10

National Learning Camp

English

Consolidation Learning Camp
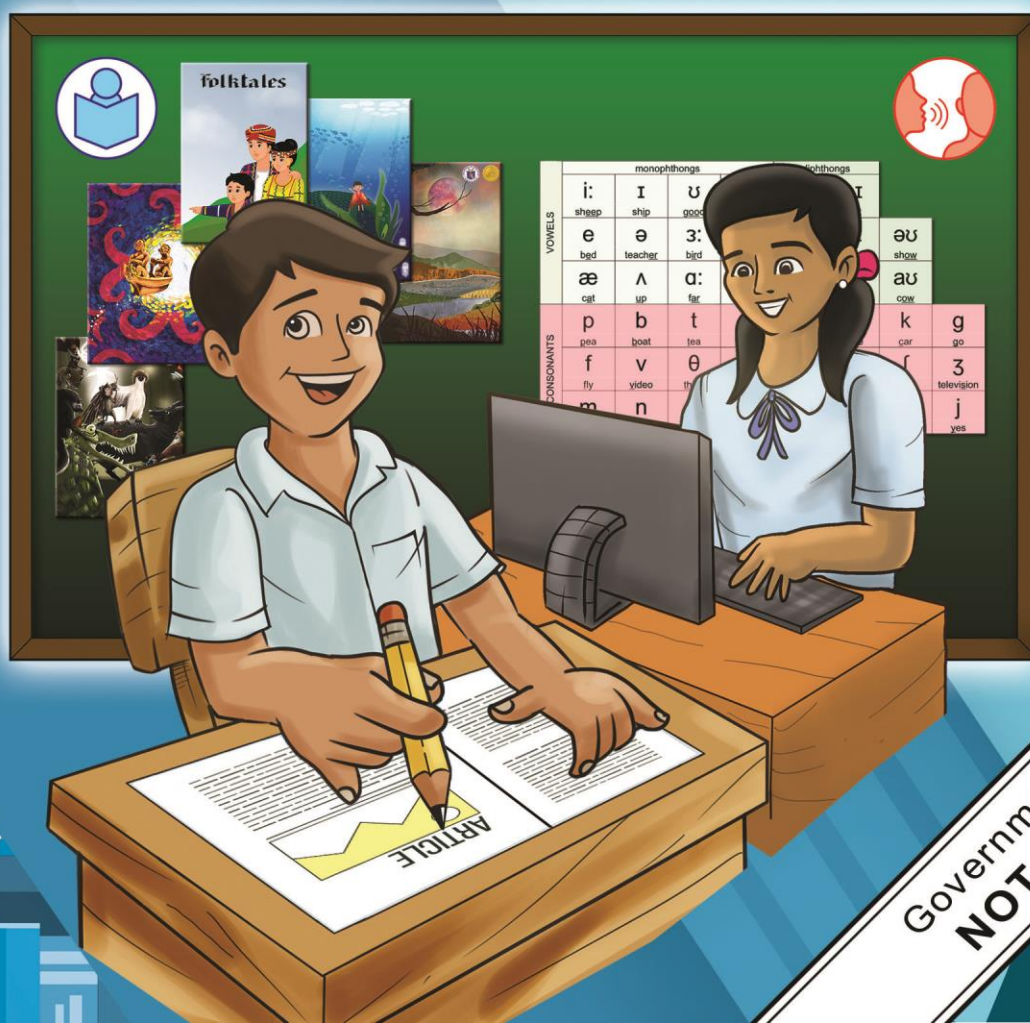
Lesson Plans

Consolidation Learning Camp Lesson Plans Booklet

English Grade 10

Weeks 1 to 3
2024

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National Learning Camp Overview

Overview

The National Learning Camp (NLC) aims to enhance student and teacher learning through interactive lessons based on prior educational content. The program focuses on consolidating student knowledge, updating and expanding teacher expertise, and applying research-based strategies to improve learning teaching outcomes.

The NLC offers grade-level review lessons that are directed by the teacher and designed to be highly interactive among:

(i)   students with their teacher; and
(ii)   students with their peers.

The Camp lessons are grounded in the 'Science of Learning' framework, focusing on cognitive research and practical applications to enhance learning outcomes. Lessons are structured to reinforce foundational knowledge and skills, involve real-world problem-solving activities, and encourage higher-order thinking. The Camps also offer teachers opportunities for reflection and professional growth, encouraging the adoption of new teaching approaches and the extension of student learning through systematic review and application of knowledge.

Design Basis

A strength of the design is the focus on both student and teacher learning. The intentions and expectations of the NLC are for:

- students to consolidate and enhance their thinking in topics already covered;
- teachers to update, strengthen and expand their subject knowledge in ways that encourage students to be involved in learning activities at different levels including those considered as higher order.
- teachers to enhance their pedagogical practices by focusing on selected skills, which include 21st century skills; and

Under the framework of 'Science of Learning', research-evidence is used to ground teaching and learning decisions around cognition research and features of a learning brain such as working memory demands, cognitive load, valuing errors, and domain specific skills. This framework highlights a *learning-focused approach* where teachers go beyond what might be considered current practice in the Philippines and incorporate brain-based ideas and approaches, including 21st Century skills, to make teaching more effective in enhancing learning for all.

To further support this direction, teachers are provided with resources, time and the opportunity to further extend their skills, knowledge and understandings of teaching and how students learn. The review lessons are designed to apply subject content already encountered by students. Because of this, lessons do not contain repetitive, routine questions of a particular subject aspect.

Review lessons

The review lessons are based on content already encountered by students in their current grade. All lessons *involve an exploration of ideas, concepts and content*. The purpose of the review lessons is two-fold:

(i)   to establish in students a stronger basis for future learning development (prior to enrolling in a new Grade after the summer break); and

(ii)   to enable teachers to strengthen and enrich their teaching practice in a research-based, learning-focused professional program (prior to a new academic year).

The primary focus of the review lessons concerns revising, clarifying and then applying previously-taught subject content with real-world problem-solving and/or comprehension activities. Each lesson begins by a focused content review and clarification of material needed in the lesson to come. For students, this initial review enables them to practice retrieving and practicing important basics relevant to the lesson to come.

For Teachers this information is designed to help determine learners' subject background knowledge and skills relevant to the lesson as well as help teachers identify where to build on previous learning. This approach is different from 'teaching' students anew as if they have not been taught previously.

Lesson Overview

All lessons in each of the three subjects, English, Mathematics and Science, contain five components. These are 1. Short Review, 2. Purpose/Intention, 3 Language Practice, 4 Activity and 5 Conclusion.

Timing

Approximate component timings are indicated as advice to guide the teacher in pacing the lessons. Time management involves:

▪   moving through components at a pace that is appropriate for learners;
▪   ensuring that all components are completed in a timely, efficient and constructive manner.

Research on student-learning quality and 'time' are related through student 'time-on-task'. Time-on-task refers to when students are actively involved (engaged) in some aspect of the learning process. The suggested times for each component are intended to maximize the time available for student involvement. This will encourage the student and teacher to work efficiently, timewise, through the lesson without jeopardizing the importance of student activities such as to:

▪   answer routine and non-routine questions,
▪   respond to verbal questions and explanations,
▪   interpret and use appropriate terminology,
▪   discuss aspects with their peers,
▪   explain or justify his/her approaches and thinking,
▪   work productively on their own, and
▪   listen carefully to the teacher or peers.

Establishing what is on-task time is more problematic when the teacher talks and students passively listen, such as in didactic teaching. With such an approach it is difficult to determine whether students are listening or even paying attention. Often in lessons identifying time-on task can also be problematic in case of problem-solving or intense reading and comprehension. Here, student activity is often more subtle and cerebral as students need to think quietly by themselves.

Ultimately, however, the time allocated to components will be determined by learners' needs and strengths, but not completely. There needs to be practical limits on the duration of the components to prevent major disruption to lessons which can have a detrimental impact on student learning. Often, teacher should not expect too much learning to occur on an initial meeting of unfamiliar content. It is repeated exposure associated with elaboration, addressing errors, and deliberately practicing key aspects where most learning occurs.

When times are allocated appropriately, and students become familiar with the approach and teacher expectations, concept development and student skill levels are improved as well as student engagement.

Note: Care needs to be exercised in determining what engagement means. Engagement is clearer when **students are doing the learning** through answering questions, writing, discussing and reading.

Key Ideas and Questioning

Critical aspects of the NLC for the teacher include questions related to learning areas, based around a *key idea*. The questions are offered at different levels of difficulty involving lower- to higher-order thinking, starting with questions of modest complexity up to those that require more developed reasoning.

In the lessons, students are provided with opportunities to practice solving non-routine questions to help improve their conceptual understanding by applying known content to subject-related problems.

Teacher Reflection

Teacher reflection on the lessons offers important insights to stimulate teachers and their peers to enhance their own practice and the learning of their students. This includes:

- new teaching approaches encouraged by lesson components that can contribute in different ways to student learning and lesson success;
- the use of review lessons that help review learnt material and extend student abilities in problem solving by utilizing known information;
- a focus on student concept and skill acquisition, pedagogical approaches, student errors, time-on-task, deliberate practice and working memory demands.

Enhancement and Consolidation Camps

The Enhancement Camp and the Consolidation Camp offer students the chance to review their subject background knowledge by consolidating previously taught material. The intention is:

- for students to have opportunities to review past work and to practice applying this knowledge of concepts and ideas through grade-related sets of questions of developing difficulty; and
- for teachers to follow the given format of components with some flexibility to adjust parts of a lesson to meet the learning needs of students in their class, particularly, if students are having difficulties.

Camp Differences

In the case of lessons for students in either the Enhancement Camp or Consolidation Camp, the materials, including the lesson plans and the sets of questions, are, on the surface, the same. These questions range from those of modest difficulty to those which require more insight and more knowledge and understanding.

There are important reasons for both Camps sharing the same content. Exploring and answering these question sets has value to students from both Camps, albeit in different ways. It enables students to work through a range of ideas on their own before hearing from their peers and teacher concerning the same questions – a very rich learning environment. Also, similar questions mean that expectations for students in both Camps is not limited and students have the same potential for growth.

The difference between Camps concerns the teaching focus, which is related to the breadth and depth of conceptual knowledge of students. It is anticipated that based on student performance within a lesson, the teacher will decide whether the class needs more practice and discussion of straightforward questions or whether extension material is more appropriate for the class.

In particular, questions marked as **Optional** (typically high-order questions) are more likely to be addressed in the Enhancement Camp than the Consolidation Camp, but not exclusively. It is the teacher who decides whether to include 'optional' questions and this will depend on student-learning success and understanding at that time.

If Optional questions are not used, teachers would spend that time productively. This includes reinforcing the concepts by increasing the focus on student errors and/or increasing student-student, and student-class directed conversations.

Lower- and Higher-order Skill and Knowledge Development

In all learning, lower-order thinking is a pre-requisite for higher-order skills and knowledge development. Many students are disadvantaged in their attempts to move forward in their learning through a lack of practice and conceptual development of needed lower-order skills, knowledge and understandings. Hence, *all* students benefit from a stock-take on relevant lower-order skills from previously addressed content. This helps establish a basis upon which student learning should build.

In both the Enhancement and Consolidation Camps important lower-order content skills, knowledge and understandings are re-visited at the beginning of each lesson. This helps ensure that potential learning obstacles are made visible to the student and the teacher. It also means that some errors in understanding or misconceptions are identified. This information is important to teachers in helping all students move forward regardless of their achievement levels.

As many questions posed are about applying content already encountered to a new problem, students have the opportunity to use their current knowledge, skill and understanding in a practical way at their level, further developing their conceptualization and understanding of the subject matter.

Both Camps offer students the opportunity to improve their learning and conceptual development by a stepped approach that involves:
(i)   reminding students of relevant lower-order skills through practice,
(ii)   having students use and discuss their knowledge in sets of graded questions with an emphasis on straightforward questions,
(iii)   expecting students to apply their knowledge leading to more breadth in learning,
(iv)   beginning an initial focused practice on higher-order skill development.

The approach advocated to solve problems or comprehend passages extends student learning beyond simple repetitive exercises sets. For these students the teaching part of the lesson requires teachers reviewing closely student solution attempts through student explanation, discussion and questioning of fundamental aspects of topics that are typically found in the earlier questions. Teachers should be sensitive to students' self-perceptions here as they may meet the ideas, presented in the lessons, maybe after many failures with these concepts in the past.

Nevertheless, these students should become aware of the more difficult questions as teachers allow them to consider links or connections between concepts previously taught. There is great value in problem solving for students to have time to read the problem and then be able to indicate in their own words, what the problem is about.

Finally, it is important that students in the Enhancement and Consolidation Camps become aware of what their students know, where it is progressing and how to build on student skills and knowledge. Teachers need to be nurturing and supportive of this development and continually look for evidence of success and growth. Teachers also need to encourage students to persist, continue to practice individual aspects, and use any mistakes/errors they make as an opportunity to learn more. These are important features of a successful learning journey.

Lesson Components: Short Overview

Lesson Component 1 (Lesson Short Review)

Component 1 offers teachers the chance to:

- settle the class quickly;
- review previously encountered information;
- address previous content in the form of a few targeted questions that are *relevant to the current lesson;*
- note what students already know;
- elicit answers from the class to reinforce the important content needed for the lesson; and
- address briefly issues that may arise.

The questions set for the Short Review section of a lesson are designed to *remind* students of knowledge and skills developed when first studying the topic area, which are relevant to the lesson.

Lesson Component 2 (Lesson Purpose/Intention)

This component offers teachers a chance to acquaint students with the purpose/intention of the lesson. It is valuable if students see a link here with their prior knowledge or experience, especially if the teacher can connect it to the responses and levels of student understanding evident in Component 1.

In addition, this component is an appropriate time to address what students might expect/aim to achieve, i.e., their lesson goal(s). Teachers should clarify, in clear language, the learning intention for the students as well as what success will look like. (Note**:** The degree of success or partial success of student learning in the lesson should occur as part of Component 5.)

Lesson Component 3 (Lesson Language Practice)

Component 3 concerns language use – speaking, hearing, listening and comprehending. The focus is on words or phrases that are to be used in the lesson.

The language practice suggested has been identified by considering the whole lesson and identifying those words/phrases that have the potential to cause difficulties for students through speech, listening, or understanding. Typically, the language identified is restricted to less than 6 words/phrases so that there is enough time to use a variety of approaches of practice within the time available.

Lesson Component 4 (Lesson Activity)

Component 4 has three aspects, 4A, 4B, and 4C.

In the case of the Learning Camp activity, Component 4 addresses the key idea for the lesson. It is about students applying known content to solve real-world problems. This requires students to interpret/understand the correct meaning of the 'stem', a stimulus, (such as a passage/text or diagram or the first part of the problem or story) before answering questions of differing degrees of complexity related to the stem.

Students are first presented with the stem in 4A and are given the time/chance to interpret its meaning. Then in 4B and 4C, two separate sets of questions related to the same stem are asked.

4A Reading and Understanding the Stem

4A involves understanding the language of the stem. The purposes here are for the teacher:

- to model fluent reading of the stem (first)
- to identify any unfamiliar language for the student (possibly addressed in Component 3)
- to read the passage or describe the figure, etc.
- to hear and experience fluency in reading the stem.

4B Solving the First Set of Questions

4B involves a set of questions associated with the stem. Students will need to refer to the stem as they prepare to answer the set of questions. Students write down responses or attempts at each question. It is important that every student in the class is expected to have a response for each question. It is expected and acceptable that students would make errors, which provide teachers with important information concerning students' learning needs. A critical procedural action here for teachers is the importance of **all** students starting on the same set of questions, *at the same time*.

When the students are finished, or sufficient time has been allocated, the teacher marks the questions. This can be achieved by student answers or approaches to the questions and by explaining or justifying their reasons. Time should be allocated to student discussion, explanation, and reasoning about answers.

