

English in Perspective 8

Quarter 1

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Identify and use signals that indicate coherence (e.g. additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition)	Code not found

U4 L8

Grammar Point

From your previous lessons on logical connectors, you have already learned about the importance of using each in your compositions. Nevertheless, it is noteworthy to review their importance again. The following text lets you recall the use of these logical connectors.

Logical Connectors for Emphasis

As junior high school students, you need to practice using logical connectors in your compositions so that your readers may easily understand the message that you intend to put across. In employing such devices, you can clearly show the cohesiveness and logic of your ideas as you develop them from sentence to sentence and from paragraph to paragraph.

This lesson focuses on the use of appropriate logical connectors for emphasis. These are words or phrases that underscore or give your written work a greater degree of sense, clarity, and accuracy. The following table shows a list of common logical connectors for emphasis.

<i>Logical Connectors for Emphasis</i>		
above all	even more	indeed
again	furthermore	more importantly
also	in addition	really
besides	in fact	surely
certainly	in truth	truly

Further Enrichment

To extend your review on the importance of logical connectors and know other examples of devices used for emphasis, read the following online materials:

"Transitional Devices" from Purdue Online Writing Lab:

https://owl.purdue.edu/owl/general_writing/mechanics/transitions_and_transitional_devices/transitional_devices.html

"Paragraphs: Connecting your ideas" from the website of University of New England:

https://www.une.edu.au/_data/assets/pdf_file/0003/11397/WE_Paragraphs_Connecting-your-ideas.pdf

Check how well you understood this review on logical connectors by answering *Grammar Practice 1, 2, and 3* under *Elaborate*.

Grammar Practice 1

Fill in the blanks with the appropriate logical connectors for emphasis to complete the following sentences.

1. _____, the Queen is like the Sun in the Kingdom’s sky!
2. It is _____ a serious matter that even the Head Priest has gone mad.
3. _____, it is an utter catastrophe that is unheard of in both history and myth.
4. “Heaven that loved us exclusively and preserved for us the blessing of sanity will _____ answer our prayers.”
5. This is _____ a serious situation!
6. _____! It is a terrible tribulation!
7. _____, if the people knew about it, they would weep for such a wise and resolute king.
8. _____, this is terrible and very serious.

Grammar Practice 2

Link the two sentences provided for each item by using an appropriate logical connector for emphasis. Write your answers in the space provided.

1. The king and the vizier are worried about the queen losing her mind. They consider the problem a calamity.

2. God said that he will put hostility between the serpent and humankind. He said that the woman would strike the serpent at its head, and the serpent would strike at the human being’s heel.

3. In the city, there were magnificent palaces decorated with precious stones. Spires of great temples rose above the city as if to touch the sky.

4. Ecclesiastes 3:1–9 teaches you that there is an appointed time for everything. Life is really a matter of timing, for timing is everything.

5. The events of your life do not randomly happen by chance; God has a purpose behind them.

6. In verse 2 of Ecclesiastes, the preacher seems to be saying that time is short. Time is almost up.

7. Sorrow and joy are part of life; without one, the other is unrecognizable.

8. There is a purpose and meaning in the events of life. One of the greatest responses to this life is to make the most out of it.

Grammar Practice 3

Construct your own sentences using the following logical connectors for emphasis.

1. even more

2. above all

3. more importantly

4. truly

5. in truth

Proceed to *Participate in Interactions* and *Publish Works* to apply further what you have recalled about logical connectors for emphasis.

Participate in Interactions

In groups of three, engage in a discussion using the following questions as your starter. Remember to use logical connectors for emphasis in your statements.

1. How do you define *madness*?
2. Which do you consider more honorable—to stand up for your beliefs even if the others consider them crazy, or to give up and join them?

In case of distance learning, your teacher may conduct this activity through a video conferencing application that your school prescribes to make your group's discussion more engaging.

Publish Works

Think of how you would promote your school. Then write a three-paragraph essay providing some information about your school—its history, culture, and demographics. Make sure to use logical connectors for emphasis in your essay to make it more coherent and understandable. Submit your output to your teacher through email or other means he/she prescribes.

After doing the activity, reflect on and answer this question: Why are logical connectors important in speaking and/or writing? Write down your thoughts in your notebook or journal.

U1 L1

Grammar Point

Read the following discussion to learn about conjunctions and its types. Study the example sentences thoroughly to understand how to use conjunctions properly.

Conjunctions

In the English language, conjunctions, also called logical connectors, are a fundamental part of speech that connect words, phrases, or clauses together to create clear, coherent sentences or paragraphs. The correct use of conjunctions produces a natural flow and rhythm in writing, while its incorrect use may result in choppy, disjointed sentences.

Study the sentences below.

1. In northern Sierra Leone, the Limba people associate the killing of a bush cow to a special celebration. The celebration does not occur during the exact day of the hunt.
2. Work songs are sung while a laborer works or performs a task. It is also a way to express his or her sentiments about his or her job and working conditions.
3. Among the Yoruba people, the ijala chants are a genre of African chants that belong exclusively to hunters. These chants are executed during special occasions such as coronations, hunter festivals, and weddings.

The sentences above can be merged together to form a single sentence through the use of conjunctions. See how it is done.

1. In northern Sierra Leone, the Limba people associate the killing of a bush cow to a special celebration, *but* the celebration does not occur during the exact day of the hunt.
2. Work songs are *not only* sung while a laborer works or performs a task *but* they also express the laborer's sentiments about his or her job and working conditions.
3. Among the Yoruba people, the ijala chants, *which* are a genre of African chants that belong exclusively to hunters, are executed during special occasions such as coronations, hunter festivals, and weddings.

In the given sentences, the conjunctions *but*, *not only*, *but also*, and *which* are used to connect two sentences or two independent clauses together to form a compound sentence that has a clear, meaningful idea.

A *clause* is a group of words that contains a subject and a verb and functions as a part of a compound or a complex sentence. Clauses are of two types: independent clause and dependent clause. An *independent clause* is a group of words that contains a subject and a verb and can stand as a complete sentence. On the other hand, a *dependent clause* is a group of words that contains a subject and a verb but cannot stand as a complete sentence. A dependent clause must be connected to an independent clause, for it to have a complete thought.

A *compound sentence* is made of two independent clauses while a complex sentence is made up of at least one independent clause and a dependent clause.

Conjunctions are of four types: coordinate conjunctions, correlative conjunctions, subordinate conjunctions, and conjunctive adverbs.

Coordinate conjunctions connect words, phrases, and clauses. For you to recall easily the different coordinate conjunctions, simply remember the acronym FANBOYS, which stands for *for, and, nor, but, or, yet, and so*.

Examples:

1. Hunting songs are considered special purpose poems, *for* they have direct association with hunting actions or events.
2. Hunters are groomed for a specific training, *so* they are formed into organized associations that observe certain rules, initiation, and social hierarchy.

Correlative conjunctions are used to join words, phrases, and clauses with equal importance together. These conjunctions are always used in pairs. They are the following: *either... or, neither...nor, not only... but also, both... and, whether... or, and as... as*.

Examples:

1. In *both* Yoruba *and* Akan people, the use of hunting songs to magnify pride and dominance over political figures is particularly evident among the professional association of hunters.
2. *Whether* the hunting songs are still ubiquitous *or* have lost their popularity, they remain valuable parts of oral literature.

Subordinate conjunctions are used to connect two clauses with unequal value, that is, a dependent clause and an independent clause together to form a complex sentence.

Subordinate conjunctions have two functions. First, they show or illustrate the importance of the independent clause; and second, they provide transition between two ideas in the same sentence. Subordinate conjunctions also introduce or signal *adverbial clauses*, which are a group of words that modify an adjective, a verb, or an adverb by providing additional information about them.

Examples:

1. Hunters dedicate time celebrating their victory *after* making a successful hunt.
2. *Before* Ambo hunters set off to hunt, they participate in a night of festivities.
3. A special "hunting feast" may likewise be organized by a hunter *who* has killed, say, more than three animals.

Below is a list of subordinate conjunctions:

after	even though	no matter	till	where	who
although	how	since	unless	whereas	whose
as	if	so that	until	wherever	why
because	in order that	than	what	whether	
before	lest	that	when	which	
but	once	though	whenever	while	

Conjunctive adverbs are adverbs that function as conjunctions or logical connectors. They link two independent clauses together. When a conjunctive adverb is used to connect

two main ideas in a single sentence, a period or a semicolon (;) is used. A comma usually follows after the conjunctive adverb.

Example:

Themes of danger, pride, and glory characterize the hunting and military chants. Both chants reflect the warriors' and hunters' conflicted battles for existence.

Themes of danger, pride, and glory characterize the hunting and military chants; *moreover*, both chants reflect the warriors' and hunters' conflicted battles for existence.

