of the students.

\_\_\_\_\_ 4. Many parents consider homeschooling as an excellent but costly alternative to sending their children to traditional schools.

\_\_\_\_\_ 5. For a nation to progress, its citizens ought to develop a genuine sense of nationalism and love for the country.

\_\_\_\_\_ 6. Advances in technology have made it possible for people to communicate across time zones and continents in real time.

### Perform Expressions

Work as a group of three members. Discuss current events that you think people your age must be aware of. For example, you may want to comment on teenagers' excessive use of social media. Do a research and gather as much information as you can get by knowing the different sides and arguments of people regarding the topic. Then, present in a video a discussion of your own arguments. Be sure to blend your criticisms with humor to raise awareness and entertain your audience as well. Present your work in class.

Your performance may be conducted through a video-conferencing application such as Zoom, Skype, Google Meet, or via other platforms that your school prescribes. It may also be recorded separately by each group member and edited together through video-editing tools.

## Participate in Interactions

Write a claim of fact, value, and policy for each issue. Be prepared to present and defend your answers in class.

### 1. child labor

Fact claim :

---

Value claim :

---

Policy claim :

---

### 2. requirement to wear masks and face shields outside one's home

Fact claim :

---

Value claim :

---

Policy claim :

---

### 3. tuition fee increase in private schools

Fact claim :

---

Value claim :

---

Policy claim :

---

### 4. home study

Fact claim :

---

Value claim :

---

Policy claim :

---

## 5. curfew for minors

Fact claim :

\_\_\_\_\_

Value claim :

\_\_\_\_\_

Policy claim :

\_\_\_\_\_

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Write an exposition or discussion on a familiar issue to include key structural elements and language features	Code not found

### Writing an Expository Essay

Writing is a tool in communication that allows you to express your ideas and feelings on paper. It further serves as an avenue where you can organize and present your knowledge, beliefs, propositions, comments, or suggestions through well constructed texts or arguments. These texts can be called *essays*. One type of essay is an expository essay.

*Expository writing* aims 1) to introduce or define a concept, 2) explain how something works or provide instructions, or 3) describe something--could be a personality, an idea, an experience, a material, a process, or an event. Furthermore it is directed towards explaining something to your readers.

To achieve a well-written expository essay or text, observe clarity in your language. Define technical and operations words and use age-appropriate words. It helps to keep in mind who your target audience is. Your work should also be topic-focused, biased-free, and organized. You may outline your thoughts first before constructing your essay as it will guide you as you write.

The structural elements of an expository essay include an *introduction, body, and conclusion*. The *introductory paragraph* presents the foundation of your expository piece, particularly the one main umbrella idea or concept that will be discussed (or the *thesis statement*). It also provides some contexts for the information that you will uncover in the succeeding paragraphs. The *body* contains a series of paragraphs (at least three to five), with the first one beginning with a topic sentence substantiated with details or materials, specifically elucidated through examples, facts, statistics, reasons,

causes and effects, incidents, definitions, comparison and contrast, instructions and processes. Use logical connectors such as the following throughout your piece.

*Additive*      also, moreover

*Causative*     as a result, consequently, due to

*Conditional*   otherwise, in that case

*Sequential*    to begin with, in conclusion, next, primarily, finally

*Clarifying*     for instance, in fact, in addition, in particular, specifically

End your essay with a conclusion, which contains a concise overview of your thesis, further actions you propose, solutions you recommend, new questions you suggest to be explored in the future.

### Strategy Application

With a partner, research on a topic both of you are familiar with. Follow the prescribed features or elements in composing an expository text. You may be creative in presenting your topic. You may choose one from the following how you will present your expository piece.

- A video blog
- A blog
- A handout

<https://znnhs.zdnorte.net/wp-content/uploads/2022/01/Eng-10-Wk-5.pdf>

[https://fnhs.edu.ph/wp-content/uploads/2021/10/english10\\_q2\\_mod5of7\\_expositionordiscussiononfamilairissetoincludekeystructualelements\\_languagefeatures\\_v2.pdf](https://fnhs.edu.ph/wp-content/uploads/2021/10/english10_q2_mod5of7_expositionordiscussiononfamilairissetoincludekeystructualelements_languagefeatures_v2.pdf)

<https://www.myenglishpages.com/english/writing-expository.php>

### Quarter 3

Most Essential Learning Competency (MELC)	Code
Compose an independent critique of a chosen selection	EN10WC-IIIg-14

## U3 L5

### Strategy Point

In the skill building sections of the previous lessons, you have been introduced to the different approaches that you can use to read and understand a literary text. Now, try using them and putting into writing the result of your literary analysis. Read the following discussion to learn how to do this.

### Writing a Critique

A *critique* is a detailed analysis or assessment of something which can be an artistic work, a literary work, a musical ensemble, a philosophical or political theory. It is a careful evaluation or judgment of a certain selection based on certain criteria.

Like any form of academic writing, a critique is also composed using formal language and style and following a clear structure: introduction, body, and conclusion.

The *introduction* of a critique, whether it is for a fiction or a nonfiction, presents its subject as well as its author or creator. It also describes the main argument or purpose of the work followed by the context. The concluding statement states the general direction of your evaluation. Despite these details, it should still remain brief.

