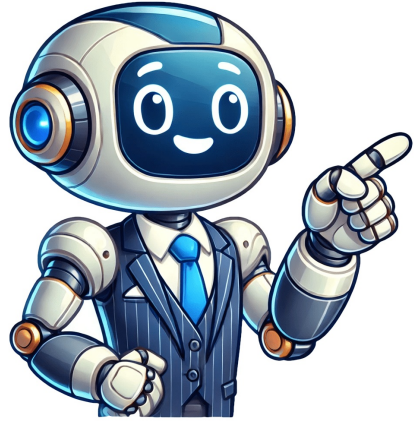


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0 ratings90% found this document useful (0 votes)657 viewsSaveSave Q4-M1-V2-DAYOC For Later0%0% found this document useful, undefined 1. 8 English Quarter 4 – Module 1: Using Appropriate Grammatical Signals or Expressions to Each Pattern of Idea Development CO_Q4_English 8 Module 1 2. English - Grade 8 Alternative Delivery Mode Quarter 4 – Module 1: Using Appropriate Grammatical Signals or Expressions to Each Pattern of Idea Development First Edition, 2020 Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties. Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them. Published by the Department of Education Secretary: Leonor Magtilos Briones Undersecretary: Diosdado M. San Antonio Printed in the Philippines by Department of Education – Caraga Region Office Address: Learning Resource Management and Development Center (LRMDC) Teacher Development Center J.P. Rosales Avenue Butuan City, Philippines 8600 Tel. No: (085) 342-8207, Telefax No.: (085) 342-5969 E-mail Address: caraga@deped.gov.ph Development Team of the Module Rey Ariel I. Dagami, Shiela May P. Lacia, Rendentor G. Bandy Gemma B. Espadero, Gladys S. Asis, Tammy C. Catubig, Vanessa R. Natulla, Marvelous Estal Julien Espinoza LRMS Tandag City, Ferdinand Astelero Francis Cesar B. Bringas Isidro M. Biol Maripaz F. Magno Josephine Chonie M. Obsenares Jeanette R. Isidro Gemma B. Espadero Writers: Reviewers: Layout Artist: Management Team: 3. 8 English Quarter 4 – Module 1: Using Appropriate Grammatical Signals or Expressions to Each Pattern of Idea Development 4. 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. 5. 1 CO_Q4_English 8 Module 1 What I Need to Know This module is developed based on the Most Essential Learning Competency (MELC) in the English 8 curriculum guide for the fourth quarter. The lesson found in this module is split into self-contained units with their own activities and notes for further reading. The lesson in this module will help the learners learn how to use grammatical signals suitable to each pattern of idea development. In addition, this module can be used for individualized instruction working through topic by topic. In this respect, we hope that the module will itself be put to use productively in different ways that, nonetheless, contributes to its underlying aim: to save our learners from dropping out and to develop an awareness of reading among our learners, where reading the word is a part of reading the world. The most essential learning competency in this module is to use appropriate grammatical signals or expressions suitable to each pattern of idea development: general-to-particular, claim-and-counterclaim, problem-solution, cause-and-effect, and others. Specifically, the learners are expected to: 1. define grammatical signals; 2. identify the different patterns of idea development; 3. distinguish appropriate grammatical signals to each pattern of idea development; and 4. write a paragraph about a social issue using a pattern of idea development with appropriate grammatical signals. 6. 2 CO_Q4_English 8 Module 1 What I Know Before we start discussing the lesson, let's find out how much you already know. The result of this pre-test will determine whether you will proceed or skip the module. If you get perfect in this assessment, you can skip the module. If you get at least one mistake, you will proceed with the module. Directions: Analyze the questions below and choose the letter of the correct answer for each item. Write your answer on a separate sheet of paper. 1. Which concept below refers to the organizing of ideas in a logical and clear manner to suit the writer's purpose? A. coherence C. idea development B. grammatical signals D. pattern of idea development 2. Apart from using, determiners, repetition, transitional devices, which below can be used to achieve coherence? A. claim C. idea development B. grammatical signals D. pattern of idea development 3. Which pattern of idea development discusses the general topic by elaborating it using specific details? A. cause and effect C. general to particular B. claim-counterclaim D. problem-solution 4. Which pattern of idea development is used to present an action that can be taken to address an identified concern or issue? A. cause and effect C. problem-solution B. claim-counterclaim D. general to particular 5. Which pattern of idea development is based on opinions and emotions that aims to convince the readers to do or believe in something? A. cause-and-effect C. persuasion B. claim-counterclaim D. problem-solution 6. Which pattern of idea development explains the reasons and results of something? A. cause-and-effect C. persuasion B. claim-counterclaim D. problem-solution 7. Which pattern of idea development commonly uses the grammatical signals also, for example, in addition, specifically, and for instance? A. persuasion C. claim-counterclaim B. cause-and-effect D. general-to-particular 7. 