

English for Academic and Professional Purposes Quarter 1 Module 1 (Lessons 1-8)



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SENIOR HIGH SCHOOL

**English for Academic
and Professional
Purposes**

Quarter 1/ Module 1

**Lesson 1: Nature of Academic
Text**



Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text. Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not Put Unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This learner's module was specifically designed by the writer to aid you in venturing further into the avenues of independent learning of the most essential learning competencies that are crucial in developing your real-life based skills as 21st century learners. The activities and tasks provided in this module will serve as a preparation for your academic success and will enable you to discover your full potential as an individual.

Furthermore, this module was created to address your needs as a 21st century learner. It aims to provide you with educational assistance while you are temporarily prohibited to formally learn within the four corners of a classroom. It also aims to pave way for an efficient learning opportunity that can help you cope with your studies.

Learning Competency:

- Differentiate language used in academic texts from various disciplines

After going through this module, you are expected to:

- Differentiate academic text from non-academic text
- Determine the characteristics, style and structure of a specific academic text



What I know

Part I.

Directions: Read and understand the following questions. Choose the letter that corresponds to the best answer. Write your answers on a separate sheet of paper.

1. What do you call a critical, objective, and specialized reading material that provides information which includes concepts and theories that are related to the specific discipline?
A. Academic Text
B. Newsletter
C. Informal text
D. Non- Academic Text
2. Which among the following is an example of an academic text?
A. Blog Posts
B. Research Papers
C. Short Stories
D. Letters
3. Which among the following is NOT observed by an author while writing an academic text?
A. State the critical questions and issues
B. Provide facts and evidences from credible sources
C. Use jargons and colloquial expressions
D. Take an objective point of view and avoid being personal and subjective

4. What does “to write academically” mean?
 - A. To write in order to pass the final exam
 - B. To write paper for the scholars
 - C. To write using proper English language
 - D. To write in order to impress the readers
5. When do you use formal language?
 - A. When writing a personal letter
 - B. When writing an academic paper
 - C. When talking to a friend
 - D. When writing a text message
6. What is a special word or expression that is used by a specific group/profession?
 - A. Paraphrasing
 - B. Hedging
 - C. Jargon
 - D. Abbreviation
7. What do you call the use of linguistic devices to express uncertainty or hesitation while demonstrating politeness?
 - A. Paraphrasing
 - B. Hedging
 - C. Jargon
 - D. Abbreviation
8. Which of the following writing styles is evident in writing research papers, academic essays and reports?
 - A. Formal
 - B. Informal
 - C. Conversational
 - D. Casual
9. Which part of the academic paper where the writer states the topic sentence and supporting details?
 - A. Introduction
 - B. Body
 - C. Conclusion
 - D. Summary
10. Which part of the academic paper where the writer restates the thesis statement and summarizes his/her arguments?
 - A. Introduction
 - B. Body
 - C. Conclusion
 - D. Summary

Part II.

Directions: Read the following statements below. Write True if the statement is correct and False if otherwise. Write your answer on your notebook.

1. An academic text is thesis-driven and written in a logical, formal and unambiguous language that conveys the idea of the writer
2. Academic texts do not exhibit the concepts and theories related to the specific discipline they examine.
3. It is an author's responsibility to see to it that the facts and evidences presented in the paper are from credible sources.
4. Academic reading does not require concentration and comprehension.
5. Academic texts take a subjective point of view rather than an objective one.

Lesson 1

Nature of Academic Texts

“Writing is considered the most important language skill that students require for their personal development and academic success” (Mukulu et al., 2006 cited by Rao 2019).

As a 21st century learner, you are exposed to a variety of meaningful writing activities such as book reports, essays and reaction papers during your previous years. At first, you probably consider this activity as tedious or difficult task to do but once you have known and mastered the techniques, then this would become easier. Furthermore, this helps you develop your critical thinking skills, broaden and deepen your knowledge and perform well in your academic course.

So delve in, 21st century learners. Enjoy the lesson and the stimulating activities and tasks in this module that will serve as an opportunity to enhance your comprehension, communication, creative and critical thinking skills.



What's In

Task 1: Classify Me

Directions: Study the following texts/writings found in the word pool. Then, categorize them whether they belong to academic text or non- academic text. Write your answers on a separate sheet of paper.

Memorandum	Academic Journal	Magazine	Abstract
Conference Paper	Explication	Personal Opinions	Fiction
	Letters to editors	Dissertation	

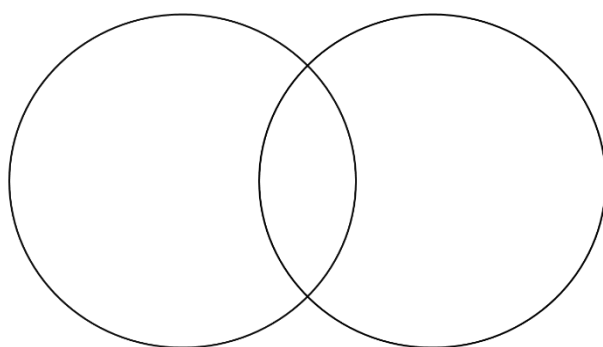
ACADEMIC TEXTS	NON- ACADEMIC TEXTS



What's New

Task 2: Compare and Contrast

Directions: Differentiate academic and non- academic texts using the Venn Diagram below. Write your answers on a separate sheet of paper.



What is It

What is an Academic Text?

An academic text is a reading material that provides information which includes concepts and theories that are related to the specific discipline. It uses formal language and written by experts or professionals in their given field. Since academic texts are based on facts and evidences from credible sources, they are objective rather than personal. Their purpose is to inform, to argue a specific point, or to persuade the specific readers from the academic community.

Unlike non-academic text which is written for the general audience and its language is informal and/or casual, an academic text is thesis-driven and written in a logical, formal and unambiguous language that conveys the idea of the author. It exhibits the concepts and theories related to the specific discipline they examine. Furthermore, it strictly follows the rules of language use and mechanics while effectively demonstrating unity, organization, coherence, and cohesion.

Below are some examples of academic texts.

Academic Texts	Description
Article	This type of academic text offers results of research and development that can either impact the academic community or provide relevance to nation-building and is published in scholarly journals.

Concept Paper	This type of academic text provides an overview of the project, and helps funding agencies eliminate proposals that are likely to be disapproved.
Conference Paper	This type of paper is presented in scholastic conferences, and may be revised as articles for possible publication in scholarly journals.
Essay	This type of academic text provides a solid, debatable thesis that is supported by relevant and strong evidences.
Position Paper	This type of paper presents the writer's stand or viewpoint on a particular issue.
Review	This type of paper provides evaluation or reviews of work published in scholarly journals.
Thesis/Dissertation	This is a personal research written by a candidate for a college or university.

Characteristics of Academic Texts

Try to figure out the status you have posted on your twitter or facebook wall, the messages you have sent to your peers, the reflection you have shared on your blogs and even the magazines you have read. Have you ever thought that most of the texts that you read and writing activities that you do outside the school are likely to be very informal and conversational? What about academic texts? Have you ever engaged yourself with different academic writing activities?

Academic texts are generally more complex than everyday communication. The readers of academic texts are often experts in their field who have certain expectation about the communicative style and language used in their specific field. Hence, the eight important characteristics of academic text are summarized in the figure below.

Characteristics of Academic Texts	
<u>ACCURACY</u> Vocabulary, facts and figures are used accurately and are consistent with the standards of your field.	<u>EXPLICITNESS</u> The relationship between ideas is clarified through the use of signaling words and transitions. It is the responsibility of the writer to make it clear to the reader how the various parts of the text are related.
<u>FORMALITY</u> Academic writing should avoid colloquial words and expressions.	<u>PRECISE</u> Facts are given accurately and precisely.

<u>COMPLEXITY</u> Written language has longer words, it is lexically denser, and it has a more varied vocabulary. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passive.	<u>OBJECTIVITY</u> It has fewer words that refer to the writer or the reader. It is more objective rather than personal. Its main emphasis should be on the information that you want to give and the arguments you want to make rather than you.
<u>RESPONSIBILITY</u> You must be responsible for and must be able to provide evidence and justification for, any claims you make. Also, you are responsible for demonstrating an understanding of any source texts you use.	<u>HEDGING</u> It is necessary to make decisions about your stance on a particular subject or the strength of the claims you are making.

Structure of Academic Text

Academic texts are typically formal. They include information from credible sources which are properly cited. They also include a list of references used in developing the academic paper. Usually, academic texts follow the three-part essay structure: introduction, body and conclusion.

- **Introduction.** It provides the reader with a clear idea of the focus and aim of the text. The topic is usually presented in this part. It is accompanied by a thesis statement (the claim that the writer wishes to make).
- **Body.** It is where the essay's (article's) argument, ideas and results are developed and discussed.
- **Conclusion.** It should not contain any new facts or ideas but rather function as a brief restatement of the main arguments and facts that have been treated in the essay.

Content and Style of Academic Texts

Academic texts include concepts and theories that are related to the specific discipline they explore. They usually exhibit all the properties of a well-written text i.e., organization, unity, coherence and cohesion, as well as strict adherence to rules of language use and mechanics.

In general, authors observe the following when writing academic texts.

- State the critical questions and issues.
- Provide facts and evidences from credible sources.
- Use precise and accurate words while avoiding jargon and colloquial expressions.
- Take an objective point of view and avoid being personal and subjective.
- List references.
- Use hedging or cautious language to tone down their claims.



What's More

Task 3: SPLASH Analysis

Directions: Examine the two texts below and fill out the SPLASH table that follows.
Write your answer on your notebook.

Text A

Technology is transforming all walks of life regardless of age in various fields. New inventions, devices or tools increase as technology gets advanced. This advancement is filled with opportunities and challenges in different fields.

Speaking of technology, it has brought a lot of changes particularly in education. For instance, it has transformed from desktop to laptop, in turn from laptop to palmtop devices such as mobiles and tablets, thus the concept of Mobile Learning (Ramamurthy, 2015). The most cited definition of mobile learning is using mobile technologies to facilitate and promote learning anywhere and at anytime (Chuang, Hwang, & Shih, 2010). For some, they view it as a tool for video games or cheating that affects the performance and study habits of the students but it can actually be a great tool for learning especially improving students' English proficiency.

According to Bllaca (2016) technologies of mobile learning have the potential to transform the educational field in favor of learners as the ability of students to have access on internet using their smart phones, tablets or laptops and create great learning opportunities for them in different respects. Such, technologies enable easy access on relevant information unlike before in which students must go to the library and read books just to obtain the information they are looking for.

Text B

Technology continues to dominate and change the lives of everyone. Teens, adults, seniors, and even kids who can barely utter a word—who doesn't know how to use a smartphone these days? It's no surprise that as time passes by, more and more gadgets are being invented to meet the needs of people.

In fact, the advantages of technology are now being manifested in several fields, especially in education. Its evolution from desktops to laptops and from laptops to portable devices such as smartphones and tablets paves way for the world of Mobile Learning. Mobile learning happens for when a student can

conveniently educate himself through the use of available gadgets. Imagine, a student can learn anytime, anywhere! Why spend a whole afternoon in a computer shop when you can now access your lessons through your phone? Though, some people see technology as a distraction, Mobile Learning actually provides new opportunities in improving a student's English proficiency.

With a little internet access, students can now easily search up information and do their research at home. The use of mobile learning proves to be an advantage in many ways. Their gadgets are like portals that can lead them to a dimension of endless learning possibilities! Before, you have to go through a hundred books inside the library just to search for info about Philippine literature. Now, everything you need is just one click away!

Task 3: DIG DEEPER

Directions: Read and answer the following questions. Then, write your answers on a separate sheet of paper.

1. Based on the two texts presented above, which one was taken from an academic research paper? Why?
2. What is academic text? What are its characteristics?
3. How is academic text/writing different from non-academic text/writing?

Task 4: COMPREHENSION CHECK

Directions: Read the given abstract below from a case report. Then, answer the questions that follow. Use a separate sheet of paper for your answer.

First COVID-19 infections in the Philippines: a case report

Abstract

The novel coronavirus (COVID-19) is responsible for more fatalities than the SARS coronavirus, despite being in the initial stage of a global pandemic. The first suspected case in the Philippines was investigated on January 22, 2020, and 633 suspected cases were reported as of March 1. We describe the clinical and epidemiological aspects of the first two confirmed COVID-19 cases in the Philippines, both admitted to the national infectious disease referral hospital in Manila.

Both patients were previously healthy Chinese nationals on vacation in the Philippines travelling as a couple during January 2020. Patient 1, a 39-year-old female, had symptoms of cough and sore throat and was admitted to San Lazaro Hospital in Manila on January 25. Physical examination was unremarkable. Influenza B, human coronavirus 229E, Staphylococcus aureus and Klebsiella pneumoniae were detected by PCR on initial nasopharyngeal/oropharyngeal (NPS/OPS) swabs. On January 30, SARS-CoV-2 viral RNA was reported to be detected by PCR on the initial swabs and she was identified as the first confirmed COVID-19 case in the Philippines. Her symptoms resolved, and she was discharged. Patient 2, a 44-year-old male, had symptoms of fever, cough, and chills. Influenza B and Streptococcus pneumoniae were detected by PCR on initial NPS/OPS swabs. He was treated for community-acquired pneumonia with intravenous antibiotics, but his condition deteriorated, and he required intubation. On January 31, SARS-CoV-

2 viral RNA was reported to be detected by PCR on the initial swabs, and he was identified as the 2nd confirmed COVID-19 infection in the Philippines. On February 1, the patient's condition deteriorated, and following a cardiac arrest, it was not possible to revive him. He was thus confirmed as the first COVID-19 death outside of China.

This case report highlights several important clinical and public health issues. Despite both patients being young adults with no significant past medical history, they had very different clinical courses, illustrating how COVID-19 can present with a wide spectrum of disease. As of March 1, there have been three confirmed COVID-19 cases in the Philippines. Continued vigilance is required to identify new cases.

Keywords: Case report, COVID-19, SARS-CoV-2, Coronavirus, Philippines, Manila

Source: <https://tropmedhealth.biomedcentral.com>

Guide Questions:

1. What is your view after reading the abstract?

2. Why is the novel coronavirus (COVID-19) responsible for more fatalities than the SARS coronavirus?

3. What characteristics of academic text are demonstrated in the case study? Justify your answer.

4. What is the overall writing style of the text?

5. Do you think the authors effectively presented their ideas in the text? Why or Why not?



What I have Learned

Task 5: Share It

Directions: What are the three significant things you have learned from this lesson? Write your answers on a separate sheet of paper.

1. _____
2. _____
3. _____



What I can do

Task 6: Write-Up

Directions: Use the variables below to create an academic essay regarding the NEW NORMAL EDUCATION IN THE PHILIPPINES. Apply the characteristics, structures, and styles of academic writing. Write your answer on a separate sheet of paper.

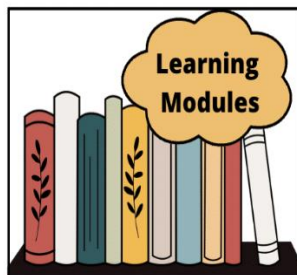


Photo Source: https://www.canva.com/design/DAFF_vCOIYA/HC8oLjz5HfC0pAuEDdag/edit#

RUBRIC

Criteria	Excellent (4)	Meets Expectations (3)	Approaches Expectations (2)	Needs Improvement (1)
Topic/ Content	The topic is clearly presented and discussed. Also, it is supported by facts or accurate information.	The topic is clear but is not well supported by accurate information.	The topic is slightly clear.	The topic is not clear.
Organization	Sequence of ideas is well-planned and presented comprehensively and in a logical manner. Also, transitions are smooth and effective.	Sequence of ideas is planned and presented comprehensively. Transitions are good.	Sequence of ideas is somehow organized. Transitions are used.	Sequence of ideas is not organized and no transitions used.
Structure	Sentences are clear and varied in pattern.	Sentences are clear but may lack variation.	Sentences are slightly clear and have inappropriate structure.	Sentences are not clear and no structure.
Style	Words are advanced and suited to the audiences. There is a unique and effective style in writing.	Words are less advanced and some words are suited to the audiences. Style in writing is good as well.	Words are somewhat inappropriate as well as the style in writing.	Words are inappropriate and style in writing is ineffective.
Conventions	No error.	Grammar and syntax are correct with few errors.	Shows a pattern of errors in grammar, syntax, spelling, and punctuation.	There are lots of grammatical errors that affect readers' understanding.