4C Solving the Second Set of Questions

4C offers a new start for students regardless of how they performed in Component 4B. The structure is very similar to Component 4B, i.e., undertaking a new set of questions related to the same stem. In addition, the lesson structure allows a refresh as 4C presents a new starting point for the student. This structure also allows all students in the class to start a new activity at the same time.

This approach serves two purposes for teachers. *First,* it enables teachers to bring all students back together to proceed as a group with issues able to be directed to and considered by every student at the same time. *Second,* it offers teachers a way to extend their students' problem solving practice where *a different sets of questions* can be used with a single Stem. This is an efficient way to incorporate more problem-solving or comprehension practice on specific content into a lesson.

Lesson Component 5 (Lesson Conclusion)

Component 5 has a high metacognitive aspect for students – students thinking about their own thinking – which can be further enhanced by teacher modelling. Component 5 is designed to offer a student-focused overview to the main intentions of the lesson. In particular, the focus is about helping students reflect on their progress and achievement (or partial achievements) of the lesson intention as well as their understanding development during the lesson.

It builds on comments from Component 2 about teacher expectations. There is the chance here to confirm student progress during the lesson. A teacher may use a diagram, picture or some aspect of the lesson as a catalyst to stimulate student discussion and reflection.

NOTE: A fuller description of the Components and features of the lessons is provided in the **Learning Camp – Notes to Teachers Booklet.** It is recommended that these notes are read and discussed by teachers as they provide a further basis to understanding the structure of lessons and the pedagogy.

English Grade 10 Lesson Plan 1
Multimodal texts – looking for meaning and structure

Key Idea

Multimodal texts (<u>informational</u>/argumentative):
- analyzing meaning, visual component, structure
- composing argument, narrative

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information
- WC – Writing and Composition: Formulate a statement of opinion or assertion

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Component 1: Short review

Time: 7 minutes

Questions

Q1. There are three main modes of communication: written, spoken and visual. Can you think of texts that are examples of each mode?

Q2. The prefix 'multi' means 'many', or at least 'more than one'. Do you know, or can you guess, the meanings of these words: multi-colored, multicultural, multiplication, multimodal?

Q3. Multimodal texts combine two or more modes of communication. Can you think of three examples of multimodal texts? Explain why each is multimodal.

- Students answer the questions in Notebook.
- Teacher elicits answers to questions from students.

Suggested Answers:

Q1 Examples of the three main modes:
- Written texts: short story, poem, letter, essay, a note for the teacher explaining absence
- Spoken texts: speech, debate, podcast, radio program, asking a question in class
- Visual texts: photograph, drawing, poster without words, traffic signals

Q2. Meanings of 'multi-' words:
- Multi-colored = many colors
- Multicultural = many cultures, e.g. the Philippines is a multicultural society
- Multiplication = process of working out the product of two or more numbers, e.g. 2 x 3 = 6
- Multimodal = two or more modes

Q3. Examples of multimodal texts:
- Television show: spoken and visual
- Website: written and visual
- Poster with words: written and visual
- Film with subtitles: written, spoken and visual
- Presentation with PowerPoint: written, spoken and visual

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge. Spend more time on those questions which reveal gaps in students' understanding. Students could work on questions in pairs, or the questions could help frame a class discussion.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a multimodal informational text. We will read for meaning and think about how the visual part of the text contributes to that meaning. We will consider the structure of the text, and think about how we can respond to the text in different ways."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

  These words are written in your Worksheet (see C3).

  The words are: values, identity, humanity, reputation, debt of gratitude, hospitality.

- *values*: standards of behavior; beliefs about what is important in life
- *identity*: the sense of who we are as individuals and as citizens of a country
- *humanity*: quality of being humane, kind and loving to others
- *reputation*: the opinion of a person or group held by the wider community
- *debt of gratitude*: sense of owing thanks to others – in this case elders, or older people
- *hospitality*: friendliness and kindness to visitors and strangers

- Teacher: *Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

    *The way students raised money for the charity showed their **values** of kindness and consideration.*

- *Now with your partner, write a sentence for each of the other words in the list.*"

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

  We *are* what we believe
  [Text developed using ChatGPT, then adapted: https://chat.openai.com]
      Values are deeply rooted in the traditions and beliefs of Filipino society. These values play an important role in shaping the identity of the people. They also guide their behavior in everyday situations.
      One core value in Filipino culture is "kapwa," which refers to a shared humanity. This value encourages a sense of community, placing importance on relationships and cooperation. The idea of "bayanihan" captures this spirit, reflecting the tradition of putting the community before the individual, especially during times of need.

Another central value is "hiya" or shame, a sense of what is right and proper. Filipinos often show an awareness of how their actions affect their family's reputation. This value helps to build a sense of responsibility for others.

Respect for elders, known as "utang na loob" or debt of gratitude, is a basic value in Filipino culture. Young people acknowledge the sacrifices made by elders, showing respect, care and support. This value is important to families but carries over to the broader community.

Filipino hospitality, often expressed through the term "pakikisama", is based on friendliness and warm acceptance of others, including people beyond our circle of friends and family. Filipinos are known for their generosity and welcoming nature, creating an atmosphere that values social harmony.

In conclusion, values in Filipino culture form a foundation of shared principles that guide individuals and how they relate to each other. Whether expressed through the concepts of "kapwa" or "hiya," respect for elders or hospitality, these values help to shape the unique Filipino identity.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Q1. Which sentence in the first two paragraphs supports the idea in the title, 'We *are* what we believe'?
Q2. Which value is at play if we welcome strangers into our homes?
Q3. Which value is represented in the photograph that accompanies the written text?

Suggested Answers:
Q1. 'These values play an important role in shaping the identity of the people.' This sentence shows that what we believe helps to build a sense of who we are as a people.

Q2. "Pakikisama" – kindness and hospitality to all, including strangers, i.e. 'people beyond our circle of family and friends'.

Q3. The photograph generally represents the value of "kapwa," or shared humanity and cooperation. More specifically, it represents "bayanihan", a tradition of putting the community before the individual, especially during times of need – in this case, a flood.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in Workbook.

Q4. Notice that the writing is organized into six paragraphs. Write a brief, six-point plan that might have been used to help write this text.

Q5. Which do you think is the most important of these four values? Write a one-paragraph argument supporting your view.

Q6. (**O**) Briefly tell a story that illustrates one of the four values. Your story might be true or imagined. If you can't think of a story, you might like to tell the story behind the photograph.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Suggested Answers:

Q4. Possible plan for this text:

1. Introduction
2. 'Kapwa' – humanity
3. 'Hiya' – shame
4. 'Utang na loob' – respect for elders
5. 'Pakikisama' – hospitality
6. Conclusion

Q5. This is an open-ended question. There is no right or wrong answer, but students must support their opinion with reasons.

Eg. I believe that 'utang na loob', or respect for elders, is the most important Filipino value. I think that older people have worked hard throughout their lives to support their families, so we owe them our gratitude, or thanks. They also have much wisdom, gained through life experiences, that they can share for the benefit of younger people.

Q6. Again, there are no right or wrong answers here. The story behind the photograph might go something like this:

Last year, our village was hit by heavy rain. Soon the roads were covered by water and they remained muddy for a long time. One day a truck, carrying food for people cut off by the floods, became stuck in the mud. We didn't waste any time talking about the problem. After a lot of pushing we moved the truck to higher ground. When the job was done, we laughed to see each other's faces covered in mud. That day I felt proud of the "bayanihan" shown by our village.

[**Teacher Notes:** If there is insufficient time or if students are finding the work difficult, Q5 might be limited to a one-sentence answer and Q6 could be done as a speaking activity. Be prepared for a variety of answers to Q5 and Q6. Use the open-endedness of these questions as an opportunity to encourage discussion.]

Component 5: Lesson Conclusion

Time: 5 minutes

- ▪ Teacher reads the questions. He/she may also add other questions.

Question:
- • The focus of this lesson was to study a multimodal informational text, looking for meaning and structure, and thinking about how we can respond to the text in different ways. What have you learned through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at an example of an argumentative multimodal text. We'll see that visual elements can add something special to argumentative texts as much as informational texts.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Question 5 and 6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 2
Multimodal texts – understanding and appreciating features of argumentative texts

Key Idea

Multimodal texts (informational/<u>argumentative</u>):
- analyzing meaning, tone, visual features

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information.

Component 1: Short review

Time: 7 minutes

- Teacher: '*In the previous lesson we looked at an example of a multimodal informational text. Now we are going to look at a multimodal argumentative text. But first, let's see what we know about the difference between informational and argumentative texts and why visual elements might be added to argumentative texts.*'

- Students could work on these questions in pairs. Teacher could also use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. Can you think of examples of informational and argumentative texts?

Q2. What are the differences between informational and argumentative texts? Complete this table:

	Informational texts	Argumentative texts
Purpose	To inform	To …………………
Tone	…………………	Positive or negative
Language	Uses words with clear denotations or meaning (factual) ……………………………………………… ………………………………………………	…………………………………………………………… …………………………………………………………… May be personal and even biased

Q3. How might adding visual features make argumentative texts more effective? Can you think of examples of such visual features?
- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. Examples of *informative* texts: report, menu, recipe, news article, textbook, encyclopedia, manual; examples of *argumentative* texts: letter to editor, opinion piece in newspaper, essay, online forum, book or film review

Q2. Some differences between informational and argumentative texts are:

	Informational texts	Argumentative texts
Purpose	To inform	To express a point of view, to persuade
Tone	Neutral	Positive or negative
Language	Use words with clear definitions or meanings (factual) Impersonal, unbiased language	Use words with positive or negative connotations May be personal and even biased

Q3. Visual features are sometimes used in argumentative texts to explain an idea or to provide evidence in support of a point. They also serve to grab the attention of readers in a way that words might not do so well. Examples of visual elements include eye-catching headings, graphs, tables, diagrams, photographs and layout (i.e. the organization of the written text, e.g. use of dot points).

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about argumentative texts and the role of visual elements.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a multimodal argumentative text. We will need to read the written part of the text, and we will also be viewing the visual components of the text."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

  These words are written in your Workbook (see C3).

  The words are: captivate, sequence, genre, legitimate, adaptation, evolving

- *captivate* = attract and hold the interest of (someone)
- *sequence* = a particular order in which things follow each other
- *genre* = a type or category of art, music, film or literature – or comic
- *legitimate* = valid, able to be justified as right and proper
- *adaptation* = a television drama, stage play or film that has been adapted from a written text, i.e. changed to a different form
- *evolving* = developing gradually over time

- Teacher: *Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

    The music at the start of the performance <u>captivated</u> *the audience.*

- *Now with your partner, write a sentence for each of the other words in the list*."

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity
Time: 20 minutes total
Component 4A Reading the Text (5 minutes)
- Teacher reads text, drawing attention to the words listed.

Comics for the ages
 [Text developed using ChatGPT, then adapted: https://chat.openai.com]
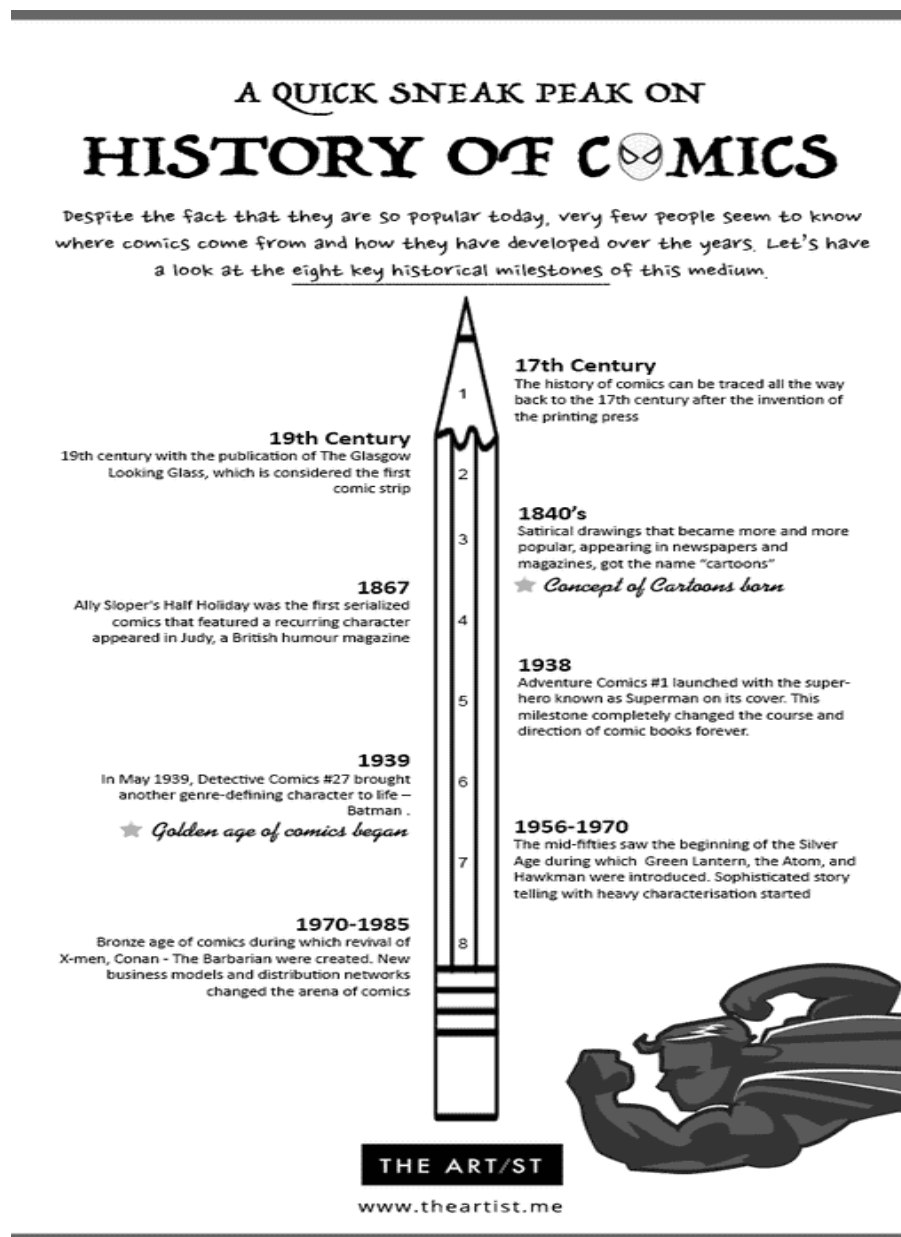   Comics are a creative form of storytelling that combine visual art and written text. They have captivated audiences around the world for centuries.

Even back in ancient times, people could tell stories through a sequence of pictures on a cave wall. When printing was developed, comics started to appear in newspapers and magazines. However, the modern comic book did not emerge until the 20th century. The creation of Superman in 1938 marked the beginning of the superhero genre, leading to the Golden Age of Comics. Marvel and DC Comics became industry giants, introducing beloved characters like Spider-Man and Batman.

Over time, comics moved into different genres, including science fiction, horror and romance. The graphic novel boom in the 1980s made comics a legitimate literary form, with complex works like Alan Moore's "Watchmen" challenging the view that comics are just for fun and just for kids.

Comics often provide comments on the world in which we live, reflecting social change and examining important issues. The global appeal of comics is evident in manga, a unique Japanese style that has influenced creators worldwide. Digital technology has made it possible for anyone to read or create comics – even adults!

In recent years, adaptations of comics into popular films and TV series have introduced comics to an even wider audience. As an artform continually evolving, comics remain a powerful means of storytelling, engaging audiences through a rich blend of visual and narrative features.

A QUICK SNEAK PEAK ON
HISTORY OF C🕷MICS

Despite the fact that they are so popular today, very few people seem to know where comics come from and how they have developed over the years. Let's have a look at the eight key historical milestones of this medium.

