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Claims and Counterclaims in argument| How to Formulate Evaluative Statements. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from Professional Correspondence. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from reading as a form of reasoning| Reading and Writing for Senior HIgh School. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from Tambayan, Santos, A. D., & Dindin, G. J. C. (2022). Retrieved from ⬚DepEd Tambayan. (2022). Retrieved from Textual Evidence in English Writing||Reading and Writing for Senior High School. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from write a literature review| Academic Writing for Senior High School. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from . Retrieved from ⬚(N.d.-a). Retrieved from ⬚(N.d.-a). Retrieved from ⬚(N.d.-a). Retrieved from ⬚(N.d.-a). Retrieved from ⬚(N.d.-a). Retrieved from ⬚PROPERTIES OF A WELL-WRITTEN TEXT II Grade 11 Reading and Writing Skills II Module 2 (Q3-Weeks 3-4). (n.d.). Www.youtube.com. Retrieved December 19, 2023, from writing skills quarter 3 module 1 - reading and writing skills (second semester) quarter 3 –. (n.d.). Retrieved from ⬚Reading and Writing Lesson on Context of Text Development. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from of claims in argument | Reading and writing. (n.d.). Www.youtube.com. Retrieved December 19, 2023, from English. (2021a, January 1). Patterns of development in writing Part 1| Reading and Writing-SHS [Video file]. Retrieved from English. (2021b, January 3). Patterns of development in writing Part 2| Reading and Writing-SHS [Video file]. Retrieved from English. (2021c, January 4). Text organization |Properties of a well- written text| Reading and Writing SHS [Video file]. Retrieved from English. (2021d, January 16). coherence and cohesion in writing |Properties of a well-written text| Reading and Writing [Video file]. Retrieved from English. (2021e, January 17). 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Claims and Counterclaims in argument| How to Formulate Evaluative Statements [Video file]. Retrieved from English. (2021m, May 17). Determining Textual Evidence in English Writing||Reading and Writing for Senior High school [Video file]. Retrieved from . Page 1 : Reading and, Writing Skills Page 3 : Reading and Writing, Skills, Patterns of Development in, Writing across Disciplines, Reading and Writing Skills, Patterns of Development in Writing across Disciplines, First Edition, 2020, Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the, Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for, exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties., Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this, module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use, these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over, them., Published by the Department of Education, Secretary: Leonor Magtolis Briones, Undersecretary: Diosdado M. San Antonio, , Development Team of the Module, Writers:, , Faye Maida Llagas, Rosalina C. Castañeda, Charisel Jeanne H. Casala, Ana Rose I. Colarina, Maria Monica M. Angeles,, Emerson T. Armero, Romel S. Ladislao, , Editors:, , Shiela Niña L. Rea-Santes, Orven Francis G. De Pedro, Desiree D. Vista, Jayson B. Agarin, , Reviewers:, , Rex D. Bibal, Susana J. Sacatrapos, Loui Grace G. Margallo, Laila R. Maloles, Jonathan H. Marquez,, Jhonathan S. Cadavido, , Illustrators:, , Rhodora B. Crisologo, Jayson K. Latade, , Layout Artist:, , Victoria P. Gabiano, Mark Joseph O. Torres, , Management Team:, , Wilfredo E. Cabral, Job S. Zape Jr., Elaine T. Balaogan, Daisy Z. Miranda, Doris DJ. Estalilla, Buddy Chester M. Repia,, Elvira B. Catangay, Vincent Emmanuel L. Ilagan, Edna F. Hemedez, Henry P. Contemplacion, Jackie Lou A. Almira, , Department of Education – Region IV-A CALABARZON, Office Address:, Telefax:, E-mail Address:, , Gate 2 Karangalan Village, Barangay San Isidro, Cainta, Rizal 1800, 02-8682-5773/8684-4914/8647-7487, Page 4 : Introductory Message, For the facilitator:, Welcome to the Grade 11 Reading and Writing Skills Alternative Delivery Mode (ADM) Module., This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist, you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their, personal, social, and economic constraints in schooling., This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time., Furthermore, this also aims to help learners acquire the needed 21 st century skills while taking into consideration their needs and, circumstances., As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learne rs' progress, while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do, the tasks included in the module., , For the learner:, Welcome to the Grade 11 Reading and Writing Skills Alternative Delivery Mode (ADM) Module., The hands are one of the greatest assets of the human body. No other beings in the world has hands that can grasp, hold, move, and, manipulate objects like human hands. Through our hands, we may learn, create and accomplish. Hence, the hand in this learning, resource signifies that you as a learner is capable and empowered to successfully achieve the relevant and essential competencies, and skills at your own pace and time. Your academic success lies in your own hands!, This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own, pace and time. You will be enabled to process the contents of the learning resource while being an active learner., This module has the following parts and corresponding icons:, What I Need to Know, , What’s In, What’s New, What is It, What’s More, , What I Have Learned, What I Can Do, Assessment, Additional Activities, Answer Key, , This will give you an idea of the skills or competencies you are expected to learn in, the module., , This is a brief drill or review to help you link the current lesson with the previous, one., In this portion, the new lesson will be introduced to you in various ways such as a, story, a song, a poem, a problem opener, an activity or a situation., This section provides a brief discussion of the lesson. This aims to help you discover, and understand new concepts and skills., This comprises activities for independent practice to solidify your understanding and, skills of the topic. You may check the answers to the exercises using the Answer Key, at the end of the module., This includes questions or blank sentence/ paragraph to be filled in to process what, you learned from the lesson., This section provides an activity which will help you transfer your new knowledge or, skill into real life situations or concerns., This is a task which aims to evaluate your level of mastery in achieving the learning, competency., In this portion, another activity will be given to you to enrich your knowledge or skill, of the lesson learned. This also tends retention of learned concepts., This contains answers to all activities in the module., , At the end of this module you will also find:, References, , This is a list of all sources used in developing this module., , 1 Page 5 : Weeks, , 1-2, Lesson 1, , Narration, , Developing one’s reading and writing skills is not easy. There are learners who can, read but are not able to express themselves in writing well. You have a lot of ideas in, mind but sometimes you may find it hard to organize these ideas coherently,, however, the good thing is that there are many ways on how you can write effectively., In this lesson, you will learn one way of developing your paragraph. This is, through Narration., , What I Need to Know, This lesson exposes students on how to develop their writing ability through the use, of the patterns of developing paragraphs. The learner will be able to critique a chosen, sample of each pattern of development focusing on information selection,, organization, and development., This contains the use of appropriate devices in connecting ideas to identify the, pattern employed in the sample paragraph as well as to develop unified thoughts, through writing., The lesson is divided into eight lessons, namely:, Lesson 1 – Narration, Lesson 2 – Description, Lesson 3 – Definition, Lesson 4 – Exemplification/Classification, Lesson 5 – Comparison and Contrast, Lesson 6 – Cause and Effect, Lesson 7 – Problem-Solution Essay, Lesson 8 – Persuasion, After going through this lesson, you are expected to:, 1. familiarize yourself with the different writing patterns in paragraph, development;, 2. identify the transitional words and phrases used in the different writing, patterns;, 3. write a short paragraph using certain writing pattern; and, 4. distinguish the uses and the differences of each writing pattern., , What’s In, We have learned in our previous lesson that written text as connected discourse is, formed from spontaneous discreteness that predetermined its connectedness. It, means that the text itself does not have meaning and its meaning can be determined, by their connectedness. We also learned techniques in selecting and organizing, information by identifying relevant and irrelevant ideas or information., After learning these skills in organizing information, you must learn some writing, patterns on how you can develop paragraphs., , 2 Page 6 : What’s New, Read the set of events and rewrite the following details on your answer sheet to create, a coherent story., 1. Finally, the old lady crossed the street safely and Juan was able to reach, school on time., 2. One morning, Juan is in a hurry going to school., 3. Then, he thought of helping the old lady even though he will be late in, school., 4. Suddenly, he saw an old lady, carrying a full of basket, crossing the street., Then,, 1., 2., 3., 4., 5., , answer the follow-up questions:, What words are used to signal the correct sequence of the events?, How do you think the ideas were able to relate to one another?, What do we call these words?, How do these words help to create a story?, What kind of paragraph were you able to create using the given details?, , What is It, Writing a paragraph involves deep understanding of how one can achieve wellfocused and unified ideas in a composition. For example, when students are asked, to come up with a summary of a story, they tend to chop parts of the story and put, it in their summary. If that is so, it leads to create unrelated details that do not, contribute in the oneness and clarity of one’s summary., It is important to use strategies developing ideas using a particular pattern. One of, these is through narration. A narrative text contains the plot which gives direction, in making a story., In developing narration, sequential presentation of events plays an important role., Signal words help to create unified thought and to show the transition of events to, the next. This leads us to focus on the use of the action words in the story. It also, helps to move the story and makes the story interesting., The chronological ordering of events helps to show the reader how the story moves., Most of the common transitional words are first, next, then, after and suddenly., Moreover, it is also important to give specific details in pointing out the direction of, the story., , What’s More, Read the paragraph and answer the following questions on a separate sheet., Being a transferee is never easy. At first, I was hesitant to come but my mother, told me that I would find new friends in Masayahin Senior High School. I would, never forget the day I first entered this school, I felt so shy and nervous. I did, not know anyone for I was a new Grade 11 student. When