Assessment

Part I.

Directions: Read the following questions. Choose the letter that corresponds to the best answer. Write your answers on a separate sheet of paper.

1. Which of the following best defines academic text?
 - A. Academic text is a kind of text that is commonly characterized with being formal, studied, researched, objective, exact, direct, and has the ability to influence its readers.
 - B. Academic text is based on facts with solid basis.
 - C. Academic text is written by experts or professionals in a given field using formal language.
 - D. Academic text does not include the emotion of the author.
2. Which of the following is NOT an example of academic text?
 - A. Articles
 - B. Reviews
 - C. Theses/Dissertations
 - D. Magazines
3. Which of the following can be a purpose for reading an academic text?
 - A. To gain insufficient information
 - B. To identify gaps in existing studies
 - C. To connect ideas with the unrelated ones
 - D. To get ideas that cannot support a particular writing assignment
4. Albert and his group members are assigned to conduct an experimental study about the effects of salinity to the growth of flowering plants. What kind of writing style should they use?
 - A. Formal
 - B. Informal
 - C. Conversational
 - D. Casual
5. Mr. Gatchalian explores questions that deal with human values. His ultimate goal is to explain or understand the human experience. What academic writing is he engaged in?
 - A. Business
 - B. Humanities
 - C. Natural Sciences
 - D. Social Sciences
6. What do you call the material or source that should be avoided in presenting facts and evidences in academic texts.
 - A. Blog posts
 - B. Materials that are published less than ten years ago
 - C. Materials that are written by credible authors
 - D. the websites are registered by the government and educational institutions (e.g. .gov, .edu, .ac)
7. What material can be considered “credible”?
 - A. It was published on a website that is registered by the government or educational institutions (e.g. .gov, .edu, .ac)
 - B. It was posted from a social media platform
 - C. A research article without citation
 - D. All of the above.

8. Which among the following is NOT observed by an author while writing an academic text?
- A. Use jargons and colloquial expressions
 - B. Take an objective point of view and avoid being personal and subjective
 - C. State the critical questions and issues
 - D. Provide facts and evidences from credible sources
9. What property of a well-written text refers to the grammatical or lexical relationship between the parts of the text in which it affects the tone of the composition?
- A. Coherence B. Organization C. Cohesion D. Unity
10. What property of a well-written text is also known as the "arrangement" of ideas and concepts in a text?
- A. Coherence B. Organization C. Cohesion D. Unity

Part II.

Directions: Read the following statements below. Write **TRUE** if the statement is correct and **FALSE** if otherwise. Write your answer on your notebook.

11. Academic texts are completely different from non-academic texts in terms of structure, content and style.
12. Providing facts and evidences from credible sources means that main purpose of academic writing is to address a certain problem or issue that the author seeks to discuss with the use of supporting facts and figures.
13. Authors of academic texts usually use informal and conversational language.
14. Authors do not take consideration of his/her choice of words used in their formal narrative to avoid confusion between the denotation (dictionary meaning) and connotation (implied meaning) of some words.
15. Authors of academic texts should consider the knowledge and background of their audience



Additional Activities

Directions: Write an academic article about the effects of COVID-19 to the community. Apply the characteristics, structure, and the content and styles of academic texts in your work. Write you answer on a separate sheet of paper.

References:

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Saldivar, R. (2018). Effectiveness of the Use of Smartphone Learning Applications in Improving the Language Proficiency of Grade 10 Students. Unpublished Master's Thesis. Meycauayan College, Meycauayan, Bulacan.

<https://www.slideshare.net/pokray/structure-and-features-of-academic-text>

<https://tropmedhealth.biomedcentral.com>

https://www.canva.com/design/DAFF_vCOIYA/HC8oLJzSHifC0pAuEDdag/edit#

English for Academic and Professional Purposes

Quarter 1/ Module 1

Lesson 2: Critical Reading Strategies/ Locating Main Ideas



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the English for Academic Purposes. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

Learning Competency:

- Use knowledge of text structure to glean the information needed (CS_EN11/12A-EAPP-Ia-c-4)

After going through this module, you are expected to:

- Differentiate thesis statement and topic sentence
- Locate main idea
- Use critical reading strategies in writing an academic essay



What I know

Part I.

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. It is a type of academic text that provides an overview of the project, and helps funding agencies eliminate proposals that are likely to be disapproved.
A. Article B. Thesis C. Concept Paper D. Review
2. It is a personal research written by a candidate for a college or university.
A. Article B. Thesis C. Concept Paper D. Review
3. It provides the reader with a clear idea of the focus and aim of the text. The topic is usually presented in this part.
A. Body B. Thesis Statement C. Review D. Introduction
4. It is a reading material that provides information which includes concepts and theories that are related to the specific discipline.
A. Fiction B. Book C. Academic Text D. Literature
5. This type of paper presents the writer's stand or viewpoint on a particular issue.
A. Article B. Concept Paper C. Review D. Position Paper
6. It is where the essay's argument, ideas, and results are developed.
A. Introduction B. Body C. Conclusion D. Text
7. Ideas should be summarized, and no new topic should be introduced on this part.
A. Introduction B. Body C. Conclusion D. Text
8. What property of a well-written text is known as the overall sense of "unity" and consistency in a literary composition?
A. Coherence B. Organization C. Cohesion D. Body
9. Written language is lexically more dense and it has a more varied vocabulary.
A. Objectivity B. Complexity C. Accuracy D. Hedging

10. It is the responsibility of the writer to make it clear to the reader how the various parts of the text are related.
- A. Precise B. formality C. Accuracy D. Explicitness

For Questions 11-15: Choose your answer from the box that best describes each characteristics of academic text. Write your answer in your notebook.

A. Precise	B. Accuracy	C. Complexity
B. D. Objectivity	E. Formality	F. Hedging

11. It is necessary to make decisions about your stance on a particular subject or the strength of the claims you are making.
12. Vocabulary, facts and figures are used accurately and are consistent with the standards of your field.
13. Academic writing should avoid colloquial words and expressions.
14. Facts are given accurately and precisely.
15. Its main emphasis should be on the information that you want to give and the arguments you want to make rather than you.

Lesson 2

Critical Reading Strategies/ Locating Main Ideas

Reading is a fundamental skill for learners, not just for learning but for life (Traves 1994). It is one of the most essential macro skills that should be developed. Reading effectively requires approaching texts with a critical eye: evaluating what you read for not just what it says, but how and why it says it. Being an effective reader means being able to evaluate own practices and working to develop critical reading skills.



What's In

Task 1: Remember Me

Directions: Recall the last academic text that you have read in any of your subject and answer the following questions:

1. What is the title of the academic text?
2. What is academic text all about?
3. What reading strategy did you use to understand the academic text?



What's New

Write a paragraph about your idea of the pandemic we are currently experiencing now. Exchange your work with your classmate. Allow him/her to underline the sentence which encapsulates your idea of pandemic. Do the same on his/her paragraph. Afterwards, check each other's work if both of you correctly underlined the main idea.



What is It

Critical Reading

Critical reading is a complex thinking technique that involves discovering and taking apart an author's meaning, evaluating the author's meanings based on established standards, and incorporating the meaning into the ideas you already know (Boston: Cengage Learning, 2014). It involves analyzing, synthesizing, and evaluating an argument or claim.

Critical reading requires you to deconstruct an argument, bring elements of the argument together in a new form, and judge the strengths and weaknesses of that argument. These skills are classified in Bloom's taxonomy of learning objectives as higher order capacities, based on the foundation thinking skills of knowledge, comprehension and application. In other words, thinking critically involves all the processes listed below, but the focus is on the top three.

Developing a critical approach

Critical thinking involves 3 processes: analysis, synthesis and evaluation.

ANALYSIS	SYNTHESIS	EVALUATION
- Identify the parts of an argument - Synonymous to the words deconstruct, divide, determine, resolve, anatomize, cut up, break up	- to combine; to make whole. - Synonymous to the words incorporate, harmonize, blend, integrate, , symphonize, unify, arrange	- to judge. - Synonymous to the words gauge, appraise, assess, calculate, allocate value, decide, criticize
When you analyze, you: - identify the main elements of a text, particularly the key ideas, the argument and the evidence - draw out inferences / implications	When you synthesize, you: - put information together in a new pattern - provide a new point of view - show the relationship between the parts, and between the parts and the whole	When you evaluate, you: - identify the strengths and weaknesses in an argument (credibility) - weigh up the value of evidence (validity)

• identify persuasive tactics if used	• produce a unique communication.	• identify and evaluate the assumptions underlying the argument (integrity).
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Critical reading strategies

Effective reading is central to both effective research (when you evaluate sources) and effective writing (when you understand how what you read is written, you can work to incorporate those techniques into your own writing). The strategies below will you think critically on what you read.

1. Previewing

Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation. You can do the following things:

- Determine which type of academic text you are reading.
- Identify author's purpose for writing.
- Predict or infer the main idea or argument of the text based on its title.
- Use a concept map or a graphic organizer to note your existing ideas on the topic.

2. Annotating

When you annotate, you underline important parts of the text, such as the thesis statement, topic sentences of body paragraphs and explanatory material. Annotating may also include circling key words and writing comments or questions you have about the material in the margins. This is also a very good way to mark material that needs to be studied for exams. Below is an example of student's annotated text.

3. Formulating questions to understand and remember

When you are assigned difficult readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

4. Contextualizing

Acknowledge the context, to recognize the differences between your point of view and the point of view represented in the text. Place a text in its historical, biographical, and cultural contexts.

5. **Outlining and Summarizing**

Identify the main ideas and restating them in your own words. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Outlining reveals the basic structure of the text, and summarizing captures a selection's main content in brief. When you make an outline, don't use the text's exact words. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text.

Locating Main Ideas

One effective way of increasing your speed in reading is by finding the main idea or thesis statement of the text and the topic sentence of the paragraphs. If you can locate these two, you do not have to read the entire text to get the information you need. It will also give you an idea of the text and help you evaluate the author's argument as you read.

The thesis statement presents or describes the point of an essay. It is usually presented in the abstract or executive summary or found at the last part of the introduction in an academic text.

Consider the sample abstract below.

"This study examines the role of online daters' physical attractiveness in their profile self-presentation and, in particular, their use of deception. Sixty-nine online daters identified the deceptions in their online dating profiles and had their photograph taken in the lab. Independent judges rated the online daters' physical attractiveness. Results show that the lower online daters' attractiveness, the more likely they were to enhance their profile photographs and lie about their physical descriptors (height, weight, age). The association between attractiveness and deception did not extend to profile elements unrelated to their physical appearance (e.g., income, occupation), suggesting that their deceptions were limited and strategic. Results are discussed in terms of (a) evolutionary theories about the importance of physical attractiveness in the dating realm and (b) the technological affordances that allow online daters to engage in selective self-presentation."

Source: Looks and Lies: The Role of Physical Attractiveness in Online Dating Self-Presentation and Deception

"The present study experimentally investigated the effect of Facebook usage on women's mood and body image, whether these effects differ from an online fashion magazine, and whether appearance comparison tendency moderates any of these effects. Female participants (N = 112) were randomly assigned to spend 10 min browsing their Facebook account, a magazine website, or an appearance-neutral control website before completing state measures of mood, body dissatisfaction, and appearance discrepancies (weight-related, and face, hair, and skin-related). Participants also completed a trait measure of appearance comparison tendency. Participants who spent time on Facebook reported being in a more negative mood than those who spent time on the control website. Furthermore, women high in appearance comparison tendency reported more facial, hair, and skin-related discrepancies after Facebook exposure than exposure to the control website. Given its popularity, more research is needed to better understand the impact that Facebook has on appearance concerns."

Source: Social comparisons on social media: The impact of Facebook on young women's body image concerns and mood

Notice that in some academic texts, the thesis statement can be found at the first sentence or middle part of the paragraph. Signal phrases are used which include: “The study examined...”, “This aim of this paper is to ...”, and “The purpose of this essay is to...”.

The following strategies are also useful in helping you locate the thesis statement of a text.

- Read the title of the text and make inferences on its purpose.
- If the text has no abstract or executive summary, read the first few paragraphs as the thesis statement is usually located there.
- In other cases, you may also check the conclusion where authors sum up and review their points.

Locating Topic Sentences

The topic sentence presents or describes the point of the paragraph; in other words, it is the main idea of the paragraph. It can be located at the beginning, middle, or last part of the paragraph.

The following strategies are also useful in helping you locate the topic sentence in a paragraph.

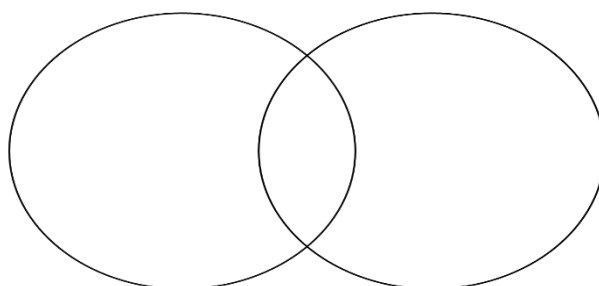
- Read the first sentence of the paragraph very carefully because most authors state their topic sentence in the beginning of the paragraph.
- Browse the sentences in the paragraph to identify what they describe. The sentence that best describes the topic of the paragraph is the topic sentence.
- Find the concept or idea being tackled, which in colloquial term is the “big word” in the paragraph. The sentence that defines the big word is usually the topic sentence.
- Identify the purpose of the paragraph. The sentence that presents or describes the purpose is the topic sentence.



What's More

Task 2: Venn Diagram

Directions: Compare and contrast thesis statement and topic sentence using the diagram below. Write your answer on a separate sheet of paper.



Task 3: Where's the Main?

Directions: Read the paragraphs below and choose the main idea. Choose from the choices below. Write your answer on a separate sheet of paper.

1. Tsunamis, large ocean waves caused by underwater earthquakes, can be deadly and destructive. For example, in December 2004, an underwater earthquake triggered a massive tsunami throughout the Indian Ocean. The tsunami killed more than 200,000 people and caused billions of dollars of damage to the coasts of numerous Southeast Asian countries.
 - a. Tsunamis
 - b. Tsunamis, large ocean waves caused by underwater earthquakes, can be deadly and destructive.
 - c. The tsunami killed more than 200,000 people and caused billions of dollars of damage to the coasts of numerous Southeast Asian countries.
2. In Africa, music is usually performed outdoors. There is spontaneous music making as well as performances by social and music groups at ceremonies and feasts. There is no musical notation (written music). African music tradition, like folklore and history, is transmitted orally. Music is a social activity in which almost everyone participates. Clearly, African music has several interesting characteristics.
 - a. In Africa, music is usually performed outdoors.
 - b. There is no musical notation (written music).
 - c. Clearly, African music has several interesting characteristics.
3. High achievement motivation affects people's choice of occupation and job success. (High achievement motivation refers to the psychological need for success in school, sports, occupations, or other competitive situations.) People with high achievement motivation often go into occupations that provide rewards for individual achievement, such as sales, engineering, architecture, or law. Moreover, people with high achievement motivation tend to go into occupations that realistically match their abilities. For this reason, they have little anxiety or fear of failure. And when success is achieved, they enjoy the fruit of their labor more than the average person.
 - a. High achievement motivation affects people's choice of occupation and job success.
 - b. Moreover, people with high achievement motivation tend to go into occupations that realistically match their abilities.
 - c. For this reason, they have little anxiety or fear of failure.
4. Adolescents tend to choose friends who are like them, and friends influence each other to become even more alike. Friends are usually the same race and have similar status within the peer group. Male adolescents tend to have many friends, but the friendships are rarely close ones. Among teenage girls, friendships are fewer but much closer, and they provide a great deal of emotional support.
 - a. Adolescents tend to choose friends who are like them, and friends influence each other to become even more alike.
 - b. Friends are usually the same race and have similar status within the peer group.
 - c. Male adolescents tend to have many friends, but the friendships are rarely close ones.