17th Century
The history of comics can be traced all the way back to the 17th century after the invention of the printing press

19th Century
19th century with the publication of The Glasgow Looking Glass, which is considered the first comic strip

1840's
Satirical drawings that became more and more popular, appearing in newspapers and magazines, got the name "cartoons"
⭐ *Concept of Cartoons born*

1867
Ally Sloper's Half Holiday was the first serialized comics that featured a recurring character appeared in Judy, a British humour magazine

1938
Adventure Comics #1 launched with the super-hero known as Superman on its cover. This milestone completely changed the course and direction of comic books forever.

1939
In May 1939, Detective Comics #27 brought another genre-defining character to life — Batman .
⭐ *Golden age of comics began*

1956-1970
The mid-fifties saw the beginning of the Silver Age during which Green Lantern, the Atom, and Hawkman were introduced. Sophisticated story telling with heavy characterisation started

1970-1985
Bronze age of comics during which revival of X-men, Conan - The Barbarian were created. New business models and distribution networks changed the arena of comics

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Component 4B Questions (10 minutes)
- Teacher reads Questions 1-3 in Workbook.

Q1. Multimodal describes a text that uses more than one mode, or way, to communicate. In what sense are comics multimodal?

Q2. The infographic adds further information to one of the five paragraphs in the written text. Which one?

Q3. What points does the writer raise to challenge the view that comics are 'just for fun and just for kids'?

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:

Q1. Comics are multimodal because they combine written and visual modes.

Q2. The infographic adds further information to the second paragraph about the history of comics.

Q3. The writer challenges the view that comics are 'just for fun and just for kids' with the following points:
- often 'complex' – not simple, and therefore not 'just for kids'
- 'even adults' can read and create comics – again, not 'just for kids'
- provide comments about 'important' issues – not 'just for fun'
- a legitimate 'artform' – some comics should be taken seriously
- a 'powerful' way of telling stories – some comics are doing more than just providing 'fun'.

Component 4C Questions (10 minutes)
- Teacher reads Questions 4-6 in Workbook.

Q4. How do the visual elements of the infographic support the communication of information?

Q5. (**O**) How does the writer support the view that comics are 'continually evolving'?

Q6. Do you think the written text presents information with a neutral tone, or is it presenting an argument with a positive or negative tone? Find evidence to support your answer.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:

Q4. These visual features of the infographic support the communication of information:
- Unusual font of the title attracts our attention and highlights the focus of information: the 'history of comics'
- Pencil acts as a sort of vertical timeline, presenting 8 milestones (or significant points in time) in the history of comics
- Picture of the superhero supports the information that superheroes, like Superman and Batman, were the beginning of the modern comic book.

Q5. The writer supports the idea that comic books are 'continually evolving' (changing over time) by:
- Tracing the history of comics from ancient to modern times, linked to technological developments such as the printing press and digital technology
- Showing how comics have moved into different genres, such as science fiction, horror and romance
- Describing how comics have been adapted into different forms, such as TV series and films

Q6. The writer presents comics with a positive tone. Words with a positive connotation are used to describe comics, e.g. '*creative* form of storytelling', '*legitimate* form of storytelling', '*artform*', '*powerful* means of storytelling' and '*rich* blend of visual and narrative features'. The effect of comics on readers is described in equally positive language, e.g. 'captivate' and 'engaging'. Also, the writer mentions no negative points about comics. While admitting that some might think comics are 'just for fun and just for kids', the writer shows how more complex forms of comics, e.g. graphic novels', challenge this idea. Overall, the writer's tone is very positive.

[**Teacher Notes:** Encourage students to find more than one point or one piece of evidence when answering Q4-6. The quality of the answer is the important thing here.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions. He/she may add other questions.

Question:
1. The focus of the lesson was on understanding and appreciating the features of a multimodal argumentative text. What did you learn though this activity?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will look at a more complex example of an infographic. In fact, the infographic is the entire text.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 4-6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 3
Multimodal texts – understanding and appreciating features of informational texts

Key Idea

Multimodal texts (<u>informational</u>/argumentative):
- analyzing meaning, purpose, audience, visual features and elements
- composing argument

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get the author's purpose; Read closely to get explicitly and implicitly stated information.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

- Teacher: '*Remember last lesson, we looked at a text about comics that included an infographic. That infographic provided a visual representation of the history of comics in the form of a timeline. We're going to look at another infographic this lesson, so let's start with what we already know about infographics*'
- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. The term 'infographic' is a blend of two words. What are they? Why is this a good name for these texts?

Q2. Why might a person go to the trouble of presenting information in the form of an infographic?

Q3. Imagine you were asked to design an infographic about 'healthy eating'. Which of the following might you choose to include?
- ☐ A bar graph showing how people are increasingly eating unhealthy food.
- ☐ A few recipes for healthy meals.
- ☐ A pyramid graph showing how much we should consume of the major food groups.
- ☐ A bold heading: *Fast food is cool!*
- ☐ A list of the foods you consumed yesterday.
- ☐ Pictures of delicious healthy foods.

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. *Infographic = information + graphic* (picture). This is an appropriate name because infographics present information on a topic in a visual way.

Q2. The value of an infographic is that it presents complex information in a visual form that makes it easy to understand. The visual elements used in infographics help comprehension, improve memory and make the content more appealing. Visual elements also support people with different language backgrounds.

Q3. There are good reasons to include these items in an infographic on healthy eating:
- ✔ A bar graph showing how people are increasingly eating unhealthy food – shows *why* we need to eat healthy foods
- ✔ A pyramid graph showing how much we should consume of the major food groups – presents important information in a simple visual form
- ✔ Pictures of delicious healthy foods – visually appealing.

There are good reasons *not* to include the following items:

    A few recipes for healthy meals – too much written information for an infographic

    A bold heading: *Fast food is cool!* – this heading sends the wrong message

    A list of the foods you consumed yesterday – too personal and not visual.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about infographics.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at an infographic, taken *by the Philippine Statistics Authority (PSA). Like the infographic we saw last lesson, this one includes both written and visual components. It's a multimodal informational text."*

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

  These words are written in your Worksheet (see C3).

  The words are: forefront, sustainable, poverty, subsistence, nutrition, gender equality

- *forefront* = the leading or most important position
- *sustainable* = able to be maintained (or kept) at a certain level or rate
- *poverty* = the state of being very poor
- *subsistence* = the act of supporting oneself, especially at a basic level
- *nutrition* = the process of providing the food needed for good health
- *gender equality* = a situation where rights and opportunities are the same for males and females

▪ Teacher: *Let's practice these words.*
- *Say them and their meanings after me.*
- *Look at their spelling.*
- *Let's put them in a sentence. I'll do the first one….*

    Young people are at the <u>forefront</u> of change in the Philippines.

    Now with your partner, write a sentence for each of the other words in the list."

▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or discuss questions as a class.]

Component 4: Lesson Activity

Time: 20 minutes total
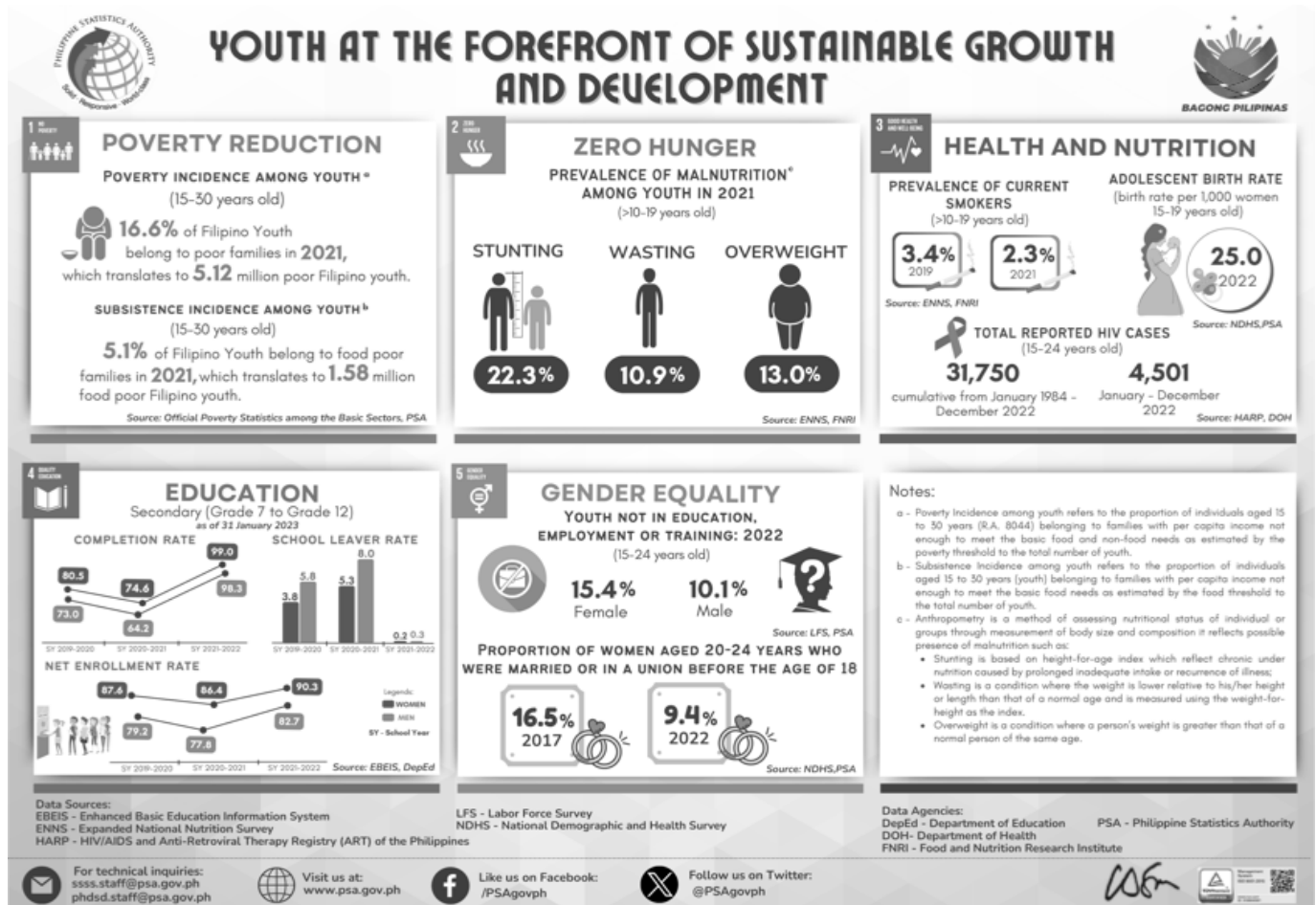
Component 4A Reading the Text (5 minutes)

▪ Teacher reads the main information in the white boxes of the infographic, drawing attention to the words listed. Do not read the blue section at the bottom of the text – just quickly notice that it provides information about data sources, weblinks, etc.

Youth at the Forefront of Sustainable Growth and Development

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 in Workbook.

Q1. What age range does the term 'youth' refer to here?
Q2. What youth problems does the infographic identify?
Q3. What positive trends among youth are evident?

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Suggested Answers:

Q1. 'Youth' refers to individuals aged 15-30.

Q2. Youth problems referred to in the infographic include:

- poverty
- malnutrition (not eating sufficient or appropriate food)
- health problems (e.g. HIV, teenage pregnancy)

- gender inequality (e.g. girls participate less in education and employment)

Q3. Positive trends among youth include:
- decrease in numbers of young people smoking
- increase in numbers of students enrolled in and completing education
- decrease in the number of girls under 18 in marriages or unions

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in Workbook.

Q4. What is the purpose of this text and what audience is it targeting? Justify your answer.

Q5. How do the visual features and elements of the text support the communication of information?

Q6. Use information from the infographic to help you write an argument in one paragraph, starting with the sentence: *We need to invest in our youth if we want to build our nation.*

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Suggested Answers:

Q4. The purpose of the text is to inform. It is an informational text. In particular, it is informing us about Filipino youth today, what progress is being made and what problems still persist. The audience of this text would be Filipino people generally, but particularly those who are in a position to take action to improve the position of Filipino youth, e.g. parents, schools, employers, government authorities, even young people themselves.

Q5. The visual features and elements help to support the effective communication of information. For example:
- The white boxes *chunk* the information, sorting it into five areas that makes it easier to read
- *Colored headings* indicate the issue dealt with in each box, e.g. 'Poverty Reduction'
- *Simple graphics* highlight the particular youth issues that each box focuses on, e.g. the simple human figures showing the effects of too little or too much food
- *Graphs* show trends in particular areas, e.g. school completion rate
- *Colored and enlarged font* (i.e. the style of print) helps to highlight key information and statistics, e.g. decrease in smoking from 3.4% to 2.3%.

Q6. There is no right or wrong answer to this question. It is important, however, that students express an opinion on youth in the Philippines and support this opinion with relevant information. Because this is an argumentative text, they can adopt a positive or negative tone and use more personal or emotional language. For example:

> *We need to invest in our youth if we want to build our great nation, the Philippines. These young people represent the future. The more we help them to realize their potential, the more our nation will grow and develop in the years ahead. Of course, there are plenty of problems to deal with: poverty, malnutrition, gender inequality and teenage pregnancy to name just a few. However, we have shown how we can turn around some of these problems – for example, we have increased enrolment and completion rates in schools and decreased smoking. Parents, schools, employers and government, even young people themselves, all have a part to play. If we invest time and money in supporting our youth, they will provide us with a good return on that investment in the future.*

[**Teacher Notes:** Encourage students to find more than one point or one piece of evidence when answering Q4-6. The quality of the answer is the important thing here.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Questions:

1. The focus of the lesson was on analyzing and understanding an infographic and using some of the information to compose an argumentative text. What did you learn by engaging in these activities?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will look at an example of a multimodal informational text about active transport.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Question 6 for quality of writing and understanding of content.

English Grade 10 Lesson Plan 4
Multimodal texts – composing an argument

Key Idea

Multimodal texts (<u>informational</u>/argumentative):
- analyzing/evaluating meaning, formatting, visual elements
- composing argument for purpose/audience

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

▪ Teacher: '*In previous lessons we have looked at multimodal texts that included photographs or infographics. We saw how the visual components of those texts supported the communication of information or an argument. Before we look at another multimodal text this lesson, let's think about what we have learned about the visual component of such texts.*'

▪ Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. Can you think of examples of visual texts that could be combined with written texts?

Q2. In what ways might a written text be formatted to make it visually more effective?

Q3. Can you suggest examples of *visual elements*, i.e. the aspects of visual texts (or the visual components of multimodal texts) that help them to be effective?

▪ Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. Photographs, infographics, illustrations, graphs or tables, cartoons, screenshots, maps.

Q2. Title pages, headings and subheadings, chunking of information, dot points, highlighting key information, icons.

Q3. Color, size, shape, line and space are all important elements of visual texts (or the visual components of multimodal texts).

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about visual texts or the visual components of multimodal texts.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson, we are going to look at the title page and an extract from a 'playbook' produced by the Philippine Government as part of a campaign to promote active transport. A playbook is a set of guidelines for a particular activity, industry or job – in this case, for the government's campaign. Like other multimodal texts we have studied, this text includes both visual and written components. Thus, students are expected to compose argumentative texts for a specific purpose/audience."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*
  These words are written in your Worksheet (see C3).

  The words are: promoting, disproportionately, infrastructure, substituted, shifting, switching

  - *promoting* = actively supporting or encouraging (e.g. a cause or product).
  - *disproportionately* = in a way that is too large (or small) compared with something else.
  - *infrastructure* = the resources (e.g. transport, buildings, equipment and personnel) required for an activity or initiative.
  - *substituted* = used instead of something else, replaced.
  - *shifting* = causing to move or change.
  - *switching* = changing from one thing to another.