The *body* contains the *summary* of the literary piece being critiqued followed by your *critical evaluation*. In providing a summary, be sure to include the main points of the material but be sure to be objective on doing so. Also, try to keep it short because more space should be allotted for your evaluation.

In drafting your critical evaluation, make sure that you provide a detailed assessment of the elements that make up the subject of your critique. If you are doing a critique of a literary piece, this is the point when you apply the reading approach that you would like to use.

Take note also that a critique is not supposed to focus only on the negative. It should identify both the strengths and weaknesses of its subject in relation to its purpose.

The *conclusion* sums up the overall evaluation of the literary piece together with the key reasons for it. Recommendations for improvement may also be presented in this part.

In case you ended up consulting various references as you compose your critique, you can add a reference list to avoid any plagiarism issues. Recall what you have learned in module 2 about acknowledging sources.



Read the article "Writing Critiques" by The Writing Center of The University of North Carolina at Chapel Hill (<https://writingcenter.unc.edu/esl/resources/writing-critiques/>). List down in your notebook the important tips shared in the article. Remember them and try to apply them as you draft your own critique.

### **Strategy Application**

Search online or in newspaper or magazine a book or film critique. Read it and label the different parts of a critique as you have learned from the discussion earlier. Afterwards, pair up with a classmate and exchange work. Discuss each other's bases in understanding the structure of your chosen critique. Check each other's output to see if you have both identified the parts correctly.

Most Essential Learning Competency (MELC)	Code
Critique a literary selection based on the following approaches:  - structuralist/formalist - moralist - Marxist - feminist - historical reader-response	Code not found

## U3L1

### Strategy Point

When talking to a friend or a classmate about a story or movie that you have both read, have you ever noticed how each of you has his or her own interpretations? This is because each of you carry experiences that serve as your guide in processing and understanding what you are reading. However, there are also ways in which scholars go about reading a literary piece presented to them. Read the following discussion for an introduction about them.

### Approaches to Reading Literature

Reading literature can lead to different meaning and messages. Literary scholars have been practicing these for a long time that they have already established several ways of approaching a poem, story, novel, or any kind of literature. Each of these lead to a different understanding of the same material.

The set of concepts or assumptions used to explain, interpret, or analyze a literary text is called *literary theory*, *literary criticism*, *critical approach*, *critical theory*, or simply *theory*. These function like lens that help shape one's reaction to what he or she has read. Take note though that the way a reader understands a piece of literature does not always match the intended meaning or message of its writer.

Among the basic or traditional approaches in reading literature are *formalist*, *moralist*, *biographical*, and *historical*. These are described as traditional because these were the first approaches used in criticizing ancient literature. These theories also tend to focus the analysis within the literary text itself by looking at its form (e.g., style, structure, tone, imagery) and its moral message (could be religious at times) as well as the life of its author (literature as reflection of the writer's life).

Over the years, critical approaches to literature evolved as more readers become educated and end up asking more questions leading to variety of interpretations. Among the newer or modern approaches to reading literature that eventually developed are *reader-response*, *Marxist*, *feminist*, *postcolonial*, *cultural*, and *gender studies*. These modern theories are more open to outside elements or factors in interpreting a literary text. Some may also focus only on a particular subject of the

literary piece (e.g., female characters and their experience; social classes of the characters and the result of their interactions).

In the succeeding lessons, you will be introduced further to some of the traditional and modern approaches in reading literature.

**Further Enrichment**

Read more about the concept of literary theory or critical approaches to literature from the article “Literary Theory and Schools of Criticism” by Purdue Online Writing Lab ([https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html)). Write down in your notebook the important details that you have picked up from the material read.

**Strategy Application**

In preparation for the discussion on various approaches to reading literature in the next lessons, accomplish the following chart. Search for information about each of the listed literary theory and write them down in the appropriate space. You may do a library or online research. You may refer to your accomplished chart as you study each of the literary theories in the succeeding lessons.

<i>Literary Theory</i>	<i>Definition</i>
Formalist	
Moralist	
Historical	
Marxist	

Feminist	
Reader-response	

## U3L2

### Strategy Point

Recall what you have learned in the previous lesson about literary theory. What is it and how is it used to process a literary work? Now, read the following discussion to know about two of the literary theories considered as traditional.

#### Formalist and Moralist Approaches to Literature

As you have learned in the previous lesson, one of the traditional approaches used in analyzing or evaluating literature is the *formalist criticism*. Literature, according to this approach, is “a unique form of human knowledge that needs to be examined in its own terms.”

Formalist critics are particularly interested in the elements of *form* such as tone, imagery, rhyme, style. They are particularly interested in determining how much elements work together with the content of the text to shape its effects upon the readers. For example, a formalist reading of a poem would focus on its rhythms, rhymes, cadences, and structure.

Another traditional approach to reading literature is moralist or philosophical criticism. This evaluates and judges the value of literature based on its moral or ethical teachings. Sometimes, it is used to look at how characters in a work allude to other works or people from a religious or philosophical group. In a moralist reading of a piece of a story that features a robbery scene, the act will be condoned and may even be discussed as one of the mortal sins based on religious teachings.