5. When you listen to a speech, can it help you to focus on the speaker's strengths and weaknesses? By closely observing and listening to people when they give speeches, you can learn a great deal that will make you a more successful speaker. If the speaker is not effective, try to determine why. If he or she is effective, try to pick out techniques you can use in your own speeches. If the speaker is ineffective, avoid the errors the person made.
 - a. When you listen to a speech, can it help you to focus on the speaker's strengths and weaknesses?
 - b. By closely observing and listening to people when they give speeches, you can learn a great deal that will make you a more successful speaker.
 - c. If the speaker is ineffective, avoid the errors the person made.

Task 4: Comprehension Check

Directions: Read the abstract below and answer the questions that follow. Use the strategies discussed to better understand the text. Write your answer on a separate sheet of paper.

Knowledge, attitudes and practices of COVID-19 among income-poor households in the Philippines: A cross-sectional study

Lincoln Leehang Lau, Natalee Hung, Daryn Joy Go,
Jansel Ferma, Mia Choi, Warren Dodd, and Xiaolin Wei

Abstract

The presence of COVID-19 in low- and middle-income countries (LMICs) is raising important concerns about effective pandemic response and preparedness in the context of fragile health systems and the pervasiveness of misinformation. The objective of this study was to gain an understanding of how COVID-19 was perceived by households experiencing extreme poverty in the Philippines.

This study was conducted in partnership with International Care Ministries (ICM), a Philippine-based non-governmental organization (NGO) that runs a poverty-alleviation program called Transform targeted towards extreme low-income households. We integrated knowledge, attitudes, and practices (KAP) questions into ICM's cross-sectional program monitoring and evaluation systems from February 20 through March 13, 2020. Frequencies and proportions were calculated to describe the respondents' responses, and the Kruskal-Wallis test and binomial logistic regression were undertaken to determine the socio-demographic characteristics associated with COVID-19 KAPs.

In total, 2224 respondents from 166 communities in rural, urban and coastal settings were surveyed. Although the survey was administered during the earlier stages of the pandemic, 94.0% of respondents had already heard of COVID-19. Traditional media sources such as television (85.5%) and radio (56.1%) were reported as the main sources of information about the virus. Coughing and sneezing were identified as a transmission route by 89.5% of respondents, while indirect hand contact was the least commonly identified transmission route, recognized by 72.6% of respondents. Handwashing was identified by 82.2% of respondents as a preventive measure against the virus, but social distancing and avoiding crowds were only identified by 32.4% and 40.6%, respectively. Handwashing was the most common preventive practice in response to COVID-19, adopted by 89.9% of respondents. A greater number of preventive measures were taken by those with more knowledge of potential transmission routes.

There is a need for targeted health education as a response strategy to COVID-19 in low-income settings, and it is important that strategies are contextually relevant. Understanding KAPs among populations experiencing extreme poverty will be important as tailored guidance for public health response and communication strategies are developed for LMICs.

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7294392/>

1. What is the main idea of the text?
2. Give the topic sentence of each paragraph.
3. Give at least 5 government public health responses to COVID-19.
4. How do Philippine's public health response differ from other countries'?
5. Do you think that the public health response of the government should be improved? Why?

Task 5: Read and Write

Directions: Go to any of the following sites below. Find four articles with the same subject in a field that interests you. Then, complete the given information below.

- <https://www.sciencedirect.com/>
- <https://eric.ed.gov/>

TEXT 1

Title of the text: _____
 Author/s of the text: _____
 Title of the Journal/
 Publication: _____
 URL or web address: _____
 Main idea: _____
 Evidence that supports
 the main idea _____
 (Provide at least 2): _____

TEXT 2

Title of the text: _____
 Author/s of the text: _____
 Title of the Journal/
 Publication: _____
 URL or web address: _____
 Main idea: _____
 Evidence that supports
 the main idea _____
 (Provide at least 2): _____

TEXT 3

Title of the text: _____
Author/s of the text: _____
Title of the Journal/ _____
Publication: _____
URL or web address: _____
Main idea: _____
Evidence that supports _____
the main idea _____
(Provide at least 2): _____



What I have Learned

Task 6: Share It!

Directions: Answer the following question in 3 to 5-sentence paragraph. Use a separate sheet of paper for your answer.

1. What critical reading strategy do you often use when reading an academic text? Explain how it helps you to understand the text better.
2. Enumerate and explain the 3 processes of critical reading.



What I can do

Task 7: Write- Up!

Directions: From the texts you have read in Activity 3, write a 3-paragraph essay about the subject. Make sure to analyze, synthesize, and evaluate the ideas. Submit your draft to your teacher. Refer to the rubric below. Use a separate sheet of paper for your answer.

Content • Main ideas are correctly pointed out. • Synthesis and evaluation are meaningful and insightful.	___/10
Grammar and Syntax • The essay is error-free in terms of grammar and syntax.	___/5
Completeness • The parts of the essay are complete, and ideas stated in each part are appropriate.	___/5
TOTAL:	___/20



Assessment

Directions: Write T if the statement is TRUE. If the sentence is incorrect, write the faulty word/phrase and correct it. Write your answer on a separate sheet of paper.

1. A paragraph can consist of two or more topic sentences.
2. The abstract presents the thesis statement of the text.
3. Most of the time, the author begins the paragraph with a topic sentence.
4. Locating the thesis statement or topic sentence while reading a text can save time.
5. The thesis of a text is in interrogative form.
6. Outlining reveals the basic structure of the text, and summarizing captures a selection's main content in brief.
7. When you show the relationship between the parts, and between the parts and the whole, you are evaluating ideas.
8. Contextualizing enables readers to get a sense of what the text is about and how it is organized before reading it closely.
9. When making an outline, don't use the text's exact words.
10. Placing a text in its historical, biographical, and cultural contexts is previewing.
11. Outlining is an effective way to organize ideas or thoughts.
12. When you annotate, you underline important ideas and even unfamiliar terms.
13. To understand the text, it is imperative to ask questions every paragraph.
14. Thesis statement can be found at the beginning, middle or end of the paragraph.
15. Identifying the purpose of the paragraph can help you locate the thesis statement.



Additional Activities

Directions: Write a magazine article about locating the thesis statement and topic sentence in a text. Make sure to use at least one text as an example. Layout your article creatively and submit it to your teacher following the basic format below.

- 1.5 spacing
- 1" margin on all sides
- Font size and face: Arial, 12

References:

Barrot, J. & Sipacio, P. J. (2016). English for Academic and Professional Purposes for Senior High School. Quezon City: C & E Publishing, Inc. 4-5

<https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/current-students/academic-support-programs/tcs/success-strategies/study-strategies/handout9-critical-reading.pdf>

<https://www.mdc.edu/Kendall/collegeprep/documents2/MAIN%20IDEASrevised815.pdf>

<https://www.mpc.edu/home>

<http://www.cabrillo.edu/~wbaer/web%20page/current%20syllabi/CRITICAL%20READING%20STRATEGIES.pdf>

<http://writing.umn.edu/sws/assets/pdf/quicktips/criticalread.pdf>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7294392/>

English for Academic and Professional Purposes

Quarter 1/ Module 1 Lesson 3: Summarizing



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Uses various techniques in summarizing a variety of academic texts. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

Learning Competency:

- Uses various techniques in summarizing a variety of academic texts (CS_EN11/12A-EAPP-Ia-C-4)

After going through this module, you are expected to:

- explicate what summarizing is;
- give the importance of summarizing in academic writing; and
- Apply effective strategies in summarizing



What I know

Directions: Read and understand the statements below. Write TRUE if it is correct and FALSE if it is not. Write your answer on a separate sheet of paper.

1. Summarizing is similar with paraphrasing.
2. Summarizing is important in academic writing.
3. summarizing will teach you how to discern the most important ideas in a text.
4. In summarizing you have to take note or highlight the important details in the text.
5. One of the techniques in summarizing is by using graphic organizers.
6. Outlining can't help you summarize the given text.
7. Summarizing is a valuable skill needed in academic writing.
8. In summarizing, the writer must use his own words.
9. Summarizing is a short repetition of an original text but not necessarily including the main ideas.
10. Equating your summary with the original text is important.
11. We add new ideas or concepts when summarizing.
12. Summarizing is done after reading.
13. Highlighting the important details is an effective strategy in summarizing.
14. In author heading format, the summarized idea comes before the citation.
15. In date heading format, the summarized idea comes after the date when the material was published.

Lesson 3

Summarizing

This lesson on summarizing will teach you how to determine the most important ideas in a certain text, how to disregard irrelevant information, and how to integrate the keynote in a meaningful way.

Equipping yourself how to summarize will enhance your memory for what you have read. Similarly, there are different techniques that you might have used before or you will still learn in this module that are very helpful in coming up with a certain summary of any academic texts.



What's In

Task 1: Pre- writing Activity

Directions: Read and comprehend the article below. Then, summarize it in one paragraph. Write your answer on a separate sheet of paper.

A coronavirus is a kind of common virus that causes an infection in your nose, sinuses, or upper throat. Most coronaviruses aren't dangerous.

In early 2020, after a December 2019 outbreak in China, the World Health Organization identified SARS-CoV-2 as a new type of coronavirus. The outbreak quickly spread around the world.

COVID-19 is a disease caused by SARS-CoV-2 that can trigger what doctors call a respiratory tract infection. It can affect your upper respiratory tract (sinuses, nose, and throat) or lower respiratory tract (windpipe and lungs).

The virus can lead to pneumonia, respiratory failure, heart problems, liver problems, septic shock, and death.

It spreads the same way other coronaviruses do, mainly through person-to-person contact. Infections range from mild to deadly.

Source: <https://www.webmd.com/lung/coronavirus>

RUBRICS

Criterion Nearing	Proficiency (1 point)	Proficient (3 points)	Advanced (5 points)
Content	Only few of the important information is present. There are also inaccurate details included.	Almost all of the important information is present and clearly stated.	All of the important information is present and clearly stated.
Organization	Some of the ideas are not organized. The flow of ideas is hard to follow and understand.	Most of the ideas are organized. The flow of thoughts is mostly easy to follow and understand.	All ideas are well-organized. The flow of thoughts is easy to follow and understand.
Originality	Most of the information is lifted and copied from the original text.	Almost all of the information is expressed using the writer's own words.	All of the information is expressed using the writer's own words.
Mechanics	Many sentences are ungrammatically structured. There are also errors in spelling and punctuations.	Only few sentences are ungrammatically structured. There are only few errors in spelling and punctuations.	All sentences are grammatically structured with no errors in spelling and punctuations.



What's New

Task 2: TBT (Throwback and Tell)

Directions: Recall one of the novels or short stories you had discussed or read; choose one out of the numerous stories you have tackled or read throughout your school life. Using the space below rewrite the story using your own words.

- Did you find the retelling of the story difficult? Why or why not?
- What are the different ways or strategies did you use in order to retell the story? Did you find these strategies helpful? Why or why not?
- How did you do it? Kindly read the description written on the first column, then tell if you have done it or not by putting a check on the given checklist below.

DESCRIPTION	YES	NO
1.I only wrote my favorite parts.		
2.I wrote the important parts of the story.		
3.I added new information to give color to the story.		
4.I quoted important lines from the story.		
5.I copied the exact words and dialogues from the story.		
6.I wrote the most interesting part of the story.		



What is It

What is summarizing?

According to Cambridge Dictionary **summarizing** is to express the most important facts or ideas about something or someone in a short and clear form.

According to Diane Hacker summarizing involves stating a work's thesis and main ideas "simply, briefly, and "accurately".

Summarizing is a short restatement of the main idea of the text. The output of summarizing is called **summary**. It is the shortened version, perfectly, only one third (1/3) of the text. It should contain the main points and important details of the text and should be written in your own words.

Summarizing important skill in critical reading, summarizing is often used to determine the essential ideas in a book chapter, an article. These essential ideas include the **gist or main idea**, useful information, or key words or phrases that help you meet your reading purpose. Summarizing is generally done after reading.

Tips in Summarizing

1. Read the work first to understand the author's intent. This is a crucial step because an incomplete reading could lead to an inaccurate summary.
2. Read the given text not just once but several times. Comprehend it well.
3. Identify the text structure.
4. Highlight the important details in the text.
5. After highlighting and getting the gist write your preliminary summary.
6. Vary how you introduce or attribute your sources, like "according to..." or "so-and-so concludes that..." so your readers don't get bored
7. Always include a citation
8. Make sure you use your own words.

Aside from the general tips, you must also learn that there are various format in summarizing. These are idea heading, author heading, and date heading.

1. **Idea Heading Format.** This format, the summarized idea comes before the citation.

Example:

Benchmarking is a useful strategy that has the potential to help public officials improve the performance of local services (Folz,2004; Ammons,2001). Once the practice of a particular city is benchmarked, it can be a guidepost and the basis for the other counterparts to improve its own.

- 2. Author heading format.** This format, the summarized idea comes after the citation. The author's name/s is/are connected by an appropriate reporting verb.

Example:

The considerable number of users of FB has led educators to utilize FB for communicating with their students (Grant, 2008; as cited in Donmus, 2010). The study of Kabilan and Abidin (2010) shows that the students perceived FB as an online environment to expedite language learning specifically English. Donmus (2010) asserts that educational games on FB fecundate learning process and make students' learning environment more engaging. As regards literacy, this notion reveals that FB could be used as a tool to aid individuals execute a range of social acts through social literacy implementation (ibid). Blackstone and Hardwood (2012) suggest the facilitative strength of FB as it elicits greater achievement on collaboration among students.

- 3. Date Heading Format.** This format, the summarized idea comes after the date when the material was published.

Example:

On the other hand, active participation of the citizens in development contributes to a sound and reasonable government decisions. In their 2004 study on the impact of participatory development approach, Irvin and Stansbury argue that participation can be valuable to the participants and the government in terms of the process and outcomes of decision making.

Summarizing is a valuable skill needed in academic writing. You should know how to summarize properly the information that you have read, seen, or heard. Most assignments given in school require you to research, read and analyze information from different sources. Hence, it is important that you know how to restate or retell the original text using your own words in order to avoid plagiarism.



What's More

Task 3: Reading Time!

Directions: Read carefully the given article below and identify the key points. Afterwards, answer the questions that follow. Write your answer on a separate sheet of paper.

Aggressive Driving Should be Avoided

Aggressive driving is a phenomenon, which has only got the public worried. The National Highway Traffic Safety Council (NHTSC) defines aggressive driving as the “operation of a motor vehicle in a manner that endangers or is likely to endanger persons or property”. Actions such as running red lights, improper passing, overtaking on the left, improper lane change, failing to yield, improper turns, running stop signs, tail gaiting, careless driving, and speeding are examples of aggressive driving. Such actions are dangerous to other road users. Aggressive driving should be avoided because it causes crashes, injuries and fatalities.

The first reason why aggressive driving should be avoided is it causes crashes. According to NHTSC between 78 percent (excessive speed) and 100 percent (improper passing) of the cases of aggressive driving resulted in traffic crashes and 96 percent of the drivers cited for “following too closely” or tail gaiting caused crashes as a result of their aggressive driving. Moreover, ‘running red light,” “improper passing”, and “overtaking on the left” topped other categories of aggressive driving in contributing to traffic crashes.

Another reason why aggressive driving should be avoided is it causes injuries. NHTSC states that the percentages of the injuries caused by aggressive driving are, in almost all categories of aggressive driving, above 100 percent.

Another reason why aggressive driving should be avoided is it causes injuries. NHTSC states that the percentages of the injuries caused by aggressive driving are, in almost all categories of aggressive driving, above 100 percent.

Aggressive driving also causes fatalities.” Overtaking on the left” appears to be the most important contributing factor in traffic fatalities as it relates to aggressive driving. “Improper lane change,” “running stop sign,” and “running red light” rank second through four in terms of their contribution to traffic fatalities.