- Teacher: *Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

    The government is <u>promoting</u> healthy eating through a national campaign.

    Now with your partner, write a sentence for each of the other words in the list."

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

The 'Active Transport' campaign

The Philippine Government is trying to encourage use of active transport as part of its Seven Healthy Habits campaign. It has produced a 'playbook' that outlines the pros and cons, the benefits and risks of active transport.

The playbook is available at https://www.scribd.com/document/624919184/DOH-HPB-PA1-Playbook-Active-Transport?doc_id=624919184&download=true&order=631060122

Study this title page of the playbook, then we will read the extract from the playbook that follows.

THE SIGNIFICANCE OF PROMOTING ACTIVE TRANSPORT

Road Safety

- **Cyclists and pedestrians suffer disproportionately from road collisions.** Almost half of all deaths on the world's roads are among those with least protection.[5] In the US, pedestrians and cyclists were respectively 24 AND 12 TIMES MORE LIKELY TO BE KILLED than car occupants during road crashes.[6]
- In the Philippines, road crashes involving cyclists **result in injury or death almost 70 percent of the time**, while those involving private cars only RESULT IN INJURY OR DEATH ABOUT 10 PERCENT OF THE TIME.[7]
- The development of infrastructure to accommodate safe use of active transport will **protect cyclists** from fatal or injurious road crashes by directly separating cyclists from high-speed traffic; making them more visible on the road with the safety in numbers effect; and **decongesting roads** (as more people switch to active transport).[8]

Environmental Benefits

- Emerging research shows that cycling substituted for a portion of motorized transport can **greatly improve air quality and reduce annual CO_2 emissions by tons** — these, in turn, can increase gains in life years, especially when accompanied by sustainable transport planning and safety measures. [9-11]
- Shifting from driving to cycling for an average 11 km trip in Metro Manila CAN SAVE 2.8 L OF GASOLINE PER WEEK and 2.7 kilograms of CO_2 emissions per day. Should five percent of car trips be converted to cycling trips, 57,000 tonnes of CO_2 emissions can be saved annually, **the equivalent of planting 2.31 million trees in a year.**[12]

Socio-economic Advantages

- Estimates from AltMobility PH showed that businesses saw an UP TO 25 PERCENT INCREASE IN CLIENTS when they installed cycling-friendly infrastructure such as bicycle parking. AltMobility PH estimated that through the allocation of more space for cycling customers, **additional sales of Php 648,000 per month, or Php 7.78 million annually could be expected.**[12]
- Lastly, individuals can expect further SAVINGS OF ABOUT PHP 281,461.92 upon switching to cycling from motor vehicle use — cycling eliminates car-related costs such as vehicle registration costs, fuel costs, maintenance costs, and parking and other expenses.[12]

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in Workbook.

Q1. What information from the poster and written text helps define 'active transport'?
Q2. List two benefits of Filipinos switching to active transport.
Q3. What potential problem does increased use of active transport pose? How might this problem be addressed?

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:
Q1. 'Active transport' refers to ways of moving about the environment that involve physical exercise. In this text, 'active transport' refers to cycling.
Q2. Benefits of switching to active transport include:
- Improved air quality – less pollution
- Businesses more profitable (if they develop cycling infrastructure, e.g. bicycle parking)
- Cost savings for individuals – less money spent on fuel, maintenance and parking

Q3. A potential problem of increased use of active transport is cyclists being involved in collisions with cars, leading to an increase in injuries or accidents. This problem could be addressed by separating cyclists from high-speed traffic (e.g. by building cycling lanes). Also, if more people cycle then there will be 'safety in numbers' – they will be more visible to motorists and less likely to be hit.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in Workbook.

Q4. How does the title page promote the idea of active transport?
Q5. How does the formatting of the written text help to communicate information clearly?
Q6. (**O**) Write a letter to your LGU suggesting why it should (or should not) set up a local campaign for active transport. Use information from the extract to support your argument. Do not include your address or the LGU address – just the main part of the letter starting with 'Dear Mayor'.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:
Q4. The title page promotes the idea of active transport by showing a healthy young person on a bicycle, suggesting this would be a healthy activity to engage in. The smiling face of the girl further suggests the idea of cycling as a fun activity. This sense of fun is reinforced by the informal font used in the heading and the bright colors in the design of the title page.
Q5. The formatting of the written text helps to communicate information clearly by:
- chunking information in three sections, each with a heading clearly indicating the information available in that box
- dot points help to separate different ideas under each heading
- use of capitalization and highlighting to draw attention to significant statistics

Q6. There is no right or wrong answer to this question. Students need to express an opinion, supported with reasons and evidence (using information from the extract) in the form of a letter. Here is an example of a possible response:

Dear Mayor,

I was pleased to discover recently that the Philippine Government is promoting active transport, in particular, cycling, through a national campaign. I think this is an excellent initiative that would greatly benefit our local community.

Cycling is a healthy and fun activity. Air quality improves when people substitute cars with bicycles. There are also substantial cost savings for people who choose to cycle.

The biggest problem facing cyclists in our community is the heavy traffic. If there is an accident involving a vehicle and bicycle, there is a 70% chance the cyclist will be killed or injured, but only a 10% chance the motorist will face the same outcome. We can make cycling safer in our community by providing bicycle lanes separated from busy roads.

I urge you to support the active transport option for the benefit of the environment and the community. Thank you for your consideration of this important issue.

Yours faithfully,
XXXXXXXXXXXX

[**Teacher Notes:** Encourage students to find or use more than one point or one piece of evidence when answering Q4-6. The quality of the answer is the important thing here.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions. The teacher may also add other questions.s
Question:
1. The focus of the lesson was on understanding and analyzing the meaning and features of a multimodal text, and composing an argument for a particular purpose and audience. What did you learn through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we won't look at a complete text, but rather at a series of points relating to a topic: social media. We will divide these points into those for and against social media, then use some of the points to compose our own arguments.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 4-6 for quality of writing and understanding of the content.

English Grade 10 Lesson Plan 5
Multimodal texts – analyzing points for and against an issue

Key Idea

Multimodal texts (informational/<u>argumentative</u>):

- analyzing meaning, drawing conclusions
- composing argument using visual features appropriate for purpose/audience

Most Essential Learning Competencies (2016):

- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Present information using tables, graphs, and maps; Scan for needed information; Read closely to get explicitly and implicitly stated information; Draw conclusions from the set of details.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

- Teacher: ' *we have looked at some examples of informational and argumentative texts. Some are <u>'one-sided'</u>, presenting information or points for <u>or</u> against an issue. Some are <u>'two-sided'</u>, presenting information or points for <u>and</u> against an issue.'*
- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. Consider the informative and argumentative texts we have read recently. Which ones were one-sided and which ones were two-sided?

Q2. Thinking about argumentative texts, which is better: a one-sided argument or a two-sided argument? Give a reason.

Q3. Can you think of a general four-paragraph plan that might help you to write a simple two-sided argument?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. One-sided: *We are what we believe* (text about values), *Comics for the ages*. Two-sided: *Youth at the forefront of sustainable growth and development* (infographic), *The 'Active Transport' campaign.*

Q2. The two-sided argument often seems more balanced and reasonable because it has considered both sides of an issue, even if the writer favors one side or another in the end. On the other hand, a one-sided argument can be very persuasive, to the point where we forget that there is even another way of looking at the issue.

Q3. General plan for writing a two-sided argument in four paragraphs:

1. Introduction: brief overview of the issue
2. Points FOR the issue (pros)
3. Points AGAINST the issue (cons)
4. Conclusion: summary of main ideas and a final opinion after considering both sides

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about one-sided and two-sided argumentative texts. Q3 will help to prepare students for the writing task in Component 4C.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at several points related to the subject of social media. We will organize these points into those that are for social media and those that are against social media, before selecting some of these points to compose a two-sided argument."

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: "*We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly.*"
These words are written in your Worksheet (see C3).

The words are: connectivity, vulnerable, cyberbullying, anonymity, overwhelming, platform

● *connectivity* = the state of being connected, or linked, especially through digital technology
● *vulnerable* = in danger of being attacked or harmed
● *cyberbullying* = the use of digital communication (especially social media) to bully, i.e. to treat someone in a mean or threatening way
● *anonymity* = the situation in which someone's name is not given or used
● *overwhelming* = very intense, hard to deal with
● *platform* = (in the context of social media) an online digital service that enables users to share content and connect with other users; (in most other contexts) a raised area, e.g. a railway platform

▪ Teacher: *Let's practice these words.*
● *Say them and their meanings after me.*
● *Look at their spelling.*
● *Let's put them in a sentence. I'll do the first one….*

  The internet enables <u>connectivity</u> *between and among people around the world.*

  Now with your partner, write a sentence for each of the other words in the list."
▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

▪ Teacher reads text, drawing attention to the words listed.

Pros and cons of social media
[Text developed using ChatGPT, then adapted: https://chat.openai.com]
Each box below contains a brief point for or against social media.

Global Connectivity:

Social media sets up communication and connection on a global scale, allowing people to interact and share ideas across borders.

Privacy Concerns:

Social media platforms often raise issues related to privacy, with users' personal information vulnerable to misuse.

Cyberbullying:

The anonymity of social media can lead to cyberbullying, affecting mental health and well-being.

Information Sharing:

Social media serves as a quick and efficient platform for spreading information, news and updates, contributing to real-time awareness.

Community Building:

Social media platforms help to build communities based on shared interests, encouraging a sense of belonging and support.

Information Overload:

The constant flow of information on social media can be overwhelming, contributing to stress and a sense of being constantly connected.

Fake News and Misinformation:
Social media platforms are vulnerable to the spread of fake news and misinformation, influencing public opinion negatively.

Business Opportunities:

Social media serves as a powerful tool for businesses, providing a platform for marketing products and engaging customers.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Questions:
Q1. In the context where it is used, what is meant by the term 'real-time awareness'?
Q2. Name two possible problems associated with information sharing.
Q3. According to information presented in the eight points, which of the following words would best describe social media?
- □ Fast
- □ Global
- □ Easy to use
- □ Private
- □ Powerful
- □ Truthful

Suggested Answers:

Q1. 'Real-time awareness' means being able to understand what is happening as situations unfold or develop, not just after they have occurred. Digital communication is so fast that we learn about events while they are happening.

Q2. Possible problems associated with information sharing are:

- The information might be *overwhelming*, i.e. too much information
- The information might be *false*, i.e. fake news and misinformation
- The information might be *personal*, i.e. sharing information affects privacy

Q3. Social media is fast, global and powerful, according to information in the eight points. It is not always private. It can be used to spread misinformation, so it is not always truthful. There is no evidence in the information that indicates it is easy to use.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in Workbook.

Q4. Arrange the eight points into arguments for and against social media.

Q5. Use some of the points to help you write a two-sided argument about social media. You could use the plan you developed for Q3 in Component 1.

Q6. Imagine you are going to publish your argument in a school magazine. How could you use visual features to add to the effect of the writing?

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:

Q4. Points *for* social media: global connectivity, information sharing, community building, business opportunities. Points *against* social media: privacy concerns, cyberbullying, information overload, fake news and misinformation.

Q5. No right or wrong answer here. Students can express any point of view provided they support their argument with reasons. Here is one possibility that follows the four-paragraph plan discussed at the start of the lesson:

> *Increasingly, people are using social media to communicate and share information. But is this technology creating more problems than solutions?*
>
> *Like all things in life, social media can be misused. For example, it can be used for cyberbullying and spreading fake news. Loss of privacy is a constant danger.*
>
> *However, as a means of personal communication, social media is fast and efficient, keeping us in touch with family, friends and the entire world. It can help to build communities that go beyond borders and provide opportunities for business.*
>
> *Overall, I believe that social media brings many benefits to the world and that smart users can take steps to guard against its negative effects.*

Q6. Encourage students to come up with some creative ideas for visual features that might add to the effect of the writing. Here are some possibilities:

- A bold heading can highlight the positive nature of the argument, eg
  Social media gets thumbs up
- An appropriate icon, such as 'thumbs up' is a simple but effective way to support the positive nature of the argument, eg

Available through Creative Commons: https://creativecommons.org/

- An illustration or photograph that shows social media in a positive light, e.g.

This Photo by Unknown Author is licensed under CC

- A table or graph showing the results of a class survey about social media, eg

ATTITUDE TO SOCIAL MEDIA	👍	❓	👎	No experience of social media
Number in class expressing this attitude	14	7	5	7

Icons from Creative Commons: https://creativecommons.org/

[**Teacher Notes:** Encourage students to find more than one point or one piece of evidence when answering Q4-6. The quality of the answer is the important thing here.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions. The teacher may add other questions.

Question:
1. The focus of the lesson was on analyzing points for and against an issue, then using these points to write a two-sided argument. What did you learn through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will review our learning this week by looking at another example of a multimodal informational text and using information from the text to compose an argumentative text, a poster.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 5 and 6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 6
Multimodal Texts – Deliberate Practice

Key Idea

Multimodal texts (informational/argumentative):
- analyzing meaning, visual components of multimodal informational text
- composing argument, evaluating language

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

- Teacher: '*This week, we have looked at examples of informational and argumentative texts. In Lesson 2, we noted the differences between informational and argumentative texts in the form of a table. Let's review that work before we engage with this lesson.*'

- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. Fill the gaps to complete the table. Don't look back in your Workbook!

	Informational texts	**Argumentative texts**
Purpose	To _____	To express a point of view, to _____
_____	Neutral	Positive or negative
Language	Use words with clear denotations or meanings (_____) Impersonal, unbiased language	Use words with positive or negative _____ May be personal and even biased

Q2. Which of these features would you most associate with informational texts and which with argumentative texts? Hint: four features for each!
- ☐ Definitions
- ☐ Emotional or exaggerated language
- ☐ Graphs and tables
- ☐ Technical language
- ☐ High modality, e.g. *You must take action!*
- ☐ Personal appeals
- ☐ Organizational features, e.g. subheadings, dot points
- ☐ Colorful and lively language

Q3. What changes would you make to an informational text if you wanted to transform it into an argumentative text?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1.

	Informational texts	Argumentative texts
Purpose	To inform	To express a point of view, to persuade
Tone	Neutral	Positive or negative
Language	Use words with clear denotations or meanings (factual) Impersonal, unbiased language	Use words with positive or negative connotations May be personal and even biased

Q2. Features of informational texts: definitions, graphs and tables, technical language, organizational features. Features of argumentative texts: emotional or exaggerated language, high modality, personal appeals, colorful and lively language.

Q3. If I was transforming an informational text into an argumentative text I would:

● Take up a point of view in relation to the material – drop the neutral tone.
● Select information that might help to support that point of view.
● Use features that would help to make the argument persuasive, e.g. emotional or exaggerated language, high modality, personal appeals, colorful and lively language.
● Prepare an introduction designed to win the attention and interest of the audience.
● Prepare a conclusion that finishes on a strong note, perhaps a call to action.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about the differences between informational and argumentative texts *after* they have had some extra exposure to these kinds of texts.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to analyze a multimodal informational text about population growth in the Philippines. We will use information from the text to compose our own argumentative texts."

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Worksheet (see C3).

The words are: fertility rates, mortality rates, degradation, sustainable goals, contraception, comprehensive

● *fertility rates* = number of births occurring annually per thousand women of child-bearing age.
● *mortality rates* = number of deaths occurring annually per thousand people.
● *degradation* = the process of something becoming worse or being made worse.
● *sustainable goals* = 'goals' refers to the aims of your efforts, what you are trying to achieve; so 'sustainable goals' are goals those that you can achieve without degrading the environment or creating further social problems like inequality.

[It may be helpful to think about 'goals' in football or basketball to understand this concept.]
- *contraception* = the use of any method to prevent pregnancy and so avoid having a baby.
- *comprehensive* = including or dealing with nearly all aspects of something, e.g. a comprehensive report covers most of the important areas of a topic.