A conjunctive adverb also introduces, interrupts, or concludes an independent clause. In this situation, a comma is used to separate the conjunctive adverb from the rest of the sentence.

Examples:

1. In distinguishing between what is literature and nonliterature in oral cultures, one has to remember, *however*, that the distinction is only a matter of idea and quality.
2. In northern Sierra Leone, the Limba people associate the killing of a bush cow to a special celebration, *but* the celebration does not occur during the exact day of the hunt.

The following is a list of common conjunctive adverbs:

accordingly	consequently	hence	indeed	next	subsequently
additionally	conversely	henceforth	instead	nonetheless	then
also	elsewhere	however	likewise	now	thereafter
anyway	equally	in addition	meanwhile	rather	therefore
besides	finally	in comparison	moreover	otherwise	thus
certainly	further	in contrast	namely	similarly	undoubtedly
comparatively	furthermore	incidentally	nevertheless	still	yet

Grammar Practice 1

Encircle the conjunction used in each sentence then classify it as coordinate, correlative, subordinate, or conjunctive.

- _____ 1. Ijala artists are considered to be general entertainers and are asked to perform publicly during social occasions.
- _____ 2. Yoruba chants, with their own conventions and themes, are not sung; rather, they are recited with rudimentary musical characteristics.
- _____ 3. There is no very clear central theme, but the poem rambles from one topic to another.
- _____ 4. Both Yoruba and Akan hunting chants have developed into a complex and flexible branch of poetry.
- _____ 5. The Ambo people not only admired elephant hunters for their proficiency in hunting, but they romanticized and idolized them too.
- _____ 6. Also, a hunter has a special relationship with the spirit of one of his dead kinsmen, especially his father.

- _____ 7. The emotional relationship with his father who guards him as a hunter is of a much more personal nature.
- _____ 8. The son praises his father's exploits as a hunter, or he sets out delighting in his gun.
- _____ 9. Then his thoughts are drawn back sorrowfully to his father.
- _____ 10. The hunting poetry of Ambo neither have advanced into a multifaceted branch of poetry, nor it have extensive narratives.

Grammar Practice 2

Complete each sentence by providing the appropriate conjunction. Select your answers from the words in the parentheses.

1. Africa's literary history is long and complex; _____, it is misleading to imply that a single historical account can embody the totality of African literature throughout the ages. (hence, indeed)
2. Literature in the Yoruba culture does not appear in one form; _____, there are many categories and subcategories that define it. (instead, rather)
3. Yoruba literature provides a vast array of information and knowledge, _____, is passed down from generation to generation through oral traditions. (which, where)
4. The main types of Yoruba literature are hunter chants, magical (witch and wizard) tales, praise poems, bridal chants, testimonies, and confessionals, _____, focus on tonality instead of the subject. (yet, which)
5. The Yoruba people view men as the hunters and the masters of the house; _____, the ijala chants praise the courageous exploits of the male population. (moreover, therefore)
6. _____, the hunters compose the chants, they invent songs acclaiming themselves, their loved ones, and their community. (For, Since)
7. Ijala chants are prejudicial against women, _____, women are described as jealous, vain, false, and disloyal. (or, as)
8. In the Yoruba culture, nothing was to be believed if it came from a woman _____, women play a huge role in the political, social, and religious aspects of life. (even though, since)
9. _____, in the ijala chants, any declaration of loyalty or devotion from a woman is seen as a lie. (Furthermore, Nonetheless)
10. The hunting songs of the Ambo are simpler and straightforward than those from West Africa; _____, both of them glorify the hunter and express his hopes and fears. (in contrast, nonetheless)

Grammar Practice 3

- Construct two sentences for each conjunction.
1. as

2. either... or

3. because

4. moreover

5. in contrast

Work as a group of four members. Read the sample sentences of one another. Check if the usage of the conjunctions are correct. Remember to be courteous and constructive when giving feedback. You may accomplish this collaborative task using Google Docs or any of the online-sharing platforms prescribed by your school.

Quarter 2

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8SS-Ile-1.2

U2 L1

Strategy Point

Read the following discussion to learn how to deduce information from representational diagrams.

Converting Information from Representational Diagrams

You can practice certain reading strategies that can help you speed up your comprehension of given information. Representational diagrams such as tables, graphs, and information maps are tools that are rich sources of information. They help you calculate, analyze, predict, and understand complex information.

Tables and Charts

Tables or charts are often used to give an organized picture of information or data. A table is a representational display of data or information in rows and columns. Study the example below.

Population of Students at St. Therese Parochial School

<i>Year level</i>	<i>Number of sections</i>	<i>Population per section</i>	<i>Total number of population</i>
7	5	45	225
8	5	40	200
9	4	40	160
10	4	35	140
Total number of students			725

A *chart*, on the other hand, is an illustrative presentation of information. The information is illustrated in symbols such as bars, lines, or slices. It is used to explain the relationship between a large quantity of data and its parts. Common examples include line charts and pie charts.

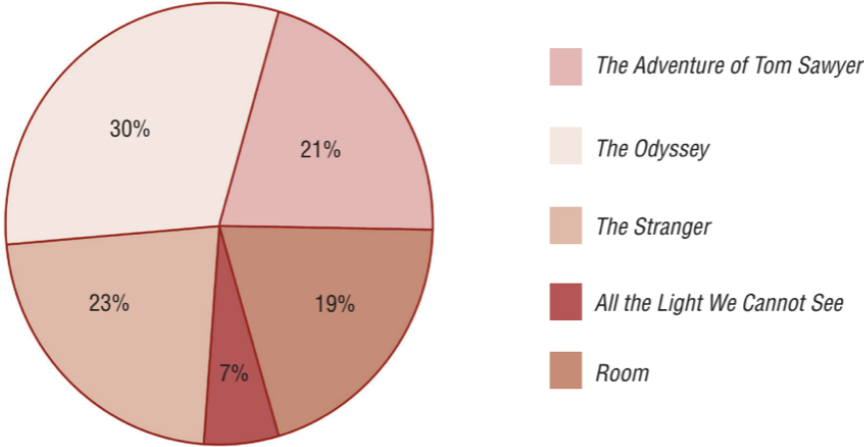
A *line chart* constitutes a series of factual information or data points that are connected with a straight line.

Literary Books Borrowed in November



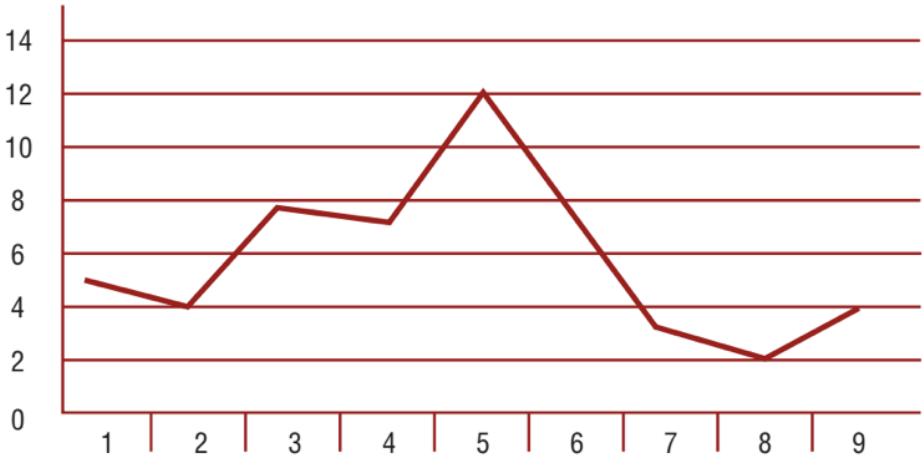
A *pie chart* represents data concerning the proportion of a whole (pie) that is divided into segments or “slices” to illustrate a portion of the whole.