The above evidence shows that aggressive driving causes crash, injuries and fatalities. Hence, aggressive driving should be avoided. Since the opening on the North-South Highway, the number of kilometers of roads in the country has increased by one percent while the number of vehicle miles driven has increased by 35 percent. More cars and more drivers are also on the road leading to more aggressive drivers.

Source:<https://www.coursehero.com/file/23227596/Aggressive-Driving-Should-be-Avoided/#:~:text=The%20National%20Highway%20Traffic%20Safety,to%20endanger%20persons%20or%20property%E2%80%9D.&text=other%20road%20users,-Aggressive%20driving%20should%20be%20avoided,causes%20crashes%2C%20injuries%20and%20fatalities>

Comprehension Check

1. What is the main point of the article?

2. What are the actions that are considered dangerous to other road users?

3. Why should aggressive driving be avoided?

4. How does the article impact you as a reader?

5. Write a good summary of the article.



What I have Learned

Task 4: I learned that...

Directions: Complete the statements below by providing correct information based on what you have learned from this module. Use a separate sheet of paper for your answer.

1. Summarizing is _____
2. There are various techniques in summarizing academic texts such as:

3. Summarizing is important in academic writing because _____



What I can do

Task 5: Let's Explore!

Directions: Look and go to this link: <https://www.officialgazette.gov.ph/2020/07/27/rodrigo-roa-duterte-fifth-state-of-the-nation-address-july-27-2020/> and answer the following questions. Write your answer on a separate sheet of paper.

1. What are the key ideas or information? Identify at least three.
2. What are the important details that support each key idea or information?
3. Using your answers, write a summary of the technical report on a separate sheet of paper



Assessment

Part I.

Directions: Write S if the statement describes good summarizing and N if not. Write your answer on a separate sheet of paper.

1. Eli copied everything from the book.
2. The students extracted the key ideas in the text.
3. Antoinette concentrated on the important details.
4. Anita looked for key words and phrases.
5. Kaila simplified ideas.
6. Kai revised the main idea.
7. To add more information, Alexa added her analysis and comments to the ideas of the author.

Part II.

Directions: Choose the letter that presents the best summary in each of the following paragraphs: Write your answer on a separate sheet of paper.

8. When some people think about Texas, they think of cowboys on the open range-herding cattle up a dusty trail. However, Texas has much more than open prairie with large herds of cows. There are the mountains of West Texas, the piney hills of east Texas, and the emerald waters off the coast of Padre Island. Texas also has large coastal harbors with numerous sailboats, powerboats, inland lakes, rivers, swamps of southeast Texas with alligators and other exotic wildlife.
 - A. There are a lot of cows in Texas.
 - B. There are many different, varied parts of Texas.
 - C. Texas is one of the biggest states in the United States.
 - D. There are alligators in the swampland of southeast Texas.
9. Tomorrow is Jill's birthday. She is excited because she gets to pick where she will eat dinner. Will it be Mexican food at the Big Enchilada House? Or will it be fried chicken at the Chicken Shack, or a big cheeseburger at Al's Hamburger Palace. She just couldn't decide. Then there was always the Pizza Shop with that great pepperoni pizza. How would she ever decide? Maybe she would just flip a coin.
 - A. Jill has many restaurants to choose from for her birthday.
 - B. Jill loves Mexican food.
 - C. The Pizza Shop has the best pizza in town.
 - D. Jill will choose a place by flipping a coin.
10. It started when they got to the bears. Peter felt tired and his stomach hurt. He dragged himself over to see the elephants, which were eating from a stack of hay. Normally, the elephants were his favorite. Without much interest, Peter followed his classmates to the camels, which were busy swatting flies with their tails. Peter knew he should be having fun at the zoo, but he just felt terrible and all he wanted to do was lie down and rest. Even the lions and tigers did not interest him now.

- A. Peter's favorite animals were the elephants.
 - B. The camels were swatting flies with their tails.
 - C. It was really hot at the zoo.
 - D. Peter didn't enjoy the zoo because he felt really bad.
11. For the walls, Jenny thought she would use a bright yellow paint. She would pick a border that had mostly bright red and green colors, and maybe a little bit of blue. She already had found some curtains that were sky blue with streaks of red, blue and yellow that she thought would go great with the walls. And finally, she had picked a carpet that was mostly blue with specks of red and yellow. Jenny couldn't wait till she was done decorating her room. It was really going to look awesome.
- A. Jenny likes bright colors.
 - B. Jenny was going to paint her room.
 - C. Jenny was picking out colors and materials to decorate her room.
 - D. Yellow is a good color to paint your walls.
12. Right now, Jason was playing right field. He really wanted to play third base. Earlier this year, coach had put him in left field and second base in a game, but never at third base. Once in practice, coach let him play third base, but he kept missing ground balls. When he did stop one, he made a bad throw to first base. Maybe if he kept practicing, Jason would be good enough to play third base. That was his dream.
- A. Jason really wanted to play third base.
 - B. Jason was the best player on his team.
 - C. Jason had trouble catching ground balls.
 - D. Jason was too lazy to practice.
13. San Francisco is located on the coast of California in an area often called the Bay Area. The weather is generally very mild, seldom getting really cold or really hot. Its mild climate is one reason many people live there. It seldom snows in San Francisco and generally does not get below freezing during the winter. Even in the middle of summer, temperatures may be in the mid-80s with a cool breeze from the bay keeping the weather very comfortable.
- A. San Francisco has many neat things to do.
 - B. It seldom snows in California.
 - C. Many people choose to live in California.
 - D. The weather in San Francisco is generally very mild.
14. Julie watched the ants as they carried small crumbs down the trail to the anthill. She thinks ants are very hard working and industrious little creatures. They always seemed busy, and you never saw an ant just laying around doing nothing. They were carrying food, building tunnels, or defending the anthill. One thing you could say about ants is that they sure aren't lazy.
- A. Ants carry many things.
 - B. Some ants may bite you.
 - C. Ants are hard workers.
 - D. Some ants help take care of the queen.

15. The first book Chris read in fifth grade was about a lost kitten. Then he read a book about a family of bears, and then he read about a wild kangaroo in Australia. It seems every book Chris reads about animals. Last week he found a good book about snakes and reptiles, and another book about elephants. Today Chris went to the library, and he checked out a book about dolphins, whales and other animals that live in the sea.
- A. Chris likes kangaroos.
 - B. Chris is in the fifth grade.
 - C. Chris reads a lot of books about animals.
 - D. Dolphins and whales live in the sea.



Additional Activities

Directions: Read the given passage and follow the instructions.

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text.
3. Your summary must describe all key ideas from the text.
4. Highlight or underline key ideas in the given passage.

Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, they lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors created several front companies to purchase and dismantle the trolley car system. They received big investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and others in the automotive industry.

Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable. This would then increase automobile sales. The decline of the tram system in North America could be blamed on many things—labor strikes, the Great Depression, regulations that were unfavorable to operators. Yet, perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction. Fill it up, please.

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English for Academic and Professional Purposes

Quarter 1/ Module 1

Lesson 4: Thesis Statements in Academic Texts



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Thesis Statements. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

Learning Competency:

- States the thesis statement of an academic text (CS_EN11/12A-EAPP_Ia-c-6)

After going through this module, you are expected to:

- identify what a thesis statement is;
- determine the location of main ideas
- identify strategies in locating thesis statement and topic sentences; and
- develop a thesis statement for a given text.



What I know

Part I.

Directions: Read the following questions carefully. Then, choose the letter of the correct answer. Write your chosen letter on a separate sheet of paper.

1. What is a thesis statement?
 - a. It expresses the author's opinion in a text.
 - b. It is one's claim on a given topic.
 - c. It describes the point of an essay.
 - d. All of the above.
2. Which is not true about thesis statements?
 - a. It serves as a roadmap of your paper.
 - b. It states the main idea about the topic or issue.
 - c. A thesis statement can be a quote from a famous person.
 - d. A thesis statement requires evidence or proof.
3. How long should be a thesis statement?
 - a. one-word
 - b. one sentence
 - c. one paragraph
 - d. one text
4. Which is true about thesis statements?
 - a. It is an announcement.
 - b. It is arguable.
 - c. It is a fact.
 - d. It is a question.
5. Where does the thesis statement located in an academic text?
 - a. first paragraph
 - b. second paragraph
 - c. last paragraph
 - d. anywhere in the text

6. Which is a thesis statement about Angel Locsin?
 - a. Angel Locsin should receive an award for her charity and humanitarian efforts.
 - b. Angel Locsin is a respected actress in showbiz.
 - c. What makes Angel Locsin a real-life Darna?
 - d. Not just a film and television actress, Angel Locsin is also a commercial model and fashion designer.
7. Which among the following is true about thesis statements?
 - a. It tells the reader what the academic text is about.
 - b. There could be one or more thesis statements found in an academic text.
 - c. Thesis statements and topic sentences are similar.
 - d. Thesis statements are found in every paragraph of an academic text.
8. Which is a thesis statement?
 - a. Which is better, desktops or laptops?
 - b. The Advantages and Disadvantages of Distance Education
 - c. Most Filipino students prefer modular learning to online learning.
 - d. The key to defeat this pandemic is discipline and self-control.
9. Which among the following is a strong thesis statement?
 - a. Research is an essential subject in Senior High School.
 - b. Corporal punishment is harmful as it only worsens children's behavior.
 - c. J.K. Rowling, the author of Harry Potter, is a good writer.
 - d. Pollution and mining in the Philippines should be stopped.
10. Which is the most appropriate thesis statement on the use of educational technology in schools?
 - a. Educational technology includes computers and other software application to aid classroom learning.
 - b. What is educational technology?
 - c. This paper discusses the uses and benefits of educational technology in the classroom.
 - d. Educational technology is a helpful tool that improves students' academic performance.

Part II.

Directions: Write **T** if the statement supports the principle of thesis statement; write **F** if otherwise. Write your answer on a separate sheet of paper.

11. Thesis Statement is the first sentence at the beginning of each paragraph.
12. It focuses your ideas into one or two sentences.
13. It is a question in response to the writing assignment
14. Thesis statement is usually presented in the abstract or executive summary
15. Thesis statements can also be explicit or implicit.

Lesson 4

Thesis Statements in Academic Texts

Completing something quickly but proficiently and accurately is one skill you will definitely find useful in life. Skill which can also be helpful in your academic classes, especially when you have to read various texts. One effective way of increasing your speed in reading is by finding the main idea of the text and the topic sentence of the paragraphs.

If you have the skill to locate the thesis statement and the topic sentences, you do not have to read the entire text just to get the key information you need. It will give you an idea of the text and help you evaluate the author's arguments as you read.



What's In

Task 1: Pre- writing Activity

Directions: Sitting on your favorite spot, write a paragraph about your idea of love. Make sure that you have a central idea in your paragraph. Write your answer on a separate sheet of paper.



What's New

Task 2: 3Rs (Read-Reflect-React)

Directions: Read the given text and answer the questions that follow. Write your answer on a separate sheet of paper.

Competition and Cooperation

(1) Explanations of the interrelation between competition and cooperation have evolved over the time. Early research into competition and cooperation defined each of them in terms of the distribution of rewards related to each. Competition was defined as a situation in which rewards are distributed unequally on the basis of performance, cooperation on the other hand, was defined as a situation in which rewards are distributed equally on the basis of mutual interactive behavior among individuals. By this definition, a competitive situation requires at least one competitor to fail for each competitor that wins, while a cooperative situation offers a reward only if all members of the group receive it.

(2) Researchers have found definitions of competition and cooperation based upon rewards inadequate primarily because definitions of these two concepts based upon rewards depict them as opposite. In current understanding, competition is not viewed as opposite of cooperation, instead, cooperation is viewed as integral component of competition. Cooperation is necessary among team members, perhaps in a sporting event or in a political race, in order to win the competition, it is equally

important to understand that cooperation is of great importance between teams in that same sporting event or ground rules of the game or election in order to compete.

(3) Interestingly, the word competition is derived from a Latin verb which means “to seek together.” An understanding of the derivation of the word competition supports the understanding that cooperation, rather than evoking a characteristic at the opposite extreme of human nature from competition, is in reality a necessary factor in competition.

1. What is the topic of the text?

2. What is the author’s comment or claim about the topic?

3. Do you agree with the author’s comment on the topic? Why or why not?



What is It

What is Thesis Statement?

- It sums up the point of an academic text.
- In an academic text, the thesis statement is usually presented in the abstract or executive summary or found at the last part of the introduction.
- It is the central idea of a multiple-paragraph composition. It is one sentence summary that guides, controls and unifies ideas when writing a paper. In simple terms, all the other ideas present in an essay revolve around the thesis statement.
- It focuses your ideas into one or two sentences. It should present the topic of your paper and also make a comment about your position in relation to the topic. Your thesis statement should tell your reader what the paper is about and also help guide your writing and keep your argument focused.
- It can be explicit or implicit.

The following are the key elements for a strong thesis statement:

1. It is not a fact. A fact is irrefutable. Writing a fact as a thesis makes no argument.

Weak: Cats spend most of their time sleeping.

Strong: Cats are better than dogs because they keep pests at bay and they require less work than puppies.

2. It is not a question. A question simply does not express one’s claim or comment about a topic.

Weak: What are the advantages of keeping a pet at home?

Strong: A person who wants to live happily in life should own a pet because of their ability to help decrease depression, stress and anxiety.

3. It is not an announcement. Avoid saying what you will discuss in the text.

Weak: This paper discusses the advantages and disadvantages of owning a pet.

Strong: Owning a pet brings good than burden because they can lower stress levels, make one feels safe and teach their owners responsibility.

4. It is not too broad. Avoid making vague and confusing thesis statements by making specific and focused thesis.

Weak: Too much alcohol consumption is not good for the health.

Strong: Excessive alcohol consumption increases the risk to health problems as it may cause liver damage, stomach distress and even cancer.

5. It is a complete sentence. A phrase does not convey complete ideas or thought. Stating the thesis in complete sentence makes it easier for the reader to understand the main idea of the text.

6. It requires support. To make your thesis statement persuasive, facts, surveys, reports etc. should be used as proof or evidences to support your claim or opinion on the topic.

7. It takes a stand. The thesis should clearly show your claim about a subject or topic.

8. It is arguable. The thesis should be contestable, debatable or argumentative. Again, the thesis statement should never be a factual statement.

Strategies in Locating the Thesis Statement

- Read the title of the text and make inferences on its purpose.
- If the text has no abstract or executive summary, read the first few paragraphs as the thesis statement is usually located there.
- In other cases, you may also check the conclusion where authors sum up and review their main points.



What's More

Task 3: Louder

Directions: Write your own thesis statement on the topic below. Make sure that the thesis statement is strong following the key elements of an effective thesis statement. Write your answer on a separate sheet of paper.

1. Topic: Ban on Motorcycle Back riding

Thesis Statement: _____

2. Topic: Covid-19 Vaccine

Thesis Statement: _____

3. Topic: Virtual Learning

Thesis Statement: _____



What I have Learned

Task 4: Answer Me

Directions: Choose the most appropriate thesis statement on the following topics.

Write the letter of your choice on a separate sheet of paper.

1. On ABS-CBN Shutdown
 - a. ABS-CBN should not be stopped from operating as many employees may lose their job during this pandemic.
 - b. This paper will explore the reasons why ABS-CBN should be shut down.
 - c. I think ABS-CBN shutdown is a major blow to press freedom in the country.
 - d. What are the reasons of ABS-CBN shutdown?
2. On Reopening of Classes
 - a. It is not safe for students and teachers to attend classes this August.
 - b. The schools, both public and private, must prioritize health safety protocols for learners and teachers by ensuring that vaccines are available in the country before school opening.
 - c. I know a lot of parents are against the reopening of classes this August.
 - d. Pros and cons of resumption of classes amidst this COVID 19 pandemic
3. On Reinstatement of Death Penalty in the Philippines
 - a. Surveys show that Filipinos would like death penalty to be reinstated in the country.
 - b. I believe that death penalty will only violate the human rights of every Filipino.
 - c. Death penalty does not only serve justice to the victims and their family, but it also helps decrease the number of heinous crime in the Philippines.
 - d. This passage talks about why death penalty should be reinstated in the Philippines.
4. On Wearing of School Uniforms
 - a. "It's not about the dress you wear, but the life you lead in the dress" Diana Vreeland.
 - b. Wearing school uniforms promotes not just self-respect but also respect to learning and educational institutions.
 - c. Wearing of school uniforms have advantages and disadvantages.
 - d. In this paper, I will explore the benefits of school uniform policy.
5. On the Use of Gadgets
 - a. Gadget use should be in moderation as it may negatively affect physical and psychological health.
 - b. Negative effects of gadget use include vision problems, lack of sleep, confusion, and even violence.
 - c. I guess gadget use does more harm than good.
 - d. Any type of gadget is bad for children.