- Teacher: *Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one....*

    <u>Fertility rates</u> *often decrease when more women are encouraged to enter the workforce, not because they are less fertile but because they choose to have fewer babies.*

  Now with your partner, write a sentence for each of the other words in the list."

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

The ups and downs of population growth

[Text developed using ChatGPT, then adapted: https://chat.openai.com]

Population growth in the Philippines has been characterized by a gradual decline in the growth rate over the past few decades. However, the population continues to increase steadily, particularly in urban areas, due to high fertility rates and declining mortality rates.

The impacts of population growth include strain on resources, leading to overcrowding in urban areas. High fertility rates contribute to poverty and unemployment, slowing national development. Environmental degradation and increased pollution result from the greater demand for resources. Pressure on healthcare and education systems affects service delivery and quality. Rapid population growth increases inequality and social tensions, challenging efforts to achieve sustainable development goals.

Some of the key factors influencing the trends in population growth include:
- Fertility rates in the Philippines remain relatively high compared to other countries. Cultural factors, lack of access to contraception, and traditional family values contribute to higher birth rates.
- Improvements in healthcare and better access to medical services have led to declining mortality rates, particularly among infants and children. This has contributed to population growth as more individuals are surviving into adulthood and old age.
- Rapid urbanization is another factor related to population growth in the Philippines. Rural-to-urban migration has resulted in the concentration of population in urban areas, leading to increased demand for services and infrastructure.
- Advancements in healthcare and nutrition have led to an increase in life expectancy in the Philippines. As people live longer, the overall population continues to grow.

- Government policies, such as the promotion of family planning, have had varying degrees of success in influencing population growth. Efforts to increase access to contraception and educate people about family planning have contributed to slowing down population growth rates.

While population growth in the Philippines has been gradually declining, the country still faces challenges associated with a large and rapidly growing population, including strain on resources and social services. Addressing these challenges requires comprehensive strategies that consider both population growth and sustainable development goals.

Figure 1
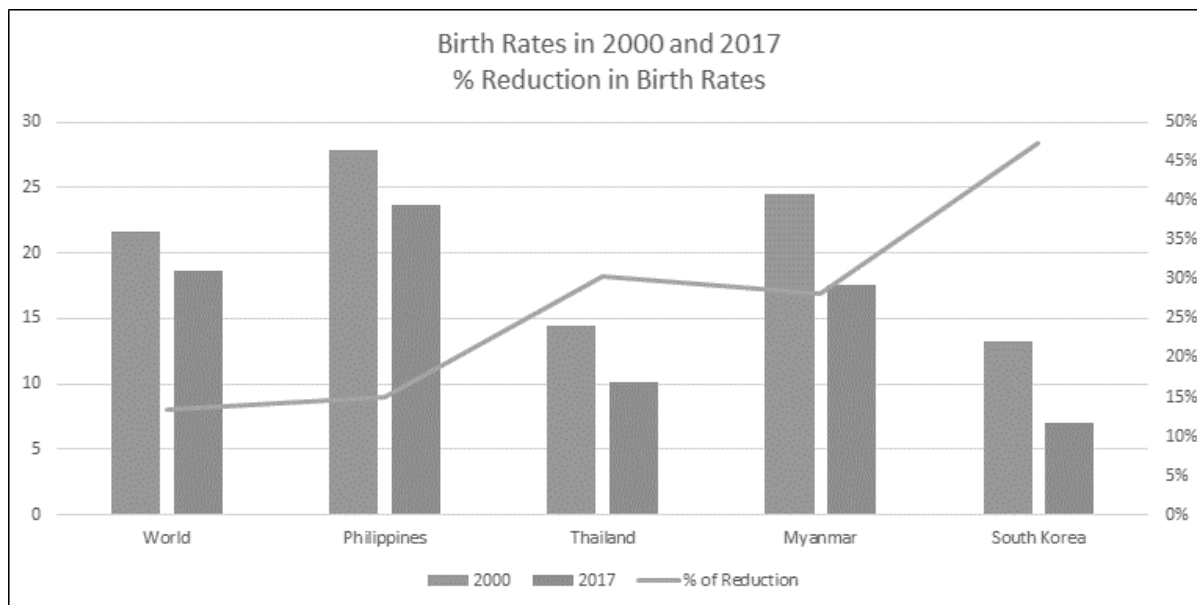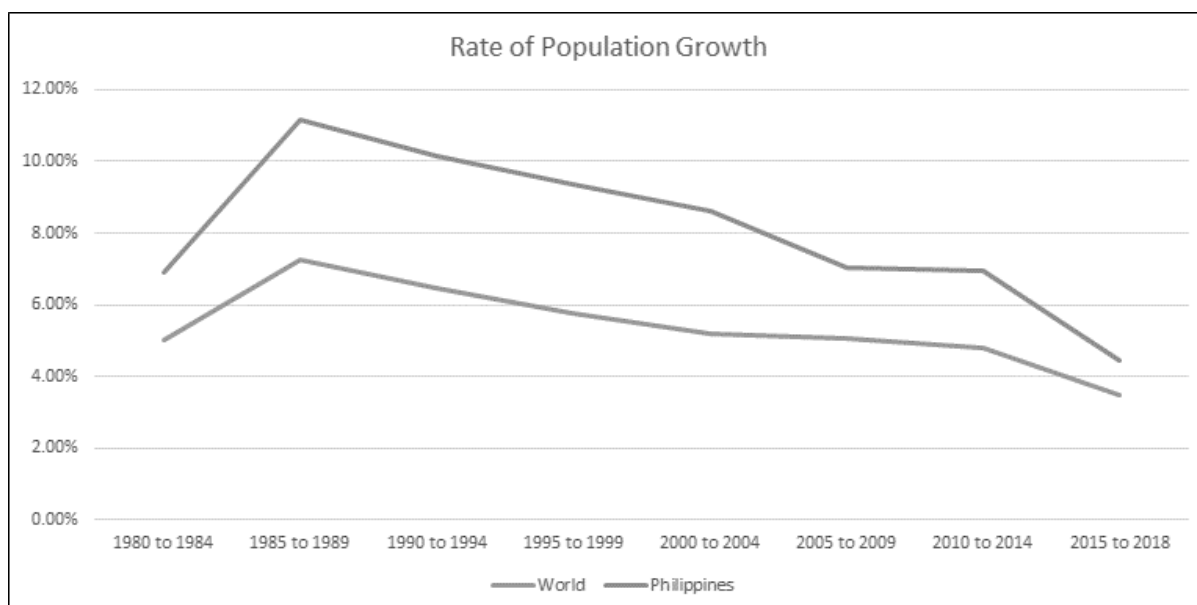
Birth Rates in 2000 and 2017
% Reduction in Birth Rates

Figure 2

Rate of Population Growth

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Q1. Which of the following best describes the main trend in population growth in the Philippines?
   A. The population is rising, and the growth rate is rising as well
   B. The population is rising, but the growth rate is falling
   C. The population is falling, and the growth rate is falling as well
   D. The population is falling, but the growth rate is rising
Q2. Which of the five factors considered in the text are contributing to an increase in population?
Q3. Find sentences in the written text that describe the information presented in the graphs at Figure 1 and Figure 2.

Suggested Answers:
Q1. B

Q2. Of the five factors, three are contributing to population growth:
   ● high fertility rates – due to cultural factors, traditional family values and lack of contraception
   ● declining mortality rates – due to better healthcare and access to medical services
   ● people living longer – due to better healthcare and nutrition

Urbanization is not causing an increase in population, just a shift from rural areas to cities.
Government policies encouraging family planning tend to reduce population growth.
Q3. Figure A: 'Fertility rates in the Philippines remain relatively high compared to other countries.'
Figure B: 'Population growth in the Philippines has been characterized by a gradual decline in the growth rate over the past few decades.'

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in Workbook.

Q4. Write a 100-200 word introduction for a speech on the topic: *The Philippines needs to reduce its population urgently.* You can argue for or against this topic – or you might choose to partly agree and partly disagree. You can use information from the text in your speech. Try to use persuasive language.
Q5. Share the introduction of your speech with another student. Use the feedback to make improvements.
Q6. **(O)** Identify three examples of persuasive language in your speech introduction and explain why they are effective.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Suggested Answers:
Q4. Here is an example of an introduction to a speech arguing in favor of the topic:

> *Fellow Filipinos, I stand before you today with a concern that demands our attention: the urgent need to reduce the population growth rate of our great nation. Our population exceeds 117 million and continues to grow at an alarming rate. As a result, we face a multitude of challenges that threaten the well-being of our people and the sustainability of our future.*

At the heart of this issue lies the stark reality of overpopulation. High fertility rates are contributing to the poverty cycle, entrenching unemployment and inequality. Overcrowding in urban areas has led to inadequate housing, congested roads and overstretched public services. Moreover, the environmental damage caused by overpopulation is undeniable.

The impacts of unchecked population growth are far-reaching, affecting every aspect of our society. From straining healthcare and education systems to slowing down economic progress, the consequences of overpopulation are frightening and cannot be ignored.

We must recognize the urgency of this issue and take decisive action to address it.

Q5. The feedback could focus on:
- The accuracy and relevance of the information
- The effective use of persuasive language
- The overall clarity and strength of the argument

Q6. Examples of effective persuasive language in the speech introduction above include:
- References to 'we'/'us'/'our', e.g. 'we face' and 'our future', makes the audience feel included, that they share the responsibility to take action.
- Phrases such as 'fellow Filipinos' and 'great nation' are appeals to the patriotism of Philippine people.
- Exaggerated and emotional language uses, such as 'alarming rate', 'a multitude of challenges' and 'frightening', stress the need for action.
- Words with high modality, like 'cannot be ignored' and 'we must recognize', add to the sense of urgency.

[**Teacher Notes:** Encourage students to write their speech introductions independently. They have had some practice writing argumentative texts in previous lessons and this will be a good test of what they have learned. The peer assessment activity is an effective way to get feedback that can be used to improve the quality of writing. More capable students could be encouraged to tackle Question 6.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions. S/he may add other questions.

Question:
1. The focus of the lesson was on analyzing a multimodal informational text and reworking the information into an argumentative text. What did you learn through this activity?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In next week's lessons, we will look at literary texts.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Question 4 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 7
Explaining differences among literary and non-literary texts

Key Idea

Literary texts (prose/poetry/drama):
- analyzing meaning, purpose, features

Most Essential Learning Competencies and English Curriculum (2016):
- Read closely to get the author's purpose **EN10RC-IIe-7.3**
- Read closely to get explicitly and implicitly stated information **EN10RC-IIf-13.1 EN10RC-IIg-13.1**
- Determine tone, mood, technique, and **purpose** of the author **EN10LT-Ie-2.2.3 EN10LT-If-2.2.3**

Component 1: Short Review

Time: 7 minutes

- Teacher: '*In Grade 10 you have encountered many types of texts in your study of English. There is a great variety between and among these types of texts. Of course, most everyday texts serve a very practical purpose and are not particularly interesting, but literary texts are special and require close reading.*'

- Teacher could use these questions to generate class discussion, but if there are time students might benefit by writing answers in their Workbooks.

Questions

Q1: Think of examples of everyday texts you encounter in your daily routine: at home, at school or travelling between home and school.
Q2: Where are you most likely to encounter literary texts?
Q3. What makes a literary text different to an everyday text?

Suggested Answers:

Q1: Some examples of everyday texts: timetables, road signs, shopping lists, recipes, menus, text messages.
Q2: Literary texts might be found at school, in libraries, on bookshelves at home.
Q3: Literary texts are different to everyday texts in several ways:
- Meaning is often more complex, not so simple
- Purpose is to provoke a response, not just to inform
- Language is used in interesting ways to produce certain effects, not just to communicate clearly.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge about different kinds of texts and to encourage thinking about what makes literary texts special.]

Component 2: Lesson Purpose

Time: 3 minutes

'*In this lesson we are going to look more closely at what makes literary texts different from types of texts. We will read and study three short texts that relate to one another in terms of their subject matter. We will examine the purposes of these texts and how the writers use language to achieve their purposes.*'

Component 3: Language Practice

Time: 5 minutes

- Teacher: '*The following three texts all relate to the Filipino writer, Manuel Arguilla, and his short story, 'How My Brother Leon Brought Home a Wife'. In these texts, we may meet some words that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings to help you understand the texts when I read them shortly. These words are written in your Workbook and there are spaces for you to write their meanings.*'

The words are: clash, activist, capture, outsider, adapt, cud

Meanings

- *clash = a strong conflict or contrast between two things (may even be violent).*
- *activist = a person who takes action to bring about social or political change.*
- *capture = to take control of something or someone; to represent something, such as a mood or scene, in a particular form, e.g. a photograph, phrase.*
- *outsider = a person who does not belong to a particular group.*
- *adapt = change or adjust, so that something or someone fits in.*
- *cud = partly digested food brought up from the stomach of some animals (e.g. cows and bulls) for further chewing.*

- Teacher: '*Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

  I like your new clothes, but there is a <u>clash</u> *between your yellow socks and purple shoes.*

- *Now with your partner, write a sentence for each of the other words in the list*.'
- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads the three texts, drawing attention to the words listed. Note that the source of the texts should not be revealed as the first question asks students to identify the nature of each text.

Text 1

Manuel Arguilla, an important Filipino writer, was born on 17 June 1911, in Nagrebcan, Bauang, La Union, Philippines. His writing shows a deep understanding of his country's culture, particularly the challenges presented by the clash between traditional and modern values.

Arguilla achieved literary fame with the publication of his short story 'How My Brother Leon Brought Home a Wife' in 1940, winning first prize in the Commonwealth Literary Contest. The narrative is based on the conflict between rural and urban ways of thinking. Arguilla resolves this conflict when Leon's city-bred wife, Maria, shows she is ready to take on the challenges of country life.

A teacher by profession, Arguilla was also an activist, fighting for social justice. Sadly, Manuel Arguilla's life was cut short when he became a victim of the Japanese Occupation during World War II. Despite his death at the age of 30, his literary works are still greatly admired.

Text 2

"How My Brother Leon Brought Home a Wife" is a delightful short story, written by Manuel Arguilla, that explores themes of rural life, tradition, family and love. The narrative is presented through the eyes of Baldo, the younger brother, providing an interesting perspective on the homecoming of Leon and his new wife, Maria, from the city. Arguilla skillfully captures the tension that arises when the traditional rural world meets the modern urban world.

The prose is powerful, creating vivid images of country life and reflecting the emotional struggles of the characters. Maria, as an outsider, is a symbol of change, particularly as a woman challenging the male-dominated order. However, the story is so short that it leaves some themes undeveloped, such as the internal conflict faced by Maria in adapting to her new surroundings.

In conclusion, 'How My Brother Leon Brought Home a Wife' is a beautifully crafted tale that examines the changes in Filipino society in the 1930s. While Arguilla shows a deep understanding of rural life, he could have explored the inner life of characters more.

Text 3

She stepped down from the carretela with a quick, light grace. She was lovely. She was tall. She looked up to my brother with a smile, and her forehead was on a level with his mouth.

"You are Baldo," she said and placed her hand lightly on my shoulder. Her nails were long, but they were not painted. She smelled sweet, like a morning when papayas are in bloom. Her face suddenly lit up with a smile. "And this is Labang of whom I have heard so much." She held the wrist of one hand with the other and looked at Labang, and Labang never stopped chewing his cud. He swallowed and brought up to his mouth more cud and the sound of his insides was like a drum.

I laid a hand on Labang's massive neck and said to her: "You may scratch his forehead now."

She hesitated and I saw that her eyes were on the long, curving horns. But she came and touched Labang's forehead with her long fingers, and Labang never stopped chewing his cud except that his big eyes half closed. And by and by she was scratching his forehead very gently.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 and asks students to write answers in their Workbooks.