Read more on formalism as an approach to reading literature through the article “Formalism (1930s-present)” by Purdue Online Writing Lab ([https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/formalism.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/formalism.html)). Take note of the questions often used when using the said reading approach in a literary material.

## Strategy Application

Reread the poem “If, Lord, thy Love is Strong” using the formalist and moralist approaches to literature. Fill in the table below with notes on how you understand the same poem using two different approaches.

<i>“If, Lord, thy Love is Strong”</i>	
<i>Formalist reading</i>	<i>Moralist reading</i>

### U3L3

## Strategy Point

In the previous lesson, you were introduced to two of the traditional approaches to reading literature. Read now the following discussion to continue your study of literary theories.

### Marxist Approach to Literature

As mentioned in lesson 1, *Marxist criticism* is one of the newer or modern approaches to reading literature. This focuses on the political content and the historical and socio-cultural context of the text as well as the political perspectives of the author and the reader. It tends to focus on how the economic class, race, and sex of the characters influence their interactions as well as their sense of liberation.

Marxist literary criticism may include an assessment of the political tendencies of a literary work and whether its social content is progressive or conservative. Based on the name, it can easily be concluded that this reading approach is based on Karl Marx’s claims that society’s classes are the cause of struggles and that society should have no classes. As you would recall from your social studies class, Marx is a German philosopher, sociologist, and economist whose body of work on socialism and communism became the basis for Marxism.

Read more about Marxist criticism through the article “Marxist Criticism (1930s-present)” by Purdue Online Writing Lab by Purdue University ([https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/marxist\\_criticism.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/marxist_criticism.html)). Take note of the significant points mentioned in the material and keep them in mind to be able to apply them later in your reading tasks.

## Strategy Application

Think about the characters of the play *Pygmalion*. What do they say about the English society of Shaw’s period? Research about the social classes during the time the play was written and determine which class the characters belong to. Make your own diagram or chart to present in class. Show respect for intellectual property rights by acknowledging references used in your research.

## U3L4

### Strategy Point

You have already learned about formalist, moralist, and Marxist approaches to reading literature in the previous lesson. Read now the following discussion for another example of modern theories used in literary criticism.

### Reader-Response Approach to Literature

Like Marxist criticism, *reader-response criticism* is also an example of modern approaches to reading literature. It puts major consideration to the readers’ reactions to the text in interpreting its meaning.

In this criticism, there is a transaction between the physical text and the mind of a reader. It tries “to describe what happens in the reader’s mind while reading the text.” According to literary critics who use this approach, a text does not have an inherent meaning. It only develops a meaning or sense during the reading process. Thus, the reader’s background knowledge and prior experiences greatly influence what he or she would make out of a text.

Below are suggested steps on how to use the reader-response approach after reading a literary piece.

1. Ask yourself: Why do I like or dislike the text?
2. Explain whether you agree or disagree with the author.
3. Write an informative summary of the material.
4. Condense the content of the work by highlighting its main points and its key supporting points.

Learn more about the reader-response approach to reading literature through the article "Reader-Response Criticism (1960s-present)" by Purdue Online Writing Lab of Purdue University ([https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/reader\\_response\\_criticism.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/reader_response_criticism.html)). Write down in your notebook the important points mentioned in the article so that you can use these as guide later.

### Strategy Application

Reread the excerpt from *Lés Miserables* under *Explore* and try to apply the reader-response approach in understanding and analyzing it. You may follow the steps in using reader-response criticism as presented under *Explain*. Use the box below in listing down your thoughts as you apply reader-response to the selection.

## Quarter 4

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Distinguish technical terms used in research	EN10V-IVa-30

### U4 L5

#### Grammar Point

In the previous lesson, you have been introduced to the language techniques utilized in advocacies and campaigns. This time, you will learn about something that is more technical, which will begin with the lesson up to the last grammar lesson of this module. Begin by reading the following discussion.

#### Language of Research: Basic Terms

*Research* is a thorough study of a certain problem, its possible causes, and finding out which of the possible solutions is the most effective. It is, therefore, a scientific investigation or inquiry. As a scientific investigation, it has its own language.

The language of research consists of various associated terms such as theory, hypothesis, and variables. The following are the basic terms needed to undertake a simple investigation.

##### *Theory*

An investigation starts with a theory to be tested by observations. This is defined as an explanation that offers to classify, organize, explain, predict, and/or understand the occurrence of specific phenomena. For example, in the poem "Telephone Conversation," the behavior of being prejudiced to black people was observed. A question that you can ask is: "What causes white people to discriminate against black people?"

The theory has to make sense of reality or what is actually happening in a society. To research a theory, the first step is conceptualization.

##### *Conceptualization*

A concept, which may be in a form of issue, object, phenomenon, or problem, represents an aspect of reality. It is the starting point of all research activities. So, before a research can start, the concept must first be taken from its conceptual level to an observational level, that is from abstract to concrete. This process is conceptualization.

The next step is to convert the concept/s into variables through operationalization.