What I can do

Task 5: Thesis Making

Directions: Make a strong thesis statement based on the given situations and supports. Kindly check the sample below. Write your answer on a separate sheet of paper.

Example:

Situation: You won in a raffle draw and you were given a chance to choose any tourist destination you would like to visit. Write about your dream place and explain why you would like to go there.

Supports:

- a. Palawan is a home to beautiful coral reefs and stunning beaches.
- b. It is the best place for scuba diving and snorkeling.
- c. The people in Palawan are friendly.

Thesis Statement: With stunning beaches and coral reefs, friendly people and a place for exciting water activities, Palawan is the best place to relieve stress from the bustling noise of a city.

Situation No. 1: Your little brother is asking for help in his report on the positive and negative effects of smartphones on children.

Supports:

- a. Smartphones can be used for communication, anywhere, anytime.
- b. Smartphones may cause mental health such as depression.
- c. Smartphones may damage eyes and natural sleep cycle.

Thesis Statement: _____

Situation No. 2: Your friend from South Korea is looking for a place where he can spend his summer vacation with his family.

Supports: a. Philippines has many pristine beaches, and hot and cold springs.
b. Filipinos are warm, hospitable, and generous. c. The travel and food expenses in the country are affordable.

Thesis Statement: _____



Assessment

Part I.

Directions: Write T if the statement is true. Otherwise, write F. Write your answer on a separate sheet of paper.

1. A paragraph can consist of two or more topic sentences.
2. The abstract presents the thesis of the text.
3. By observing the writing style of the author, you can determine the location of the topic sentences.
4. thesis statement is usually presented in the abstract or executive summary
5. Most of the time, the author begins the paragraph with a topic sentence.
6. The main idea is presented at the end of a paragraph.
7. The main idea is always stated in the first part of a paragraph.
8. The thesis statement needs support to make the statement persuasive.
9. When an abstract is not provided, the thesis statement is not evident in the text.
10. You don't have to read the full text if you know how to spot its main idea.

Part II.

Directions: Read the following passages carefully and choose the correct thesis statement. Write the letter of your answer on a separate sheet of paper.

1. Native people in early North America liked to play games. Their favorite games were played with a stick and a ball, like lacrosse. In lacrosse the rule is that you can't touch the ball with your hands. You catch the ball in a net on the end of a stick and use the stick to throw the ball.
 - A. Their favorite games were played with a stick and a ball, like lacrosse.
 - B. Native people in early North America liked to play games.
 - C. You catch the ball in a net on the end of a stick and use the stick to throw the ball.
 - D. In lacrosse the rule is that you can't touch the ball with your hands.
2. Not all plants grow in the same way. Some plants grow and reproduce in one year and are called annuals. Some plants grow and reproduce in two years and are called biennials. Other plants grow and reproduce for many years and are called perennials.
 - A. Other plants grow and reproduce for many years and are called perennials.
 - B. Some plants grow and reproduce in two years and are called biennials.
 - C. Not all plants grow in the same way.
 - D. Some plants grow and reproduce in one year and are called annuals.

3. Teeth can tell you what kinds of food a mammal eats. Plant eaters (herbivores) like deer have large, flat molars for grinding plants. Animals that eat both plants and meat (omnivores) have strong canines and molars for tearing and grinding foods. Animals that are meat eaters (carnivores) have canine teeth for cutting and tearing.
- A. Animals that are meat eaters (carnivores) have canine teeth for cutting and tearing.
 - B. Plant eaters (herbivores) like deer have large, flat molars for grinding plants.
 - C. Animals that eat both plants and meat (omnivores) have strong canines and molars for tearing and grinding foods.
 - D. Teeth can tell you what kinds of food a mammal eats.
4. Animals have defenses against being eaten, and so do plants. Plants like milkweed have strong chemicals that can make animals sick. Poison Ivy has oils in its leaves that will give animals an itchy rash. Blackberries have sharp thorns all over the plant.
- A. Animals have defenses against being eaten, and so do plants.
 - B. Blackberries have sharp thorns all over the plant.
 - C. Poison ivy has oils in its leaves that will give animals an itchy rash.
 - D. Plants like hemlock have strong chemicals that can make animals sick.
5. Yellowjackets, a kind of wasp, are a normal part of summer. Their numbers increase all summer, making them a nuisance by late summer. Colonies can reach several thousand individuals. Picnic areas are especially attractive to them, and Yellowjackets will visit these areas regularly.
- A. Their numbers increase all summer, making them a nuisance by late summer.
 - B. Yellowjackets, a kind of wasp, are a normal part of summer.
 - C. Colonies can reach several thousand individuals.
 - D. Picnic areas are especially attractive to them, and Yellowjackets will visit these areas regularly.

Source: https://www.softschools.com/quizzes/language_arts/main_idea/quiz1510.html



Additional Activities

Let's Find out!

Directions: Read the given text and locate the main idea by underlining it. Then, rewrite the main idea in your own words. Write your answer on a separate sheet of paper.

The roles of English within and between many of the countries which make up Southeast Asia are increasing, and English is constantly being used and negotiated as a mutual means of communication by Asian multilinguals for whom English is an additional language. It is timely, therefore, to consider ways in which these Englishes have been developing, along with the roles English is currently playing. Areas worthy of investigation include the influence of language contact and the motivations for the presence of nonstandard forms in these new varieties of English.

Given the recent research reviewed in this paper, the criteria by which the use of non-standard forms is classified as characteristic of the particular variety need to be revised. The paper will conclude by considering whether the role of English as a lingua franca in the region has reached its zenith and whether regional language education policy will likely allow the languages of Asia to thrive.

Source: Kirkpatrick, A. (2014). Englishes in Southeast Asia: Pedagogical and policy implications. World Englishes, 33 (4) 426-438. DOI: 10.1111/weng.12105

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English for Academic and Professional Purposes

Quarter 1/ Module 1

**Lesson 5: Outlining Reading
Text**



What I Need to Know

This module was designed and written with you in mind. It is here to help you understand the nature of outlining reading texts; further it aims to provide you with activities that will sharpen your skills in outlining.

Learning Competency:

- Outlines reading texts in various disciplines (CS_EN11/12A-EAPP_Ia-c-8)

After going through this module, you are expected to:

- Differentiate academic texts from nonacademic texts
- Outlines reading texts in various disciplines



What I know

Part I.

Directions: Read the following statements carefully. Write **TRUE** if the statement is correct and **FALSE** if otherwise. Write your answers on a separate sheet of paper.

1. Topic sentences are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.
2. One important feature of a reading text in Science is that it provides a link between laws and theories and real-life occurrences.
3. Writing outline is used to get the main ideas of a text that is already written.
4. Academic articles are written by professionals in a given field. They are edited by the authors' peers and often take years to publish.
5. An outline shows how the parts of a text are related to one another as parts that are of equal importance, or sections that are subordinate to a main idea.
6. In creating a reading outline, look for key phrases in each paragraph of the essay.
7. Academic articles are written for the mass public. They are published quickly and can be written by anyone.
8. In academic reading, full concentration and comprehension are required to understand the key ideas, information, themes, or arguments of the text.
9. The Venn diagram is one of the types of concept map or graphic organizer that will enable the readers to come up with the bird's eye view of the lesson.
10. Maps are commonly found in history textbooks and other materials in social sciences.
11. Outlining organize ideas in a sequential manner and thoughtful flow.
12. An outline permits the writers to comprehend how they will connect information to support the thesis statement.
13. There are four parts of an outline namely introduction, body, conclusion and abstract.
14. In outlining, less important ideas should be emphasized more than the important ones.
15. Thesis statement should be supported by supporting details or evidence.

Lesson 5

Outlining Reading Texts

It's fun reading texts with many ideas to learn, but it's also important to organize those ideas in a logical way so that it can easily be understood. Without an effective organization, the text can become confusing, and main idea can get lost on the reader. Taking a few minutes to outline the material after reading will help you organize your ideas and group them effectively.



What's In

Academic vs. Non-Academic Texts

Knowing the difference between academic and non-academic text is important for students and for the professionals as well. For example, it becomes essential when doing a research paper because it will require academic and scholarly articles.

Academic Text

Academic texts are written by professionals in a given field. It often take years to publish. The language use is formal and contain words and terms typical to the field. The authors name is present, as well as their credentials. There is also a list of references that indicate where the author obtained the information used in writing the article.

Examples: Articles, Conference papers, Reviews, Theses/Dissertations

Non-Academic Text

Non-Academic texts are written for the mass public. These are published quickly and can be written by anyone. The language is informal, casual and may contain slang words. The author may or may not be provided and will not have any credentials listed. There will be no reference list. Non-Academic articles can be found in periodicals similar to Time, Newsweek or Rolling Stone.

Examples: graphic novels, magazines



What's New

Task 1: Locating the Main Idea

The main idea is the sentence that makes the central point about the topic or subject of a paragraph.

Finding the main idea is a key to understanding what you read. The main idea ties all of the sentences in the paragraph or article together. Once you identify the main idea, everything else in the reading should click into place. The rest of the reading is the evidence provided to support that main idea. Knowing how to identify

the main idea is a great help in understanding the text and there will make it easy for the reader to construct a reading outline. Outlining organize ideas in a sequential manner and thoughtful flow. Doing so allows the reader to pick relevant information or quotes from sources early on, giving a concrete idea about the text.

Directions: *Read the following texts then locate the main idea. Choose the letter of the correct answer. Write your answer on a separate sheet of paper.*

1. (1) One common example of instinct is the spider's spinning of its intricate web. (2) No one teaches a spider how to spin: its inborn instinct allows it to accomplish (3) Another example of instinctive behavior is the salmon's struggle to swim upstream to lay eggs. (4) It would be much easier for the salmon to follow the current downstream, but instinct overrides all other considerations. (5) Instinct is clearly a strong influence on animal behavior. What is the main idea?
 - A. Sentence 1
 - B. Sentence 2
 - C. Sentence 3
 - D. Sentence 5

2. (1) In response to customers' bitter complaints about long lines, banks are trying new ways to shorten the wait or at least to make it more pleasant. (2) One bank provides coffee and cookies so customers can munch while they wait. (3) Other banks show action movies on a large video screen. (4) One daring bank in California will pay a customer five dollars if he or she must wait more than five minutes for service. (5) Still other banks offer the most obvious solution of all...they simply hire more bank tellers.
 - A. Sentence 3
 - B. Sentence 4
 - C. Sentence 1
 - D. Sentence 2

3. Before clocks were made, people kept track of time by other means. In ancient Egypt, people used a water clock. Water dripped slowly from one clay pot into another. People measured time according to how long it took one pot to empty and the other one to fill. Candle clocks were common during the Middle Ages. As such, when a candle burned, marks on its side showed about how much time had passed. A final ancient way to measure time was the sundial, which used the movement of the sun across the sky. The shadows moving across the face of the sundial showed the current time. What is the main idea?
 - A. As such, when a candle burned, marks on its side showed about how much time had passed.
 - B. Before clocks were made, people kept track by other means.
 - C. In ancient Egypt, people used a water clock.
 - D. All the above.



What is It

“I am part of everything that I have read.”
— Theodore Roosevelt

An **outline** is a summary that gives the essential features of a text. It shows how the parts of a text are related to one another as parts that are of equal importance, or sections that are subordinate to a main idea. Outline helps in organizing ideas.

Two Kinds of Outline:

- 1. Reading outline** is used to get the main ideas of a text that is already written.
- 2. Writing outline** is a skeletal overview of your draft, which contains your fundamental points and the different ideas that support them.

Steps in Creating a Reading Outline:

1. Read the entire text first. Skim the text afterward.
2. Locate the main idea or thesis of the whole essay.
3. Look for key phrases in each paragraph of the essay.
4. Locate the topic sentence of each paragraph.
5. Look at the topic sentences and group those with related ideas together.
6. The contents of the reading are arranged according to levels.
7. Evaluate the supporting details provided.
8. Go back to the text to check whether you have followed its sequence closely and that you have not missed any important information.

SAMPLE OUTLINE FORMAT

I. Introduction

- A. Topic
- B. Purpose
- C. Thesis Statement

II. Body

- A. First major topic
 1. First supporting idea
 2. Second supporting idea
- B. Second major topic
 1. First supporting idea
 2. Second supporting idea
- C. Third major topic
 1. First supporting idea
 2. Second supporting idea

III. Conclusion

- A. Main points
- B. Course of action



What's More

Task 2: Read and Summarize!

Directions: Read the article below then make a summary by completing the table.

What Language is Spoken in The Philippines? **by Steph Koyfman** **July 31, 2019**

With 183 living languages to speak of, the Philippines is one of the most linguistically diverse countries on the planet.

There's no easy way to say what language is spoken in the Philippines, unless you're willing to name and enumerate nearly 200 of them. There are 183 living languages currently spoken in the Philippines, the vast majority of which are indigenous tongues.

This sounds like a lot until you consider the fact that the Philippines consist of 7,641 individual islands. Even though most of them are uninhabited, that still leaves plenty of opportunity for linguistic diversity to flourish. This data visualization tool will probably help you get a better grasp of how this looks in practice, but to give you an idea, there's a 76 percent to 84 percent chance that any two random people in the Philippines grew up speaking a different language, which makes this nation more linguistically diverse than at least 190 other countries. In fact, the Philippines has a whole month in August to celebrate this fact (called Buwan ng Wika, or Language Month).

Still, there are official and national languages to speak of, as well as several other tongues that are more widely spoken throughout the nation.

What Language is Spoken in the Philippines?

Official Languages

The two official languages of the Philippines are Filipino and English. Filipino is the national language, and the official status of English is a holdover from its time as a U.S. territory between the years of 1898 and 1946. Filipino is the primary language used in school and media, and it's also the lingua franca that unites the nation's disparate linguistic communities. You'll mostly encounter English in government, newspapers and magazines.

Filipino Vs. Tagalog

Are Filipino and Tagalog more or less the same language? Almost, but not quite. Filipino is an updated version of Tagalog that includes elements of other native Philippine languages, as well as English, Spanish, Malay and Chinese. Due to its status at the time as the main language spoken in Manila, Tagalog became the national language of the Philippines in 1937 when Congress voted to include a native language among the officially recognized languages. Eventually, Tagalog was renamed Pilipino, and when the Constitution was amended in 1973 under dictator President Ferdinand Marcos, Congress took steps to create a new iteration of the

language, which was to be known as Filipino. Filipino then gained official status in 1987.

The evolution of Pilipino into Filipino was part of Marcos' efforts to create a "new society." Part of this meant incorporating elements of other languages, often by replacing Tagalog words deemed "aesthetically unpleasing" with alternative words that sounded nicer. The letters f, j, c, x and z were added to the alphabet, and the spellings of some words changed to better reflect how they're pronounced.

Other Major Languages

The Philippines were under Spanish colonial rule for 300 years beginning in 1565, and during this time, Spanish was the official language (and remained the lingua franca even after it lost its official status). Spanish actually became an official language again, together with English, according to the Constitution of 1935, but it was demoted to an "optional and voluntary language" in 1987.