▪ *Teacher: Make sure you can find evidence from the text to back up your answers to each question.*

Q1. Complete the table, matching each text with one of the following descriptions:
   ● A literary text: the beginning of the short story, 'How My Brother Leon Brought Home a Wife', by Manuel Arguilla
   ● A profile of Manuel Arguilla, writer of the short story, 'How My Brother Leon Brought Home a Wife'
   ● A critical review of the short story, 'How My Brother Leon Brought Home a Wife', by Manuel Arguilla

Text	Description
Text 1	
Text 2	
Text 3	

Q2. In Text 2, name one aspect of the short story which the writer liked and one aspect of the short story the writer disliked.

Q3. In Text 3, name two things we learn about the personality of Maria, the character referred to as 'she'?

Suggested Answers:
Q1.

Text	Description
Text 1	A profile of Manuel Arguilla, writer of the short story
Text 2	A critical review of the short story
Text 3	A literary text: the beginning of the short story

Q2. Aspects of the short story which the writer liked include:
- Telling the story from the point of view of Baldo gives 'an *interesting* perspective on the homecoming of Leon and his new wife'
- 'Arguilla *skillfully* captures the tension that arises when the traditional rural world meets the modern urban world'
- 'The prose is *powerful*, creating *vivid* images of country life and reflecting the emotional struggles of the characters'
- 'Arguilla shows a *deep* understanding of rural life'
- The short story is described generally as '*delightful*' and '*beautifully* crafted'.

Aspects of the short story which the writer disliked include:
- 'However, the story is *so short* that it leaves some themes *undeveloped*'
- The writer thinks Arguilla 'could have explored the inner life of characters more'.

Q3. Some things we learn about Maria's personality include:
- She is graceful and gentle, e.g. 'She stepped down from the carretela with a quick, light grace', 'she was scratching his (the bull's) forehead very gently'
- She is warm and friendly, e.g. 'She looked up to my brother with a smile', '"You are Baldo," she said and placed her hand lightly on my shoulder', 'Her face suddenly lit up with a smile'
- She is modest, not showy, e.g. 'Her nails were long, but they were not painted'
- She is courageous, e.g. she scratches the bull's forehead despite its 'long curving horns'.

▪ *Teacher* leads discussion of answers and on reasons for Q1-3.

Component 4C Questions (10 minutes)

▪ *Teacher* reads Questions 4-6. Students write answers to Questions 4- 6 in their Workbooks.

Q4. Texts can serve a variety of purposes, sometimes more than one, e.g. to inform, to provoke a response, to express an opinion, to entertain, to persuade. What are the purposes of the three texts?

Q5. In Text 2, the writer mostly likes the short story. Find four examples of words with positive connotations that show approval.

Q6. What features of Text 3 suggest it is a literary text?
- Teacher samples answers to Questions 4-6 from the students and provides feedback.

Suggested Answers:
Q4. Purposes of the texts:
- Text 1: to inform
- Text 2: to express an opinion, to persuade
- Text 3: to provoke a response, to entertain

Q5. Examples of words in Text 2 with positive connotations that show the writer liked the short story include 'delightful', 'interesting', 'skillfully', 'powerful', 'vivid', 'beautifully', 'deep'.

Q6. Features of Text 3 that show it is a literary text:
- Story with characters, action, dialogue [Note that not all literary texts are narratives, but all narratives are literary texts!]
- Descriptive language, e.g. Maria is described as '**lovely**' and '**tall**'; Labang (the bull) has a '**massive** neck', '**long curving** horns' and '**big** eyes'
- Imaginative (figurative) language, e.g. Maria 'smelled sweet, **like a morning when papayas are in bloom**' (simile); when Labang chews his cud, 'the sound of his insides was **like a drum**' (another simile)
- Meanings are often suggested implicitly, rather than stated explicitly, e.g. we can see that Baldo approves of Leon's wife by the positive way he describes her; we understand that the city girl is being tested, but she shows that she is ready for country life by overcoming her fear to scratch the bull's forehead.

Text sources:

- Texts 1 and 2: Developed using ChatGPT, then adapted: https://chat.openai.com
- Text 3: The short story 'How My Brother Leon Brought Home a Wife' is available at https://teacherkarizza.files.wordpress.com/2015/10/how-my-brother-leon-brought-home-a-wife.pdf

[**Teacher Notes:** Ask students to explain their answers to Questions 4 - 6. The goal here is for students to go beyond the meaning of the texts and think about purpose and how writers use language to help them to achieve their purpose. Check that students are using quotation marks when quoting words from the passage in their answers.]

Component 5: Lesson Conclusion

Time: 5 minutes

- *Teacher* reads the questions. The teacher may opt to add more questions, if necessary.

Question:
- The focus of the lesson was to identify the different purposes and features that distinguish literary and non-literary texts. How has the lesson enabled you to do this?

[**Teacher Notes**: It would be worthwhile to ask students to write their answers to these questions in their Workbooks, so you have some feedback on how well students are engaging in the learning process. If pressed for time, you may want to use these questions for class discussion.]

Segue to next lesson*: In the next lesson we will look at a particular form of literary text, <u>prose</u>. We will consider the <u>meaning</u> of the text and the <u>techniques</u> that are used to communicate that meaning.*

REMINDER: Collect student Workbooks to review and analyze students' learning, focusing on how well they have understood the key ideas in the lesson and their ability to express their ideas in accurate and effective English.

English Grade 10 Lesson Plan 8
Literary texts – structure and features of prose

Key Idea

Literary texts (<u>prose</u>/poetry/drama):
- analyzing/evaluating meaning, features, techniques, sentence structure

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Scan for needed information; Read closely to get explicitly and implicitly stated information.
- LT – Literature: Express appreciation for sensory images used; Determine tone, mood, technique, and purpose of the author.

Component 1: Short review

Time: 7 minutes

- Teacher: *'Last lesson we looked at what makes literary texts special – different to other kinds of texts. Among literary texts there are many different forms. By form we mean the way the text is organized and structured. Do you remember the three forms of text we studied in Term 1? Prose, poetry and drama.'*

- Teacher could use the first two questions to generate class discussion. Q3 could be discussed by students in pairs and answers written in books, before sharing with the whole class.

Questions

Q1: Which of these words would you use to describe literary texts?

imaginative	everyday	informative	challenging
simple	factual	thoughtful	interesting

Q2: Can you think of examples of the three different forms of literature: prose, poetry and drama?
Q3: List any features that you might expect to find in a *prose* text.

Suggested Answers:

Q1: Words that could be used to describe literary texts: imaginative, challenging, thoughtful, interesting.
Q2: Examples could include texts studied at school, as well as texts encountered in students' wide reading.
Q3: Features of a prose text:
- Sentences of various types, organized into paragraphs
- Logical development of ideas, working towards a satisfying ending or conclusion
- Sentences may have a natural rhythm, but not regular
- Some imaginative use of language, but not in a way that stops the clear communication of ideas
- Purpose is generally to make the audience think
- Types of prose include short stories, novels, essays, newspaper articles, fairy tales and myths.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge about the three broad forms of literature: prose, poetry and drama. Teachers could show students covers or title pages for texts previously studied as they read Q2 to stimulate their memories, especially for the Consolidation group – it may be useful for the Enhancement Group too.]

Component 2: Lesson Purpose

Time: 3 minutes

'In this lesson we are going to look at the first of the three literary forms: <u>prose</u>. We will read an extract from a short novel (or novella) called The Great Gatsby, *by F. Scott Fitzgerald. We will focus on what <u>meaning</u> we can get from the extract and some of the <u>techniques</u> Fitzgerald uses to communicate that meaning. In other words, we will look at <u>what</u> the text says and <u>how</u> it says it.'*

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: '*The following passage is an extract from the American novel,* The Great Gatsby, *by F. Scott Fitzgerald – slightly adapted. In this passage, we may meet some words that are important in the story and that you may not have seen before or may not remember so I'm going to list such words and give you their meanings so that you will be able to understand the passage when I read it shortly. These words are written in your Workbook and there are spaces for you to write their meanings.'*
The words are: cocktails, ravages, bewitched, orchestra, gaudy, chatter.

- cocktail = a party drink containing alcohol
- ravages = damage or destruction, e.g. the ravages of war or time
- bewitched = enchanted, subjected to magic
  [note this word contains the word 'witch', a person thought to have magic powers]
- orchestra = a large group of musicians playing a variety of instruments together
- gaudy = very bright or showy – to the point of bad taste
- chatter = excited talking among people

▪ Teacher: '*Let's practice these words.*
- *Say them and their meanings after me.*
- *Look at their spelling.*
- *Let's put them in a sentence. I'll do the first one….*

    The guests drank their <u>cocktails</u> while listening to the music.

▪ *Now with your partner, write a sentence for each of the other words in the list.*'

▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4 : Lesson Activity
Time: 20 minutes total

Component 4A Reading the Text (5 minutes)
▪ Teacher reads text, drawing attention to the words listed.

Extract from *The Great Gatsby*, by F. Scott Fitzgerald (adapted)
[the entire novel available at https://gutenberg.net.au/ebooks02/0200041h.html]

There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the cocktails and the stars. In the afternoon I watched his guests diving from the tower of his boat or taking the sun on the hot sand of his beach. On week-ends his big fancy car became a bus, transporting people to and from the city, while his

station wagon rushed like a lively yellow bug to meet all trains. And on Mondays eight servants including an extra gardener worked all day with mops and brushes and hammers and shears, repairing the ravages of the night before.

At least once a fortnight an army of workers arrived with enough colored lights to make a Christmas tree of Gatsby's enormous garden. On tables, spiced baked hams crowded against salads and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up and stocked with every kind of drink.

By seven o'clock the musicians have arrived—no small affair but an orchestra of oboes and trombones and saxophones and viols and cornets and piccolos and low and high drums. The last swimmers have come in from the beach now and are dressing upstairs; the cars from New York are parked five deep in the drive, and already the halls and verandas are gaudy with primary colors. The bar is in full swing and the air is alive with chatter and laughter and introductions forgotten on the spot and enthusiastic meetings between women who never knew each other's names.

The lights grow brighter as the sun begins to set and now the orchestra is playing yellow cocktail music. Laughter is easier, minute by minute, tipped out at a cheerful word. The groups change more quickly and swell with new arrivals. Girls wander here and there among the crowd, become for a sharp, joyous moment the center of a group and then glide on through the sea of faces and voices and color under the constantly changing light.

Suddenly one of these women grabs a cocktail out of the air, drinks it for courage and begins to dance. The orchestra leader changes his rhythm for her and there is a burst of chatter as the false news goes around that she is a famous New York dancer. The party has begun.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 and asks students to write answers in their Workbooks.

▪ Teacher: *Make sure you can find a word or group of words from the text to back up your answers to each question.*

Q1. What is the name of the neighbor who throws the parties?
[Hint: Who owns the 'enormous garden'?]
Q2. Name three things that guests can do at these parties.
Q3. In this extract we do not meet the neighbor who has the parties, but we find out a lot about him. Name one interesting thing you learned about this person and find some evidence to support your point.

Suggested Answers:
Q1. Gatsby
Q2. Dive from the tower of a raft, sunbake on a beach, eat wonderful food, drink cocktails, listen and dance to music, chatter and gossip, meet new people.
Q3. We learn that Gatsby is:
- Rich [Evidence: He owns cars and a boat, has an enormous house and garden with its own private beach, seems to spend endless money on his parties]
- Generous, kind [Evidence: He invites many people to his parties, provides food and drink for his guests, hires an orchestra to provide entertainment]
- Dark, shadowy, mysterious [Evidence: He does not appear in this description of his party - it all seems to happen without him]

- False, not genuine [Evidence: If his parties tell us anything about Gatsby, then we might infer that he is false and changeable, like the people he invites: 'enthusiastic meetings between women who never knew each other's names', 'glide on through the sea of faces and voices and color under the constantly changing light'.]

▪ Teacher leads discussion of answers and on reasons for Q3.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in the Workbook and models the answer to Question 4 using a Think Aloud – see below. Students write answers to Questions 5 and 6 in the Workbook.

Q4. What do you notice about the sentences in the passage? Why does Fitzgerald use sentences of this type?
[**Teacher notes:** *Think aloud – 'The first sentence is quite short, but we shouldn't answer this question by just looking at one sentence! After that, the sentences tend to be very long. Look at the third paragraph, for example: just three very long sentences in this paragraph. Now count up the number of times the conjunction 'and' has been used in this paragraph alone. In fact, 'and' has been used more than 30 times in the whole extract! I'm thinking that the use of so many 'and's in these long descriptive sentences helps to build up a picture of great wealth and wild spending. It suggests that Gatsby has done everything possible to impress his guests. Sentences that join different clauses using conjunctions like 'and' are called compound sentences. So, in answer to Q4, I would say: 'Fitzgerald mainly uses compound sentences to describe Gatsby's parties in this extract. He uses these sentences to build up a picture of great wealth and wild spending, perhaps suggesting that Gatsby is a man who does everything possible to impress others and make them like him.'*]

Q5. Fitzgerald describes the gardens at Gatsby's place as 'blue'. Find three other references to color in the passage. Why is there so much reference to color?
Q6. (**O**) Throughout the passage there are hints that Gatsby's world is not quite solid or real. In fact, there are aspects of that world that seem false and changeable. Quote some phrases that show this idea.

▪ Teacher samples answers to Questions 5 and 6 from the students and provides feedback.

Suggested Answers:
Q4. Answer modeled by the teacher.
Q5. Other references to color in the passage: 'station wagon rushed like a lively <u>yellow</u> bug', 'enough colored lights to make a Christmas tree of Gatsby's enormous garden', 'turkeys bewitched to a <u>dark gold</u>', 'halls and salons and verandas are gaudy with <u>primary colors</u>', 'the orchestra is playing <u>yellow</u> cocktail music', 'sea of faces and voices and <u>color</u>'.
Possible reasons to explain why so much reference to color:
- The many references to color help to create a clear and strong (vivid) picture of the parties.
- The particular use of very bright, gaudy colors suggests that Gatsby's parties are overwhelming, i.e. too much, 'over the top'.
- The choice of color is sometimes unusual, suggesting the unreal world of Gatsby, as if you can't believe what you see, e.g. 'blue gardens', 'yellow cocktail music'.

Q6. Some quotes that suggest that Gatsby's world is false and changeable include:
- 'turkeys bewitched to a dark gold' (suggests some kind of witchery or magic is at play).
- 'a bar with a real brass rail' (expresses surprise that the brass rail is real, as if everything else is false).

- 'halls and verandas are gaudy with primary colors' (the unnatural lighting suggests that the scene is unreal).
- 'introductions forgotten on the spot, and enthusiastic meetings between women who never knew each other's names' (shows that guests are false, not sincere).
- 'laughter is easier by the minute … tipped out with a cheerful word' (suggests the falseness of the laughter).
- 'the groups change more quickly and swell with new arrivals' (shows that the scene is constantly changing).
- 'there is a burst of chatter as the false news goes around that she is a famous New York dancer' (the way in which people listen to and pass on inaccurate news shows the falseness of this world).

[**Teacher Notes:** Ask students to explain their answers to Questions 4 - 6. The goal here is for students to go beyond the obvious meaning of the text (a description of Gatsby's extravagant parties) and think about deeper meaning (the falseness and instability beneath the glossy surface of the parties) and how techniques are used to make meaning (including the use of sentence structure and color). For the Consolidation group, Q6 may be best done as a class discussion if you judge that it is too difficult for the group, with some help provided by you when you introduce the question. Check that students are using quotation marks when quoting words from the passage in their answers.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions. Introductions to Questions 1 and 2 have been provided for the teacher.

Questions:
- The focus of the lesson was to read a prose extract, looking for meaning and thinking about how the techniques were used to shape meaning. What have you learned through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers to these questions in their Workbooks, so you have some feedback on how well students are engaging in the learning process. If pressed for time, you may want to use these questions for class discussion.]