*Operationalization*

This process is converting an abstract idea, notion, or concept into a measurable item. It is making something conceptually observable. How this is accomplished depends on the researcher.

*Variables*

The creation of variables and the development of a measurement instrument to assess these variables are the main focus of operationalization.

Variables may be divided into attributes. For example, *female* is an attribute of the variable *gender*. There are two types of variables, *dependent* and *independent*.

*Dependent Variables*

These are factors the researcher has to control. They require other factors to influence and cause changes. It is what is being predicted. In the example given in the poem, the racial discrimination behavior is a dependent variable.

*Independent Variable*

These are the factors which will have influence on the dependent variable/s. These are the variables expected on which might cause the change or outcome of the dependent variables. These variables can be controlled by the researcher. Some independent variables related to racial discrimination are race, gender, age, mental status, and education.

**Grammar Practice 1**

Accomplish the following table by listing down under the first column the five social issues that you think teens should raise awareness on. Under the second column, list down a specific problem for each issue. Be guided by the example provided. You may work with a partner. Be ready to share your answer with the class.

<i>Abstract</i>	<i>Concrete</i>
Poverty	Homeless: urban restriction vs. needs of the destitute
1.	
2.	
3.	
4.	
5.	

## Grammar Practice 2

Based on what you have understood from the discussion earlier about basic terms used in research, arrange the following variables inside the box according to their proper classification.

school performance	age
economic status	goal
weight	boy
truancy	home environment
height	education
good behavior	dishonesty

*Dependent*

*Independent*

**Note: Grammar Practice 3** not seen in the module.

## Participate in Interactions

Think of an incident that you have witnessed in your school or community or one that you have seen or read through the news. Using the diagram below, talk about the incident. Pair up with a classmate and take turns doing so. In case of distance learning, you may conduct your discussion through voice or video call.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Give technical and operational definitions	EN10V-IIa-13.9

## U2 L1

### Grammar Point

How do words help you define unfamiliar terms? The following discussion introduces you to technical and operational definitions of words.

#### Technical and Operational Definitions

Aside from giving the dictionary meanings of unfamiliar terms or concepts you use when writing your papers or essays, you can also give their technical or operational definitions. A technical definition refers to a very detailed description of a term, process, or phenomenon. It involves a specific meaning within a particular field of expertise. Take a look at the following example:

A paper micrometer is a small measuring instrument used to measure the thickness of a piece of paper. The micrometer is roughly the size of a regular stapler and has four main parts: (1) frame, (2) dial, (3) hand lever, and (4) piston. The total weight of the instrument is eight pounds. A micrometer has applications for the production of paper as well as printing and publishing industries.

Providing the technical definition helps readers know more about unfamiliar essential terms, concepts, or ideas that are used in a report, term paper, or other documents. It is important that in writing the details in your technical definition, you consider the complexity of the term and how much your audience knows about what you are defining. The less your readers know about your term and the more complex it is, the more details you need to include in your definition. These details will help you communicate your ideas as substantially and as clearly as you can.

An operational definition is a concrete description of an abstract term or object that details the processes by which it is going to be measured or how it is used in your paper or research. For example, if you are interested in knowing the effects of hunger on your learning, you need to operationalize the meaning of the term. How can you tell if you are hungry? You may define it operationally in terms of a procedure. You may say hunger, in this study, means not eating for twenty-four hours.

When giving an operational definition, remember to give concrete definitions for abstract qualities, to name the values of the variable, and to assign a number to each value of the variable. For example, time is that quantity that comes in units of seconds and can be measured by a stopwatch.

### Grammar Practice 1

Use your textbook in Science or Mathematics. Locate and copy in your notebook at least two examples of technical definitions found in that book. Study and follow the example below. Then, create a similar table and fill it in with the necessary details.

<i>Detail</i>	<i>What is a colorimeter by Michele D. Burkenbine</i>
Formal definition	A colorimeter is a machine that measures the way an object either reflects or transmits light across the visible spectrum, and records the values which correlate with the way the human eye sees color.
Two types	There are two types of colorimeters: the tristimulus colorimeter and the spectrophotometric colorimeter.
Parts	Colorimeters usually consist of two main parts: the optical sensor, which contains the light source; and the microprocessor, which automatically converts the colors to numeric equations.

### Grammar Practice 2

A. Write a technical definition for the following:

1. population
2. sample
3. laboratory

B. Write an operational definition for the following:

1. age
2. educational attainment
3. reading comprehension

## Participate in Interactions

Work as a group of four members and operationalize the definitions of the terms motivation and active participation in the context of the given situation below. Afterward, compare your definitions with the other groups.

Pretend that you are officers in one of the clubs or student organizations in your school. Brainstorm about how to motivate your members to be active in the various projects your club is sponsoring. Before proceeding, you agree that you should have a common understanding of what motivation and active participation mean.

## U2 L4

### Grammar Point

Read the following discussion to improve your skills in developing ideas or concepts through writing.