I entered my first, class looking for a chair to sit in, a boy sitting beside the window sill asked me,, “Are you new in this school?” and I answered shyly, “Yes.” Then, he offered, me the vacant seat beside him. He was Jasper, an old student in that school., We got along with each other well in our class. We worked on our assignments, 3 Page 7 : and school projects. , he slept in our house doing our research work. After a, year, we both realized that in many ways we had a lot of similarities in terms, of interests in life. In the end, we became best of friends., 1., 2., 3., 4., 5., , Where and when did the story happen?, What transitional devices are used to indicate the chronological order of time?, What event happened first?, What does the paragraph tell?, What sequence is presented in the story?, , What I Have Learned, Choose the best word/group of words that will complete the statements. Write, your answer in a separate sheet., Chronological Ordering, , Narration, , Transitional Devices, , Sequence, , 1. _____ is a writing pattern that is used to tell story., 2. A narrative text contains the _____ which gives direction in the story., 3. _____are words or phrases that help carry a thought from one sentence to, another, from one idea to another, or from one paragraph to another., 4. Most of the common transitional words to show _____ of events are first,, next, then, after and suddenly., 5. The _____of events helps to show the reader how the story moves., , Additional Activities, In a short paragraph, narrate how something originated in your place/community., Use the score guide below:, 5 points, 3 points, 1 point, , All transitional devices are appropriate; the narration was very clear., Some transitional devices are appropriate; the narration was clear., No transitional devices used in the narrative; the narration is unclear., , Lesson 2 Description, In this lesson, you will learn another way of developing your paragraph through, giving description., , What’s In, People love to read and listen to story and the use of appropriate transitional devices, in telling stories are noteworthy. Likewise, you have previously learned that in writing, a narrative, the plot gives direction in making the story. However, it is not only the, plot that will help you to develop your writing skills. The use of description is also, important to help you create a vivid picture of what you are trying to express through, written text., , 4, , Plot Page 8 : What’s New, On a separate sheet, complete the table by supplying words or phrases that best, describe the given subjects. Use any of your senses to provide appropriate, descriptions. Then answer the questions that follow., Subject, Example:, beauty queen, concert, beachside, adobo, , SIGHT, long-legged, beautiful, , HEARING, soft voice, , SMELL, heavenly, scent, , TASTE, , TOUCH, silky skin, , Answer the following questions., 1. What do you call the words that are used to provide a striking effect on the, senses of the reader?, 2. How do these words help create a vivid description of the given words?, 3. What kind of paragraph can you develop using the given details?, , What is It, According to Dayagbil & et al, 2016, the use of description plays an important role, to elucidate the nature of people, places and things. A series of detailed observation, about the subject can help you create a good descriptive paragraph. This involves, the use of adjectives and adverbs in the paragraph., The kind of words we used to describe how your subject looks, sounds, feels, smells, or even tastes like are called sensory languages. It also concerns how you will, arrange the details to provide an image of the scene, the person or the object you are, trying to describe in your text., There are two types of description. First is objective description, where the writer, presents impartial and actual picture of the subject without biases and excluding, personal impression of the subject just like when you give your description of an, experiment in class. Second is subjective description, where the writer gives, personal impression of what is observed. This is often used in making fiction stories., For instance, when you are asked to write about a place you visit during summer, vacation, you tend to give your personal judgment of how you experience the place., , What’s More, Read the paragraphs below. Tell whether the description is subjective description or, objective., 1. Sampaloc Lake is an inactive volcanic maar on the island of Luzon, the, Philippines. It is the largest of the Seven Lakes of San Pablo, Laguna. Nearly, half of the lake's depth has a shallow depression at the bottom, indicating its, volcanic origin. It is approximately 104 hectares and 3.5 kilometer boardwalk., The lake is behind San Pablo City Capitol and at the foot of the Doña Leonila, Park., , 5 Page 9 : 2. Sampaloc Lake is one of the best tourist spots in San Pablo. It is where you, can bring your friends and loved ones for picnic and bonding. Most of San, Pableños jog around the lake and do ride bicycles not only to have morning, good exercise but also have fresh air. You can witness the beauty of nature, for it is surrounded with mountains., , What I Have Learned, Choose the best word or group of words that will complete the statements., Write your answer in a separate sheet., Objective, , Subjective, , Description, , Sensory languages, , Modifiers, , 1. _____ is a writing pattern of developing paragraph using detailed, observation about the subject., 2. _____ are used in writing descriptive paragraph., 3. _____ can be in a form of word, phrase or clause., 4. _____description presents impartial and actual picture of the subjects, without biases., 5. _____ description gives the personal impression of the writer., , What I Can Do, Develop a composition using description as pattern of paragraph development. Make, a vivid picture of your dream house which you would like to own in the future. Use, at least ten descriptive words., , Lesson 3, , Definition, , In this lesson, we will focus on the three different types of definitions: formal, definition, informal definition, and extended or expanded definition., , What’s In, Previously, you have learned the first two patterns of development: narration and, description. The descriptive text portrays events and brings a scene or object to, life in the imagination of the reader. Meanwhile, a narrative text tells story or events, in chronological order. Now, let’s move on to another pattern which is called, definition., , 6 Page 10 : What’s New, Read the definition paragraph below then answer the given questions., An estimated 50 years old, giant Crocodylus, porosus is a saltwater crocodile. It was the, largest crocodile caught alive in Buhawan of, Agusan del Sur. According to residents, it is, known to attack people and had eaten, animals., The biggest crocodile was given the name of, “Lolong” after the name of Ernesto “Lolong”, Goloran, who is one of the veteran hunters, from the Palawan Crocodile and Wildlife Reservation Center, who led the hunt., Dr. Adam Britton, an Australian zoologist and crocodile expert, measured Lolong at, 6.17 m (20 ft. 3 in). And in June 2012 Lolong was officially certified by the Guinness, Book of World Records as the “world’s largest crocodile in captivity”., According to the experts of the National Geographic Channel, Lolong breaks the, record of the previous record-holder with a measurement of 5.48 m (18 FT 0 in)., 1. What is being defined in this paragraph?, 2. Do the supporting points help you understand the definition better? Are, there facts, reasons, examples, and details that make it even clearer?, 3. What transition words are used between supporting points?, , What is It, Definitions provide concise but exact meanings of unfamiliar words and explain, special meanings for familiar words. They are often used to explain technical words, and concepts. What to define always depends on the needs of the reader and the, purpose of communication. It can be done in either of the two distinct methods of, definition., First, informal definition as either denotation or connotation. Denotation is the, dictionary meaning of the word. For example: Rose is a family of prickly shrub with, pinnate leaves and showy flowers. Meanwhile, connotation is the secondary, meaning of a word and not necessarily included in the dictionary. Rather it is how a, writer understands a word based on their own personal or consensual experiences., In the example: A dozen of pink roses is usually given to their beloved ones. Instead, of literally referring to flowers, love and romance are connoted., Second, formal definition consists of three principal parts: the species (WORD) n +, Genus (CLASS) + Differentiae. The WORD is the name of the object, process, or, concept defined. This is usually followed by “is” and “are” and the CLASS or general, group to which the objects belongs. For example: Skimming (species) is a reading, technique (class) of allowing the eyes to travel over a page very quickly, stopping only, here and there to gain an idea (differentiae)., , 7 Page 11 : For the expanded or extended definition, the following are common methods used in, paragraph development would be of great help (Filomena T. Dayagabil, Ethel L. Abao,, and Remedios C. Bacus, Critical reading and writing for Senior High School. Quezon, City: Lorimar Publishing, 2016, 43:, Methods, Examples, By stating its, San Pablo City is one of the oldest towns in the Philippines and, characteristics today, it is known as one of the first-class cities in the province, of Laguna. It is also called the City of Seven Lakes namely:, Bunot Lake, Calibato Lake, Mohicap Lake, Palakpakin Lake,, Pandin Lake, Sampaloc Lake, and Yambo lake. These seven, freshwater lakes are crater form of a steam-blast eruption from, Mt. Cristobal., By function, In this time of global crisis, everyone is responsible for their, actions, such as following the precautionary measures given by, the health experts to avoid the spread of the virus., By what it is, Far from the normal situations that we had before, the, not, pandemic makes each one of us skip buying unnecessary items., By what it is, Jollibee and McDonalds both offer savory chicken and, similar to, delicious pasta that children love., By Examples, The opening of the classes for School Year 2020 -2021 amidst, the pandemic is a great challenge to the Department of, Education. They continue researching different alternative, ways of teaching and learning to be implemented in schools, such as online learning, modular learning, and lastly learning, from TV shows and radio programs., By origin of, Writers around the world define literature in different ways. The, word or, origin of the word literature is derived from the Latin word Litera, etymology, which means letter., By its effect, Due to the global pandemic, specifically COVID-19, the world, embraces the new normal. People have become more conscious, about sanitation and hygiene. They now learn physical, distancing in public places. And, most of the people stay at, home either working or developing new hobbies and exploring, new things., , What’s More, Analyze how the writer creates a shared concept and what different expanded, definition methods are used in the paragraph. Write your answer on a separate sheet, of paper. You may follow the template below:, Method used, , Sentence/s, , 8 Page 12 : Bimetallic Components, 1Bimetals, , are components made up of two separate metallic units, each, occupying a distinct position in the component. 