3 CO_Q4_English 8 Module 1 8. Which among the grammatical signals below is appropriate for problem-solution pattern of idea development? A. one way C. specifically B. as a result D. with these reasons 9. Which among the grammatical signals below is LEAST appropriate for cause and effect pattern of idea development? A. as a result C. even though B. consequently D. with these reasons 10. Which among the grammatical signals and expressions below is appropriate for claim-counterclaim pattern of idea development? A. one way C. People say B. Join now D. With these reasons 11. What grammatical signal is appropriate to complete the paragraph below? There are many reasons students are not allowed to chew gum during class. First, some irresponsible students do not properly dispose their gum after chewing. They may stick it on the bottoms of their desks, drop it on the floor, or put it on their classmates' property. This may result to arguments among classmates. Another reason is it is a distraction. When students are allowed to chew gum, their attention is more focused on chewing, popping, or snapping it., they may not listen, read, and learn properly. These are the reasons why students are not allowed to chew gum during class. A. Therefore C. In Conclusion B. Despite this D. Because of this 12. What grammatical signal is appropriate to complete the paragraph below? Some teachers do not allow students to use cellphones during classes. However, using them in class has advantages. Cellphones are useful for students in searching definitions and relevant information. They can check pronunciations and browse pictures to fully understand concepts. Another advantage is their cellphones make note- taking more convenient. Students don't need to take down long notes from the board, and can just take photos and record the teacher's discussions instead. Furthermore, it also serves as an alternative calculator in Math subjects. teachers view cellphones as a distraction to students, they are still very useful. Therefore, with proper supervision and monitoring, cellphones can be very beneficial to students during classes. A. Although C. As a result B. Because D. Furthermore 8. 4 CO_Q4_English 8 Module 1 13. What grammatical signal is appropriate to complete the paragraph below? Unable to fall asleep is frustrating. However, you can fall asleep faster through these ways. is listening to relaxing music. Playing this type of music helps you have a restful and deeper sleep compared to someone who doesn't listen to music. Another way is by keeping the lights off. Keeping the room dark when going to bed helps you sleep. Lastly, avoid using gadgets during bed time. The blue light from gadgets blocks the production of melatonin, the hormone that makes you sleepy. To sum up, there are some ways to help you easily fall asleep. A. Also C. One way B. Next D. Another way 14. What pattern of idea development is used in the paragraph below? Other people say that the tobacco industry helps our economy; however, cigarettes still bring a lot of problems. First, the smoke from cigarettes is harmful to the health of both smokers and non-smokers. It is known to be the leading cause of lung cancer which may result to death. Second, it contributes to air pollution. Despite it boosting our economy, I strongly believe that the mentioned negative effects are more valid for people to stop consuming cigarettes. A. cause-and-effect C. general-to-particular B. claim-counterclaim D. persuasion 15. What pattern of idea development is used in the paragraph below? Generations are classified into different groups. Baby boomers are born from the year 1946 to 1964. They're currently 56-74 years old. Generation X is another group that is born from the year 1965 to 1980. People in this generation are currently 40-55 years old. Generation Y or Millennials are those who are born from the year 1980 to 1995. They are currently 24-39 years old. Lastly, Generation Z is the newest generation being named. People in this generation are born from the year 1996 to 2015. They are currently 5-24 years old. People do come from different generations. The differences in the different generation is not only evident in these terminologies but also in the way they see, do and accomplish things. Thus, these classification is often used to capture patterns of behavior of people belonging to the same generation. A. cause-and-effect C. general-to-particular B. claim-counterclaim D. persuasion 9. 5 CO_Q4_English 8 Module 1 What's In Are you done with the pre-assessment test? This time, let's check what you learned from the previous lesson on parallelism. Activity: What Went Wrong? Directions: Choose the letter that corresponds to the words or phrases that make the sentence not parallel. Write your answers on a separate sheet of paper. 