#### Using Definition to Develop an Idea

Writers use various ways or techniques to expound or develop their ideas. Some use narratives to explain how their views about life have changed because of a single, fleeting, insignificant experience. Other writers use description to explain what they felt the first time they rode a roller coaster. Still, others traced the causes and effects of the change in their attitude toward people they took for granted. Another powerful technique that writers employ is the use of definition. This technique attempts to define the topic by discussing what it is. In doing so, the readers acquire a sufficient understanding of the topic. Here are some guidelines on how you can write an effective definition of a topic or term:

<i>Guidelines</i>	<i>Examples</i>	
	Poor	Improved
1. Refrain from defining words with expressions such as “is when” and “is where.” Define a noun with a noun, an adjective with an adjective, and so on.	Honesty is when you decide to tell the truth even if it will harm yourself or your loved ones.	Honesty is a virtue that makes you tell the truth.
2. Refrain from defining a word by just repeating it or a part of it.	Musicality is the quality of being musical.	Musicality is the quality of being melodious and having a pleasing tune.
3. Use easy-to-understand words when defining a term.	Global warming and climate change are terms for the observed century-scale rise in the average temperature of the Earth’s climate system and its related effects.	Global warming is primarily a problem of too much carbon dioxide (CO <sub>2</sub> ) in the atmosphere which acts as a blanket, trapping heat and warming the planet.

**Grammar Practice 1**

The first rule in writing definitions states that you need to state the meaning of a noun with a noun, an adjective with an adjective, and so on. Match the terms in column A with their corresponding parts of speech in column B. Write the letter of your answer in the space provided before each number.

A	B
_____ 1. renaissance	a. pronoun
_____ 2. whom	b. noun
_____ 3. boisterous	c. preposition
_____ 4. hyperventilate	d. adjective
_____ 5. above	e. adverb
	f. verb

**Grammar Practice 2**

Based on the guidelines governing writing definitions, identify the rule that is not observed in each of the statements below by writing the rule number in the space provided. Then, rewrite the statement to improve it. If no rule is violated, write NV.

1. Nosebleed, an expression popular among young people, is when they experience difficulty understanding someone who speaks in English.

Which rule was not observed?

Improved version:

---

2. An alkaline diet promotes eating of alkaline food which are low in caloric density.

Which rule was not observed?

Improved version:

---

3. An iambic poem is a type of verse characterized by lines containing unstressed and stressed syllables.

Which rule was not observed?

Improved version:

---

4. Statement of the problem in research means identifying the questions the researcher will attempt to answer in the conduct of the study.

Which rule was not observed?

Improved version:

---

5. An eloquent speaker is a trait of a person who uses the right words at the right time.

Which rule was not observed?

Improved version:

---

### Participate in Interactions

Work with two of your classmates and take turns in reading the conversation below. As you carry out the conversation in your group, write the properly formulated definitions of the terms presented in each item.

Bryan : I am thinking of taking on a job after high school. What do you think of it?

Nancy : That is a great idea!

Colette : Do you have any particular job in mind?

Bryan : I would like to do something on services, like what a sales agent does. Where can

I search for a job like that?

Nancy : Okay, let us do a job search. Here, it says, "Senior retail sales supervisor."

Bryan : What is that?

Colette : Oh, I know. A senior retail sales supervisor is one who \_\_\_\_\_

---

Bryan : Sounds interesting. Is there another one?

Nancy : Store associate. I think that is like what my cousin does. He is one who

---

Colette : How about a music blogger? You like music, don't you?

Bryan : Yes, but what does a music blogger actually do?

Colette : I guess a music blogger is one who \_\_\_\_\_

---

Your teacher may conduct this activity through a video-conferencing application that your school prescribes to make your conversation more engaging.

### **Publish Works**

Formulate a definition for each of the following terms. Be sure to observe the rules in writing effective definitions discussed in the lesson.

1. photo essay
2. marathon
3. reality shows
4. being polite
5. Fashion



Most Essential Learning Competency (MELC)	Code
Give expanded definitions of words	EN10V-IIIa-13.9

## U4 L1

### Strategy Point

Throughout modules 1 to 3, you have been introduced to different vocabulary techniques that can help you unlock unfamiliar terms. This time, you will get to use these skills in drafting your own definitions. Read the following discussion to learn more.

### Expanded Definitions

When you pick up a dictionary to search for a definition, you see that the words are listed and defined in a particular way. The formal definition of a word begins with the presentation of the term to be defined, which may be a word or a phrase. It is then followed by the class of object to which the term belongs. The remaining parts of the definition present the distinguishing characteristics of the item from all others of its class. Below is an example:

Guitar (*term*) is a flat-bodied stringed instrument (*class*) with a long-fretted neck and usually six strings played with a pick or with the fingers (*characteristics*).

From the basic format, the definition of a word can be expanded or extended up to a paragraph or two by providing further explanation and/or illustration. This is usually done for essays, speeches, or research papers. Below are some ways in which a word's definition can be expanded or extended:

- Etymology - explaining a word's origin
- Description or Illustration- listing and describing parts from identifying smaller pieces of related ideas up to the bigger ones; providing descriptions based on senses
- Classification – explaining how the term fits a bigger category
- Exemplification – citing sample or sharing anecdotes
- History - establishing historical references and other issues
- Operation - unlocking the function or purpose
- Ramification – expounding on the effects when used
- Comparison and Contrast - presenting similarities and differences with other related terms

For an example, read "The Meaning of Home" by John Berger (<https://www.thoughtco.com/the-meaning-of-home-by-john-berger-1692267>) and examine how he provided a detailed and personalized definition of the word "home." Take note that he began with a formal definition with some details about the word's origin. It was then followed by historical details and some citations from other references. Towards the end, he provided descriptions that reflect his own musing.