Literary Books Borrowed in November

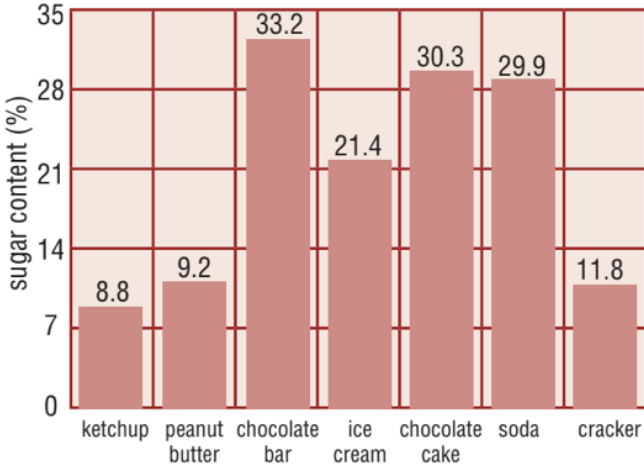


Graphs

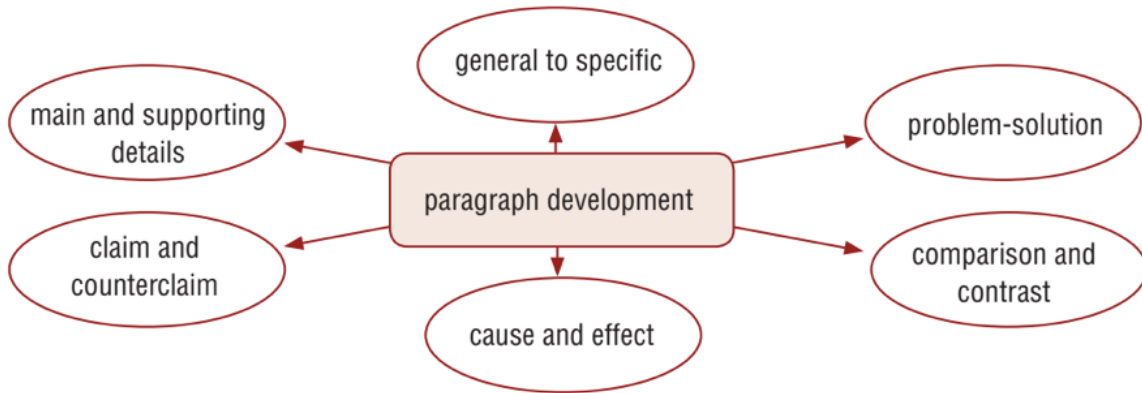
A *graph* is a visual display of appraisals over grids (horizontal and vertical lines) that provide an easy way to view the interpretation of all the values. A line graph uses a line to connect the data points or information. It shows trends and identifies whether two variables relate to or correlate with one another.



A bar graph or a bar chart presents data using bars of different heights. The higher or longer the bar, the greater the value it represents.



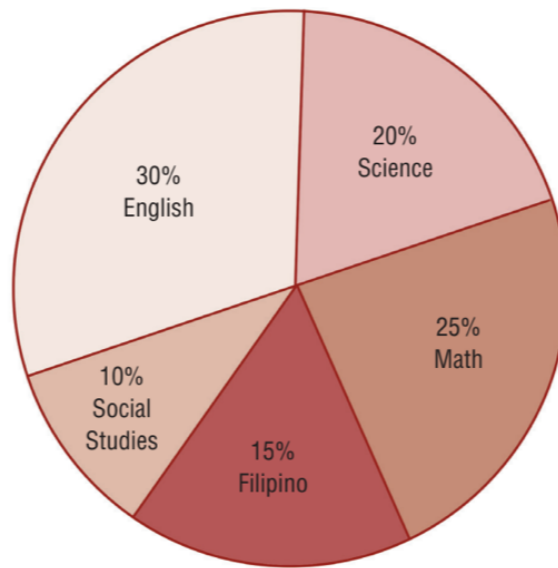
Information mapping is a method of identifying, categorizing, and interrelating information for learning and reference purposes. This method is commonly used in research to make data more readable, which allows readers to see easily what they need.



Strategy Application

Study the pie chart below and interpret the information it displays. Write your answer in paragraph form. Use the following questions as your guide.

Favorite Subjects of Grade 8 Students



1. What is the pie chart about?
2. What are the subjects presented in the graph?
3. What is the favorite subject of majority of the students in grade 8? What is the least favorite?
4. What does the graph say about Mathematics as a subject?

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Compare and contrast the presentation of the same topic in different multimodal texts	Code not found

Unit 4 Lesson 1

Strategy Point

Comparing and Contrasting Multimodal Texts

Texts may be characterized as *multimodal* when it attempts to create and convey meaning through different modes of communication. It employs several agencies such as linguistic (written or spoken language), visual (still and moving images), audio (volume, pitch, music, sound effects), gestural (body language and facial expression), and proxemics (spatial meaning). These multimodal texts commonly appear as *live*, *paper-based*, or *digital*.

Live and paper-based multimodal texts

Live multimodal texts employ the combinations of various communicative tools such as gestural, spatial, audio, and oral language. Here are some examples.

Dance - conveying meanings or ideas through rhythmic body movements and music; dances have different genres, cultural and subcultural backgrounds.

Oral presentation - delivering a message before a public audience. Among others, examples of this include speeches, spoken word, news broadcasting.

On the other hand, *paper-based multimodal texts* maximize the use of written language and still images or symbols. These include non-linear texts like infographics, posters, comics, and images.

Digital multimodal texts and transmediation

Digital multimodal texts are developed through the use of digital technologies such as computers, tablets, and mobile phones and its accompanying softwares, programs, or applications. Through those, various modes across written and oral language, still and moving visual image, audio, gesture, and spatial communication are utilized to create digital content that will relay information, educate, express ideas or feelings, persuade or actuate, and entertain. With the technological advancements seen in today's digital world, multimodal texts have become ubiquitous, especially with the conversion of paper-based multimodal texts into digital versions, for example: newspaper to online news articles. Moreover, digital multimodal texts come in different forms such as:

- films or animation
- slideshows
- e-posters
- digital stories (blogs, video blogs or *vlogs*)
- social media cards
- e-advertisements such as website pop-up banners, e-mail advertisements/newsletters
- thumbnails of videos, vlogs, or audio files

Most of the time these digital multimodal texts can be transmediated into different forms. *Transmediation* involves the process of translating meanings found in one sign system or one medium into another. More specifically, it is developing new content by translating one form of digital texts to another. Its examples comprise the transformation of:

- music videos into lyric or karaoke videos
- television shows or into mobile games
- films into fan arts

Learning the different types of multimodal texts is essential in ensuring a successful communication between or among people. Each type has its characteristics, strengths, costs, and purposes that serve the ends of individuals, groups, and industries. Choosing the most appropriate mode is essential in facilitating a successful communication.

Strategy Point

The Philippines' numerous tourist spots reflect God's attribute as a magnificent creator. Look at the Philippine's Department of Tourism's latest or past campaigns and enumerate the different multimodal texts the department has used in promoting a specific tourist location. Compare and contrast multimodal texts by stating its strengths and weaknesses.

Point Out Connections

Watch the documentary titled "Genesis God's Creation Of Earth [Full Documentary 2016]" on YouTube about the mystery of the creation story (accessible through this link: <https://www.youtube.com/watch?v=Xe5LPC4cDuY>). Take note of what the experts being interviewed say about Genesis. After watching, discuss in class how real the account of creation in the Hebrew text occurred. Include in your discussion the answer to the following questions:

1. What did you learn from the documentary?
2. Do you agree with the message conveyed in the video? Why?
3. Was there something in the documentary you did not understand? What was that?
4. Which part of the documentary created an impact on you? Why?
5. Do a quick internet research and identify the different multimodal texts used in promoting the documentary. How do those multimodal texts compare with each other?

In case of distance learning, your teacher may conduct this activity through a video conferencing application that your school prescribes to make your discussion more engaging.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Compare and contrast own opinions with those presented in familiar texts	Code not found

Strategy Point

Do you still recall how to summarize information from a given text? For instance, how do you write a summary of the story you have read? You have previously learned that in a summary, you write about the key ideas from a single source of information using your own words to show your understanding of the text. But how do you combine and interpret information from multiple sources? In this lesson, you will discover how you can make meaning of what you have read from several sources.

Writing Synthesis Essay

Your ability to understand text is influenced by your reading skills and capability to process information. In addition to summarizing, synthesizing is an important skill that you need to develop to demonstrate your understanding of the materials you have read. When you *synthesize* information, you combine several texts into one and create a new perspective of ideas based on your own interpretation. To write an effective synthesis, you should be able to identify and show how the ideas presented in each text are connected. This will help your readers understand where the information from various sources overlap or diverge.

Preparing a synthesis essay includes, but is not limited, to the following steps:

1. Select and read your sources carefully. If you are assigned a topic, make sure to choose at least three reliable materials related to your topic.
2. Summarize the key points or relevant ideas in each text and look for supporting details. It is important that you state these ideas in your own words in your synthesis.
3. Compare and contrast information from various texts. Assess how they are similar and different from each other. These will help you in organizing the information in a single text.
4. Draw your conclusion and provide new insight about the topic based on your own understanding of the texts.
5. Cite your source materials properly.

Aside from learning how to synthesize, another way to demonstrate your understanding of the essay is by responding to it. More specifically, this involves assessing how your own opinion or response agrees or disagrees with the essayist. The next portion shall aid you in processing and organizing your own opinions or responses.