There are also major regional languages spoken in the Philippines that include Aklanon, Basian, Bikol, Cebuano, Chavacano (a Spanish-based creole), Hiligaynon, Ibanag, Ilocano, Ilonggo, Ivatan, Maranao, Tagalog, Kapampangan, Kinaray-a, Waray, Maguindanao, Pangasinan, Sambal, Surigaonon, Tausug and Yakan. These are all mostly indigenous languages belonging to the Austronesian language family. Out of these, 10 languages account for the language over 90 percent of Filipino people speak at home. These languages are Tagalog, Bisaya, Cebuano, Ilocano, Hiligaynon Ilonggo, Bicol, Waray, Maguindanao, Kapampangan and Pangasinan.

Immigrant populations have also affected the linguistic landscape of the Philippines. Major immigrant languages include Sindhi (20,000 speakers, according to Ethnologue), Japanese (2,900), Indonesian (2,580), Hindi (2,420) and German (960), as well as Korean, Arabic, Vietnamese, Malay, Tamil and various types of Chinese

What Language is Spoken in the Philippines?	
Introduction	
Official Languages	
Filipino vs. Tagalog	
Other Major Languages	



What I have Learned

Task 3: Say Something!

Directions: Explain briefly how outlines are used in determining the structure of a reading material. Write your answer on a separate sheet of paper.



What I can do

Task 5: Read and Outline

Directions: Read a newspaper article then summarize it using the outline format. You can attach the news clip or provide the link of the article. Write your answer on a separate sheet of paper.



Assessment

Part I.

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of these is not a component for an effective outline?
A. Coordination B. Subordination C. Parallelism D. Organization
2. Which of the following is TRUE about a good outline?
A. Each heading should be divided into 2 or more parts.
B. Headings and sub-headings should preserve parallelism.
C. Information in the headings should be more general.
D. All of the above
3. Which is NOT a reason for creating an outline?
A. To show logical order
B. To define boundaries and groups
C. To determine the number of words in the reading text
D. To show relationship among ideas in the text
4. Which is the attention grabber that makes the essay more interesting?
A. Body B. Introduction C. Main Idea D. Conclusion
5. Which is not a part of an outline?
A. Body B. Introduction C. Main Idea D. Conclusion
6. Which of the following parts of an essay includes the supporting details or evidence that support the thesis statement?
A. Body B. Introduction C. Main Idea D. Conclusion
7. Which part of an essay summarizes all the ideas and key points presented in the text?
A. Body B. Introduction C. Main Idea D. Conclusion

For Nos. 4-10. A. ACADEMIC B. NON-ACADEMIC C. BOTH

8. These are formal texts, based on facts and evidence.
9. They are published quickly and can be written by anyone.
10. There will be a list of references that indicate where the author obtained the information s/he is using in the article.
11. They are edited by the authors' peers and often take years to publish.
12. They are written by professionals in a given field.
13. The grammar for these texts is likely error free.
14. There is an interaction between the reader and the reading text.
15. These reading texts get published even if it does not contain a list of reference.



Additional Activities

OUTLINING. Using a separate sheet of paper, write the outline form of the text.

Nocturnal animals, explained

Animals that hunt, mate, or are generally active after dark have special adaptations that make it easier to live the night life.

PUBLISHED JANUARY 8, 2019

There's a reason why people who stay up late are called night owls. That's because owls are always awake and active when the sun is down. This is called nocturnal behavior, and it's common among many animals. They become more active at night to hunt, mate, or avoid heat and predators.

How do animals see in the dark?

Nocturnal animals have evolved physical traits that let them roam in the dark more effectively. The eyes get bigger, and the pupils widen. Owl eyes, for example, are so big that they can't move in the socket, but their wide pupils help them collect more light.

A reflective layer called tapetum sits behind the retina; any light that passes through the eye reflects onto the tapetum. The retinas contain rod cells, which pack their DNA in a way that turns each cell's nucleus into a light-collecting lens. This is different from how the rods of non-nocturnal animals or humans work.

Other adaptations

Sight isn't the only feature nocturnal animals rely on. Some depend on other senses to adapt to the darkness.

Animals like owls and large cats have specialized hearing to hunt at night; owls' ears are offset, and ears of large cats are highly maneuverable.

Many nocturnal animals, though not nocturnal birds, have a good sense of smell and often communicate with scent marking. That sense of smell comes from the Jacobson's organ located in the roofs of their mouths. When an animal pulls its lips back and grimaces, it enhances the sensitivity of the organ.

Some animals, like snakes, use taste to navigate and locate prey.

References:

Book Sources

Laurel, M. M., Lucero, A.F, Bumatay –Cruz, R.T (2016). English for Academic and Professional Purposes Reader. Quezon City, Philippines. Department of Education.

Saqueton, G. and Uychoco M.T. (2016) English for Academic and Professional Purposes. Rex Bookstore. pp. 23-28

Online Sources

<https://www.uccs.edu/~writingcenter>

<https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/ThesisStatements-Handout>

<https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/2532/WritingThesis-Statements>

https://www.softschools.com/quizzes/language_arts/main_idea/quiz1510.html

[https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Book%3A_Basic_Reading_and_Writing_\(Lumen\)/Module_2%3A_Critical_Reading/2.05%3A_Identifying_Thesis_Statements](https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Book%3A_Basic_Reading_and_Writing_(Lumen)/Module_2%3A_Critical_Reading/2.05%3A_Identifying_Thesis_Statements)

English for Academic and Professional Purposes

Quarter 1/ Module 1 Lesson 6: Citing Sources



What I Need to Know

This module was designed and written with you in mind. It is here to help you master skill in citing sources. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

Learning Competency:

- Cites specific sources to support claims (CS_EN11/12A-EAPP_Id-f-12)

After going through this module, you are expected to:

- identify the importance of citations
- cites specific sources to support claims



What I know

Part I.

Directions: Read the following statements carefully. Write **AGREE** if the statement is true and **DISAGREE** if false. Write your answers on a separate sheet of paper.

1. A brief in-text citation containing the author's last name, and sometimes the year and/or a page number.
2. APA and MLA are the most commonly used citation styles among students.
3. To paraphrase a source, put the ideas into your own words. It is important that the paraphrase is not too close to the original wording.
4. Citation issues can appear when writers use too much information from a source, rather than including their own ideas and commentary on sources' information.
5. When no individual author name is listed, but the source can clearly be attributed to a specific organization, use the organization's name as the author in the reference entry and in-text citations.
6. On the acknowledgement page, you list all the sources that you've cited throughout your paper.
7. Citing sources properly is essential to avoiding plagiarism in your writing.
8. A standard APA in-text citation includes the author's last name and a page number in parentheses.
9. An MLA in-text citation consists of the author's last name and the year of publication (also known as the author-date system).
10. APA references generally include information about the author, publication date, title, and source.
11. Citing sources gives credit to the original author of a work.
12. Citing sources helps the readers determine your original source.
13. APA Style is usually use in the field of medicine.
14. It is required to indicate the page number enclosed in parenthesis when using a direct quote with less than 40 words.
15. To write scholarly, you take and use the idea or concept of someone else without proper acknowledgement.

Lesson 6

Citing Sources

Information from credible sources is very important and this source must be properly acknowledged. This can be done by citing the source. When credit is not given to the author or source, this is considered as an act of plagiarizing. Plagiarism means copying verbatim of language and ideas of other writers and taking credit for them. Plagiarism occurs when someone claims credit for a work. To avoid this, proper citations shall be adapted.



What's In

Task 1: Name it!

Directions: Write at least three (3) reliable and reputable websites. Once you are done, you may ask someone (or your teacher) to help you evaluate whether the site is reliable or not. Write your answers on a separate sheet of paper.

1. _____
2. _____
3. _____



What's New

Task 2: Check it out!

Directions: Read and understand the following claims. Then, answer the following questions that follow. Write your answers on a separate sheet of paper.

1. Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.
2. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment.
3. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

Are these claims reliable? How did you find support for the claims? Why are citations important? How would you feel if your ideas or work were used without giving you credit?



What is It

“When in doubt, cite!”

— Notre Dame de Namur University

Citing Sources

Citing sources means to include information about books or articles read on a topic and use in a paper. Citation is required when using the ideas or words of others.

A citation is a formal reference to a published or unpublished source.

Importance of Citing Sources:

1. Proper citation allows readers to locate the reference materials.
2. Citing other people's words and ideas increases the credibility of the author.
3. The ideas presented by other researchers can be used to reinforce one's argument.
4. Other researchers' findings can be used to explain reasons for suggesting new approaches.

Some of the most commonly used style guides:

1. American Psychological Association (**APA**) – psychology, education, economics and other social sciences
2. Modern Language Association (**MLA**) – literature, arts, and humanities
3. Institute of Electrical and Electronic Engineers (**IEEE**) - Engineering
4. American Medical Association Manual of Style (**AMA**) – medicine, health sciences and other natural sciences
5. The Chicago Manual of Style (**Chicago**) – reference books, non-academic periodicals)

Forms of Citation: In-text and reference

1. **In-text citations** appear throughout your paper at the end of a sentence you are citing. They tell your reader where you found the information used to come up with a particular idea.
2. **Works cited page (MLA) or reference list (APA) citations** give all of the information your reader would need to find your source. They appear at the end of your paper as a separate page listing all of the sources you used.

Guidelines in Citing Sources (APA and MLA)		
In-text Citations	APA	MLA
An in-text citation is a shortened version of a source's bibliographic information that is inserted right into the text of a paper to indicate to readers that the information in that sentence was borrowed from someone else.	<i>Author-Year of Publication Method</i> 1. According to Friedman (1999), no two countries that both had McDonald's had fought a war against each other since each got its McDonald's. 2. No two countries that both had McDonald's had fought a war against each other since each got its McDonald's. (Friedman, 1999) <i>Direct Quotations</i> Friedman (1999) wrote, "No two countries that both had McDonald's had fought a war against each other since each got its McDonald's" (p. 195).	<i>Author Page Method</i> 1. Friedman claimed that no two countries that both had McDonald's had fought a war against each other since each got its McDonald's (195). 2. No two countries that both had McDonald's had fought a war against each other since each got its McDonald's (Friedman 195). <i>Direct Quotations</i> Friedman wrote, "No two countries that both had McDonald's had fought a war against each other since each got its McDonald's" (195).
Reference Citations	APA	MLA
Books	<i>Author's Last Name, Name M.I. (Year). Title. Place. Publisher.</i> Sternberg, E. (2000). Just business: Business ethics in action (2nd ed.). Oxford University Press.	<i>Last Name, first Name. title of Book. City of Publication: Publisher, Year of Publication. Medium of Publication.</i> Sternberg, Elaine. Just Business: Business Ethics in Action. 2nd ed., Oxford UP, 2000.
Internet Sources	<i>Author, A. A., & Author, B. B. (Year or Year, Month day if available). Title of work. Site Name. URL or Retrieved Month XX, Year from URL if website is regularly updated.</i> Smith, M., & Jay, J. (2013). Growing a better forest. Leelanau Trees.	<i>Author's Last Name, First Name Middle Name or Initial. "Title of Article or section if using only part of the website." Name of Website, Name of organizational sponsor (not advertising sponsor), date published or updated, URL. Date of access (needed if no date is found.).</i>

	http://www.leelanautrees/plant-native-trees.com	Stroud, Butler. "Japan finally accepts ICJ Ruling Applies to all Scientific Whaling." WDC, Whale Dolphin Conservation, 25 Apr. 2016, us.whales.org/blog/2016/04/japan-finally-accepts-icj-ruling-applies-to-all-scientific-whaling .
Journal Articles	<i>Author's Last Name, First Initial. Middle Initial. (Year of Publication). Title of article. Name of Journal, volume(issue), pages. Retrieved from complete URL</i> Banham, G. (2001). Transcendental philosophy and artificial life. Cultural Machine, 3. Retrieved from http://www.culturemachine.net/index.php/cm/article/view/286271	<i>Author's Last Name, First Name Middle Name or Initial. "Title of Article." Name of Journal, volume number, issue number, date of online publication, page numbers. Name of Database, URL or doi number.</i> Seyler, Elizabeth M. "Review: Revealing the African Roots of Argentine Tango." Dance Chronicle, vol. 31, no. 1, 2008, pp. 104-12. JSTOR, www.jstor.org/stable/25598145.



What's More

Task 3: Cite it!

Directions: Write the correct reference format. Write your answers on a separate sheet of paper.

Source	APA Format
1. (In-Text Citation) "Levels and ratios of essential fatty acids appear to be linked to anger, violence, hostility, and aggressive behavior." - Leyse-Wallace, 2013, page 31	
2. (In-Text Citation) "Two species of multituberculate mammals were present in Saskatchewan in the Late Eocene."	

by John E. Storer, 1993, Canadian Journal of Earth Sciences, v. 30, iss. 8, pages 1613-1617	
3. (Reference Citation) Book Jellyfish: A Natural History by Lisa-Ann Gershwin, 2016, University of Chicago Press, Chicago.	



What I have Learned

Task 4: Share your thoughts!

Directions: State the importance of citing sources. Use a separate sheet of paper for your answer.



What I can do

Task 5: Let's Do It!

Directions: Look for reliable sources online, stating the facts below. Compose APA and MLA-style citation for each of the Web sites found. Write your answers on a separate sheet of paper.

1. The Philippines takes its name from Philip II, who was king of Spain during the Spanish colonization of the islands in the 16th century.

APA: _____

MLA: _____

2. There is a clear link between the health of the Amazon and the health of the planet. The rain forests, which contain 90 billion to 140 billion metric tons of carbon, help stabilize local and global climate.

APA: _____

MLA: _____

3. Honey is bee vomit. When bees collect nectar, they drink it and keep it in their “stomach.” Once they’re back at the hive, they regurgitate the nectar into the hive.

APA: _____

MLA: _____



Assessment

Part I.

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

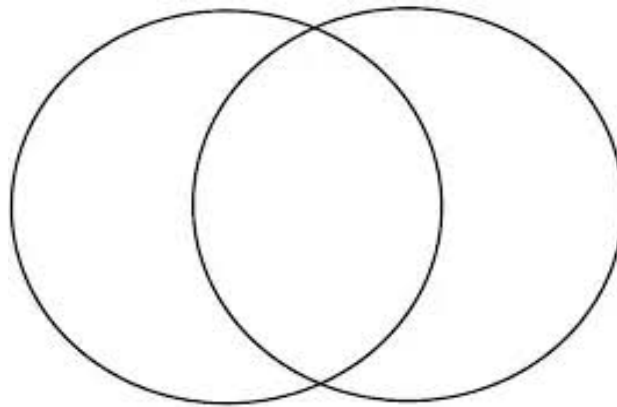
1. Which of the following is not common among all types of citation style guide?
A. Sources B. Purpose C. Mechanics D. Format
2. Which of the following cannot be considered as a criterion in evaluating sources?
A. Affiliation B. Accuracy C. Currency D. Relevance
3. What makes in-text citation and reference citation similar?
A. Source B. Purpose C. Format D. Style
4. Which one best describes currency of sources in academic writing?
A. published in the 90s
B. published on the Internet
C. published within the last five years
D. published in a reputable journal
5. Which of the following Internet sources should you avoid when writing research?
A. A blog site C. A university site
B. A government site D. An advocacy site
6. The following can be useful in evaluating the validity of your sources, EXCEPT
A. reliability indicator through citations in a reputable journal
B. reliability indicator through links from a credible site
C. reliability indicator through classmates
D. reliability indicator through teacher recommendation
7. Which one does not serve as purpose of citing sources?
A. To aid the readers locate the source
B. To avoid copying works of others
C. To guide the writers in organizing ideas
D. To make the paper appear scholarly
8. What style guide is used when doing class projects in arts and humanities?
A. APA B. MLA C. IEEE D. Chicago
9. Which one has an incorrect APA format?
A. McCulloch Childs, E. (2008). McCulloch's contemporary Aboriginal art: The complete guide (p.154). Fitzroy, Vic: McCulloch & McCulloch Australian Art Books.
B. Bolton, G. C. (Speaker). (1975). Towards an Australian environmental history [Speech audio recording]. Media Services, Murdoch University.
C. Parker, G. (2001), & Roy, K. Adolescent depression: A review. Australian and New Zealand Journal of Psychiatry, 35, 572-580.
D. Leunig, M. (1995, July 27). Thoughts of a baby lying in a child care centre. The Sydney Morning Herald, p. 24.