To learn more about extending or expanding a word's definition, watch a slide presentation that presents examples for each of the technique introduced earlier. You can access it through this QR code ([https://docs.google.com/presentation/d/1v\\_SZjYz8ZoV3ngN5INRjw\\_JUlcLuk6wA-ddYe8MVmdk/edit#slide=id.p13](https://docs.google.com/presentation/d/1v_SZjYz8ZoV3ngN5INRjw_JUlcLuk6wA-ddYe8MVmdk/edit#slide=id.p13)). After viewing, search online for more examples that fit the identified techniques.

### **Strategy Application**

Give an expanded definition for the following words. Be sure to observe correct grammar in drafting your definitions.

1. reminiscence
2. promiscuous
3. zealous
4. tumultuous
5. exuberance

Most Essential Learning Competency (MELC)	Code
Observe correct grammar in making definitions	EN10G-IIa-29

## U2 L2

### Grammar Point

You have already learned how to write technical and operational definitions of terms. Did you know that unlocking the meaning of words is not limited to scientific terms or concepts? Read the following discussion to discover how to define an abstract word or idea.

#### Defining Abstract Terms

Giving definitions is not only limited to scientific terms and concepts, but can also include literary terms and concepts. Characters in literature are usually defined by their beliefs and convictions. You can describe one character as bold, while another as lame. You see a movie and you say it is a bore and you use the same word to describe a person. In both instances, you know that a movie bores you differently from the way a person does; yet you use the same term in describing both. In cases such as this, you need to make a good definition of the term to differentiate a boring movie from a boring person. To define abstract ideas such as boring or love, you may:

1. Use narratives or anecdotes.

*Example:*

My father never said "I love you" to me. Yet he made sure there is enough food on the table, money in our pockets, clothing on our backs, and decent roof over our heads. He also made sure he is around during significant occasions or events in our school. To me, these are more powerful signs of his love than mere words.

2. Say what it is not.

Love is not a game that children play.

3. Give words that are synonymous in meaning.

Love is devotion or passion.

4. Give its etymology or the origin of the word.

The word love comes from the Old English word *lufu*, which means affection or desire.

5. Provide examples that may personify it.

Love is that feeling of selflessness when you know you are willing to give the last cookie to your friend who wants it more than you do. It is the last coin of the widow in the Bible that was offered to the altar. It is lending your most precious gadget to your youngest brother because he had a bad fall.

**Grammar Practice 1**

The poems “The Passionate Shepherd to His Love” and “The Nymph’s Reply to the Shepherd” portrayed two views of life: the shepherd’s view is considered to be optimistic while the nymph’s as pessimistic. Find the meaning of these words and prove that the shepherd and the nymph are described appropriately. Use details from the two poems to support your answers by filling in the table below.

Optimistic	Pessimistic

**Grammar Practice 2**

Write two definitions for each abstract term. You may use online sources or a dictionary as references for words that require the use of their etymology as a technique for providing definition. This activity may be done by pairs.

1. friend

a. What it is not:

b. Etymology:

2. compassion

a. Provide examples to personify it:

b. Synonyms:

3. home schooling

a. Use of narratives or anecdotes:

b. What it is not:

4. honesty

- a. Etymology:
- b. Examples to personify it:

5. vacation

- a. Synonyms:
- b. What it is not:

Your teacher may share a digital version (e.g., Google Docs or Sheets) of the answer sheet so that you and your partner can work on the activity collaboratively and in real time.

**Grammar Practice 3**

Some historians consider Jose Rizal as a realist and Andres Bonifacio as an idealist. Define what each term means using the various ways of defining abstract terms. Then, determine if the description for each national hero is correct or not, based on the definitions you have given.

Realist	Idealist

## Participate in Interactions

Some experts claim that the Philippines is not really overpopulated, considering the fact that the number of people living in the rural areas is still small in relation to the space they occupy. With a classmate, do a research and define overpopulation, then determine whether there is some truth to the said claim. Create a slide presentation based on your output and report your analysis in class. Then, listen to what the others have to say on this issue.

Your teacher may utilize a video-conferencing application that your school prescribes to make your class discussion interesting and engaging.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Compose a research report on a relevant social issue	EN10SS-IVe-2.3

(Paste content here)

MISSING: SPECIFIC STEPS

IN MAKING RESEARCH

PAPERS

## U2 L2

Note: Per initial report from Abiva Staff, the specific steps in making research papers are missing. After going through the module, yours truly found no content that explicitly introduces the steps in making research papers. There are, however, a handful of exercises all throughout Unit 2 that aims to hone the research skills of learners. They have been pasted herein. While Unit 4 Lesson 5 Grammar Point discusses the *Language of Research: Basic Terms*, the concepts they discuss seem to be that of quantitative research, i.e., *independent, dependent variable*. It is equally essential to discuss qualitative research papers, especially for topics that include social issues. To address the missing teaching content, the following is provided and is suggested to be added in Unit 2 Lesson 2 Strategy Point (suggesting to place this in an earlier lesson as there are exercises throughout the units that require students to do research).