2Bimetal rods or wires (also called, clad metal, duo- or dual-metal) are made of dissimilar metals. 3The rod core a, cylindrical body made of one metal, is surrounded by a concentric, cylindrical, sleeve of another metal. 4Some fibrous metals may also be regarded as bimetallic;, for example, rods made by unidirectional solidification of some eutectic, compositions containing a metallic (or nonmetallic) compound of fibrous, filaments embedded in an almost pure metallic matrix. 5The structure of presentday Nb-SN superconducting core can be even more complex. 6It is multimetalliccontaining more than two dissimilar metals. 7The two elements of a bimetallic, product are usually intimately interlocked, so that they function in unison., 8Bimetal, , rods or wire stems make it possible to, combine properties of, dissimilar metals. For example:, 9Aluminum-clad steel wire combines the, strength of steel with the electrical, conductivity and corrosion, resistivity of, aluminum., 10Superconductor core clad with copper, sleeves combines superconductivity at, cryogenic temperatures with assurance, against failure when a local temporary rise, in resistance or temperature occurs., 11Although, , the number of desired bimetallic combinations for practical use is, virtually unlimited, manufacturing difficulties restrict the number of bimetallic, combinations actually in use., Based on Betzalel Avitzur et al., “Criterion for the Prevention of Core Fracture during, Extrusion of Bimetal Rods,” Journal of Engineering for Industry, 1983, 293-30, , What I Have Learned, Create a semantic map in a bond paper, write all your key learning from this, lesson., , DEFINITION, , What I Can Do, Define “COVID-19” using the rules you have learned. You may also choose to use the, outline below to help you in writing a good definition paragraph. Write your answer, on a separate sheet of paper., , 9 Page 13 : Topic sentence: COVID-19 is_____, First (supporting Point#1) + (Fact, reason, or detail), In addition (supporting point #2) + (Fact, reason, example or detail), Finally, (supporting Point #3 + (Fact, reason, example or detail), Conclusion: In the end, COVID 19 is_____, The following score guide may be used to rate your output., Description, Clear topic sentence, Evidences and examples are specific, and accurate, Mechanics of writing are observed, Total, , Highest point, 5 points, 3 points, , Your Score, , 2 points, 10 points, , Lesson 4 Exemplification and Classification, In the previous lessons, you have learned the differences between and among, narrative, descriptive, and definition paragraphs. Now, you will familiarize yourself, with two of the most common patterns of paragraph development – exemplification, and classification., , What’s in, As you unravel the unique patterns of development in writing exemplification and, classification paragraphs and how to incorporate them in your own writing, you must, first begin to learn how to identify the basic parts of these patterns – topic sentence,, classifications (types, categories), examples (illustrations) and transitional, expressions. These can be used in writing other papers with different purposes other, than telling a story, describing something or defining a concept., , What’s New, Read the passage carefully. Once finished, copy on a separate sheet and fill out the, table with the appropriate words that match the headings below:, Humans are often harmed by pollution. The presence of the hazardous substances, brought about by these three major types of pollution: land, air and water gravely affects our, health. For instance, a person may acquire skin problems and other deformities from the toxic, wastes present in the land that we live in such as garbage, pesticides, heavy metals and other, chemicals. Air pollution caused by toxic gases, solid and liquid particles or aerosols, and other, hazardous air pollutants adversely contaminate the air that we breathe. Long-term exposure to air, pollutants has been linked with diseases of the heart and lungs, cancers and other health, problems. Lastly, water pollution observed in our primary water sources like oceans, rivers, and, lakes is caused by the presence of industrial wastes, sewage and waste waters, chemical fertilizers, and pesticides to be specific. Infectious diseases can be acquired through contaminated water and, can cause cholera, jaundice, liver damage and stomach illness in people., , Topic, Sentence:, Pollution, , Classification, Examples of Hazardous Substances, 1._____ a._____, b._____, c._____, d. _____, , 10 Page 14 : 2. Air, , 3., _____, , a. _____, b._____, c._____, a._____, b._____, c._____, d. _____, e. _____, , Transitional, expressions:, Study the accomplished table. How can you say that the words and phrases that, you have just written all exemplify that of the (a) topic sentence, (b) classification,, (c) examples and d) transition words?, If you were able to justify your answers, then, you are now ready to learn more, about the characteristics and features of exemplification and classification as, patterns of development in writing., , What is It, Exemplification (or illustration) is the most common and effective pattern to, explain an idea or point. In developing this kind of paragraph, the writer develops, a general statement –the topic sentence, with one or more examples to support it., Here are some transitional expressions in writing effective exemplification, paragraphs: for instance, namely, to be specify, to clarify, to illustrate, for example,, in short, as an example., On the other hand, classification is used when a writer needs to sort out or, arrange subjects to groups or categories based on their common and shared, characteristics., Here are some transitional expressions in writing effective classification, paragraphs: classified as, one kind, the last group, another kind, another, final, type, the first category, are categorized as, the next part., Remember that you can use both exemplification and classification in developing, a paragraph by simply identifying categories on a particular subject and providing, examples or illustration to explain and clarify meaning., , What’s More, Read the excerpt that follows. After reading it, make a short paragraph that has the, same pattern of development. Be able to employ transitional expressions to make it, effective., , 11 Page 15 : An excerpt from Appassionato, “Passion is visceral. It stands outside traditional thinking. It ignores conventions, like distance, time, and social acceptance. It dares into uncharted waters. It is, used to be primarily associated with romantic love. Today, thanks to authors like, Tom Peters and Nancy Austin (A Passion for Excellence), passion’s boundaries, have been extended to embrace work, entrepreneurial endeavours, corporate, success.”, Source: Marella Therese A. Tiongson and Maxine Rafaella C. Rodriguez, Reading and, Writing Skills Quezon City: Rex Publishing Inc, 2016, 101-103, , What I Have Learned, , Reflect on what you have learned today by completing the diagram below, use a, separate sheet for your answer., , Write INSIDE the, , Write some, , circle the most, , questions or, , valuable learning, , clarifications, , that you gained, , OUTSIDE the, , from the lesson., , circle., , What I Can Do, Choose at least one from the situations below., Writing Task 1: You are the editor-in-chief of your school’s publication. The school, paper adviser requires you to write a 2-3 paragraph opinion article about the COVID-19, pandemic for a special edition paper., You need to take side and be specific in explaining your point of view by proving clear, examples and illustrations to support your arguments., Writing Task 2: You are one of the business proprietors at your school’s on-going, Business Expo. An interested customer sent you an e-mail asking about the different, types of products you sell., You need to respond to the e-mail in 2-3 paragraphs indicating the classification of your, products. To encourage your customer to avail, your message must contain the product’s, category, specific features and prices., Here is the rubric for your writing task:, Criteria, Paragraph Structure (, Topic Sentence,, Supporting details and, Conclusion), Transitional Expressions, , Grammar and, Punctuation, , Descriptions, , Total, Score, , Clearly states the main idea to capture the reader’s, attention, adds concrete and interesting details and, brings closure to the paragraph written., Effectively uses a high degree of appropriate, transitions to show development from one sentence, to another, Has no spelling, punctuation and grammatical errors, Total, , 12, , 5 pts., 5 pts., , 2 pts., 12 pts., 12 pts, , Your, Score Page 16 : Additional Activities, Write an exemplification or a classification paragraph on any suitable subject or topic, in your respective context/locality. Make sure to include a topic sentence, supporting, details, conclusion and transitional expressions in your written text. The same, rubrics will be used in assessing your output., , Lesson 5 Comparison and Contrast, Sometimes, you’ll be asked by your teachers to perform tasks which would require, you to make intelligent choices. School writing activities may require you to do, comparison and contrast, in which you focus on similarities and differences of ideas., By assigning you such writing activities, you are encouraged to make connections, between text and ideas and engage you in critical thinking., , What’s In, Classification as pattern of development of writing makes you associate similar, things or process by grouping them into classes or categories. Try this! Choose the, word/s that do/does not belong on each line then write a category name for each, group (i.e. rose, banana, sun flower, daisy = banana/flowers)., 1. German Shepherd, Golden Retriever, Persian Siamese, Siberian Husky, 2. on land, by water, by air, by bus, 3. carrot, cabbage, radish, onion, 4. jazz, rock, pop, ballet, 5. Coins, Dollar, Yen, Franc, Each item gives you a hint over a certain category. That’s similar to our previous, lesson about exemplification and classification. However, although these words, belong to the same group, each of them have similarities and differences, which will, be the focus of this lesson on comparison and contrast., , What’s New, Using the Venn diagram, jot down words and phrases showing similarities and, differences between Junior High School and Senior High School., , What is It, Comparison in writing discusses elements that are similar while contrast in writing, discusses elements or ideas that are different. A compare-and-contrast essay, then, analyzes two subjects comparing them, contrasting them, or both. However, its, purpose is not to simply state the obvious but rather to illustrate subtle differences, or unexpected similarities between two subjects., As a writer, you should help the readers see how these two ideas are similar or, different by showing them its advantages and disadvantages so they are able to weigh, the pros and cons before they make judgment or decision. Take a look at this, example., Source: Jenn, Kepka, Oregon Writes Open Writing Text. 2015, accessed May, , 21,, , 2020,, , My sisters are as different as yin and yang in terms of personality, appearance, and intelligence. Tina, the middle child in the family, prefers staying at home than, going out with her friends. She is slim, petite and has dark skin. As she is not, sociable, she finds friends with the characters from the books she reads most of the, , 13 Page 17 : time. In addition, she