1. We had passed by the church, the park, and to the market before we A B C reached home. D 2. For Carlo to change his email settings, he needs to log in, to A B choose "settings", and clicked on "preferences." C D 3. Susan likes to spend time with her son by participating in his A activities like riding bikes, play video games, and watching his favorite movies. B C D 4. The children at the summer camp spent their days horseback riding A B hot ride, and learning wilderness survival skills. C D 5. Before Sherie left the house, she made sure that she had washed the A B dishes, disposing the trash, and locked the door. C D You have to remember the parallelism is important in making your ideas in sentences clear and coherent. However, there are other writing devices that can be used to achieve coherence. You will learn more about them in the next part of this module. 10. 6 CO_Q4_English 8 Module 1 What's New For you to have a glimpse on the lesson of this module, do the activity below. Activity: Jumbled Signals Directions: Complete the sentences below by arranging the jumbled letters. Write your answer on a separate sheet of paper. JUMBLED EXPRESSIONS SENTENCES 1. esteh are some of the ways to stay fit and healthy. 2. edu ot Environmental problems exist irresponsible man-made activities. 3. ovevreh Covid-19 is now a global health threat; there are ways to prevent the virus from further spreading. 4. dan A healthy diet reduces the risk of diseases promotes physical fitness. 5. only own Our youth organization is looking for enthusiastic environmental advocates. What are you waiting for? and be one of us! The jumbled words and phrases used in the activity are grammatical signals. These signals play an important role in developing your idea on a certain topic. You will learn more about them as you go through this module. 11. Clouds can be classified into three major groups. High clouds are a group of clouds that are 5-13 km. away from the Earth's surface. Examples of these clouds are known as Cirrus, Cirrostratus, and Cirrocumulus. Middle clouds are another group of clouds that are 2-7 km. away from the Earth's surface. Examples of middle clouds are Altostratus and Altimoculus. Low clouds are the last group of clouds. They are 2 km. away from the Earth's surface. Specifically, these clouds are the Stratus, Stratocumulus, and Nimbostratus. With these being said, these clouds are grouped according to their distance from the Earth's surface. 7 CO_Q4_English 8 Module 1 What is It In this part of the module, you will learn about idea development, its patterns, and appropriate grammatical signals. Idea development is essential in writing. This is done by organizing ideas in a logical and clear manner that suits the writer's purpose. To achieve this, it is necessary to use appropriate grammatical signals or expressions. Grammatical signals are writing devices such as transitional devices, connectors, determiners, and repetitions that are used to maintain text coherence. Coherence establishes a logic connection between ideas in sentences and paragraphs. These ideas can be developed through different patterns depending on the writer's purpose. Pattern of idea development refers to the structure of writing on how the ideas are being presented. Five of the commonly used patterns of idea development are discussed in this module. These are the general to particular, cause and effect, claim- counterclaim, problem-solution, and persuasion. Let us explore them and their appropriate grammatical signals. A. General to Particular This pattern of idea development discusses the general topic by presenting specific details that support the topic. The writer starts with the general idea stated in the topic sentence. Then, it is elaborated and explained through specific details and examples. In other words, general to particular pattern is a deductive method of organization. Example: The paragraph above uses a general to particular pattern of idea development. The general idea is expressed in the first sentence which is 'Clouds are classified into three major groups.' Then, the succeeding sentences are the specific details explaining the general idea. To state these specific details, grammatical signals are used such as 'a', 'another', and 'last' to present the different major groups of clouds. The expression 'examples of these' and the word 'specifically,' are used to present the specific examples of a group of clouds. Also, the phrase 'middle clouds' is repeated 12. These are the other grammatical signals that can be used for general to particular pattern of idea development: also, for example, as an example, in addition, to, for instance, examples of these, first, second, third, next, on one hand, and on the other hand. Regular exercise brings many benefits to your health. First, it improves blood circulation and can result to a strong heart. Because of these, it reduces the risk of heart disease, high cholesterol, and diabetes. When you exercise, your bones and muscles will be strengthened which can slow down the loss of bone density that comes when you age. As a result, it can help you maintain or increase your muscle mass and strength. Also, regular exercise improves your mental health and mood. During an exercise, your body releases chemicals that can improve your mood and make you feel more relaxed. As an effect, it can help you deal with stress and reduce your risk of depression. These are the benefits that you get when you exercise. 