Segue to next lesson*: In the next lesson we will look at another form of literary text, poetry. Again, we will consider the meaning of the text and the techniques that are used to communicate that meaning.*

REMINDER: Collect student Workbooks to review and analyze students' learning, focusing on how well they have understood the key ideas in the lesson and their ability to express their answers in accurate and effective English.

English Grade 10 Lesson Plan 9
Literary texts – poetry: meaning, features, techniques, tone, rhythm, rhyme

Key Idea

Literary texts (prose/<u>poetry</u>/drama):
- analyzing/evaluating meaning, features, techniques, tone, rhythm, rhyme

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Scan for needed information; Read closely to get explicitly and implicitly stated information.
- LT – Literature: Express appreciation for sensory images used; Determine tone, mood, technique, and purpose of the author.

Component 1: Short review

Time: 7 minutes

- Teacher: '*Last lesson we looked at prose as a literary form. This lesson we will look at another literary form: poetry. Before we do that, however, let's think about poems we have read in the past and what we have already learned about poetry.*'
- Teacher could use the first two questions to generate class discussion. Q3 could be discussed by students in pairs and answers written in books, before sharing with the whole class.

Questions

Q1: Which of the poems you have read and studied, this school year or in previous years, have you most enjoyed? What particular aspects of these poems have you enjoyed?

Q2: Many students comment that poetry is often difficult to understand. Which aspects of poetry have you found most challenging? What can you do to make poetry more understandable?

Q3: List any features you might expect to find in a poem (*poetry* text).

Suggested Answers

Q1: This is an open question, but students might suggest they enjoyed these aspects of poetry:
- Looking at the interesting way in which the poem is arranged on the page, i.e. poetic form.
- Reading the poem aloud and listening to the sound patterns, e.g. rhythm, rhyme.
- Discovering and responding to the thoughts and feelings in the poem.
- Appreciating how the poet uses language to express thoughts and feelings.
- Rising to the challenge of finding the meaning in the poem.

Q2: Again, this is an open question, but students might suggest these challenging aspects of poetry:
- Often the meaning in poetry is not stated clearly.
- Sometimes there might seem to be different meanings in the poem.
- The language in poetry is sometimes quite dense and complex.

You could make poetry more understandable by:
- Reading the poem several times.
- Checking the meaning of any unfamiliar words or phrases.
- Writing a summary in your own words.
- Accepting that the meaning of poems is not always clear-cut and that different interpretations (i.e. ways of reading and understanding the poems) might be possible.

Q3: General features of a poem:
- Sentences are often arranged in lines of regular length, which in turn are organized into stanzas.
- Usually consists of regular rhythm, or meter.
- May rhyme, but nearly includes special sound qualities.
- Much imaginative use of language, including metaphors.

- Purpose is often to provoke a feeling response, not just a thinking response.
- Types of poetry include narrative poems, dramatic poems and lyrical poems.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge about poetry. Teachers might need to prompt students' memories of poems read and studied, e.g. a character in a poem, a memorable line, the name of the poet. Do not be concerned if students express some negative views about poetry in response to the second question – better to get these views out in the open and talk about ways in which students could deal with these challenges.]

Component 2: Lesson Purpose

Time: 3 minutes

'In this lesson we will look at the second of the three literary forms: <u>poetry</u>. We will read and study a poem by Emily Bronte. We will focus on what <u>meaning</u> we can get from the poem and some of the <u>techniques</u> the poet uses to communicate that meaning. Just like we did last lesson, we will look at <u>what</u> the text says and <u>how</u> it says it.'

Component 3: Language Practice

Time: 5 minutes

- Teacher: '*The following literary text is a poem. In this poem, we may meet some words that are important in the poem and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that understanding the poems will be easier when I read them shortly. These words are written in your Workbook and there are spaces for you to write their meanings.*'
  The words are: timid, fate, cruel, strife, balm, soared

  - timid = shy, nervous (not reaching out, holding back)
  - fate = the future course of events, how things will turn out
  - cruel = causing suffering to others or feeling no concern when others suffer
  - strife = conflict, trouble (the opposite of peace)
  - balm = a cream that soothes the skin, or anything that calms or heals
  - soar = fly in an upwards direction (therefore, soar*ed* = *flew* upwards)

- Teacher: '*Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

    If you have any questions, don't be <u>timid</u> – just ask.

- *Now with your partner, write a sentence for each of the other words in the list*.'

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed. Students should also be given the chance to read the poem quietly.

Hope by Emily Bronte (abridged)
(original version of poem available at https://www.poemhunter.com/poem/hope/)

Hope was but a timid friend;
She sat outside the grated den,
Watching how my fate would tend,
Just like selfish-hearted men.

She was cruel in her fear;
Through the bars, one gloomy day,
I looked out to see her there,
And she turned her face away!

Like a false guard, false watch keeping,
Still, in strife, she whispered peace;
She would sing while I was weeping;
If I listened, she would cease.

Hope, whose whisper would have given
Balm to all my heart-felt pain,
Stretched her wings, and soared to heaven,
Never to return again!

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3. Students write answers to questions in the Workbook.

Q1. This poem is about hope. In your own words, write down *your* understanding of what hope means.
Q2. Bronte suggests that hope is *contrary*. Contrary means doing the opposite of what you might expect. Find two examples of hope's contrary behavior in the poem.

- Teacher: *'We often talk about the tone of a person's voice in spoken communication. Tone refers to the attitude of the speaker to their subject or audience. The tone of a speech could be described as 'warm' or 'cold', 'sad' or 'happy', 'angry' or 'friendly'. The same applies to written texts. Of course, most informational texts have a 'neutral' tone because they do not express an attitude. But most poems have a strong sense of voice and poets like to express their attitudes, so tone is an important feature of poetry.'*

Q3. How would you describe the tone of this poem? Find three examples from the poem that demonstrate this tone.

Suggested Answers:
Q1. Students may come up with different definitions, but here is one possibility….
Hope = a feeling of desire or expectation that something good might happen, particularly in a bad situation.
Q2. Examples of Hope's 'contrary' behavior in the poem include:

- Stanza 2: When the poet looked at Hope, Hope 'turned her face away'
- Stanza 3: If the poet stopped crying to listen to Hope singing, she would 'cease' [stop] singing
- Stanza 4: Just at the time when the poet most needed kindness, Hope left her alone ('soared to heaven/Never to return again').

Q3. The tone of the poem might be described as sad, disappointed and disheartened. She thinks that hope has let her down, not been a good 'friend' to her. She describes hope as 'timid', 'cruel' and 'false'. The use of exclamation marks at the end of the second and fourth stanzas shows how exasperated (very frustrated) she is about Hope's contrary behavior.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in the Workbook. Students write answers in the Workbook. Teacher models the answer to Question 3 using a Think Aloud – see below.

▪ Teacher: *'Poets often use metaphors in poetry. A underline metaphor occurs when one thing is compared to another in an imaginative way. In this poem, Bronte compares her life to prison.'*

Q4. What evidence is there that Emily Bronte sees her life as a prison?
[**Teacher notes**: *Think aloud – 'In the second line of the poem, the poet talks about Hope sitting outside 'the grated den', looking in on her. A den is a place for wild animals (you might know the story of Daniel in the lion's den from the Bible) or a place where criminals hide out. Clearly the poet lives in a dark and unhappy space. The fact that the den is 'grated' (think of the metal grates we put over drains) suggests that it has bars. In the second stanza, the poet says she looked at Hope through 'bars', adding to this idea of prison. Finally, in the third stanza, she refers to Hope as a guard keeping watch, just like a guard might keep watch outside a prison cell. In fact, Emily Bronte did not spend any part of her life in a prison, so we might conclude that she is using the metaphor of prison to suggest she feels trapped, not free.'*]
▪ Teacher: *'Did you notice the regular rhythm, or meter, in the poem? Let's look at the first stanza. How many syllables are there in each line? Which of these syllables are stressed and which are unstressed? Try clapping as we read to show the beat, or rhythm. Is the same pattern happening in every stanza?'*

▪ Teacher demonstrates, reading the first stanza to emphasize the rhythm while students clap. Students scan the rest of the poem in groups of 3 to check if the same pattern is being followed.

Q5. How would you describe the rhythm pattern used in the poem?
▪ Teacher: *'Emily Bronte compares Hope to a friend, an example of personification. Personification is a technique that involves giving human characteristics to something that isn't human – in this case, hope.'*

Q6. (**O**) What kind of 'friend' was Hope to the poet? Find evidence from the poem to support your answer.

▪ Teacher samples answers to Questions 5 and 6 from the students and provides feedback.

Suggested Answers:
Q4. Answer modelled by the teacher.
Q5. There are four beats, or stressed syllables, in each line throughout the poem. *Most* lines start with a stressed syllable, then there are three rhythm units, each with an unstressed syllable followed by a stressed syllable. Such regular rhythm is called underline meter. Meter can help make the language and ideas in the poem sound more powerful, e.g. first stanza – stressed syllables underlined to emphasise rhythm:

Hope was but a timid friend;
She sat outside the grated den,
Watching how my fate would tend,
Just like selfish-hearted men.

Q6. At first, Bronte describes Hope as a 'timid friend', suggesting that Hope is unwilling to reach out or get involved. Hope watches from a distance but does not offer help, like 'selfish-hearted men', and even turns her face away. Bronte then suggests Hope is a 'false' friend, who would sing while she wept, but would cruelly stop singing if she listened. Finally, in the last stanza, Hope completely abandons the poet, flying off to heaven just at the time when some comfort may have soothed the poet's pain (like a 'balm').

[Hope might seem more like an angel than a person at the end of the poem. However, this angel has human characteristics, so the technique is still personification.]

[**Teacher Notes:** Ask students to explain their answers to Questions 5 and 6. The goal here is for students to support whatever answers they come up with evidence from the poems. Check that students are using quotation marks when quoting words from the passage in their answers.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Question:
● The focus of the lesson was to read and study a poem, looking for meaning and thinking about how techniques are used to shape meaning. What have you learned through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers to these questions in their Workbooks, so you have some feedback on how well students are engaging in the learning process. If pressed for time, you may want to use these questions for class discussion.]

Segue to next lesson: *In the next lesson we will look at another form of literary text, <u>drama</u>. Again, we will consider the <u>meaning</u> of the text and the <u>techniques</u> that are used to communicate that meaning.*

REMINDER: Collect student Workbooks to review and analyze students' learning, focusing on how well they have understood the key ideas in the lesson and their ability to express their ideas in accurate and effective English.

English Grade 10 Lesson Plan 10

Literary texts – drama: analyzing/evaluating meaning, techniques, conflict

Key Idea

Literary texts (prose/poetry/<u>drama</u>):

- analyzing/evaluating meaning, techniques, conflict

Most Essential Learning Competencies and English Curriculum (2016):

- RC - Reading Comprehension: Scan for needed information; Read closely to get explicitly and implicitly stated information.
- LT – Literature: Determine tone, mood, technique, and purpose of the author.

Component 1: Short review

Time: 7 minutes

▪ Teacher: '*In the previous two lessons we looked at prose and poetry as literary forms. This lesson we will look at another literary form: drama. Before we do that, however, let's think about drama we have read or experienced in the past and what we have already learned about drama.*'

▪ Teacher could use the first two questions to generate class discussion. Q3 could be discussed by students in pairs and answers written in books, before sharing with the whole class.

Questions:

Q1: Drama mostly starts with a play or script but is nearly always meant to be performed. In what forms and places can you see drama being performed?

Q2: Which of the dramatic texts you have read or experienced have you most enjoyed? What aspects of these dramatic texts have you enjoyed?

Q3: List any features you might expect to find in a play (*drama* text).

Suggested Answers:

Q1: Drama can be enjoyed in these forms and places:

- Plays – in theatres or public spaces
- Films – in cinemas, on television at home
- Television dramas, e.g. soap operas, dramatic series - on television at home
- Radio plays, e.g. radio serials - on radio at home

Q2: Students might suggest different titles from drama read and studied in class or experienced through television or radio at home or in cinemas, theatres or public spaces. Reasons for enjoying drama might include:

- Many entertaining aspects of drama, e.g. acting, music, spectacle (visual elements such as set and costumes)
- Watching drama is often a sociable activity, e.g. in cinemas or theatres – plus reading and performing plays can be a fun group activity
- The language in drama is often more conversational (colloquial) and therefore easier to understand (more accessible)
- Drama often presents us with interesting, even challenging, ideas
- The characters, performed by actors, often make the drama more engaging – often we can relate to or identify with certain characters.

Q3: General features of a play:

- A play is a script for performance: story told in action by actors who play the characters in the story
- Mostly consists of dialogue between characters, organized in a way that makes it easy for actors to read

- Stage directions or action often indicated in *italics*
- Mostly consists of everyday speech, but language may be imaginative and even poetic
- Purpose is to provoke a response by encouraging our connection to characters
- Types of drama include tragedy and comedy.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge about drama. Teachers might need to prompt students' memories of drama studied or experienced, e.g. recent films shown in cinemas, soap operas or dramatic series on television, radio plays – not just plays read and studied in class.]

Component 2: Lesson Purpose

Time: 3 minutes

'In this lesson we are going to look at the third of the three literary forms: <u>drama</u>. We will read an extract from a play written by Oscar Wilde. We will focus on what <u>meaning</u> we can get from the dramatic text and some of the <u>techniques</u> that Wilde uses to communicate that meaning. Just like we did in the last two lessons, we will look at <u>what</u> the text says and <u>how</u> it says it.'

Component 3: Language Practice

Time: 5 minutes

- Teacher: *'The following text is an extract from a play. In this extract, we may meet some words that are important to the meaning of the text and that you may not have seen before or may not remember so I'm going to list such words and give you their meanings so that understanding the extract will be easier when I read it shortly. These words are written in your Workbook and there are spaces for you to write their meanings.'*

  The words are: flirt, propose, romantic, divorce, bachelors, inscription

  - flirt = to behave playfully with someone you are attracted to
  - propose = to make someone an offer, especially marriage
  - romantic = readily showing, or characterized by, feelings of love [therefore 'unromantic' is the opposite]
  - divorce = the legal ending of a marriage
  - bachelors = men who are not married
  - inscription = some special words inscribed, or written, on a monument or in a book, etc – or, as in this case, on a cigarette case

- Teacher: *'Let's practice these words.*

  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one....*

    He <u>flirts</u> with the girls in his class, but they mostly ignore him.

- *Now with your partner, write a sentence for each of the other words in the list.'*

- *Teacher* samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity
Time: 20 minutes total

Component 4A Reading the Text (5 minutes)
- *Teacher*: *We're going to read an extract from the play,* The Importance of Being Earnest*, by Irish writer, Oscar Wilde. This play was first performed in London, 1895. The extract is from the start of the play when Jack is visiting his friend Algernon.*
- The teacher could ask a good reader in the class to play one character and the teacher could play the other. The teacher should draw attention to the targeted words when they arise in the extract.

Extract from *The Importance of Being Earnest* by Oscar Wilde (adapted)
(available at https://www.gutenberg.org/files/844/844-h/844-h.htm)

JACK	Why all these cups? Why cucumber sandwiches? Who is coming to tea?
ALGERNON	Oh, just Aunt Augusta and Gwendolen.
JACK	How delightful!
ALGERNON	Yes, that is all very well; but I am afraid Aunt Augusta won't like you being here.
JACK	May I ask why?
ALGERNON	My dear fellow, the way you flirt with Gwendolen is disgraceful. It is almost as bad as the way Gwendolen flirts with you.
JACK	I am in love with Gwendolen. I have come up to town to propose to her.
ALGERNON	I thought you had come up for pleasure . . . I call that business.
JACK	How unromantic you are!
ALGERNON	I really don't see anything romantic in proposing. Why, you might be accepted! Then the excitement is all over. *[JACK puts out his hand to take a sandwich. ALGERNON stops him.]* Please don't touch the cucumber sandwiches. They're for Aunt Augusta. *[Takes one and eats it].*
JACK	Well, you have been eating them all the time.
ALGERNON	That is quite a different matter. She is my aunt. Have some bread and butter.
JACK	*[Moving to table and helping himself.]* And very good bread and butter it is too.
ALGERNON	Well, you need not eat as if you were going to eat it all. You behave as if you were married to Gwendolen already. You're not married to her, and I don't think you ever will be.
JACK	Why do you say that?
ALGERNON	Well, in the first place girls never marry the men they flirt with.
JACK	Oh, that is nonsense!
ALGERNON	It's true. It explains why there are so many bachelors everywhere. In the second place, I don't give my consent.
JACK	Your consent!