is very clever in subjects like Math and Science which made, her graduate with Highest Honors from Senior High School. In contrast, my youngest, sister, Joni, is the opposite. She has an outgoing and friendly personality. There is, never a dull moment as she is always ready with stories to tell. She is tall with a, round plump face and fair skin. Being the youngest in the family, she is often asked, to perform during family gatherings since she sings and dances well. My sisters may, be different from each other but they adore one another., There are two common ways to organize comparison/contrast paragraph or essay., The Block Method is used to compare and contrast two subjects one at a time. You, may begin by saying everything you have to say about the first subject you are, discussing then move on and write everything about your second subject. If you are, writing a short paragraph or essay, you might be able to fit all of your points about, each item. However, if you would want to address one subject at a time, you may use, Point-by-point comparison., Some cohesive devices you can use in showing similarities are likewise, similar to,, same with, like, in the same manner. To show contrast, cue words such as: on the, other hand, however, while, different with, in contrast and the like., Source:, Williams, Madalyn. February 21, 2017, accessed May 20, 2020, , What’s More, Create compare-and-contrast paper outline using either Point-by-point or Block, Method by comparing or contrasting Junior High School and Senior High School. Be, guided by the rubric below., Description, Has a clear and strong-hook topic sentence, Evidences and examples are specific, Has no errors in grammar, spelling and, punctuation marks, Total, , Highest point, 5 points, 3 points, 2 points, , Your Score, , 10 points, , What I Have Learned, Complete the following statements to summarize what you have learned in this, lesson., , , , , , A compare-and-contrast writing analyzes two subjects by _____., The purpose of writing a comparison or contrast essay is not to state what, seems so obvious about the things being compared but _____., The two main organizing strategies for comparison-and-contrast writing are:, _____ and _____., , What I Can Do, , Write a five (5) to seven (7) sentence paragraph based on the outline you created, regarding the similarity/difference of Junior High School and Senior High School., Description, Highest point, Your Score, Has appropriate quality of well-organized points, 5 points, to support the topic, , 14 Page 18 : Uses specified format/style, Grammar, spelling and punctuation marks are, correct, Total, , 3 points, 2 points, 10 points, , Additional Activities, Brainstorm an essay topic leaning towards comparison or contrast. Choose one, among the three items then come up with at least one similarity and three, differences. The rubric in “What’s More” segment may still apply to this activity., , , , , , Cell phone units and brands, Fast food chains and fine dining restaurants, Enrolling in college or getting employed after Senior High School, , Lesson 6, , Cause and Effect, , Reasons and results are two things that interest readers. Thus, it is important for, writers like you to learn how paragraphs of this kind should be developed., , What’s In, , We have learned in our previous lesson that the use of comparison and contrast in, developing paragraph is very effective when you want to show similarities and, difference between two ideas. Although a comparison and contrast essay is set to, demonstrate both similarities as well as differences, sometimes it only shows, similarities, and at other times, only differences., The next pattern of paragraph development focuses on how you can state details, through giving reasons or results of a topic., , What’s New, Read the passage carefully. Then, complete the diagram below., Discoveries and invention of devices are always welcome until we, humans, find a, way to abuse its benefits and be adversely affected by it. This was the case when, Wilhelm Roentgen discovered x-ray and within five years, the British Army was using, a mobile x-ray unit to locate bullets and shrapnel in wounded soldiers in the Sudan., TV was also invented with positive thoughts in mind – there would be no national, borders, education and communication would be worldwide, etc. However, we are, now trying to overcome its physiological and psychological adverse effects on human, beings., (Excerpt: Emmanuel Tatah Mentan, English Essay Writing Handbook Bloomington, IN: AuthorHouse,, 2019.), , CAUSE, , EFFECT, , Answer the following questions on a separate sheet., 1. What is the main idea of the text?, 2. What states the cause of the idea?, 3. What states the results of the idea?, , 15 Page 19 : What is It, Cause and Effect is a text development pattern which explains why something, happens. It also states what results a particular event produces. It usually gives a, statement emphasizing the cause and another emphasizing the effect., The following guide questions can be used for cause-effect development:, , , , , , , , Why did it happen?, What caused it?, What does it cause?, What are the effects?, How is it related to something else?, , Further, in developing your texts you can use signal words like as a consequence of,, as a result of, because, because of, now that and since to express cause while, accordingly, consequently, hence, so, therefore, and this resulted in to signify effects., , What’s More, , Put a, 1., 2., 3., 4., 5., , check (✓) if the item is suited for a cause-and-effect text or a cross (x) if not., How to play drums, Impact to technology in education, Importance of daily reading habit, Increased drop-out rate in a school., The act of kindness, , What I Have Learned, Complete the given statements to sum up your learning for this lesson., 1. Cause and effect is a text development pattern explains _____ something, happens and states _____results a particular event produces., 2. _____focuses on: why did the topic happen; what caused it; what does it, cause; what are its effects; and, how is it related to something else., 3. Signal words used in introducing cause include: _____, 4. Signal words used in introducing effect include: _____, , What I Can Do, Typhoon Yolanda took the lives of over 6,300 Filipinos and displaced thousand, others. Write a five-sentence paragraph that explains why there were so many, casualties even when they were warned of a storm surge. Use cause and effect, pattern of development. The rubric below may be used in this output., 5 points, , 3 points, , The paragraph states, cause and effect and all, transitional devices are, properly used., , The paragraph states, cause and effect but, few transitional devices, are used., , 16, , 1 point, The paragraph states, no cause and effect and, it uses inappropriate, transitional devices. Page 20 : Additional Activities, Reflect on the quote: “Working out of cause and effect is eternal” (Deepak Chopra)., Develop a cause-and-effect paragraph to express your insights about this. The, previous rubric may still be used for this writing task., , Lesson 7 Problem-Solution, In this lesson, you are expected to plan, structure, and write interesting and, meaningful paragraphs applying the problem-solution pattern in your essays about, different topics, issues or recent developments in various fields., , What’s In, , With your previous learning about cause-and-effect pattern of development, you can, readily write a full-blown essay addressing any issue that interests you. After, answering the “why” and the “what happened”, we now move on to the “how” – how, will we do things and how can we resolve issues or concerns around us. This time,, you will apply the problem-solution pattern of development., , What’s New, Read the essay below. Identify the problem/s and solution/s cited in the passage, Healing a Child’s Stitches and Burns, By Emerson T. Armero, There can be no doubt that a large number of CIFL or children in conflict with the, law may commit more juvenile crimes despite the intense effort of teachers, the, barangays, the police and the guidance offices. This poses a huge challenge to, government authorities and the whole society as well since these minors are protected, by law and should not be harmed by all means., Basically, while being interrogated upon, these child offenders do not take their, case seriously. They sometimes treat their offense as a practical joke similar to an, amusing snapchat or a tiktok moment. Others consider their waywardness as part of, their growing up years – their being young, wild and free. And they blend with the other, CIFL regulars, thereby establishing an organization of future gangsters. Unfortunately,, they are not given the chance to reform their character because they cannot go to jail, and should be with their parents’ custody within 24 hours. Additionally, some of them, turn to substance abuse., There might be two doable solutions to overcome the problem mentioned in the, previous paragraphs. The first step would be to give them the opportunity to intensely, rehabilitate and provide educational programs suited to their needs and abilities which, will prepare them in the harsh realities of life. It is also equally important that they get, the full support and encouragement of their parents and fellow learners., It is reasonable to conclude that education still paves the way for CIFL learners, to mend their ways. Furthermore, it is still everybody’s responsibility to help them, change, to motivate them to change and stay away from temptations that may inevitably, arise., , What is It, A problem/solution essay presents a problem, usually discussing several aspects of, the problem, then concludes by discussing solutions to the problem. The problem, may be addressed in the following ways:, Effects only, Describe the problem only in terms of its effects., Use examples., Causes and, Outline the causes of the problem., effects, Discuss solutions in terms of preventive measures., , 17 Page 21 : Extended, example, , After a topic sentence, illustrate the problem by using an, extended example (through a story or an anecdote from your, introduction)., , The solutions may be presented in various ways and you have to think about which, way would be the most appropriate for the particular problem you are discussing., Here are some ways to present solutions:, Preventive, measures, A series of, steps, , Advice, A choice of, solutions, , Ways to prevent the problem from occurring in the first place, For example: How to prevent Covid-19, Suggest the easiest and most obvious solution first, but if that, doesn’t work, try something else, etc., For example: if you have a neighbor who does not wear mask nor, practice social distancing, you might first talk to him/her; if that, doesn’t work, arrange for a mediator; etc. (a last resort might be, to call the police)., Give some advice and helpful hints., Include solutions that have already been tried, have been, unsuccessful, and new solutions which you are proposing., , The following transitional devices can also help you develop your text., Introduction, , , , , Nowadays…, It is a common trend that…, Society is becoming, increasingly concerned, about…, , Middle Section/, Body, For instance…, Such as/like…, Namely…, , Conclusion, In conclusion…, To conclude…, To sum up…, , What’s More, Choose a specific problem in your place and try to propose solutions for it. Write your, insights in a short paragraph following the problem-and-solution pattern of, development. Make use of correct transitional devices in your text. Be guided by the, rubric below., 5 points, 3 points, 1 point, The