Comparing and Contrasting Own Opinions Versus Texts or Materials Presented

An opinion signifies your view or judgment regarding a particular topic or issue. Moreover, you can effectively compare and contrast your own opinion toward a certain text or material, as follows.

1. Identify your initial response to the text you read or certain material presented to you. You can ask yourself questions such as:
 - a. *"What do I feel after? Sad? Disturbed? Motivated? Inspired?"*
 - b. *"What encouraged and/or frustrated me the most?"*
 - c. *"What struck me significantly and why?"*

2. Perform fact-checking or contemplate on the arguments presented in the texts. To carry this out, visit reputable, up-to-date, and verified sources. For example: Websites or social media pages that are satirical in nature are not reliable sources for fact-checking.
3. Establish your stand toward the text or material you read. You can reflect what statements or arguments you stand for or against. Contemplate on how your stand or opinion is alike or different from the text you read. Enumerate the reasons behind your opinion by substantiating them with proper research or other evidence. As previously mentioned, ensure proper citations.

Allowing yourself to examine how your opinion agrees or disagrees with an author or against a given material will hone your critical thinking skills. The digital global village of today allows many internet users to produce and publish their own content. While this current participatory online culture cultivates creativity, it also urges a call among internet subscribers to be more critical of what can be read, watched, or heard online. By doing this, you are able to advocate and participate in minimizing disinformation/fake content.

Reference:

Teachorial Channel. "Comparing and Contrasting Own Opinions with Those Presented in Familiar Texts (ENGLISH 8)." *YouTube*, 17 Feb. 2021, www.youtube.com/watch?v=bEGgHZZ9aHo. Accessed 15 June 2022.

Publish Works

Search for information in the library or internet about the influence of television programs or video games to the behavior of junior high school students. Then write an essay indicating your opinion about the topic. Make sure to use the active voice in writing your essay. Remember to include the following parts:

- a. Introduction to state the topic and your primary opinion/s of the topic
- b. Main body to present your views and support these with details
- c. Conclusion to restate your opinion

Put into practice what you have learned about writing synthesis essay by doing *Strategy Application* under *Evaluate*.

Quarter 3

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Use appropriate cohesive devices in various types of speech	Code not found

U1 L6

Grammar Point

Study the discussion on how the use of cohesive devices helps establish meaning in writing.

Cohesive Devices

Whenever you write, no matter how short or simple it is, you must always ensure that there is a smooth, logical flow of ideas from word to word, from phrase to phrase, from sentence to sentence, and from paragraph to paragraph so readers can easily understand your writing about.

To establish the meaning in your writing, you need to use writing tools or devices that will make words, phrases, and sentences fit together to create an orderly, meaningful whole—not vague and disorganized. These tools are commonly called *cohesive devices*, which are words, phrases, and expressions that are used to tie up loose and disorganized ideas so that the meaning becomes clearer, more understandable, and more smoothly connected to the next idea. Through these devices, readers can easily understand the point of a text since all the details are closely interlinked.

Cohesive devices are of various types and among these are pronouns, adverbial expressions, and conjunctive adverbs.

Pronouns as Cohesive Devices

Pronouns are effective tools to connect key words, phrases, and sentences in writing. As you already know, pronouns are used to refer to nouns that are previously mentioned in a text. Using pronouns as a cohesive tool is a practical way to emphasize an important detail in a text. However, it should be used carefully to avoid vague references. In a sentence, the antecedent that the pronoun is referring to should always be clear. An antecedent is a word or words mentioned earlier in the material that a pronoun refers to.

The following are some pronouns that can be used as cohesive devices:

<i>Personal pronoun</i>	<i>Demonstrative pronoun</i>	<i>Relative pronoun</i>
he, she, it, they	this, that, these, those	who, whom, whose, which, where, when, why, how, that, what, whatever, whoever, wherever, etc.

To avoid faulty or vague pronoun references, remember the following:

1. A pronoun should have only one antecedent and the antecedent must be clear and unmistakable.

Example:

Oral literatures have flourished in Africa for many centuries. They take a variety of forms.

In the sentence, the pronoun *they* refers to the phrase "Oral literatures..."

2. The pronoun's antecedent should not be "invisible" or "hidden."

Example:

The teacup looks delicate, but no one is drinking it.

In this sentence, it appears that the *teacup* is meant to be drunk because of the word tea. The word *tea* works like an adjective that modifies "cup" therefore the antecedent is not clearly established. An antecedent should always be a noun.

3. Sometimes writers do not give an antecedent to a pronoun. To make the writing clear, there should always be an antecedent to a pronoun.

Example:

The elephant called, but they did not answer.

This sentence shows the absence of an antecedent for the pronoun *they*.

Group with two of your classmates and discuss the important concepts that you have learned from this discussion. Raise the difficult concepts that you have encountered and have a discussion to process them further. Note down the concepts that your group cannot clarify. Send them to your teacher for his or her clarification or further explanation.

Grammar Practice 1

Find the pronouns used in the following sentences and verses then identify their antecedents.

Write your answers in the table.

1. Let the proud white man boast his flocks,
And fields of foodful grain;
My home is 'mid the mountain rocks,
The desert my domain.
I plant no herbs nor pleasant fruits,
I toil not for my cheer;
The desert yields me juicy roots,
And herds of bounding deer.

Credit: "Song of the Wild Bushman" by Thomas Pringle

2. Shaka built makeshift grass shelters between the villages of Nsuze and Thukela, in the property of Nyanya, offspring of Manzawane. He devoured Mantondo, descendant of Tazi...

3. In their nakedness
the winter trees laugh
4. The little boy wants me to give him something his rich parents cannot give him.
5. This is a story about Gizo and Lizard. There was once a king who lived with his daughter in a secluded town. They searched hard for someone to marry her, but they were unsuccessful.
6. Folktales are often told to children to teach them lessons.
7. Once there was a hunter with a wife ready to give birth. He prayed that God will his wife to deliver on a lion coat.
8. The hunter went home to rest till the sun rose in the sky. Then he got his bow and arrow and proceeded into the woods.

<i>Pronoun</i>	<i>Antecedent</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Grammar Practice 2

Complete the following sentences by writing the correct pronouns. Then encircle the antecedents.

1. The folktales and stories of the San are unique in many ways, as _____ bring to life the magic of the African wildlife.
2. Africa has as many fables and tales as _____ has many people.
3. Yesterday, Maria's mother sent her to buy meat in the wet market. She brought along _____ younger sibling.
4. In haste, the two children rushed toward a tree full of bright red apples. _____ climbed the tree and ate the ripe ones.
5. The children then filled two empty sacks with the bright red apples, and brought _____ to their house deep in the woods.
6. Maria's mother finds _____ children full of vigor and resourcefulness.

7. The girl secretly ate the apples whenever _____ father went away to work in the field.
8. One day, the girl's mother found the two sacks of apple empty, and _____ was dumbfounded.
9. When Maria's family discovered that she came back from the city, _____ cried.
10. Since then, people start living deep in the woods, and _____ find contentment and inner peace.

Work as a group of five members. Share with one another your answer for each item. If there is no varying answer, proceed to the next item. If there are varying answers, have a friendly feedback session so that you could settle which the correct answer is. Note down the varying answers for the items that the group cannot settle and send them to your teacher for validation.

Grammar Practice 3

Make the meaning of the following sentences clear by correcting the errors in pronoun references. Rewrite the sentences in the space provided.

1. The story "The Man Who Shared His Hut," who highlighted the evil side of men, reflects the history of Africa.

2. The elephant asked the man to put his trunk in his hut.

3. The elephant put his trunk inside the hut and pushed it.

4. The elephant flung the man out and he lay down comfortably.

5. The elephant assured the lion that he was not disturbing his peace and tranquility.

6. The man and the lion discussed the problem and he was very pleased.

7. After listening to the elephant, the lion told the man that he will be given a chance to state his case.

8. If the elephant did not occupy the hut of the man, then he would not have suffered.

9. Although the lion seems fair, he didn't show it to the man.

10. The man built another hut but the rhinoceros occupied them.

Send your corrected sentences to your teacher using the platform prescribed by your school.

U1 L8

Grammar Point

Conjunctive Adverbs as Cohesive Devices

Your previous lessons on cohesive devices have introduced you to two types of transition tools—pronouns and adverbial expressions. There are still other transition words and phrases that you need to learn so that your knowledge of them becomes thorough. Knowing them will make it easier for you to use them with ease and mastery.

Another type of cohesive or transitional device is the conjunctive adverb. A *conjunctive adverb* creates a logical connection between two independent clauses or sentences.

Example:

1. The man felt disappointed; nonetheless, he obeyed.

In the sentence, the conjunctive adverb *nonetheless* connects the two independent clauses: *The man felt disappointed* and *he obeyed*.