10. Which one has a correct MLA format?
- A. Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge UP, 2003.
 - B. Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*, by Kenneth Burke, 1935, 3rd ed., U of California P, 1984, pp. xiii-xliv.
 - C. Thoreau, Henry David. *Excursions*. Boston, 1863.
 - D. Kubler-Ross, E. (1993). *Questions and answers on death and dying*. New York, NY: Collier Books.
11. Which one has a correct APA format?
- A. Bautista, R. (2022). Measuring the Financial Management Practices of Teachers and their Work Performance: Basis for Financial Literacy Program. *Journal of Economic Issues*, 29(12), 12-22. doi:10.1008/s10834-005-1234-5
 - B. Bautista, Reynante (2022). Measuring the Financial Management Practices of Teachers and their Work Performance: Basis for Financial Literacy Program. *Journal of Economic Issues*, 29(12), 12-22. doi:10.1008/s10834-005-1234-5
 - C. Bautista, R. Measuring the Financial Management Practices of Teachers and their Work Performance: Basis for Financial Literacy Program. *Journal of Economic Issues*, 29(12), 12-22. (2022). doi:10.1008/s10834-005-1234-5
 - D. Bautista, Reynante. Measuring the Financial Management Practices of Teachers and their Work Performance: Basis for Financial Literacy Program. *Journal of Economic Issues*, 29(12), 12-22. (2022). doi:10.1008/s10834-005-1234-5
12. Which one has an incorrect MLA format?
- A. Friedman, Thomas. *Hot, Flat and Crowded: Why we Need a Green Revolution-and How It Can Renew America*. NY: Picador. 2009. Print
 - B. Dryzek, John and Dunleavy, Patrick. *Theories of the Democratic State*. NH: Palgrave Macmillan. 2009. Print
 - C. Plata, Sterling, et al. *Research, Process and Product Workbook*. Laguna: trailblazers Publication. 2006. Print
 - D. Kojima, M. *The Role of Literature in Societal Progress*. Two flower Publications. 2010. Print
13. APA Style guide can be used in the following disciplines EXCEPT:
- A. education B. business C. arts D. economics
14. MLA Style guide can be used in the following disciplines EXCEPT:
- A. literature B. medicine C. humanities D. arts
15. Look at this reference. What kind of material is being referenced below?
- William, T. (2022). *Theories of blended learning* (5th ed.). UE University Press.
- E. Web page B. book C. journal D. book sections



Additional Activities

Directions: Compare and contrast APA and MLA style guides using the Venn Diagram.



APA

MLA

References:

- Barrot J. & Sipacio P. J. COMMUNICATE TODAY English for Academic and Professional Purposes. C & E Publishing Inc. 2016. (Quezon City)
- Britannica. "Philippines." <https://www.britannica.com/place/Philippines>. Accessed December 7, 2020.
- Dixie State University Library. "Citation Guide: In-text Citations." <https://libguides.dixie.edu/c.php?g=57887&p=371729>. Accessed December 7, 2020.
- Northern Virginia Community College. "Using Sources: Evaluating Sources and Avoiding Plagiarism." <https://libguides.nvcc.edu/c.php?g=361391&p=2440254>. Accessed November 28, 2020.
- Purdue University. "Basic Citation Guidelines." <https://library.purdueglobal.edu/writingcenter/basiccitationguidelines>. Accessed December 4, 2020.
- USC Libraries. "Research Guides." <https://libguides.usc.edu/writingguide/citingsources>. Accessed November 28, 2020.
- Valdez P. English for Academic and Professional Purposes. The Phoenix and Publishing House Inc. 2016. (Quezon City)
- Wyson J. English for Academic and Professional Purposes. VIBAL. 2016. (Quezon City).
- University of Regina. Archer Library. <https://uregina.libguides.com/c.php?g=606347&p=4202684>

English for Academic and Professional Purposes

Quarter 1/ Module 1

Lesson 7: Critical Approaches in Writing a Critique



What I Need to Know

This module was designed and written to familiarize you with the different critical approaches in writing a critique. These approaches will basically help you write a well-thought off paper that highlights an informed opinion on various issues. Further, the understanding of these critical approaches will aid you in crafting reflections that express your views about people, events, places, products, and performances.

The discussion of the various critical techniques will help you do critical reading where your understanding of the written text shall transcend literal interpretation of the printed text.

Learning Competency:

- Uses appropriate critical writing a critique such as formalism, feminism, etc.

After going through this module, you are expected to:

- define what a critique is,
- identify the different critical approaches in writing a critique, and
- use appropriate approaches in writing a critique.



What I know

Part1.

Directions: Read each statement carefully then from the choices in the box, choose the critical approach referred to. Write the letter that corresponds to your choice. Use a separate sheet of paper for your answer.

- | | | |
|--------------------------|--------------|----------------|
| A. Sociological Approach | B. Feminism | C. Historicism |
| D. Reader-response | E. Formalism | |

1. This critical approach focuses on understanding texts by viewing texts in the context of other texts.
2. The focus of this critical approach is on "objectively" evaluating the text, identifying its underlying form. It may study, for example, a text's use of imagery, metaphor, or symbolism.
3. This critical approach focuses focuses on man's relationship to others in society, politics, religion, and business.
4. This critical approach gives emphasis on understanding ways gender roles are reflected or contradicted by texts.
5. The primary concern of this critical approach is on each reader's personal reactions to a text.
6. This critical approach focuses on how literature presents women as subjects of socio-political, psychological, and economic oppression.

7. This critical approach looks into the conflicts and interactions in the society in the aspect of one's religious and political beliefs.
8. The foremost concern of this approach is the relationship of the form and the content.
9. This approach is concerned with the reviewer's reaction as an audience of a work.
10. The primary consideration of this approach is to look into social class as represented in the work.
11. This critical approach studies the use of imagery to develop the symbols used in the work.
12. This critical approach examines the text to find ways in which patriarchy is resisted.
13. This critical approach considers author's biography and social background.
14. One of the focuses of this critical approach is on the principles and form of the text itself.
15. This critical approach focuses on the readers' experience of any literary work.

Lesson 7

Critical Approaches in Writing a Critique

Writing a critique entails a formal analysis or evaluation of a work, manuscript, or performance. It involves more than finding the subject's weakness and highlighting its faults. A critique encompasses the conduct of careful and systematic analysis of a written work, article, book or performance and then forming sound judgement based on an informed opinion. It subsequently involves an unbiased and reasonable discussion of the subject's strengths and weaknesses. There are different critical approaches which may be used in writing a critique.

A critique is a careful analysis of an argument to determine what is said, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications are drawn from such observations. It is a systematic, yet personal response and evaluation of what you read.



What's In

Task 1: React!

Directions: Recall a tv commercial of a brand of mobile phone you have watched recently then answer the questions below.

1. What are the important points presented by the tv commercial about the product?
2. What does it promise to the mobile users?
3. What is your honest reaction about the commercial? List down positive and negative points about it.



What's New

Critique Defined

A critique is a genre of academic writing that briefly summarizes and critically evaluates a work or concept.

Critical Approaches in Writing a Critique

There are varied critical approaches in writing a critique but this module will focus on these five critical approaches, namely:

1. Formalism
2. Feminist Criticism or Feminism
3. Sociological Approach
4. Reader-Response Criticism
5. Historical Criticism



What is It

1. Formalism

- Claims that literary works contain intrinsic properties and treats each work as a distinct work of art.
- Posits that the key to understanding a text is through the text itself; the historical context, the author or any other external contexts are not necessary in interpreting the meaning.
- Treats text as a complete isolated unit
- Study elements such as language, imagery, point of view, plot structure, and/or character development and motivation
- Often analyzed and written as a “close reading”

Formalism looks into:

- Author's techniques in resolving contradictions within the work.
- Central passage that sums up the entirety of the work
- Use of imagery to develop the symbols used in the work
- Interconnectedness of various parts of the work
- Paradox, ambiguity, and irony in the work
- Relationship of the form and the content

Questions to be asked for Formalist Approach

- How is the work's structure unified?
- How do various elements of the work reinforce its meaning?
- What recurring patterns (repeated or related words, images, etc.) can you find?
- How does the writer's diction reveal or reflect the work's meaning?
- What is the effect of the plot, and what parts specifically produce that effect?

2. Feminist Criticism or Feminism

- Focuses on how literature presents women as subjects of socio-political, psychological, and economic oppression
- Reveals how aspects of our culture are patriarchal, i.e., how our culture views men as superior and women as inferior.

Feminist Criticism looks into:

- How women are socially, politically, psychologically, and economically oppressed by patriarchy
- How patriarchal ideology is an overpowering presence
- How women write their own experiences and representations
- How women read about themselves

Questions to be asked for Feminist Criticism Approach

- How are women's lives portrayed in the work?
- Is the form and content of the work influenced by the writer's gender?
- How do male and female characters relate to one another? Are these relationships sources of conflict? Are these conflicts resolved? D. Does the work challenge or affirm traditional views of women?

3. Sociological Approach

- Focuses on man's relationship to others in society, politics, religion, and business.

Questions to be asked for Sociological Approach

- What is the relationship between the characters and their society?
- Does the story address societal issues, such as race, gender, and class?
- How do social forces shape the power relationships between groups or classes of people in the story? Who has the power, and who doesn't? Why?
- How do economic conditions determine the direction of the characters' lives?
- Does the work challenge or affirm the social order it depicts?

4. Reader-Response Criticism

- Concerned with the reviewer's reaction as an audience of a work.
- Claims that the reader's role cannot be separated from the understanding of the work; a text does not have meaning until the reader reads it and interprets it
- Attempts "to describe what happens in the reader's mind while interpreting a text" and reflects that reading, like writing, is a creative process.

Questions to be asked for Reader-Response Criticism

- What interactions exist between the reader and the text?
- What is the impact of readers' delivery of sounds and visuals on enhancing and changing meaning?

5. Historical Criticism

- "Seeks to understand a literary work by investigating the social, cultural, and intellectual context that produced it—a context that necessarily includes the artist's biography and milieu."

- A key goal for historical critics is to understand the effect of a literary work upon its original readers

Questions to be asked for Historical Criticism

- How does it accurately reflect the time in which it was written?
- What literary or historical influences helped to shape the form and content of the work?
- How does the story reflect the attitudes and beliefs of the time in which it was written or set?



What's More

Task 2: Sum it Up!

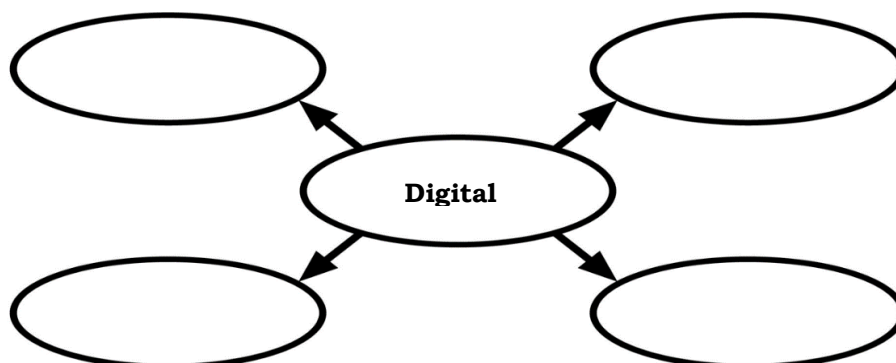
Directions: Summarize the information you read about the critical approaches in writing a critique by completing the table below: Write your answers on a separate sheet of paper.

	Formalism	Feminist Criticism	Sociological Approach	Reader-Response Criticism	Historical Criticism
Definition					
Key points to remember about the approach					

Task 3: Critical Reading

The different critical approaches in writing a critique will basically aid you in expressing your views and opinions on certain issues. They provide a basis for an unbiased analysis of any given material. Now, you are ready to do critical reading. Let us get started!

Directions: Complete the graphic organizer below with what you know or understand about the term “digital divide.” Use a separate sheet of paper for your answer.



Task 4: Dig Deeper

Directions: Read the text “The Digital Divide: The Challenge of Technology and Equity”. Take note how the analysis of the issue is presented. Write your answer on a separate sheet of paper.

The Digital Divide: The Challenge of Technology and Equity

Source: English for Academic and Professional Purposes Learner’s Material, DepEd, 2016

(1) Information technology influences the way many of us live and work today. We use the internet to look and apply for jobs, shop, conduct research, make airline reservations, and explore areas of interest. We use E-mail and internet to communicate instantaneously with friends and business associates around the world. Computers are commonplace in homes and the workplace.

(2) Although the number of internet users is growing exponentially each year, most of the world’s population do not have access to computers of the internet. Only 6 percent of the population in the developing countries are connected to telephones. Although more than 94 percent of U.S households have telephones, only 56 percent has personal computers at home and 50 percent has internet access. The lack of what most of us would consider a basic communication necessity -the telephone- does not occur just in developing nations. On some Native American reservations only 60 percent of the residents have a telephone. The move to wireless connectivity may eliminate the need for telephone lines, but it does not remove the barrier to equipment costs.

(3) Who has internet access? The digital divide between the populations who have access to the internet and information technology tools and those who don’t is based on income, race, education, household type, and geographic location, but the gap between groups is narrowing. Eighty-five percent of households with an income over \$75,000 have internet access, compared with less than 20 percent of the households with income under \$15,000. Over 80 percent of college graduates use the internet as compared with 40 percent of high school completers and 13 percent of high school dropouts. Seventy-two percent of household with two parents have internet access; 40 percent of female, single parent households do. Differences are also found among households and families from different racial and ethnic groups. Fifty-five percent of white households, 31 percent of black households, 32 percent of Latino households, 68 percent of Asian or Pacific Islander households, and 39 percent of American Indian, Eskimos, or Aleut households have access to the internet. The number of internet users who are children under nine years old and persons over fifty has more than triple since 1997. Households in inner cities are less likely to have computers and internet access than those in urban and rural areas, but the differences are no more than 6 percent.

(4) Another problem that exacerbates these disparities is that African-American, Latinos, and Native Americans hold few of the jobs in information technology. Women about 20 percent of these jobs and receiving fewer than 30 percent of the Bachelor’s degrees in computer and information science. The result is that women and members of the most oppressed ethnic group are not eligible for the jobs with the highest salaries at graduation. Baccalaureate candidates with degree in computer science were offered the highest salaries of all new college graduates.

(5) Do similar disparities exist in schools? Ninety-eight percent of schools in the country are wired with at least one internet connection. The number of classrooms with internet connection differs by the income level of students. Using the percentage

of students who are eligible for free lunches at a school to determine income level, we see that the higher percentage of the schools with more affluent students have wired classrooms than those with high concentrations of low-income students.

(6) Access to computers and the internet will be important in reducing disparities between groups. It will require higher equality across diverse groups whose members develop knowledge and skills in computer and information technologies. The field today is overrepresented by white males. If computers and the internet are to be used to promote equality, they have to become accessible to schools cannot currently afford the equipment which needs to be updated regularly every three years or so. However, access alone is not enough; Students will have to be interacting with the technology in authentic settings. As technology has become a tool for learning in almost all courses taken by students, it will be seen as a means to an end rather than an end in itself. If it is used in culturally relevant ways, all students can benefit from its power.

1. What are the author's opinion of how technology affects lives of a lot of people particularly the lives of students? Do you agree with the author's opinion? Why/Why not?

2. Based on your own experience as students, state your opinion on the issue.

3. If you are going to write your own critique of the text, which critical approach/es are you going to use? Cite parts of the text where the approach/es may be applied.



What I have Learned

Task 5: I learned that...

Directions: List three things you have learned in this lesson. Write your answers on a separate sheet of paper.

1. _____
2. _____
3. _____



What I can do

Task 6: Let's Do It!