title for your story., Title: _____, Date, , Event, , Additional Activities, Write a three-to-five paragraph essay about the episodes of your life, using the, events that you recorded on the table beginning from childhood to young, adulthood. Be guided by the following criteria., CRITERIA, YOUR SCORE, TEACHER'S, SCORE, Completeness (5), Did you write to the prompt? Did you write, enough? Was your story complete?, Content (5), Did your story have a beginning, middle and, end?, Language (5), Did you use clear and thoughtful language?, Did you use the events as reflected in the, episodes of your life?, Formatting/Organization (5), Is your story broken up into paragraphs?, TOTAL, , Lesson 2 Coherence and Cohesion, One of the most important elements in writing is the form or structure. Without a, solid structure in place, the content you have gathered would fall apart. After, sequencing the events in your paragraph – a group of related sentences that leads to, a single topic or idea, it is time to get on to unifying your writing., In this lesson, we will focus on structuring an effective paragraph through coherence, and cohesion. Thus, you are later expected to organize ideas using proper, transitional devices and eventually construct a coherent and cohesive paragraph., , What's In, In the previous lesson, you have learned that organization plays an important role in, developing a well-written text. It is also known as arrangement and is achieved when, ideas are logically and accurately arranged with focus on the sequence of ideas,, incidents, evidence, or details in a definite order in a paragraph, essay, or speech., , 27 Page 31 : After learning this property of a well-written text, it is important to interconnect it to, other properties of text: coherence and cohesion., , What's New, Set A. Number the sentences to form a well-structured paragraph., _____A. I knew that we will go to their house to celebrate her birthday but during that, time, I was still in our school because of my training for campus journalism., _____B. I talked to her and said sorry for what I had done and I explained my reasons, for not attending her birthday. At last, I was still thankful to her for understanding, my situation., _____C. It was 2:00 o'clock in the afternoon when Angelita called me over the phone, and said that she was waiting for me at 7/11 store together with our other friends., _____D. It's hard for me to choose what should I prioritize but I ended up staying in, school., _____E. On the next day, I saw her inside our room and it seemed that she did not, want to look at me., Set B. Combine the sentences in each set into two clear sentences. Add a transitional, word or phrase to the second to show how it relates to the first. Here is an example., , , , , , Retirement should be the reward for a lifetime of work., It is widely viewed as a sort of punishment., It is a punishment for growing old., , Sample combination:, , Now, it's your turn!, , , , , Retirement should be the reward for a lifetime of work., Instead, it is widely viewed as a sort of punishment for, growing old., , There are differences in English performance between boys and girls., These differences cannot be attributed simply to differences in innate ability., If one were to ask the children themselves, they would probably disagree., , What is It, In arranging the sentences in the first activity, we consider coherence or the, connection of the succeeding sentences to the topic sentence. Meanwhile, in the, second activity, we make use of cohesive or transitional devices to link the first, sentence to the second., Coherence and cohesion are two basic features that facilitate textual continuity., Basically, coherence refers to the rhetorical aspects of your writing, which include, developing and supporting your argument (e.g. thesis statement development),, synthesizing and integrating readings, organizing and clarifying ideas., Coherence means the connection and organization of ideas in a text to create unity., , 28 Page 32 : To achieve coherence, every good paragraph must have UNITY or oneness of idea., Sentences in a paragraph are unified and directed by a topic sentence., On the other hand, cohesion in writing means unifying ideas by binding words,, phrases, sentences and paragraphs, thus, show relationships and smooth "text flow"., While coherence focuses on the overall (macro) structure of the essay, cohesion, is more specific. It pays attention to links between words and sentences., To achieve good cohesion, you need to know how to use cohesive devices, certain, words or phrases that serve the purpose of connecting two statements, usually by, referring back to what you have previously written or said, Here is a chart of the transitional devices (also called conjunctive adverbs or adverbial, conjunctions) accompanied with a simplified definition of function., addition, , again, also, and, and then, equally important, finally, first, further,, furthermore, in addition, in the first place, last, moreover, next,, second, still, too, comparison also, in the same way, likewise, similarly, concession granted, naturally, of course, contrast, although, yet, at the same time, but at the same time, despite that,, even so, even though. for all that, however, in contrast, is spite of,, instead, nevertheless, notwithstanding, on the contrary, on the other, hand, otherwise, regardless, still, though, emphasis, certainly, indeed, in fact, of course, example/, after all, as an illustration, even, for example, for instance, for, illustration conclusion, indeed, in fact, in other words, in short, it is true,, namely, specifically, that is, to illustrate, thus, truly, summary, all in all, altogether, as has been said, finally, in brief, in conclusion,, in other words, in particular, in short, in simpler terms, in summary,, on the whole, that is, therefore, to summarize, , What's More, For items 1-3, combine each pair of sentences by changing one sentence to a, subordinate clause. Use an appropriate subordinating conjunction to link the ideas., Sample:, Answer:, , I got tired. It was so late., , I got tired because it was so late., , 1. I was studying my lesson. I heard a loud crash in the next room., 2. I pulled the blankets on my bed. I was afraid., 3. I finally got up from where I was sitting. I heard the cat's meow., For items 4-5, continue the story by completing the sentences., 4. I went to get a broom so that _____., 5. I did not get very much sleep that night because _____., , 29 Page 33 : What I Have Learned, Using a Venn diagram, write the similarities and differences between coherence and, cohesion., , coherence, , cohesion, , What I Can Do, On a draft paper, jot down all your ideas about the word happiness. Decide how to, organize them by observing coherence and cohesion in writing your paragraph. Then,, review the draft and check on your use of cohesive ties before writing your second, drafts., CRITERIA, YOUR, TEACHER'S, RATING, RATING, Content (5), Did your story have a beginning, middle and end?, Completeness (5), Did you write to the prompt?, Did you write enough?, Was your story complete?, Language (5), Did you use clear and thoughtful language?, Did you use transitional devices?, Did you use the events as reflected in the episodes, of your life?, Formatting/Organization (5), Is your story broken up into paragraphs?, TOTAL, , Additional Activities, Rewrite the paragraph below by organizing the flow of ideas. Make sure that the links, are made clear between each point., One of my favorite books is entitled "Me Before You". It's written by Jojo, Moyes. It has a movie adaptation that was directed by Thea Sharrock. The movie, adaptation and the written book show similarities and differences. The plot of the, book and the movie are completely the same. The catch in some parts of the book, are not in the movie. The movie adaptation catches the gist of the book's story., Regarding emotions, both the book and movie justify the tragic ending of the, story. I was more moved to the movie adaptation. I can clearly see the scene with, a good background, the emotion of the character portrayed by the actors, and I, can clearly hear the dialogues. Both are enjoying but I was more satisfied with, the book. It's very detailed. The movie can offer you the whole package without, the sense of curiosity. If I were to choose between its published book and movie, adaptation, I would choose the book. Books can be a wild curious journey of the, reader or traveler., , 30 Page 34 : Lesson 3 Language Use, Now that you already know the importance of organization, coherence and cohesion, in creating a well-written text, let's move on to another significant factor that a writer, should consider – the language use., In this lesson, you are expected to determine the essence of proper language use in, written texts and, later, to evaluate a written text based on the appropriateness of, language use., , What's In, Before we proceed to the role of language use in well-written texts, answer, the following questions first:, , , , , , Would it be enough to just consider organization, coherence and cohesion in, writing?, How would improper use of language affect the message of a written text?, Why is language as significant as organization, coherence and cohesion in, developing a well-written text?, , What's New, Study the conversation of three students, during the first day of school., Identify which is very formal, formal, and informal?, , What is It, Writing is a rigorous activity. No matter how good and substantial the content of a, document is, if it's not carefully written as to how you, as the writer, would like to, present it to your readers, your purpose will not be served wisely. Hence, you have, to bear in mind that aside from considering the organization of your ideas and the, coherence and cohesion of your sentences and paragraphs, you also have to regard, the style, tone and clarity of your writing. On this note, you are responsible to choose, the appropriate language to be used and to regard the objective of the writing, the, context in which it was written and the target audience in mind., There are five major issues with appropriate language that should be avoided in an, effective and well-written text, as identified by (Purdue Online Writing Lab 2020):, First, the formality of the language one uses should depend on how formal the, situation is and how the writer and the reader are related to one another., Second, jargons or specialized language used by groups of individuals in the, same field, should only be used if the target readers belong to the same group., 31 Page 35 : Third, slangs and idioms should be avoided. Slangs are words, phrases, or, expressions that do not literally mean what they express (like "frenemy" to, describe someone who is both a friend and an enemy) while idioms or, expressions whose meaning is different from the meanings of the individual, word it contains (like "to kill two birds at one stone", which means to get two, things done with a single action., Fourth, euphemisms or words that veil the truth shall also be avoided., Examples of which are "virtually challenged" for someone who is short;, "passed away" instead of died, and other deceitful language., Fifth, avoid using any biased language including those associated with any, racial, ethnic, group, or gender., Hence, an effective language can be characterized as:, , , , , , , Concrete