2. We are not yet free; however, we have achieved the right not to be oppressed.
In this sentence, the independent clauses *We are not yet free* and *we have achieved the right not to be oppressed* are joined by the conjunctive adverb *however*.

Like adverbs, conjunctive adverbs can be placed at the beginning of an independent clause. If it occupies the beginning of an independent clause, the conjunctive adverb should be followed by a comma.

Examples:

1. Meanwhile, Mandela became more active in the African National Congress while he was in prison.
2. Henceforth, the members were encouraged and inspired to bring an end to apartheid.

In punctuating sentences with conjunctive adverbs, you must observe the following rules: the first independent clause is followed by a semicolon (;), the conjunctive adverb, comma, then the second independent clause.

Examples:

1. I was not born with a hunger to be free; nevertheless, I hungered for it for the sake of my brothers and sisters who were not free.

2. Nelson Mandela was imprisoned for his fight for freedom; thus, he became more determined to pursue his dream for his countrymen.

Work as a group of five members. Review what you have learned about cohesive devices in the previous lessons. Raise what you find vague and complex so that your groupmates can help you have a better understanding of this topic. Note down the complex points that no one from your group could explain and forward them to your teacher so that he or she can clarify them.

Grammar Practice 1

Identify the conjunctive adverbs used to connect the following clauses/sentences.

_____ 1. Freedom is indivisible; hence, the chains on any one of my people were the chains on all of them, the chains on all of my people were the chains on me.

_____ 2. A man who takes away another man's freedom is a prisoner of hatred; therefore, he is locked behind the bars of prejudice and narrow-mindedness.

_____ 3. I have tried not to falter; certainly, I have made missteps along the way.

_____ 4. I saw that it was not just my freedom that was curtailed; similarly, the freedom of everyone who looked like I did was also restricted.

_____ 5. Subsequently, I joined the African National Congress, for the hunger for my own freedom became the greater hunger for the freedom of my people.

_____ 6. Likewise, it was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one.

_____ 7. I am no more virtuous or self-sacrificing than the next man; however, I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free.

_____ 8. It was during those long and lonely years that my hunger for the freedom of my own people became a hunger for the freedom of all people; therefore, the oppressor and the oppressed must be both liberated.

_____ 9. To be free is not merely to cast off one's chains; rather, to be free is to live in a way that respects and enhances the freedom of others.

_____ 10. I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. Nevertheless, I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come.

Grammar Practice 2

Combine the sentences in each item by choosing an appropriate conjunctive adverb. Select your answers from the words or phrases enclosed in the parentheses then rewrite and punctuate your sentences correctly.

1. Mandela went to the University College of Fort Hare where he took up a Bachelor of Fine Arts degree. He did not get to complete his studies because he was dishonorably dismissed for being an activist. (hence, however)
2. Mandela learned of his forebears' courage during the war. He envisioned himself to also become a freedom fighter. (thus, further)
3. The king was so incensed when Mandela went back to his village. The King threatened to have him (Mandela) and his cousin married if they did not go back to school. (in fact, eventually)
4. Mandela and his cousin fled to and reached Johannesburg in 1941. He got employment as a mine-security officer. (rather, subsequently)
5. Mandela finished his BA at the University of South Africa. He returned to Fort Hare in 1943. (instead, still)
6. Mandela enrolled at the University of Witwatersrand for his LLB. In 1952, he left without completing it. (however, thereafter)
7. In the final months of his detention, Mandela received his LLB at the University of South Africa in 1989 where he graduated without personally appearing. (meanwhile, henceforth)
8. Although Mandela was getting deeply involved in politics from 1942, he only became associated with the African National Congress in 1944. He assisted in organizing the ANC Youth League. (still, then)
9. At ANCYL, Mandela stepped up as a leader. In 1949, through the ANCYL, the ANC began espousing a more revolutionary mass-based approach called the Program of Action. (also, moreover)
10. In 1952, as second-in-command of the National Volunteer-in-Chief of the Defiance Campaign, he promoted civil disobedience to fight six oppressive policies. He and his cohorts were brought to trial under the Suppression of Communism Act for their participation in the struggle and were convicted to nine months of hard labor. (consequently, thereafter)

Form a group with two of your classmates and compare your answers for each item in *Grammar Activity 1* and *2*. If your answers differ, have a discussion to figure out the correct choice or presentation. Take note of those items that your answers were uncertain. Compare them with other groups or validate the correct answer from your teacher.

Grammar Practice 3

Construct sentences with two independent clauses using the given conjunctive adverbs. Punctuate your sentences correctly.

1. eventually

2. however

3. meanwhile

4. likewise

5. nevertheless

Send your output to your teacher using the platform that your school prescribes.

U1 L7

Grammar Point

Adverbial Expressions as Cohesive Devices

As stated in the preceding lesson, writers need important tools to create sound, well-thought out written works. One very effective tool that is indispensable in establishing meaningful and sensible writing is cohesive or transition words. Cohesive devices serve as bridges in writing. They connect words, phrases, and sentences in paragraphs. Without them, paragraphs become disjointed and confusing.

Aside from pronouns, adverbs are also used as transition words. An *adverb* is a part of speech that modifies a verb, adjective, and another adverb. It expresses a relation of time, place, manner, degree, cause, and circumstance. Cohesive devices that show these relationships are called adverbial expressions.

The table below presents examples of adverbial expressions that denote time, place, frequency, manner, degree, focus, quantity, and attitude, among others.

<i>Type of adverb</i>	<i>Adverbial expression</i>
Time	now, then, presently, soon, already at that time, in those days, last..., next
Place	there, here, up, down, above, below, inside, outside, close to, near, next to, alongside, adjacent to, in the distance, far, beyond, away, sideways, along, across, to the right/left, in front of, behind, toward, away from
Frequency	now and again, often, usually, frequently, hourly, now and then, occasionally, day after day, every so often, again and again, during, briefly, for a long time, minute by minute, while
Manner	slowly, properly, cautiously
Degree	very, quite, extremely, utterly, too, somewhat, enough, rather
Focus	only, especially, just, merely, also, even, mostly, particularly, simply
Quantity	a bit, a little, a lot, lots, too many, too much
Attitude	kindly, sadly, hopefully
To introduce a beginning sentence	at first, in the beginning, since, before, then
To introduce a middle sentence/paragraph	in the meantime, meanwhile, as it was happening, at that moment
To conclude/end a sentence/paragraph	eventually, finally, at last, in the end, later, afterward

Grammar Practice 1

Read the following statements. If an adverbial expression is used in the sentence, write WAE (with adverbial expression) if not, write NAE (no adverbial expression).

- _____ 1. Igbo enslaved other Igbo as punishment for crimes, for the payment of debts, and as prisoners of war.
- _____ 2. Traditionally, the Igbo people bury their dead among the living.
- _____ 3. Down the hill, near the river, in an area now overrun by bush, is the grave of my most celebrated ancestor: my great-grandfather Nwaubani Ogogo Oriaku.
- _____ 4. Unlike in the Americas, slaves were not permitted to move freely in their Igbo communities.
- _____ 5. When the transatlantic trade began in the fifteenth century, the demand for slaves spiked.
- _____ 6. My great-grandfather was given the nickname Nwaubani.
- _____ 7. In the late nineteenth century, he carried a slave-trading license from the Royal Niger Company, an English corporation that ruled southern Nigeria.
- _____ 8. Slavery had already been abolished in the United States and the United Kingdom, but his slaves were legally shipped to Cuba and Brazil.
- _____ 9. Nwaubani Ogogo was so esteemed that, when he died, a leopard was killed, and six slaves were buried alive with him.
- _____ 10. My father succeeded in transmitting to me not just Nwaubani Ogogo's stories but also pride in his life.

Grammar Practice 2

Copy items 1 to 10 and paste them in a word processor. Then connect the ideas of each sentence with one another using an appropriate adverbial expression to make a cohesive paragraph. Select your answers from the box.

also	frequently
beyond	every now and then
at that time	then
soon	in those days
soon afterwards	eventually
consequently	

1. In the Americas, slaves were permitted to move freely in their communities and to own property, but they were sometimes sacrificed in religious ceremonies or buried alive with their masters to serve them in the next life.
2. The demand for slaves spiked; Igbo traders began kidnapping people from distant villages.
3. Nearly one and a half million Igbo slaves were sent across the Middle Passage.
4. His agents capture slaves across the region and passed them to middlemen, who brought them to the ports of Bonny and Calabar and sold them to white merchants.
5. A family would sell off a disgraced relative, a practice which was likened to the shipping of British convicts to the penal colonies in Australia.
6. My parents' home, in Umujjeze, Nigeria stands on a hilly plot that has been in our family formore than a hundred years. An area now overrun by bush is the grave of my most celebrated ancestor.
7. My great-grandfather carried a slave-trading license from the Royal Niger Company, an English corporation that ruled southern Nigeria.
8. His influence drew the attention of colonial officials, who appointed him chief of Umujjeze and several other towns.
9. He presided over court cases and set up churches and schools.
10. Our family is taking responsibility and we are trying to make peace.