## Strategy Point

### Steps in Composing Research Reports on Relevant Social Issues

#### 1. Choose a topic.

There are numerous topics or relevant social issues that you as a researcher can pursue. As a starter, you can select something that is close to your heart. It could be something you have personally experienced, a cause or advocacy you are gravitated to, or a social issue you firmly believe needs intellectual attention. Having inquisitive minds and intellectual curiosity are some of the things that a researcher exhibits. Moreover, It is helpful to be sensitive and cognizant of the social issues within and beyond your circles. Reading news articles, watching documentaries, listening to podcasts, immersing yourself in different cultures, and being sensitive to your day-to-day surroundings can help you facilitate your topic selection. To narrow down your choices, here, among others, are some categories or areas that you may consider selecting a topic from.

- a. Governance and politics
- b. Culture and subcultures
- c. Health
- d. Environmental preservation
- e. Human rights
- f. Digital communication/social media
- g. Communication ethics, i.e. data privacy
- h. Religious observances
- i. Business practices
- j. Sports
- k. Entertainment
- l. Education
- m. Gender
- n. Family, dating, relationships

Once you have determined what area it is you wish to pursue, trim down your topic by specifying which aspect of your chosen area you will be researching on. The more specific, the better, as you will have a clearer understanding of what your research is specifically targeting to articulate, to discover, to substantiate, or to contribute knowledge to. Here are some examples.

- Switching from single-use plastics to more sustainable and eco-friendly products
- Online dating among teenagers

- The plight and daily challenges of commuters in Metro Manila
- Cybersecurity and data privacy measures in the Philippines
- Mental health awareness and wellness during the pandemic
- Misinformation and misguided opinions in social media
- Cyberbullying and troll farms
- Overseas Filipino Workers (OFW) rights and benefits
- Body positivity
- 

## **2. Review related literature and identify the gap.**

Read previous studies or literature on your chosen topic. Systematically discuss and highlight the findings from reputable journals, news articles, books, and other forms of media. You may follow either a thematic format (based on subtopics) or chronological (based on the year of the study's publication) in your discussion. It is also good if you can compare and contrast, identify the strengths and weaknesses of the previous studies or literature. Most importantly, this initial step will allow you to identify the gap (answers "*what has not yet been done*"), which your research can address or take off from. If your research does not aim to "fill the gaps," state in your introduction that you intend to contribute to or reinforce what has been previously published.

## **3. Write the introduction.**

Formulate the problem and objectives. The problem must not be too specific and not too narrow. For example, you have chosen a topic on misinformation on COVID-19 health updates and the role of Facebook in curtailing fake news. You may word your research problem as:

*"How does the Department of Health's official Facebook page serve as a platform for:*

- a. disseminating health updates and announcements*
- b. correcting fake news or misinformation?*

State the significance of the study or how your research can benefit society or a particular audience you have in mind. Indicate here as well the scope and limitation. This first part must give your readers an overview of your research and what they can expect, including your research design or type of research you are doing. Questions like "*Is it qualitative or quantitative research? Is it a critical research paper?*" must be explicitly written here.



#### **4. Write the body.**

The body of the research report presents the results or the substantial data or information that needs to be analyzed and/or evidence to help you articulate your arguments. In other words, this section addresses the research questions or objectives you have formulated. To present the collected information, you can utilize pie charts, graphs or tables. Remember that you must introduce and discuss those illustrations adequately.

Moreover, you can still include related studies to substantiate or refute your findings. Always cite your sources following the prescribed system of documentation to ensure content originality and to avoid plagiarism. *Plagiarism* happens when ideas, information, or materials are used without proper acknowledgment of their original sources or when someone else's work is taken and passing them off as one's own. To avoid committing this, cite properly, use direct quotations, paraphrase, or summarize what you have incorporated in your discussion of results.

#### **5. Write the conclusion and recommendation.**

The conclusion provides a summary or highlights of the research paper, stating succinctly the answers to your research problems and objectives. Likewise, it provides readers with recommendations that can be explored in the future, as a result of your study.

### **Strategy Application**

With a partner, research on a relevant social issue. Follow the prescribed steps in composing a research report.

## **U2 L2**

### **Participate in Interactions**

Some experts claim that the Philippines is not really overpopulated, considering the fact that the number of people living in the rural areas is still small in relation to the space they occupy. With a classmate, do a research and define overpopulation, then determine whether there is some truth to the said claim. Create a slide presentation based on your output and report your analysis in class. Then, listen to what the others have to say on this issue.

Your teacher may utilize a video-conferencing application that your school prescribes to make your class discussion interesting and engaging.

## Publish Works

Read the following newspaper article written by Fr. Joaquin Bernas, a constitutionalist and a columnist. Observe how he defines martial law in the context of the Philippines. Then answer the questions that follow.