and specific, not vague and abstract, Concise, not verbose, Precise and clear, not obscure, Constructive, not destructive, Appropriately formal, not slang, , What's More, Clip an article from a magazine, journal or newspaper that is related to your, strand or specialization. Evaluate its language use by answering the following:, Guide Questions, , Yes or, No?, , Evidence/, Justification, , Is the article appropriately formal?, Are there jargons?, Are there idiomatic expressions?, Are there euphemisms and other deceitful words?, Is there any bias in language use?, Are the ideas presented in the text concrete and, specific?, Is the article concise?, Are the ideas presented precisely and clearly?, Is there any suggestion you can give to improve the language use in your chosen, article?, _____, _____, _____, _____, , 32 Page 36 : What I Have Learned, Complete the sentences below:, , 1. A well-written text is/has _____., 2. Language use should be considered when writing a text because if not,, _____., , 3. As a writer, I will _____., , What I Can Do, Now that you already learned the importance of language use in achieving an effective, and well-written text, it's now time for you to utilize this property in your writing, task., Supposed that you are an animal enthusiast. Write a letter of appeal addressed to, the local government to take legal action against human activities that endanger, wildlife in your locality. Please be guided by the scoring rubric below., 4, , 3, , 2, , 1, , Parts of the, business letter, are complete., , One part of the, business letter is, missing., , Two parts of the, business letter are, missing., , The argument/s, presented is/are, precise, clear and, supported by, facts and details., , The argument/s, presented is/are, precise and clear, but not completely, supported by facts, and details., The writer used, constructive,, unbiased language, and some informal, language used., The writer used, one jargon/slang/, idiomatic, expressions/, euphemisms/other, deceitful language., , The argument/s, presented is/are, not precise and, unclear but, supported by facts, and details., The writer used, constructive yet, unbiased and, informal language., , Three or more, parts of the, business letter are, missing., The argument/s, presented is/are, not precise and, unclear and, supported by, opinions., The writer used, destructive,, unbiased and, informal language., , The writer used, two, jargons/slang/, idiomatic, expressions/, euphemisms/other, deceitful language., , The writer used, three or more, jargons/slang/, idiomatic, expressions/, euphemisms/other, deceitful language., , There are few, grammatical, errors., , There are some, grammatical, errors., , There are many, grammatical, errors., , The writer used, constructive,, unbiased and, formal language., The writer did not, use, jargon/slang/, idiomatic, expression/, euphemism/other, deceitful, language., There are no to, grammatical, errors., , 33 Page 37 : Additional Activities, Write a three-paragraph expository essay about one of the given topics below. Make, sure to consider organization, coherence and cohesion, and language use. Please be, guided by the scoring rubric., , 1., 2., 3., 4, Writing shows, high degree of, attention to logic, and reasoning of, points. Unity, clearly leads the, reader to the, conclusion and, stirs thought, regarding the, topic., The idea/s, presented is/are, precise, clear and, supported by, facts and details., The writer used, constructive,, unbiased and, formal language., The writer did not, use, jargon/slang/, idiomatic, expression/, euphemism/other, deceitful, language., There are no to, little grammatical, errors., , How can pets make you happy and improve your life?, How to keep a virus – free environment?, Why do you want to pursue your desired career?, 3, Writing is coherent, and logically, organized with, transitions used, between ideas and, paragraphs to, create coherence., Overall unity of, ideas is present., , 2, Writing is coherent, and logically, organized. Some, points remain, misplaced and, stray from the, topic. Transitions, evident but not, used throughout, essay., , 1, Writing lacks, logical, organization. It, shows some, coherence but, ideas lack unity., Serious errors., , The idea/s, presented is/are, precise and clear, but not completely, supported by facts, and details., The writer used, constructive,, unbiased language, and some informal, language used., The writer used, one jargon/slang/, idiomatic, expressions/, euphemisms/other, deceitful language., , The idea/s, presented is/are, not precise and, unclear but, supported by facts, and details., The writer used, constructive yet, unbiased and, informal language., , The idea/s, presented is/are, not precise and, unclear and, supported by, opinions., The writer used, destructive,, unbiased and, informal language., , The writer used, two, jargons/slang/, idiomatic, expressions/, euphemisms/other, deceitful language., , The writer used, three or more, jargons/slang/, idiomatic, expressions/, euphemisms/other, deceitful language., , There are few, grammatical, errors., , There are some, grammatical, errors., , There are many, grammatical, errors., , Lesson 4 Mechanics, In this lesson, you will utilize your writing prowess through practice skills in, grammar. You are also expected to learn the mechanics in writing such as spelling,, punctuation, capitalization, and paragraphs in explaining a position in an essay., , 34 Page 38 : What's In, Let us recall each of the previously learned properties by classifying the words or, phrases inside the word pool. Write your answers on their respective sheets of paper, below., , ORGANIZATION, , COHERENCE &, COHESION, , LANGUAGE USE, , Now, that you have learned how to arrange your ideas, link your sentences and, paragraphs, and use appropriate language, you are now ready to apply mechanical, neatness in your written text. This refers to how you will adhere to acceptable, grammar and other rules in writing., , What's New, Read the letter below. Identify all errors by placing the correct capitalization and, punctuations, correcting misspelled words, and writing the sentences in paragraph, form., 233 sitioibaba,, brgy. santisimososario, sanpablocitylaguna, 24 august 2020, ms.kasumiwatanabe, gems and jewels inc, sta. cruzlaguna, dear miss Salazar, i attended your career planning workshop at the trace collage libraery on 15 december, 2018, your presentation was just what I needed too organized myself Would it be possible for, you, to send me copies of your resume-writing guidelynes the worksheet, and the sample Unfortunately you ran out of this handouts before you gotto me, sincerely, menard b bancajr, , 35 Page 39 : Were you able to identify and correct the errors? Do you think an employer will feel, bad about receiving such letter from a job applicant or from an employee? Is it of, utmost importance to adhere to proper grammar and apply appropriate text, formatting?, If you answer yes in all of these questions, then you agree that mechanics is another, essential property of a well-written text., , What is It, Generally, mechanics is essential in all types of writing because it describes the, technical aspects of writing. It also serves as a road sign to guide learners like you, on how to use words appropriately in terms of conventions such as spelling,, punctuation, capitalization, and others., Consider this example:, I can never forget my class last school year because they were so, active and responsible in class they always worked together well in doing, their assignments performing group and individual tasks submitting their, projects on time keeping the classroom spic and span., They are worth remembering for everything that they did inside and, outside the campus they always helped one another they seldom got, themselves in conflict with anyone in the class., It is apparent that the above example is quite difficult to read because of the lack of, two important conventions: punctuations and capitalization. In addition, you cannot, easily understand the message it sends across its readers. If we put appropriate, punctuations, it could be read in this way:, My class is worth remembering. They were so active and responsible., They always worked together well in doing their assignments, performing, group and individual tasks, submitting their projects on time, and keeping, the classroom spic and span., Everything that they did inside and outside the campus was worth, remembering. They always helped one another. Also, they seldom got, themselves in conflict with anyone in the class., The second paragraph is easier to read and understand. Through applying proper, mechanics in writing, you can facilitate better transfer of message in your written, text. You will never be lost as long as you keep in mind and follow the basic rules of, subject-verb agreement, capitalization, punctuations, paragraphing, and even, spelling., , What's More, Add the correct end punctuation to complete each sentence., 1. What is the name given to the 2019 novel corona virus, 2. People of all ages can be infected by the new coronavirus-2019-nCoV, 3. Take steps to protect yourselves from the virus, like following good, respiratory hygiene., 4. What a terrible and dangerous disease is COVID-19, , 36 Page 40 : Write three sentences about COVID-19. Make sure to apply proper mechanics in, writing., 5. Declarative Sentence: _____, 6. Interrogative Sentence: _____, 7. Imperative Sentence: _____, 8. Exclamatory Sentence: _____, , What I Have Learned, , Write your insights about the quote from Terry Pratchett:, "Let grammar, punctuation, and spelling into your life! Even the most, energetic and wonderful mess has to be turned into sentences.", , What I Can Do, A famous American writer and orator, Frederick Douglas, once said, "Once you learn, to read, you will be forever free." Douglas meant that reading gives you the freedom to, explore the world and bring that world into a new dimension of learning and, discovery. Do you mainly agree or disagree with him? What are some of the effects of, reading such as books, newspapers, magazines, and even e-books on our lives? Are, these effects mainly negative, positive, or both?, Explain your position in an essay of five paragraphs. Use specific examples to, support your view. Observe the mechanics in writing and be guided by the following, criteria:, CRITERIA, , MY, PERSONAL, RATING, , MY, TEACHER'S, EVALUATION, , Completeness (5), Did you write to the prompt?, Did you write enough?, Was your essay complete?, Content (5), Did your story have a beginning, middle and, end?, Language (5), Did you use clear and thoughtful language?, Did you use transitional devices?, Did you use specific examples to support your, view?, Formatting/Organization (5), Is your story broken up into paragraphs?, TOTAL, , Additional Activities, Create a short (3-to-5 minute) vlog about the importance of mechanics in written, texts. You may choose to have it uploaded in any social media platform or just send, it via email or private message. Be guided by the following criteria:, , 37 Page 41 : CRITERIA, , YOUR, SCORE, , TEACHER'S, SCORE, , Content (5), Did the vlog include topics on grammar,, capitalization, punctuation, spelling and, paragraphing?, Speech and Grammar (5), Does the vlogger speak fluently?, Is there any grammatical error?, Video Quality (5), Is the video well-recorded and framed?, Is it digitally enhanced and cohesive?, Sound Quality, Is the sound clear and understandable?, Is the volume appropriate?, TOTAL, , Assessment, Read