Group with two of your classmates to compare your answers in *Grammar Practice 1 and 2*. Have a friendly discussion for items that you have varying answers. For answers you cannot agree on, consult your teacher for clarification.

Grammar Practice 3

With a partner, construct a five-sentence story using the following adverbial expressions:

1. day after day
2. while
3. at that time
4. at first
5. in the meantime

Email your output for this activity to your teacher.

Participate in Interactions

Composing an Informative Speech

With five of your classmates, do a research on the political and social system in Africa called apartheid. You may use the internet to gather data on your topic as long as it is a valid site, or you may use multiple sources such as books and encyclopedias.

During your research, jot down the impacts of apartheid on the colored people of Africa. From the information you have gathered, compose an informative speech on the topic of racism or racial discrimination. Provide your own title for your speech.

Since you are doing an informative speech, you should aim to enlighten and educate your audience by providing them as much information about the topic so that they understand and remember the information presented to them. You may have a visual presentation to accompany your speech. The following may help you write your informative speech:

1. Brainstorm, then decide on the specific title or topic of your speech.
2. Create an outline based on the information you have gathered. Divide it into three parts:
 - I. Introduction
 - II. Body
 - III. Conclusion
3. Write a draft of your speech, following the sequence indicated in your outline. See to it that your thoughts and ideas are clear, cohesive, and well organized.
4. Proofread/edit your speech draft.
5. Practice delivering your speech to your group then deliver it before the class.

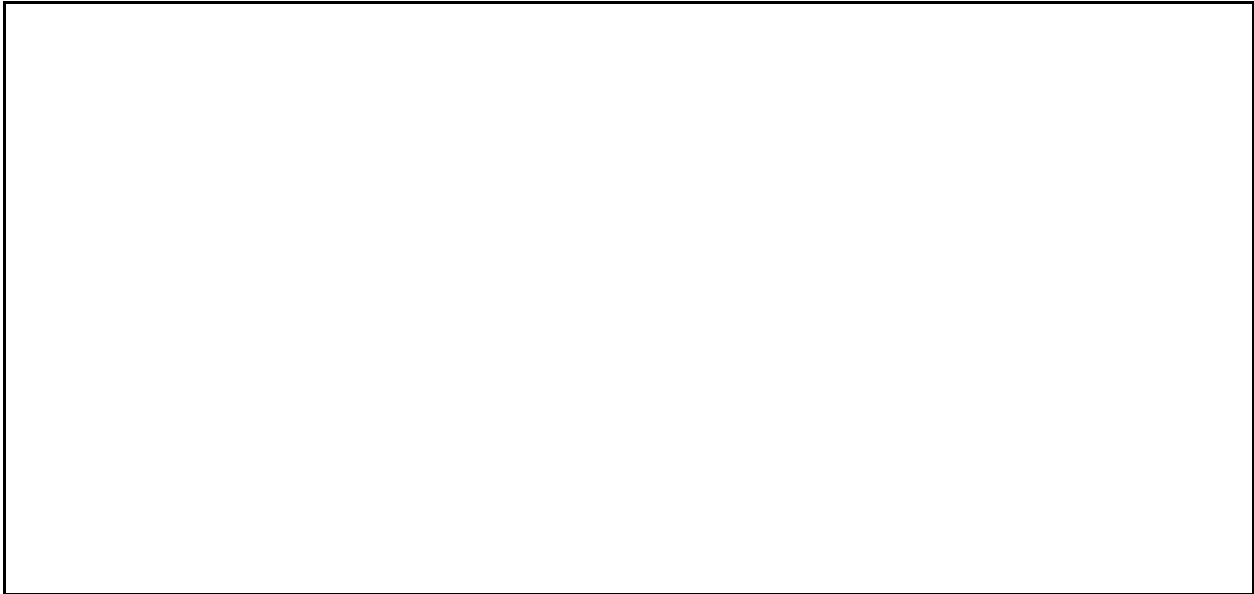
You can do all your planning and collaboration using Zoom, Google Meet, or other online-meeting applications that your school prescribes. You can also use Google Docs, Trello, or other collaboration tools that your school prescribes to make your proofreading/editing more

effective. Your presentation may be performed live through an online-meeting application or you can also record it and email the final output to your teacher.

Publish Works

Constructing an Abolitionist Essay

Pretend that you are a member of Anti-Slavery movements and write a three-paragraph essay explaining why all forms of slavery are an abomination to and affliction on society. Make sure to use proper adverbial expressions in your writing to ensure coherence in your ideas.



You can be as creative as possible for this activity by adding color or design to your output. You may use PowerPoint or other designing applications that you know of. Then, take a picture or screenshot of your work and send it to your teacher. You may also choose to post it on the social media group of your class.

U1 L3

Strategy Point

Delivering an Informative Speech

Informative speaking is one of the means by which you can develop your skills in researching, writing, organizing, and speaking. In informative speaking, you can develop your know-how in organizing and presenting a speech clearly based on what you have researched.

An *informative speech* is a type of speech that informs and educates listeners about a specific subject matter or topic. The speech is loaded with information; hence, it can become boring. You can make your informative speech more effective and interesting by observing the following guidelines:

1. Introduce your speech. The speech introduction sets the tone of the whole speech. It must be short and precise. To make your listeners sit up and pay attention to your introduction, you may
 - a. ask an intriguing or a shocking question;
 - b. declare an unusual statement or information;
 - c. share/narrate a humorous anecdote; or
 - d. quote a famous line from a literary, biblical, or historical personality or expert.

Example:

How many of you would like to go to heaven?

2. Communicate the central idea and the purpose of your topic by stating your statement clearly and concisely.

Example:

Today, I would like to talk to you about the most valuable lesson I have learned from my study of African literature.

3. Develop the body of your speech. The body contains the main bulk of information in your speech.
4. Organize the information of your speech clearly, smoothly, and coherently so that your listeners will understand the flow of your speech. Make your ideas clearer and more unified by making effective use of the parallel structures and appropriate connective and correlative words that you have learned from the grammar section of this module.
5. Give a brief, compact or memorable ending to your speech by restating or reinforcing your central idea and reviewing, and clinching your main points. You may also end it by posing a challenging remark that may move your listeners to action.
6. In giving or delivering a speech, you need to present a confident demeanor or behavior that commands the respect or attention of everyone in the room. You can do this by avoiding distracting mannerisms in your posture, gestures, body movements, and facial expressions. Examples of distracting mannerisms are clenching or unclenching of fists, using fillers such as *uh*, *uhmm*, *ah*, cracking your knuckles, licking/wetting your lips, and leaning or gripping the lectern, among others. These mannerisms show how anxious or nervous you are.

How can you develop a confident YOU?

1. Just be yourself. For you to be able to communicate clearly and effectively, be sincere and real. Concentrate on sharing your ideas and not on your performance.
2. Involve yourself in your message. This will make you to be more spontaneous and genuine in your body movements and expressions.
3. Know your material really well. Preparing your speech carefully and methodically helps greatly in building your self-confidence. When you have diligently prepared your material and you know it as well as you know the back of your hand, you don't have to spend so much mental energy to remember the vital parts of your speech.
4. Be dynamic and animated. Mesmerize your listeners by expressing appropriate facial expressions that communicate the meaning of your speech and that project your convictions, credibility, and sincerity.
5. Involve your listeners in your presentation by establishing eye contact. Make them feel that you are one with them and they are important to you. Establish a two-way communication using effective eye contact. Group with two of your classmates and

discuss your clarifications on this topic. Seek your teachers help for the complex points that you cannot settle with your group.

Strategy Application

Write a short informative speech on a topic taken from any of your lessons on African literature and deliver it before the class. In writing your speech, use appropriate adverbial expressions and logical connectors to link your ideas into a coherent, unified whole. Likewise, use the correct prosodic features to create an interesting and a stimulating delivery. Lastly, follow the guidelines on how to deliver an informative speech.

U2 L3

Strategy Point

You very well know that your high-school years will not be complete until you have experienced standing before an audience to deliver a speech. When that time comes, will you be ready to take the challenge? How would you prepare yourself in the face of such a performance task? Read the following discussion to learn about a type of speech that pleases, also known as an entertaining speech.