Directions: Read “Ang Bayan Muna Bago ang Sarili (Excerpts from the Homily of Jaime Cardinal Sin at the mass celebrating the 5th death anniversary of Ninoy Aquino)” then complete the table below: **the text is in the English for Academic and Professional Purposes Learner’s Material, DepEd, 2016.* Write your answers on a separate sheet of paper.

	“Ang Bayan Muna Bago ang Sarili (Excerpts from the Homily of Jaime Cardinal Sin at the mass celebrating the 5th death anniversary of Ninoy Aquino)”
What critical approach was used? Why did you say so?	
Do you agree with the arguments presented by the author or not? Explain.	



Assessment

Part I.

Directions: Determine the critical approach described in each item. Write your answer on a separate sheet of paper.

1. It looks into the author’s techniques in resolving contradictions within the work.
2. It focuses on man’s relationship to others in society, politics, religion, and business.
3. Its foremost concern of this approach is the relationship of the form and the content.
4. The key goal for critics is to understand the effect of a literary work upon its original readers.
5. This critical approach focuses on understanding texts by viewing texts in the context of other texts.
6. It reveals how aspects of our culture are patriarchal, i.e., how our culture views men as superior and women as inferior.
7. It claims that the reader’s role cannot be separated from the understanding of the work; a text does not have meaning until the reader reads it and interprets it.
8. This critical approach looks into the conflicts and interactions between economic classes.

9. It aims to see if the work challenge or affirm the social order it depicts.
10. The foremost concern of this approach is the relationship of the form and the content.

Part II.

Directions: Write **True** if the statement is correct and **False** if otherwise. Write your answer on a separate sheet of paper.

11. One of the strengths of Feminist Criticism is it examines how women and men are represented.
12. One of the strengths of Formalism is that the purpose of analyzing literature is to locate hidden social messages.
13. Reader- Response Criticism focuses mainly on your own reaction to the text.
14. Sociological Approach says that a work is separate and not at all dependent upon the author's life or the culture in which the work is created.
15. Feminist criticism includes how women read about themselves.



Additional Activities

Directions: Listen to the song “Tatsulok” by Bamboo then determine which critical approaches may be used to analyze the song. Indicate which part/s of the song reflect the said approach/es. Use a separate sheet of paper for your answer.

References:

Laurel, M., Lucero, A., Bumatay-Cruz, R.. English for Academic and Professional Purposes Reader. Pasig City: DepEd-BLR. 2016

<https://www.citewrite.qut.edu.au/write/critique.html>

<http://home.olemiss.edu/~egjbp/spring97/litcrit.html>

English for Academic and Professional Purposes

Quarter 1/ Module 1

Lesson 8: Writing a Reaction Paper/Critique



What I Need to Know

This module was written to help you write an informed reaction paper/critique that represents an unbiased assessment of a creative work, a research or any other forms of media. Therefore, this module aims to provide you with activities that will allow you to read and think critically which is a skill needed for you to be successful in life. The ability to do critical reading enables you to appreciate more what you read.

Learning Competency:

- Writes an objective/balanced review or critique of a work of art, an event or a program (CS_EN11/12A-EAPP-Id-f-18)

After going through this module, you are expected to:

- determine the purpose of writing a reaction paper/critique,
- use appropriate approaches in writing a reaction paper/critique, and
- write an objective and balanced reaction paper/critique.



What I know

Directions: Read each statement carefully. Write Tr if it is true and Fa if false. Write your answers on a separate sheet of paper.

1. The reaction paper and critique paper are specialized forms of writing in which a reviewer or reader evaluates any a scholarly work, a work paper, a work of art, design, and graphic designs.
2. A reaction/critique paper is usually from 250 to 750 words in length.
3. The reaction paper is only a personal view and not a critical assessment, analyses or evaluating of different words.
4. Writing a critique involves skills in critical thinking and recognizing arguments.
5. Critique writers use both proofs and logical reasoning to substantiate their comments
6. Reaction papers are only used for scholarly works and are not applicable for works of art.
7. It is totally important to have a thorough understanding of the work to be critiqued.
8. Varied forms of media like news report and feature articles are not suggested materials for a critique paper.
9. The use of the different critical approaches creates a sense of direction in writing a critique.
10. The primary consideration of writing a reaction paper is to present a balanced assessment of any material.

11. In writing a critique, it is imperative to make a judgment of the work's worth or value.
12. A critique includes the process of carefully and logically examining a written work, article, book, or performance before making a wise decision based on well-informed opinion.
13. A reaction paper does not involve higher order thinking skills.
14. Only one perspective should be considered and used when writing a reaction paper/ critique.
15. Focusing on a single aspect of a certain material is the best way of critiquing it.

Lesson 8

Writing a Reaction Paper/Critique

Writing a reaction/critique paper entails a formal analysis or evaluation of a work, manuscript, or performance. It involves more than finding the subject's weakness and highlighting its faults. A critique encompasses the conduct of careful and systematic analysis of a written work, article, book or performance and then forming sound judgement based on an informed opinion. It subsequently involves an unbiased and reasonable discussion of the subject's strengths and weaknesses. There are different critical approaches which may be used in writing a critique.

A critique is a careful analysis of an argument to determine what is said, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications are drawn from such observations. It is a systematic, yet personal response and evaluation of what you read.



What's In

Task 1: React!

Directions: Study the following news headlines then on the space provided write your reaction to the headline. Use a separate sheet of paper for your answers.

Headline	Your reaction
At least 10 dead after typhoon Gorio hits Philippines	
Valenzuela City lifts suspension of NLEX operator's business permit	

Korean dramas become part of many Filipino households during the pandemic	
---	--



What's New

What is a Reaction/Critique Paper?

A reaction paper and a critique are specialized forms of writing in which a reviewer or reader evaluates any of the following:

- a scholarly work (e.g., academic books and articles)
- research – monographs, journal articles, systematic reviews, theories
- a work of art (e.g., performance art, play, dance, sports, film, exhibits)
- designs (e.g., industrial designs, furniture, fashion design)
- graphic designs (e.g., posters, billboards, commercials, and digital media)

Why do we write a Reaction/Critique Paper?

Writing critiques helps us:

- enhance our critical thinking skills
- develop knowledge of the work's subject
- understand the work's purpose, development of argument, structure and intended meaning
- make a balanced judgement by recognizing the work's strengths and weaknesses



What is It

Reaction Paper	Critique
specialized form of academic writing	specialized form of academic writing
writing about what you have read, or something you have seen or experienced—an event, situation, or phenomenon	Considered as the most academic
write about your total experience in relation to an event or reading material	form of intellectual discourse involving one's evaluation of any material
A reaction paper would not be complete without your assessment of your experience	Expanded version of a reaction paper

Note also that:

- This kind of writing requires a careful analysis of an argument to determine what is said, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications are drawn from such observations.
- It is a genre of academic writing that does not just briefly summarize but critically evaluates a work or concept.
- Reaction papers/critique usually range in length from 250 to 750 words.
- Reviewers do not simply rely on mere opinions; rather, they use both proofs and logical reasoning to substantiate their comments.

How to write a reaction/critique:

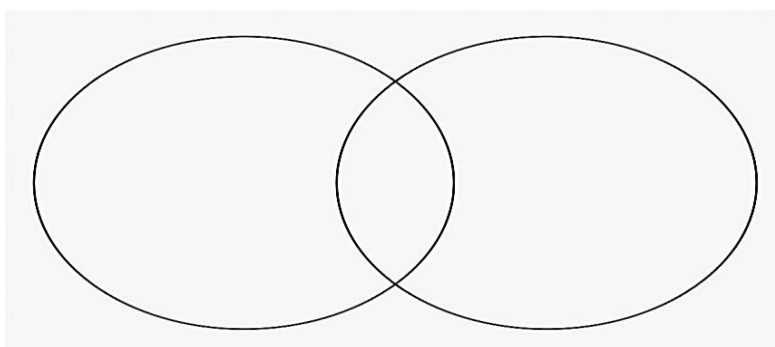
- Study thoroughly the work to be critiqued/reacted on.
- Take notes of the salient parts or aspects of the work.
- Develop an understanding of the main argument or purpose being expressed in the work by listing pros and cons or strengths and weaknesses of arguments presented.
- Relate the work to broader issues and context



What's More

Task 2: Venn Diagram

Directions: Using the Venn diagram below, show the difference and similarities between a Reaction Paper and a Critique Paper. Write your answer on a separate sheet of paper.



Task 3:

Directions: Read articles and news on single use plastics then answer the questions below. Don't forget to list the references you are going to use. **Write your answer on a separate sheet of paper.**

Notes on the issue: single use plastics:

Arguments presented in the articles read:

Your reaction on the issue:

Reference/s used:

Task 4:

Directions: Read the text below, then complete the chart that follows.

‘Heneral Luna’: Film Review

Clarence Tsui

<http://www.hollywoodreporter.com/review/heneral-luna-film-review-831202>
(as published in English for Academic and Professional Purposes Learner’s
Material, DepEd, 2016)

(1) Jerrold Tarog’s Historical drama about a military commander’s struggle for independence is the Philippines’ submission for the best foreign language film Oscar next year.

(2) Paying tribute to the heroic military commander spearheading the Philippine struggle for nationhood at the end of the 19th century, Heneral Luna is a sturdy, stirring if perhaps sometimes simplistic historical epic about bravery and treachery in a country at war. Based on the final years of Antonio Luna, a European educated scientist-turned-soldier who was murdered by his rival when he was just 32, Jerrold Tarog’s big budget blockbuster has generated immense buzz in the Philippines. Local audiences have warmed to John Arcilla’s high octane turn as Luna and also how his story mirrors the chaos of contemporary Philippine politics.

(3) A hearts-and-minds piece serving a primer in the Southeast Asian nation’s history and two hours of relentless swashbuckling drama. Heneral Luna has now been selected as country’s submission for the best Foreign Language Films Oscar next year. While the film thrives on some universal truth about the futility of ideas in politics, it appears beyond the Philippines and its global diaspora might be limited. Meanwhile, its mainstream production values – an achievement in itself at home, given is standing as a production independent from the local major studios – might

hinder its fortune on a festival circuit seeking either genre-benders like that of Erik Matti's or grittier fare from critical darlings like Lav Diaz, Adolfo Alix, Jr. or Jun Robles Lana.

(4) Tarog's mission in reconstructing his country's national narrative is pretty obvious, given the way he begins the film with an on-screen text stating how "bigger truths about the Filipino Nation" could only be broached by mixing reality and fiction. His pedagogical objectives are manifested in the film's framing device of Joven (Arron Villaflor), a fictional character whose name is Spanish --- the lingua franca in colonial Philippines in the 19th century --- for "young man." Heneral Luna is meant to be this generic bespectacled journalist's observations of the life and death of a national hero. He begins the film listening to Luna recalling his rise to power --- the recollection visualized as a long flashback --- while then gets to witness the general in action, during his final battles against foreign forces and then adversaries within his own ranks.

(5) Shunning the inconvenient truths of Luna's early life brushes with Politics -- he started out advocating political reforms rather than outright revolution --- the film begins in 1898, when he has already delved headlong into the armed struggle and is the commander of the Philippine Republican Army. By then, the U.S. military have already defeated Spanish colonialists and readying themselves to annex the Asian archipelago and Luna is busy steering the independence movement towards a direct confrontation with superpower aiming to gain a toehold in Asia.

(6) His boldness contrasts sharply with the meek, reconciliatory voices which dominate the movement. While Luna is constantly at loggerheads with the former colonial-era apparatchiks who have reinvented themselves as proindependence leaders, his biggest adversary here is actually the movement's leader Emilio Aguinaldo (Mon Confiado). While Luna is shown living and working alongside his soldiers and talks his talk of the need to put country before family and everything else, Aguinaldo operates behind a neat desk ---- an indecisive man under the sway of his backers, his cronies and even his mother.

(7) This is a man who has previous experience killing off his dissenting comrades, as in the case of the execution of rebelling Andres Bonifacio, a brutal murder glimpsed in a brief flashback, and serving as the harbinger of things to come. With Luna's demise very much predestined, Tarog's film plays out a whirlwind j'accuse in which a warrior defies his double-dealing detractors, rages against the dying light and lurches towards a grisly end.

(8) And the film hardly strays off message: Luna's lover, Isabel (a fictional amalgamation of the general's many partners, and played here by Mylene Dizon), turns out to be as audacious and patriotic. After Luna's laments in bed about war being "a cross I have to bear," Isabel --- who also happens to be a leader of the local Red Cross chapter --- ends their relationship, proclaiming their respective public duties as more important than their clandestine affair.

(9) Heneral Luna does not have its lighter moments, such as the general's near-slapstick attempt to commandeer a train for his soldiers or his gallows humor while trapped in the trenches. But comic relief is rare in this bulldozing epic about a

selfless patriot in a dangerous age, and the film is filled with scenes and dialogue highlighting Luna’s vision of his country being free from external domination (namely the US, seen here butchering and bayoneting locals with impunity) and internal division (as Luna enforces standard-issue uniforms to rein in clan-building commanders).

(10) While the odd historical anachronism does not mar the film --- such as Woodrow Wilson’s “manifest destiny” speech from 1920 being used to augment the argument of U.S. expansion in the 1890s --- the message here is certainly loud and clear. Charging onwards unflinchingly, Heneral Luna trades in as little subtlety as its titular hero does.

Title of the movie	
Arguments presented by the reviewer	
Strengths of the arguments presented	
Weaknesses of the arguments	
Your reaction on the article	



What I have Learned

Task 5:

Directions: List three things you have learned in this lesson. Write your answers in your notebook.

1. _____
2. _____
3. _____



What I can do

Task 6: Let’s Do It!

Directions: With reference to your activity on “single use plastics,” expressing your assessment of the texts that you have read following the given outline as your guide to organize your ideas.

Outline:

- I. Introduction (main idea of your assessment)
 - A. What the texts say about the topic
 1. _____
 2. _____
 - B. What you think about what the texts say about the topic

- 1.
 - 2.
- II. Body
- A. Facts to support what listed in A number 1-2
1. _____
 2. _____
- B. Facts to support what you listed in B number 1-3
1. _____
 2. _____
- C. Summary of facts to support both A and B
1. _____
 2. _____
- III. Conclusion
- A. (summary of introduction and body)
- _____
- _____
- B. (your stand and assessment)
- _____
- _____



Assessment

Part I.

Directions: Write **TRUE** if the statement is correct and **FALSE** if otherwise. Write your answers on a separate sheet of paper.

1. The primary consideration of writing a reaction paper is to present a balanced assessment of any material.
2. A reaction paper and a critique are specialized forms of writing.
3. Writing critiques helps us enhance our critical thinking and numeracy skills.
4. Critique writers use both proofs and logical reasoning to substantiate their comments
5. Reaction papers/critique usually range in length from 250 to 750 words.
6. Varied forms of media like news report and feature articles are not suggested materials for a critique paper.
7. The reaction paper is only a personal view and not a critical assessment.
8. Reaction paper is writing about what you have read, or something you have seen or experienced—an event, situation, or phenomenon.
9. Reaction papers are only used for scholarly works and are not applicable for works of art.
10. A reaction paper would not be complete without your assessment of your experience.
11. Reaction paper is an expanded version of a critique paper.
12. Reaction/Critique paper usually gives a brief summary of certain work.
13. Recognizing the strengths and weaknesses of the material is one of the various standpoints that needs to be considered when writing a reaction/critique paper.

14. Reviewers support their arguments with facts rather than just relying on their opinions.
15. Writing a critique states the importance of each part of the text.



Additional Activities

Directions: Write a critique on the topic “single use plastics” using the outline you did in the “What I can Do” activity. Your teacher will provide you with a rubric for your guidance.

References:

Barrot, Jessie and Sipacio, Philippe John. *Communicate Today English for Academic & Professional Purposes for Senior High School*. Quezon City: C & E Publishing, Inc., 2016.

Laurel, M., Lucero, A., Bumatay-Cruz, R.. *English for Academic and Professional Purposes Reader*. Pasig City: DepEd-BLR. 2016

<https://www.citewrite.qut.edu.au/write/critique.html>

<http://home.olemiss.edu/~egjbp/spring97/litcrit.html>

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