carefully each item before choosing the letter of the best answer. Write the, chosen letter on a separate sheet of paper., 1. It is one of the properties of a well-written text that means being able to identify, the components of an event in order, such as beginning, middle, and end of a story, or the steps in a science experiment., A. sequencing of events, B. following directions, C. identifying errors, D. organizing ideas, 2. It is one of the properties of a well-written text that means being able to describe, the technical aspects of writing which focuses more on the specificity and clarity for, words that you use – spelling, punctuation, capitalization, etc., A. mechanics, B. organization, C. language use, D. coherence and cohesion, 3. Fill in the blank with the connecting word that best joins the two thoughts., Walking, running, and jogging give you energy. _____ any exercise that speeds, up your heart rate is good., A. Finally, B. In short, C. Therefore, D. In contrast, 4. "Let me tell you about my experience when I lost myself in an unexpected, situation." This line is a part of the _____ of a narrative., A. end, B. middle, C. beginning, D. conclusion, , 38 Page 42 : 5. Coherence applies to, A. sentences, B. whole arguments, C. paragraphs, D. all of the above, 6. What is cohesion?, A. Cohesion introduces new ideas in a text., B. A special type of argument used in writing., C. Cohesion is a special type of glue that writers use to make ideas stick, together., D. The way in which an author uses sentence structure to make the text more, understandable to the reader., 7. These are certain words or phrases that serve the purpose of connecting two, statements., A. Coherence, B. Cohesion, C. Topic Sentence, D. Cohesive Devices, 8. Which of the following sentences shows the correct usage of a transition signal?, A. Mrs. Vista will accept late homework; however, she will take points off of the, grade., B. The Grade 11 class finished the test early; indeed, they were allowed to read, quietly before the bell., C. Since Donna was the last to leave class, she was the first on the bus., D. No one expected so many people at the evacuation area; furthermore, we ran, out of food., 9. What is the nature of the underlined transition in the given sentence?, "A total lockdown in the entire city was implemented, so several businesses, had stopped operating for a month.", A. Time, B. Addition, C. Comparison, D. Cause and effect, 10. Which of the following sentences has a precise and clear language?, A. Killer sentenced to die for second time in ten years., B. The movie is a classic example of a horror movie because it incorporates all, the elements of a horror film., C. He is an interesting individual., D. The practice of theory of politics are studied in the classroom but political, habits on campus do not seem to benefit from such labor., 11. The following are examples of transitional devices that indicate opposition,, limitation and contradiction except for?, A. On the other hand, B. furthermore, C. On the contrary, D. in spite of, , 39 Page 43 : 12. What correct end punctuation are you going to use to complete the sentence:, For heaven's sake Paul, why do you keep on mumbling__, A. period, B. comma, C. exclamation, D. question mark, 13. 'Vertically challenged' is what example of language feature?, A. jargon, B. slang, C. idiom, D. euphemism, 14. Which of the following is referred to as specialized language used by groups of, like-minded individuals?, A. slang, B. euphemism, C. jargon, D. idiom, 15. Which of the following sentences is asking for an information?, A. Marsha, are you joining the class exhibit tour tomorrow?, B. Mr. Pineda, excuse me, are we there yet?, C. Hmmm, I guess, you are not with us, aren't you?, D. What do you think is the easiest way to get to the train station on time?, , 40 Page 44 : Reading and Writing, Skills, Explicit and Implicit Claims in, Written Text, Reading and Writing Skills, Explicit and Implicit Claims in Written Text, First Edition, 2020, Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the, Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for, exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties., Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this, module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use, these materials from their respective copyright owners. 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Almira, , Department of Education – RegionIV-A CALABARZON, Office Address:, Telefax:, E-mail Address:, , Gate 2 Karangalan Village, Barangay San Isidro, Cainta, Rizal 1800, 02-8682-5773/8684-4914/8647-7487, , , 41 Page 45 : Weeks, , 5-8, , Lesson 1, As a critical reader, you may encounter texts that exhibit specific claims. Some can, be directly stated while others can be mentioned indirectly. It is important to know, how you can identify them and how you can distinguish the type of claims a written, text has. These are the key concepts and skills you have to learn in this lesson., Reading engagement becomes very productive when learners like you have to be, , What I Need to Know, conscious in giving sound reactions about the text. This is a manifestation that your, attachment towards the reading materials becomes intense. Consequently, you are, reaching the stage where critical reading happens. As critical readers, you can assess, texts that exhibit specific claims such as claim of fact, claim of value, and claim of, policy., This lesson is divided into a variety of activities which you will answer at your own, pace so that you will be able to learn the skills that will enable you to read critically, and react logically., The lesson is divided into three lessons, namely:, , , , , , Lesson 1 – Claim of Fact, Lesson 2 – Claim of Policy, Lesson 3 – Claim of Value, , After going through this lesson, you are expected to:, 1. identify claims explicitly or implicitly made in a written text;, 2. determine the key elements of explicit and implicit claims;, 3. differentiate claim of fact, claim of policy and claim of value from each other;, and, 4. identify claims of fact, policy and value presented in written texts., , What's In, After learning about the properties of a well-written text, analyzing the stand or, argument of a text would be your next step. Here, you are encouraged to illustrate a, good level of understanding of the written text through verification, affirmation, and, assertion. This undertaking leads to bits of information covering a discourse called, claims., , 42 Page 46 : What's New, Examine the pictures below and write one direct and one indirect observation for, each., Direct Observation, , Indirect Observation, , Claims are synonymous to belief, argument, assertion, or stand. According to, (Tiongson 2016, 20-21), a good claim should be argumentative and debatable,, specific and focused, interesting and engaging, and logical., These information can be explicit or implicit. An explicit claim is directly and clearly, stated in the text. It is when you can easily point out the information in the passage., Meanwhile, an implicit claim is indirectly expressed in the text and you need to look, for clues or make inferences to understand its meaning., There are three types of claims in written texts. One of which is the claim of fact., Simply, this claim is a statement that reports, describes predicts, make causal, claims, or whether something is a settled fact., , What's More, A. Read the text and write down E if the piece of information is explicit or write, down I if it is implicit., "Congratulations, Rosie! Your parents must be proud of you." The teacher greeted, her with delight. It was graduation day and Rosie managed to stand on stage and, delivered her speech in front of her fellow graduates and guests. She ended her speech, thanking her Alma mater and her parents and said, "Let us trust God's plan.", Rosie left the stage with tears in her eyes as the clicking of the medals could be, heard from afar., As she approached her parents, they kissed her and gave her a big hug and, uttered, "We love you, dear! Your success is our success. We will surely celebrate at, home., 1., 2., 3., 4., 5., , The teacher congratulated Rosie., Rosie stood on stage and delivered her speech., Rosie was full of happiness., Rosie was a hard-working and intelligent student., The parents of Rosie promised to celebrate her success., , 43 Page 47 : B. Put a check mark () if the statement is a claim of fact and put a cross mark (X), if it is not., 1. The Department of Education shows its readiness on the 'new normal' in the, teaching and learning process., 2. Curfew must be enforced by parents to their children., 3. Vaping can have same side effects as smoking., 4. The closing of Philippine borders to tourists is one way to slow down the, spread of COVID-19., 5. Doing videos in TikTok is more exciting than vlogging., 6. Research says that people can reduce stress by taking a nap., 7. It is more beneficial for a child to grow up speaking more than one language, than knowing only his or her mother tongue., 8. National ID system should now be implemented in the Philippines., 9. Neil Armstrong made a history as the first man to walk on the moon., 10. Watching K-Drama is the best form of entertainment., , What I Have Learned, On a separate sheet, copy and complete the table below by listing the needed, information., 3, THREE new things that you have learned today., 2, 1, , TWO things that you will work on for improvement., ONE thing that you should review before moving on to the next lesson., , What I Can Do, On a separate sheet of paper, write a 150-word paragraph on a topic about "Social, Media: Benefits and Drawbacks". In this essay, you are REQUIRED to use claims, such as claim of fact which you learned from the lesson. INDICATE the claim(s)you, used and write it at the bottommost part of your paper.You are free to encode and, print it on a bond paper. A rubric is attached for your reference on checking the, essay. The highest point that you can get for each criterion is five (5)., Otherwise, if the description for each criterion is not met, you will get four (4), points. This writing activity will have a total score of 20., RUBRIC FOR ESSAY, CRITERIA, , Highest, Possible, Score, , Use of Claims, Did you use 5 or more arguable claims?, Content, Does your paragraph show focus on the central idea?, Did you provide evidences to support your claim?, Structure, Did your paragraph show smooth and logical transition?, Is it organized with a good flow of thought?, , 44, , 5, 5, 5, , SCORE Page 48 : Conventions, Does your paragraph show little or no errors in sentence, structure, spelling, capitalization, and punctuation?, Did you use formal vocabulary with appropriate tone?, TOTAL, , 5, , 20, , Lesson 2 Claim of Policy, In this lesson, you are expected to learn how to determine another type of claim in a, written text. Claim is described as a debatable set of words or a concept that allows, the source to influence the receiver for acceptance. It is equated to an opinion, idea,, or assertion., , What's In, Claim has been associated with words such as belief, argument, assertion or stand., It can be classified according to method and nature. Explicit claim and implicit, claim are types of claim based on method. On the other hand, claim of fact, claim, of policy and claim of value are types of claim based on nature., In the last module, you have learned that claim of fact is an argument that is based, on reality, it considers time (past, present, and future). Now, we're