Entertainment Speech: A Speech That Pleases

An entertaining or *entertainment speech*, like any other speech, communicates a clear message, but with a difference. It is designed to captivate the attention of the audience through humor and lightheartedness. This kind of speech is mostly delivered on special occasions such as weddings, birthdays, award shows, and other happy occasions. The goal of the speech is to make the audience relax, enjoy the occasion, and have a good time.

An entertainment speech is not information overload, which is dense and complicated. Its other purpose is to make the audience have a good time. Hence, it should be kept simple, but full of animation and life. The speaker should be able to create vivid descriptions and color them with strong images to engage the imagination of the audience.

If you want a greater impact in delivering your entertainment speech, you should observe the following guidelines:

1. Cultivate the art of pausing for dramatic effect. Use it to great advantage by making your audience wonder what you will say next. Allow your audience to reflect and to savor the message and make it stick in their memory. Emphasize the pause using body language signals—by looking around, making eye contact, showing an expectant expression, giving a knowing smile—to keep your audience eager and interested.
2. Develop the amazing power of intonation or timbre in delivering your speech. Listeners put so much significance in the musicality or the tonal quality of the voice, so make yours sound powerful. Convey warmth, surprise, fear, and a variety of feelings through the sound of your voice. Make it ring enthusiastically, seriously, happily, and delightfully. Enhance the meaning of your speech with the resonance of your voice. Do not speak in a monotone.
3. Speak at a speed or rate that your audience finds agreeable—not too fast such that your audience cannot catch up with you, nor too slow such that they feel sleepy.

4. Make your words stand out. Stress and articulate your words distinctly for you to be understood. Give proper emphasis to stressed syllables. Convey subtle differences of meaning through the muted yet keen emphasis of your words.
5. Project your voice well. Speak clearly with a well-modulated voice, yet loud enough for it to be heard by everyone, especially those who are seated in the back row. Also, vary the volume of your voice to reflect the emotional content of your speech.

Strategy Application

Think of a special occasion where you can deliver an entertainment speech. Then write an entertainment speech by observing the following guidelines:

1. Write a speech that excites the senses and is easy to remember. Open your speech with an anecdote that relates to the occasion. Create vivid descriptions and a narration for your audience to imagine and feel the message that you want to convey.
2. Just like other speeches, the entertainment speech has a central idea. Write the central idea or the main message of your entertainment speech. Remember that the audience is there for a good time, so compose a speech that is lighthearted and upbeat. Let your audience have fun.
3. Back up or amplify your central idea with other related amusing incidents to provide fun for your audience. Spread out the amusing incidents all throughout your speech.
4. Conclude your speech by restating your central message and finish it with a highly memorable note.

Be ready to deliver your entertainment speech to your class. You may perform live via Zoom, Google Meet, Facebook Room, or any other video-conferencing application prescribed by your school.

Demonstrate

Delivering an Entertainment Speech

<i>Goal</i>	Captivate the attention of the audience and amuse them.
<i>Role</i>	You will be the guest speaker at an awarding ceremony.
<i>Audience</i>	Your audience will be journalists, actors, and other celebrities attending the ceremony.
<i>Situation</i>	You were invited by the president of the film academy to speak at an awarding ceremony.
<i>Product/Performance</i>	You will construct and deliver a five-minute entertainment speech.
<i>Standards</i>	Deliver your speech with originality, substance, brisk pace, humor, and emotional impact.

Evaluate

Rate your performance using the following scale. You may also write down your comments on the good points of your classmates’ performance to give them a feedback about how well they did.

<i>Criteria</i>	<i>Rating scale</i>			
	<i>Exemplary (4)</i>	<i>Highly satisfactory (3)</i>	<i>Satisfactory (2)</i>	<i>Poor (1)</i>
A. Introduction The speaker makes effective use of humor and wit and other attention-getting strategies to introduce, capture, and get the desired response from listeners.				
B. Body 1. The speaker keeps his or her humor relevant and suited to the audience as he or she formulates and communicates the specific purpose of his or her speech. 2. The speaker adequately substantiates his or her main points with timely, relevant, and sufficient supporting details.				
C. Conclusion 1. The speaker cleverly summarizes the main points of his or her speech. 2. The speaker leaves the audience with a good feeling and an encouraging message.				
D. Organization 1. The speaker provides an exceptionally clear and logical progression within and between ideas. 2. The main points are clearly distinguished from supporting details.				

Criteria	Rating scale			
	Exemplary (4)	Highly satisfactory (3)	Satisfactory (2)	Poor (1)
E. Language 1. The speaker uses language that is clear, vivid, and appropriate for the topic, age, and experience of the audience. 2. The speaker exhibits excellent fluency and properly formed sounds that enhance the message.				
F. Style 1. The speaker clearly engages the audience in an appropriate, original, and creative manner. 2. The speaker demonstrates the appropriate and precise use of gestures, body movement, facial expressions, eye contact, and apparel.				
G. Delivery 1. The speaker makes remarkable use of tonal quality, stress, and vocal variety in a conversational fashion. 2. The speaker's delivery is appropriately well-paced, varied in pitch, and easily heard by all members of the audience.				

Quarter 4

Most Essential Learning Competency (MELC)	Code
Expand the content of an outline using notes from primary and secondary sources	EN8WC-IIIc-1.1.6

U3 L2

Strategy Point (Writing and Composition)

How do you prepare for a writing task? What is the first thing that you do when you are asked to write a lengthy article? How do you plan your written output? Read the following discussion to review what you have learn in your past English classes about preparing an outline.

Outlining

In writing, an *outline* refers to a framework or a plan that shows the essential features of a composition.

There are two types of outlines: the topic outline and the sentence outline.

A *topic outline* uses only keywords or phrases in the headings and subheadings while the *sentence outline* uses complete sentences. Headings and subheadings are also known as *topics* and *subtopics*. Each subheading or subtopic must relate to the heading or topic. Study the following sample of a topic outline:

Bicycle Riding: An Efficient Mode of Transportation

Thesis: For many commuters, riding a bicycle is a more convenient and practical way of commuting.

- I. Introduction
 - A. The bicycle as a mode of transportation
 1. Easy to maintain
 2. Reliable
 3. Convenient
 - B. Types of bicycles
 1. Road bikes
 2. Racing bikes
 3. Mountain bikes
- II. Benefits of bicycle commuting
 - A. Cost-effective
 1. No gasoline expenses
 2. Less maintenance
 - B. Environmental-friendly
 1. No toxic emissions
 2. Reduces traffic congestion
 - C. Healthful
- III. Conclusion
Most efficient mode of transportation

The following is a sample of a sentence outline on the same topic:

Bicycle Riding: An Efficient Mode of Transportation

Thesis: For many commuters, riding a bicycle is a more convenient and practical way of commuting.

- I. Introduction
 - A. The bicycle as a mode of transportation is becoming popular among many students.
 1. It is easy to maintain.
 2. It is reliable.
 3. It is convenient.
 - B. There are different types of bicycles.
 1. Road bikes are bicycles used on paved roads.
 2. Racing bikes are road bikes that are designed for competitive road cycling.
 3. Mountain bikes are bikes that are designed for riding on mountainous terrain.
- II. As a mode of transportation, bicycle commuting has many benefits.
 - A. It is cost effective.
 1. It requires very minimal or no gasoline expenses.
 2. It requires little or no maintenance.
 - B. Bicycle commuting is environment-friendly.
 1. It has no toxic emissions.
 2. It can reduce traffic congestion.
 - C. It is wholesome.
 1. It keeps people physically fit.
 2. It is an excellent stress buster.
- III. Conclusion
It is the most efficient mode of transportation

Which among the two types of outlines do you prefer? Why?

Further Enrichment

Know more about preparing an outline by reading the following articles from Purdue Online Writing Lab:

- "Why and How to Create a Useful Outline"
https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/how_to_outline.html
- "Four Main Components for Effective Outlines"
https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/index.html

Strategy Application

Choose one topic from the list in the box. Construct a topic outline based on your chosen topic by filling in the following skeletal framework. Provide an appropriate title for your outline.

social media
 holiday getaways
 gadgets
 clothes
 shoes

_____ (Title)

I. _____

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

II. _____

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

III. _____

1. _____

2. _____

IV. Conclusion

Participate in Interactions

Form a small group with four of your classmates. Think about your own heritage and those of other cultures. Express and share your perspectives with your group members based on the statements below. In your sharing, demonstrate your knowledge of modals by using them in expressing your views. Use the space below to write notes that will serve as your guide in expressing your thoughts. Coordinate with your group members through voice or video call.

1. Cultural heritage is one of the most important resources in any country

2. Culture is the cornerstone of identity

Perform Expressions

Team up with five of your classmates and conduct an internet research to explore how each of the following groups of professions were affected by war.