8 CO_Q4_English 8 Module 1 to show emphasis of the idea. The expression 'with these being said,' is used to wrap up the ideas in the paragraph. B. Cause and Effect This pattern of idea development explains the causes or the effects of something. When a writer presents reasons, he or she is explaining the causes. When a writer explains the results, he or she is explaining the effects. Example: The paragraph above uses the cause and effect pattern of idea development. The effects of regular exercise are explained in the paragraph. To present these effects, grammatical signals are used such as 'because of these', 'as a result', and 'as an effect.' Also, you will notice that the paragraph makes use of transitional devices for enumeration such as 'first', and 'also.' These are used because the paragraph enumerates the effects of regular exercise. Aside from that, the connector 'and' is used to connect ideas within the sentence. Lastly, the phrase 'regular exercise' is repeated for emphasis. These are the other grammatical signals that can be used for cause and effect pattern of idea development: Cause: if, for, since, due to, because, owing to, because of, one cause, and resulting from Effect: so, thus, hence, then, therefore, as a result, in effect, as consequence, consequently, leads to, one of the effects is, and that is why 13. People believe that rock music can make teenagers rebellious because of its lyrics but, I don't think it is enough to make them go against society. They say rock music concentrates mostly on antisocial subjects which influence teenagers' view toward society. However, a study shows that an average teenager would not take the music seriously, for he or she concentrates more on the musical value of the song rather than the inner meaning of the lyrics. Thus, even though the lyrics in rock music show social rebellion, it does not make teenagers rebel against society. Here are the other transitional devices that can be used for claim- counterclaim pattern of idea development: however, nevertheless, on one hand, on the other hand, admittedly, some people say, some may say, of course, nevertheless, and but not only that. 9 CO_Q4_English 8 Module 1 C. Claim and Counterclaim This pattern of idea development refers to the structure of presenting a side of an issue in an argumentative manner. A claim is the writer's stand on a topic supported by evidences and logical reasoning. Also, the writer presents the counterclaim or the opposite stand of an issue to disprove it through evidences and logical reasoning. Example: The paragraph above uses the claim-counterclaim pattern of idea development. The first sentence presents both claim and counterclaim. The writer argues the counterclaim that 'rock music can make teenagers rebellious,' by stating his or her claim that 'the lyrics is not enough to make them go against society.' The claim disproves the counterclaim by presenting evidences and logical reasoning. To present these, grammatical signals are used. The transitional device 'however' is used to present the evidence that teenager concentrates more on the musical value of the song rather than the inner meaning of the lyrics. Also, the transitional device 'thus' is used to restate the claim. Aside from this, connectors 'for' is used to present additional information about a study while 'even though' is used to contrast two ideas making the other idea less true. D. Problem-Solution This pattern of idea development is used when a writer identifies a problem and addresses it by presenting one or more solutions. A problem refers to the unsatisfactory situation that causes troubles or difficulties. A solution on the other hand, refers to the ways in solving or minimizing the problem. 14. Drug abuse is one of the leading social issues in many countries. This problem has been the cause of many crimes and health concerns. However, the threat of prohibited drugs can be fought. One way to solve this is through education. Everyone needs to be educated about the dangers of using prohibited drugs. People need to be aware of the harmful effects of these drugs to their health, family, career, and society. Another solution is to increase police manpower and create effective laws to stop dealers. If the authorities will strictly impose these laws, this problem will be addressed. Drug abuse is a threat, but if the community and the government will act together, this problem will be solved. Here are the grammatical signals to be used for problem-solution pattern of idea development: because, cause, since, as a result, in order to, and so that, as a solution, and one way. A school bazaar is something you don't want to miss! Aside from the wonderful experience, attending it is truly a great help. First, a school bazaar