**Sounding Board:  
What is Martial Law?**

*Fr. Joaquin G. Bernas, S.J.*

Two weeks ago at a forum in Holy Angels University in Angeles, Pampanga, a young girl, in all innocence, asked, what is martial law? Is it worse than the present government? I shall try to answer only the first question.

What is obvious to me now is that many young people, even among the current crop of law students and recent law graduates, only have a faint idea of what happened during the period of martial law. They hear about it mentioned by their elders, but they wonder what it all meant. So, what is martial law?

The answer to the question understood under the 1935 and 1973 Constitutions can be both in theory and in practice. But under the 1987 Constitution, the answer can only be in theory, although there are rumors about it being put into practice in answer to the current spate of bombings in Mindanao.

Whether under the 1935, 1973, or 1987 Constitution, however, martial law is essentially police power. This is because its concern is "public safety" when this is threatened by invasion or rebellion. What is peculiar about martial law as police power, however, is that, whereas police power is normally a function of the legislature executed by the civilian executive arm, under martial law, police power is exercised by the executive with the aid of the military and in place of "certain governmental agencies which for the time being are unable to cope with existing conditions in a locality which remains subject to the sovereignty."

Martial law authorizes "the military to act vigorously for the maintenance of an orderly civil government." It is "the exercise of the power which resides in the executive branch of the government to preserve order and insure the public safety in times of emergency, when other branches of the government are unable to function, or their functioning would itself threaten the public safety... It is the law of necessity to be prescribed and administered by the executive power. Its object, the preservation of the public safety and good order, defines the scope, which will vary with the circumstances and necessities of the case."

Martial law as police power, therefore, is a flexible concept. It depends on two factual bases: (1) the existence of invasion or rebellion, and (2) the requirements of public safety. Necessity creates the conditions for martial law and at the same time limits the scope of martial law. Certainly, the necessities created by a state of invasion would be different from those created by rebellion. Necessarily, therefore, the degree and kind of vigorous executive action needed to meet the varying kinds and degrees of emergency cannot be identical under all conditions. They can only be analogous.

When one speaks of analogy, one must necessarily speak of a common denominator. What is the common denominator of varying degrees and kinds of executive action during martial rule? The question must be answered in the context of the system of separation of powers. And the answer is this: the common denominator of all exercise of martial law powers is the exercise by an executive officer of the discretion and judgment normally exercised by a legislative or judicial body. The variable in the various forms of martial law powers is the extent to which the executive assumes legislative and judicial functions. This variable is determined by the necessities of the moment. The extreme case is the investment of one man with the power of life and death over citizen and soldier alike in a given area of actual war. In this extreme case, the executive officer is fully lawmaker, judge, and executive all rolled into one.

What happened during martial law under the 1935 and 1973 Constitutions? A follow-up question is: How did the Supreme Court allow martial law to operate?

It will be recalled that on Sept. 21, 1972, President Ferdinand E. Marcos, by Proclamation No. 1081, placed the entire Philippines under martial law. This was followed by an order stripping the Supreme Court of the power to review the validity or legality of any decree or order issued by him. Still other orders followed which amounted to the assumption by the President of extensive legislative powers. Military courts were established with jurisdiction over civilians.

How did the Supreme Court react? In sum the Supreme Court legitimized the actions of the President. It ruled that (1) the martial law proclamation of 1972 was validly made on the basis of an existing rebellion; (2) the imposition of martial law carried with it the suspension of the privilege of the writ of habeas corpus; (3) the martial law administrator could legislate on any matter related to the welfare of the nation; (4) he could create military tribunals and confer on them jurisdiction to try civilians for crimes related to the purpose of martial rule; (5) in the absence of any other operative constituent body he could even propose amendments to the Constitution; (6) under martial claims of denial of a speedy trial were unavailing and that the suspension of the privilege of the writ of habeas corpus also carried with it the suspension of the right to bail.

Finally, on Jan. 17, 1981, on the eve of the first visit of Pope John Paul II to the Philippines (but not propter quod, it was said), martial law was lifted by Proclamation No. 2045. But not really. If the heart of martial law is the concentration of governmental powers in the hands of the executive, the equivalent of martial law remained as part of normal day-to-day government. This was the effect of Amendment No. 6 of 1976 which granted full legislative power to the President.

*Reprinted with permission of Fr. Joaquin Bernas/Philippine Daily Inquirer*

Questions:

1. How does the author define the term martial law?
2. Is there a difference between police power and martial law? Where do the similarities and differences lie?
3. Conduct a research on two other countries that have been placed under martial law. What are your findings? Complete the following table and then write a short paragraph summarizing the information found in your table.

<i>Country</i>	<i>Definition of martial law</i>	<i>Basis/Source of definition</i>
1. The Philippines		1935, 1973, and 1987 Philippine Constitution
2.		
3.		

## U2 L3

### Literature Activity 2

- C. Do some background research about the social condition in Ireland at the time this essay was written. What do you think is Swift's purpose for posing incredible solutions to this social problem?

## U2 L8

### Literature Activity 2

5. Do a research on the roles of women during this era. What were the expectations of society as far as they were concerned?