- soldier
- nurse
- doctor
- photojournalist
- television reporter

Present a talk show in which you assume the identities and perspectives of the professionals mentioned. Discuss how you as a soldier, nurse, doctor, photojournalist, or television reporter deployed in a war zone (e.g., during Vietnam War) were involved in and affected by the war. Use the following question as the fundamental point of your discussion: What was the effect of the war on your particular profession?

Be creative in presenting your talk show using video conferencing applications such as Zoom, Google Meet, or other similar platforms recommended by your teacher or school.

Strategy Point (Writing and Composition)

In academic writing, you make use of information that belongs to others, which you combine with your own. Read the following discussion to learn how you can give proper credit to the owners of information that you use in your various written output.

Documenting Sources

When you use the information of others in your paper, it is important that you document them. This is done by acknowledging the sources of your information. There are two major types of sources.

- a. *Primary sources* consist of original, first-hand documents such as creative works, research studies, diaries and letters, or interviews made by you.

- b. *Secondary sources* are comments about primary sources such as analyses of creative works or original research, or historical interpretations of diaries and letters.

Every information that you get that is not considered common knowledge or public domain needs to be acknowledged, cited, and documented. In acknowledging or documenting the source, you must indicate the name of the expert or authority from whom you got the information. You may cite by in-text or by using a bibliography. *In-text citations* are the information about the source found within the text. A *bibliography* or *reference list* is a list of sources or references which you use in writing your paper. The sources are arranged in alphabetical order. See the following format of a bibliography entry.

There are two standard formats in documenting or citing sources:

1. APA (American Psychological Association) in-text format consists of the following patterns:

- a. Text (author's surname, date)

Example:

APA style is a difficult citation format for first-time learners (Jones, 1998).

- b. Text (author's surname, date, page number)

Example:

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

A reference list (preferred term when using the APA format) entry in the APA format consists of Author's Surname, First Name Initials (Date of Publication). *Title of Book*. Place of Publication: Publishing House.

Examples:

- Book with one author:
Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.
- More than one author:
Hutchens, D. L., and Ross, L. (2007). *Pearl, the man and the place: The origin of Mount Pearl*. St. John's, NL: SeaFlow Publishing.
- Magazine article:
Pincott, J. (2012, March). "Slips of the tongue." *Psychology Today*, 15–22.
- E-Books:
Holland, N. N. (1982). *Laughing: A psychology of humor*. Retrieved from <http://www.uflib.ufl.edu/ufdc/UFDC.aspx?n=palmm&c=psa1&m=hd2J&i=45367>.

2. The MLA (Modern Language Association) in-text format has the following patterns:

- a. Text (page number)

Example:

Lester recommends that students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (46–47).

- b. Text (author's surname, page number)

Example:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester, 46–47).

The bibliography using the MLA format consists of the following:

Surname of Author, First Name. *Title of Work*. Place of Publication: Name of Publishing House, Date of Publication.

Examples:

- Book with one author:
Hawthorne, Nathaniel. *The Scarlet Letter*. New York: New American Library, 1959.
- More than one author:
Warriner, John C., Mary Evelyn Whitten, and Francis Griffith. *English Grammar and Composition*. Chicago: Harcourt, Brace and World, Inc., 1958.
- Periodicals:
Tevlin, Michael. "Board Split on Higher Standards." *Valley Times*. June 17, 1982, p.1.
- Online – The World Wide Web Format:
Author's Last Name, First Name. "Title of Page." Address (URL). Day Month Year of Posting.

Example:

Kearney, Kevin. "Creating Your Own Web Pages: A Beginning." <http://www.cbv.ns.ca/sstudies/computer/createl.htm>. 20 November 1999.

When using any of the two formats of citation, be sure to use the one that is required of you based on the given writing task.

Proceed to *Elaborate* and *do Strategy Application* to try the different styles of documenting sources.

Strategy Application

Pretend that you are supposed to write an informative essay about the wars in Southeast Asia. Search online or in your school library for various references that you could use. Prepare a reference list based on the books, periodicals, and websites that you found. Use the APA format in making your reference list.

Participate in Interactions

Connect with a classmate through voice or video call and participate in a dialogue in which you fill in the gaps using the appropriate modal verbs. One of you takes the place of Philippe and the other takes the place of Pierre. Afterwards, switch roles. Record your dialogue as audio or video file using computer tools recommended by your teacher or school. Share the audio or video file to your teacher for his or her checking of your use of modal verbs.

Phillippe and Pierre had just finished watching a war movie when they started to talk about it.

Phillippe : Hey, Pierre. How do you find the movie? Personally, I feel so freaked out.

The scenes are so inhuman!

Pierre : I find the movie rather _____.

There is so much hostility and indifference.

Phillipe : The way I see it _____.
 Have you noticed the soldiers' faces while they were shooting at the enemy?

Pierre : They seem rather unfeeling. In my view,

 _____.

Publish Works

Based on the reference list that you made earlier under *Strategy Application*, prepare a topic outline for a one-page essay about wars in Southeast Asia. Afterwards, write the essay based on your outline. Observe the use of the APA format when making in-text citations. Be sure to also use modals in expressing your opinion about the topic towards the end of your essay. Submit your completed essay to your teacher through email.

You are remarkable! Give yourselves a pat on the back for finishing Lesson 3 module! Proceed now to the next lesson to continue your learning journey.

<i>Most Essential Learning Competency (MELC)</i>	<i>Code</i>
Synthesize essential information found in various sources	Code not found

U4 L3

Strategy Point

Do you still recall how to summarize information from a given text? For instance, how do you write a summary of the story you have read? You have previously learned that in a summary, you write about the key ideas from a single source of information using your own words to show your understanding of the text. But how do you combine and interpret information from multiple sources? In this lesson, you will discover how you can make meaning of what you have read from several sources.

Writing Synthesis Essay

Your ability to understand text is influenced by your reading skills and capability to process information. In addition to summarizing, synthesizing is an important skill that you need to develop to demonstrate your understanding of the materials you have read. When you *synthesize* information, you combine several texts into one and create new perspective of ideas based on your own interpretation. To write an effective synthesis, you should be able to identify and show how the ideas presented in each text are connected. This will help your readers understand where the information from various sources overlap or diverge.

Preparing a synthesis essay includes, but is not limited, to the following steps:

1. Select and read your sources carefully. If you are assigned a topic, make sure to choose at least three reliable materials related to your topic.
2. Summarize the key points or relevant ideas in each text and look for supporting details. It is important that you state these ideas in your own words in your synthesis.
3. Compare and contrast information from various texts. Assess how they are similar and different from each other. These will help you in organizing the information in a single text.
4. Draw your conclusion and provide new insight about the topic based on your own understanding of the texts.
5. Cite your source materials properly.

Put into practice what you have learned about writing synthesis essay by doing *Strategy Application* under *Evaluate*.

Strategy Application

Write a synthesis essay about the importance of religious teachings in the modern world. Gather the necessary information and sources relevant to the topic. Then give your personal insight based on your understanding of the materials you have read. Apply the guidelines discussed in the lesson and use the APA format for the in-text citation. Include the following parts in your essay:

- a. Introduction – Provide background information about the texts to be summarized and indicate your thesis statement. Make it interesting to draw the attention of your readers.
- b. Body – State the similarities and differences between the ideas from your various sources. Include pieces of evidence that support your claim. Allow your readers to understand which material is gathered from which source.
- c. Conclusion - Point out the significant ideas of your topic and reiterate your claim.

Apply further what you have learned about synthesizing information from various sources by doing *Publish Works* under *Evaluate*.

Publish Works

Search for information in the library or internet about the influence of television programs or video games on the behavior of junior high school students. Then write an essay indicating your opinion about the topic. Make sure to use the active voice in writing your essay. Remember to include the following parts:

- a. Introduction to state the topic and your primary opinion/s of the topic
- b. Main body to present your views and support these with details
- c. Conclusion to restate your opinion

You are now done with Lesson 3 module. Move on to the next one to continue your learning journey.

U4 L7

Point Out Connections

How do the media portray the youth? In groups of three, search for information about the media's portrayal of youth. Collect pictures and create a collage that shows how the youth are represented in magazines, advertisements, television shows, or films. Identify the values and perceptions about the youth that are embedded in the pictures you gathered. Then write a short paragraph that summarizes such perception, including your own insight. If you think that the perceptions and values are uplifting for the youth, provide details that support the positive message. If you disapprove of the media's perceptions and values of the youth, write details that express your objection.

In case of distance learning, you may create collage using online editing tools prescribed by your teacher. You may also share a digital version (e.g., Google Doc or Sheet) of your work so that your group can work on the synthesis collaboratively. You may then submit your final output to your teacher through email or other means he/she prescribes.