moving on to, the claim of policy., , What's New, Loop a word from the table which you think is the most significant one. Be able to, relate it to the main concept of this lesson., , 45 Page 49 : What is It, Claim of policy is the argument where actions should be carried out. Basically, it is, perceived as a relatively direct statement. This claim can also be called claim of, solution because it suggests and supports policies and solutions, and the action to, be taken is based on the results. You will know if a statement is a claim of policy if, there is an action to be done or a solution to be taken., , What's More, Analyze each statement below. Then answer the guide questions on a separate sheet., 1. Gender equality should be supported by every Filipino., Is there an action to be done?, If yes, what is that action?, What type of claim is this?, 2. The pandemic which the world is experiencing takes away lives; thus,, Filipinos are ought to stay at home., Is there an action to be done?, If yes, what is that action?, What type of claim is this?, 3. The Bayanihan to Heal as One Act is implemented to fight COVID 19 crisis, and therefore should be obeyed., Is there an action to be done?, If yes, what is that action?, What type of claim is this?, 4. Spreading fake news in the midst of pandemic will not help at all; hence,, by all means it should be stopped., Is there an action to be done?, If yes, what is that action?, What type of claim is this?, 5. Frontliners save lives while sacrificing their own; discrimination of these, people should not be tolerated., Is there an action to be done?, If yes, what is that action?, What type of claim is this?, , 46 Page 50 : What I Have Learned, Complete the sentence by writing down the letter of the correct word., A. Should, , E. discipline, , B. Result, , F. problem, , C. Intervention, , G. action, , D. Comparison, , H. love, , 1. Claim of policy is also called claim of solution because it proposes, _____ to solve the existing problem., 2. _____ is the main element of claim of policy., 3. The suggested action is based on the identified _____., 4. "Ought", "must", and _____ can be directly or indirectly stated in the, claim., 5. In claim of policy, one can notice the possible solution because there is an, existing _____., , What I Can Do, Pretend that you are one of the officers of the Supreme Student Government (SSG), in your school and you are tasked to write a report about your school. The report, should contain three current problems or concerns experienced by students like you., So, a possible solution for each problem should also be proposed. Merge your, identified problems and solutions to produce three claims of policy. Be guided by the, rubric that follows., Points, 3, , Descriptions, All important details are complete., , Writing shows high degree of attention to logical content., No mechanical errors., Some important details are missing., , 2, , Writing shows less degree of attention to logical content., Few mechanical errors., Many details are missing., , 1, , Writing shows no degree of attention to logical content., Many mechanical errors., , 47 Page 51 : Additional Activities, On a separate sheet, write 'CP' if the given statement is a claim of policy and 'NCP' if, not., 1. Anti-Text Scam Bill should be passed as law to protect the people., 2. Euthanasia also known as mercy killing is against the Law of God., 3. We should not support nor do Euthanasia or mercy killing in the Philippines, because it is still an act of killing., 4. Abortion should not be legalized in the Philippines because every child is a gift., 5. Every child has the right to be born whether he/she is made out of love or anything, else. Doing abortion is doing a criminal act., , Lesson 3 Claim of Value, In this lesson, you are going to learn more about another type of claim – something, that allows the readers to decide what should or should not be valued. It is beyond, facts and beyond policies but surely appeals to your emotions and justifications., Later in this lesson, you are expected to be able to identify different types of claims, from a written text., , What's In, Previously, you have learned that claim of policy is an argument that offers solutions, based on the identified problems. Action is its main core; thus, its end result is when, a certain action has been taken or implemented. However, other than taking actions,, making justification is also as important. So, this will be the focus of this lesson., On a separate sheet, write the answer to the riddle to reveal the mystery word., You caught me first at home but over the years, you formed me in school., , Claim of value is an argument based on morality, belief, ethics, or philosophy. It is, influentially stated by combining limited facts and proving them as either good or, bad by targeting the reader's emotion., It is also called claim of judgment because the reader has to decide whether the, argument or proposition is right or wrong or has to be accepted or rejected. In other, words, this type of claim is more appealing to the reader's subjectivity. If the, argument challenges the decision making or judgment leading to acceptance or, rejection of the reader, then it is considered to be a claim of value., , 48 Page 52 : What's More, Answer the three questions relative to the listed issues. Write your answers on a, separate sheet., A. Does it appeal to your judgment?, B. Is it right or wrong?, C. What type of claim is this?, 1., 2., 3., 4., 5., , Bullying will never be right., Security is more important than privacy., In the midst of pandemic, restriction is much better than individual freedom., Fake news is not worthy of our attention., Discriminating our front liners who save our lives does not make sense., , What I Have Learned, Write the letter of the word which completes the statement. Use a separate sheet., A. result, , E. action, , B. evaluation, , F. judgment, , C. emotion, , G. problem, , D. bad, , H. ethics, , 1. Claim of value appeals to _____., 2. Words like good or _____ allow us to recognize claim of value., 3. Claim of value is also called _____ because it persuades the readers to, decide whether to value or not an argument., 4. Morality, philosophy, belief, or _____ are references of claim of value., 5. Acceptance and rejection must be done with claim of value after the argument, undergoes thorough comparison and _____., , What I Can Do, On a separate sheet, write an acrostic poem about the essence of claim of value., , V-_____., A-_____., L-_____., U-_____., E-_____., , 49 Page 53 : Be guided by the rubric below., Points, , Descriptions, , 5, , o, o, , The acrostic shows a highest degree of content congruency., It reveals a highest degree of critical thinking., , 4, , o, o, , The acrostic shows a higher degree of content congruency., It reveals a higher degree of critical thinking., , 2, , o, o, o, o, , The acrostic shows a high content congruency., It reveals a high degree of critical thinking, The acrostic shows less content congruency., It reveals less degree of critical thinking., , 1, , o, o, , The acrostic does not display content congruency at all, It reveals no degree of critical thinking., , 3, , Additional Activities, On a separate sheet write 'CV' if the statement is a claim of policy and write 'NCV' if, not., _____, , 1. Mercy killing is objectionable because it is still an act of killing., , _____, , 2. Self-restriction during the pandemic is better than individual freedom., , _____, , 3. Discrimination has no place in a good society because it weakens its, moral fiber., , _____, , 4. Hallucination is the side effect of using marijuana., , _____, , 5. According to studies, smoking causes lung cancer., , Assessment, Write the letter of the best answer on a separate sheet., 1. The following are characteristics of a good claim EXCEPT, a. argumentative and debatable, b. specific and focused, c. interesting and engaging, d. fun and entertaining, 2. Coronavirus is now classified as a pandemic. What type of claim is this?, a. claim of judgment, b. claim of policy, c. claim of value, d. claim of fact, , 50 Page 54 : 3. Jeremiah is happy because he gets good grades. Which question from the, list below is explicit?, a. Who is Jeremiah?, b. Where is Jeremiah?, c. What did Jeremiah feel after seeing his grades?, d. What did Jeremiah do to be able to get a good grade?, 4. Tears came out of Rhianne's eyes when her teacher announced the honor, students. Which question from the list below is implicit?, a. What was announced?, b. Who announced the honor students?, c. What was the name of the girl who cried?, d. Why did Rhianne cry?, 5. What specific claim asserts some empirical (experience/ observation-based), truth?, a. claim of fact, b. claim of value, c. claim of policy, d. claim of judgment, 6. Which of the following statements is an example of a claim?, a. Ruiz believes that change has come., b. Filipinos need to exercise their right to vote., c. Annie thinks that we should have a universal health care., d. All of the above, 7. Which of the following types of claim leads to action?, a. claim of judgment, b. claim of policy, c. claim of value, d. claim of fact, 8. Which among the claims is claim of policy?, a. Severe acute respiratory syndrome coronavirus 2 is the reason behind, the existence of a respiratory ailment called coronavirus disease, 2019(COVID-19)., b. With what is happening in the world now, we should spend more on, research., c. Coronavirus disease is now considered to be a pandemic., d. Coronavirus disease was first discovered in China., 9. All characteristics are true about claim of fact EXCEPT, a. Something that can be proven or disproven with facts, b. Argues about the definition of something, c. Argues for or against a solution or policy, d. Argues whether something is a settled fact, 10. Which of the following question is intended for claim of policy?, a. What action can be taken?, b. Is it right or wrong?, c. Is it true or untrue?, d. Is it a yes or no?, , 51 Page 55 : 11. This question is intended for claim of value., a. What action can be taken?, b. Is it right or wrong?, c. Is it true or untrue?, d. Is it a yes or no?, 12. Giving vaccines to children without sufficient scientific studies is wrong., What specific claim is the given statement?, a. claim of value, b. claim of policy, c. claim of cause, d. claim of fact, 13. Which among the claims is a claim of value?, a. Marijuana pertains to major parts taken from the Cannabis sativa or, Cannabis indica plant such as seeds, dried leaves, flowers, stems,, and seeds., b. Marijuana has adverse effect if it will be used for recreational, purposes., c. Marijuana should be legalized for medical purposes., d. Marijuana can be used to treat insomnia., 14. Which is not the reference of claim of value?, a. philosophy, b. fiction, c. ethics, d. belief, 15. In claim of policy, which modal verb should not be used?, a. have to, b. should, c. must, d. could, , 52 Page 56 : Assessment, 1. E, 2. B 3. A, 6. G, 7. H 8. A, 11. B, 12. C 13. B, , 4. C, 9. A, 14. A, , 53, 5. F, 10. A, 15. B, , Lesson 6: What's More, 1. x, 2. ✓, 3. ✓, 4. ✓, 5. x, , Lesson 4: What's New, Topic Sentence: Humans are often harmed by pollution, Classification:, 1. Land, 2. Air, 3. Water, Example of Hazardous substances:, 1. a. garbage b. pesticides c. heavy metals d. other chemicals, 2. a. toxic gases, b. solid and liquid particles or aerosols, c. other hazardous air pollutants, 3. a. industrial wastes b. sewage c. waste waters d. chemical fertilizers, e. pesticides, Transitional