is filled with fun activities. There are amusing games, great rides, and entertaining attractions! Besides that, your ticket purchase will help the school. Not only that, but it also gives you a chance to win fabulous prizes. So, what are you waiting for? Join now and experience the fun! 10 CO_Q4_English 8 Module 1 Example: The paragraph above uses problem-solution pattern of idea development. It presents the problem 'drug abuse' followed by the suggested solutions to this problem. In presenting these solutions, grammatical signals and expressions are used such as 'one way to solve this', 'another solution', and 'this problem.' E. Persuasion This pattern of idea development intends to convince the readers to do or believe in something. It allows the writer to express his or her personal viewpoints about a topic to convince the readers. This pattern of idea development is based on opinions and emotions. Below are the grammatical signals to be used in persuasive pattern of idea development. Example: The paragraph above uses the persuasion pattern of idea development. The writer recommends that the reader joins and be part of a school bazaar. To convince the readers, the writer presents the benefits of attending a bazaar. In presenting these benefits, grammatical signals and expressions are used. The transitional devices 'first' and 'also' are used to enumerate the benefits of attending the school bazaar. To appeal to the reader's emotion, expressions of persuasion are used such as 'amusing', 'great', 'entertaining', 'don't want to miss', 'wonderful experience', 'what are you waiting for', 'join now', and 'experience the fun.' 15. 11 CO_Q4_English 8 Module 1 Are you now familiar with the different patterns of idea development and their grammatical signals? Will you be able to use them in expressing your thoughts and emotions about a certain topic? The next sections of this module will help you practice the different patterns of idea development and their grammatical signals as a form of writing activities. What's More This time, practice what you have learned about the different patterns of idea development and their appropriate grammatical signals used in the following paragraphs. Activate your Petals Directions: Using the semantic web, give words or phrases that you can associate to grammatical signals. Write your answer in a separate sheet of paper. Self-Check: Were you able to give words or phrases associated to grammatical signals? Among the words and phrases, which do you think best defines grammatical signals? Here are some of the other grammatical signals and expressions of persuasion: come, free, need, must, must not, necessary, latest, hurry, join, help, best, better, great, proven, trusted, create, come along, urgent, amazing experience, avail now, I believe, I urge, don't miss, can do it, and one of a kind. 4. 3. GRAMMATICAL SIGNALS 2. 5. 1. 16. 12 CO_Q4_English 8 Module 1 Assessment 1: Group Them Up! Directions: Below is a list of grammatical signals that are commonly used by writers. Classify these grammatical signals according to their category of idea development. Copy the table and write your answers on a separate sheet of paper. One of a kind that is why join now I urge amazing experience because consequently first solution also leads to it is recommended, in order to however admittedly one way some people say come along, on one hand on the other hand for example as a result specifically as a solution for instance such as General-Specific Claim- Counterclaim Problem-Solution Cause-and-Effect Persuasion 17. 13 CO_Q4_English 8 Module 1 Activity 2. Identifying the Pattern Directions: To develop the following statements, identify the suitable pattern of idea development to be used. Write your answers on a separate sheet of paper. 1. Having a good study habit can greatly contribute to a person's academic success. Suitable Pattern: 2. Germs can be classified into several types. Suitable Pattern: 3. Despite its contribution to the economy, cigarettes should still be banned for they pose as a threat to people's health. Suitable Pattern: 4. Swimming is the best sports for senior citizens. Suitable Pattern: 5. Global warming is the biggest enemy that the humankind is facing today, but there are many ways to combat this problem. Suitable Pattern: Self-Check: Have you identified the appropriate pattern to use in the following statements? What are the clues in the statements that help you in identifying the appropriate pattern? Assessment 2. Identify the pattern of idea development and their appropriate grammatical signals used in the following paragraphs. Activate your Petals Directions: Using the semantic web, give words or phrases that you can associate to grammatical signals. Write your answer in a separate sheet of paper. Self-Check: Were you able to give words or phrases associated to grammatical signals? Among the words and phrases, which do you think best defines grammatical signals? 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