ALGERNON	My dear fellow, Gwendolen is my first cousin. And before I allow you to marry her, you will have to clear up the whole question of Cecily. *[Rings bell.]*
JACK	Cecily! What do you mean, Algy, by Cecily? I don't know anyone of that name.

[Enter LANE.]

ALGERNON	Bring me that cigarette case Jack left here the last time he visited.
LANE	Yes, sir.

[LANE goes out, then re-enters with a cigarette case on a tray. ALGERNON takes it at once. LANE goes out.]

ALGERNON	*[Opens case and examines it.]* But now that I look at the inscription, I find that the thing isn't yours after all.
JACK	Of course it's mine. You have seen me with it a hundred times, and you have no right to read what is written inside. It is a very rude thing to read a private cigarette case.
ALGERNON	Oh, it is absurd to have rules about what one should read and what one shouldn't. More than half of modern culture depends on what one shouldn't read.
JACK	I don't propose to discuss modern culture. I simply want my cigarette case back.
ALGERNON	Yes, but this isn't your cigarette case. This cigarette case is a present from someone of the name of Cecily, and you said you didn't know anyone of that name.
JACK	Well, if you want to know, Cecily happens to be my aunt.
ALGERNON	Your aunt!
JACK	Yes. Sweet old lady she is, too. Just give it back to me, Algy.
ALGERNON	But why does she call herself 'little Cecily' if she is your aunt? *[Reading.]* 'From little Cecily with her deepest love.'

Component 4B Questions (10 minutes)
▪ Teacher reads Questions 1-3. Students write answers to questions in the Workbook.

Q1. Why is Jack so interested in knowing who is coming to tea?
Q2. Why does Algernon think that Jack will never marry Gwendolen?
Q3. In your opinion, what will Jack say after Algernon's last speech in the play? Write the speech in Jack's words.

Suggested Answers:
Q1. Jack is interested to know that Algernon's Aunt Augusta and cousin Gwendolen are coming to tea because he is in love with Gwendolen and wants to propose marriage to her.
Q2. Algernon thinks that Jack will never marry Gwendolen because:
- Gwendolen flirts with Jack (and according to Algernon, women do not flirt with men they might marry)
- Gwendolen cannot marry without his consent (and Algernon is unwilling to allow Gwendolen to marry Jack).

Q3. No right or wrong answer for this question, but Jack's next speech should respond to Algernon's suggestion that he is lying about Cecily. Some possibilities:

- Jack might deny the suggestion and try to explain the situation, e.g. *What are you suggesting, dear fellow? Why on earth would I lie to you about something as unimportant as a cigarette case? But now I see the cause of the confusion! I have two cigarette cases, both recently lost, one given to me by my aunt, named Cecily, and the other given to me by my niece, also named Cecily. There, you see, you were the one confused, not me!*

- Jack might admit he has been lying and make an excuse, e.g. *Well, I admit I stretched the truth, Algy. But that's because Cecily, my niece, is both rich and beautiful. If you knew she was also young you would no doubt want to marry her. And I can't have that, dear fellow. In fact, little Cecily can't get married without my consent, just like Gwendolen can't marry without yours.*

In fact, Jack's response in Wilde's play is as follows: *My dear fellow, what on earth is there in that? Some aunts are tall, some aunts are not tall. That is a matter that surely an aunt may be allowed to decide for herself. You seem to think that every aunt should be exactly like your aunt! That is absurd! For Heaven's sake give me back my cigarette case.*

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in the Workbook. Note there is a short introduction to each question. Students write answers to Questions 4-6 in the Workbook.

▪ Teacher: '*All drama depends on conflict. The conflict drives the drama. There are three main kinds of conflict:*

  – *conflict between characters (or groups of characters)*
  – *conflict between a character and their social or physical environment*
  – *conflict within a character's mind (often called internal conflict).*'

Q4. What is the nature of the conflict in this extract?

▪ Teacher: '*Oscar Wilde is famous for his epigrams. An epigram is a statement or remark that expresses an idea in a clever or amusing way. In his plays, like* The Importance of Being Earnest, *Wilde often uses his characters as a way to present these epigrams. For example, Algernon says: 'there is nothing romantic about a proposal', arguing that if the proposal is accepted then the couple will get married – and that will be the end of the romance!*'

Q5. (**O**) Find one other example of epigram used in the extract and explain the thinking behind it.

▪ Teacher: '*There are many genres, or kinds, of drama. Here are some examples:*

  – *Historical drama: stories about real-life events, even if those events are re-imagined*
  – *Tragedy: sad stories about human suffering, often charting the downfall of a main character*
  – *Comedy: light-hearted and amusing stories that often have a happy ending*
  – *Romance: stories that deal with love and the obstacles couples often face in fulfilling their love.*'

Q6. Judging by the extract, what genre is *The Importance of Being Earnest*? What evidence is there to support your view?

▪ Teacher samples answers to Questions 4-6 from the students and provides feedback.

Suggested Answers:

Q4. The conflict in the extract is between two characters, Algernon and Jack. The playful dialogue of these characters suggests they are friends, but Algernon seems to disapprove of Jack as a match for his cousin, Gwendolen. The tricking and lying involved in the matter of the cigarette case also indicates the conflict between these characters.

Q5. Other examples of epigram in the extract include:

- o 'Girls never marry the men they flirt with': suggests many women don't love the men they marry, perhaps because they see marriage as a business agreement
- o 'More than half of modern culture depends on what one shouldn't read': suggests that a lot of literary texts are considered to be inappropriate, but those texts often make an important contribution to modern culture.

Q6. Judging by the extract, *The Importance of Being Earnest* might be viewed as:

- ● Romance – because it is about love (e.g. Jack's love for Gwendolen) and the problems that couples often experience in fulfilling their love (e.g. the problem of Cecily, Algernon refusing to give consent to Jack marrying his cousin)
- ● Comedy – because it is a light-hearted story, the dialogue is clever (e.g. the many epigrams) and the behavior of the characters is amusing (e.g. Jack lying badly to cover up the truth about Cecily)

    Either answer could be strongly supported. Perhaps the best answer is that the play is a romantic comedy, combining the two genres.

[**Teacher Notes:** Ask students to explain their answers to Questions 4-6. The goal here is for students to support whatever answers they come up with evidence from the extract. Check that students are using quotation marks when quoting words from the extract in their answers.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Question:

- ● The focus of the lesson was to read an extract from a play, looking for meaning and thinking about how techniques are used to shape meaning. What have you learned through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers to these questions in their Workbooks, so you have some feedback on how well students are engaging in the learning process. If pressed for time, you may want to use these questions for class discussion.]

Segue to next lesson: *In the next lesson we will look at some more literary texts: poems from Japan called haikus. We will explore their meanings and techniques, then try to write a haiku ourselves.*

REMINDER: Collect student Workbooks to review and analyze students' learning, focusing on how well they have understood the key ideas in the lesson and their ability to express their ideas in accurate and effective English.

English Grade 10 Lesson Plan 11
Poetry – Haikus

Key Idea

Literary texts (prose/<u>poetry</u>/drama):
- analyzing/evaluating meaning, techniques, structure, mood, imagery
- composing poetry

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Read closely to get explicitly and implicitly stated information.
- LT – Literature: Express appreciation for sensory images used; Determine tone, mood, technique, and purpose of the author.

Component 1: Short review

Time: 7 minutes

- Teacher: '*Over the last three lessons we have looked at examples of quality literary texts in various forms. Have you ever wondered why we spend so much time reading and studying literature? Now is a good time to ask this question. Why would we bother with all that big thinking unless there were good reasons for doing it?'*

- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions:

Q1: What have *you* gained from reading and studying literature in Filipino or your home language?
Q2: What have *you* gained from reading and studying literature in English?
Q3. How might reading and studying literature help you to become a better writer?

Suggested Answers:

Q1/2: There are lots of good reasons to read and study literature in English, Filipino or your home language:
- Literature encourages us to think about and take pride in our own world and culture.
- Literature teaches us about the wider world, other cultures and beliefs.
- Literature causes us to reflect and learn about ourselves.
- Studying literature sharpens our thinking skills as well as our communication skills.
- We learn to appreciate how good writers use language to express themselves.
- Reading and studying literature can help us to become better writers ourselves.

Q3: When we take the time to read and study literature, we discover how good writers express their ideas and feelings, tell stories and present arguments. In particular, we observe how they use language effectively. We can apply this learning to our own writing. In a sense, we are using their texts as models to help us write better.

[**Teacher Notes:** This lesson opening is designed to stimulate thinking about the purpose of reading and studying literature. There are no right or wrong answers to these questions. Students are more likely to be engaged in their learning if they understand why they are doing it.]

Component 2: Lesson Purpose

Time: 3 minutes

'In this lesson we are going to look at literary texts from another culture: Japanese poems called haikus. We will look at how poets use structure and language to shape ideas in their haikus. We will then use these texts as models to help us write haikus that reflect our own Filipino context.'

Component 3: Language Practice

Time: 5 minutes
▪ Teacher: '*The following four texts are examples of a Japanese form of poetry called haiku. Each haiku has been written by a different poet. In these haikus, we may meet some words that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings to help you understand the poems when I read them shortly. These words are written in your Workbook and there are spaces for you to write their meanings.'*
The words are: deliciousness, fording, rivulet, tinkle, willow, unfreezing
  ● *deliciousness = state of being delicious – not just delicious, as in tasty, but pleasant to any of the senses.*
  ● *fording = a ford is a shallow place in a river that allows you to cross, so fording is crossing at this place.*
  ● *rivulet = a small river or stream.*
  ● *tinkle = a light, clear ringing sound, perhaps caused by a bell or running water.*
  ● *willow = a type of tree, the last to lose its leaves in autumn.*
  ● *unfreezing = melting (the opposite of freezing) or moving after standing very still.*
▪ Teacher: '*Let's practice these words.*
  ● *Say them and their meanings after me.*
  ● *Look at their spelling.*
  ● *Let's put them in a sentence. I'll do the first one….*
    Nothing beats chicken adobo for **deliciousness**!*
▪ *Now with your partner, write a sentence for each of the other words in the list.'*

▪ Teacher samples sentences to make sure the words are used according to their meanings.
[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4 : Lesson Activity
Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

▪ Teacher reads the four haikus, drawing attention to the words listed.
  1. For deliciousness
     Try fording this rivulet
     Sandals in one hand.
               Buson

  2. We stand still to hear
     Tinkle of far temple bell…
     Willow-leaves falling.
               Basho

  3. See the red berries…
     Fallen like little footprints
     On the garden snow.
               Shiki

  4. Old snow is melting…
     Now the huts unfreezing too
     Free all the children.
               Issa

Component 4B Questions (10 minutes)
- Teacher reads Questions 1-3 and asks students to write answers in their Workbooks.

- *Teacher: Make sure you can find evidence from the text to back up your answers to each question.*

Q1. These four haikus come from a book called *The Four Seasons*. Each one represents a different season: spring, summer, autumn (or fall), winter. Complete the second column to match each haiku to a season.

Haiku	Season	Meaning
1		
2		
3		
4		

Q2. In a few words or a sentence, write down what you think is the meaning of each haiku. See the third column.
- Teacher: '<u>Context</u> *refers to the situation in which a text is created (or even the situation in which audiences respond to a text). These poems were written in Japan about 120-300 years ago.*'

Q3. What do these haikus tell you about the context in which they were written?
  [If there is time, teachers might try the 'jigsaw' technique for Q2, as a preparation for writing answers. Divide class into four big groups and allocate a haiku to each group. Each group discusses what its poem means – these groups are called 'expert groups' because the students are 'experts' on a particular poem. Then students form groups of four with one student from each of the big expert groups. Students talk about the meaning of the four poems in these groups of four, with the 'expert' leading the discussion on their poem.]

Suggested Answers:
Q1/2.

Haiku	Season	Meaning
1	Summer	In summer, it is very pleasant to cross little rivers without shoes or sandals.
2	Autumn (or fall)	In autumn (fall), we listen to gentle sounds like a distant bell and falling leaves.
3	Winter	In winter, the red berries fall on the white snow, reminding us of footprints.
4	Spring	In spring, the snow melts and everything comes to life, including the children.

Q3. The four haikus tell us that Japan has four clear seasons. Unlike the Philippines, Japan has cold winters when it usually snows. Each season seems to have its own mood, e.g. spring and summer are fun and happy, but autumn and winter are quiet and sad. The poems show that the people value peace in nature and joy in the present moment. Gardens and temples are important aspects of Japanese culture.

- Teacher leads discussion of answers and on reasons for Q1-3.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6. Students write answers to Questions 4- 6 in their Workbooks.

Q4. Which of the four haikus did you like best? Explain your answer.

Q5. Study the four haikus carefully. What do they have in common? What seem to be the rules for writing haikus? [Hint to get you started: Don't just count the lines…count the syllables in each line.]

Q6. Work in pairs to write a haiku that follows these rules. The haiku should reflect your Filipino context. For example, you might write about the wet season (think storms, frogs and waters birds) or the dry season (think blue sky, dry rivers, gentle breezes).

[**Teacher notes**: Some might prefer to write their poems alone. Teacher could ask students to evaluate haikus using the criteria generated in Q5. Alternatively, teacher could make the activity competitive and ask students to pick the best one.]

▪ Teacher samples answers to Questions 4-6 from the students and provides feedback.

Suggested Answers:

Q4. There are no right or wrong answers to this question. However, students must support their answers with reasons. Encourage students to look beyond answers like: 'I like this poem because it was easy to understand' or 'I like that poem because summer is my favorite season'. Better answers will refer to the way the poet presents an interesting idea (theme), creates word pictures (images) or chooses words for particular effect (diction).

Q5. Rules for writing haikus, as demonstrated by the four examples:

□ Three lines, each starting with a capital letter

□ 17 syllables: 5 syllables in first line, 7 syllables in the second line and 5 syllables in the last line

□ No commas, sometimes three dots … (ellipsis) to suggest a pause, always a full stop at the end

□ Words create clear and strong (vivid) images

□ Each haiku represents a moment of sudden understanding, like a lightning bolt.

[Note that the first two points describe the *textual structure* of haikus.]

Q6. Again, there are no right or wrong answers to Q6, but students could use the criteria above to assess their own or each other's haikus. If there is time, ask students to share their haikus with the class. Here is an example of a haiku about the wet season in the Philippines:

Raindrops dance on leaves
Frogs and birds sing in chorus…
Music of the wet.

                                    Michael Murray

                        Content: Factor III. Instructional Quality of
Text and Visuals no. 1

                        the given poem is not accurate

                        The provided example does not adhere to the
5-7-5 syllable structure of a haiku. Please provide a haiku with
the correct syllable count.

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Question:
- The focus of the lesson was to read and understand four haikus, then use them as models to write your own. What did you learn through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers to these questions in their Workbooks, so you have some feedback on how well students are engaging in the learning process. If pressed for time, you may want to use these questions for class discussion.]
Segue to next lesson*: In the next lesson we will look at your learning over the last five lessons. We will do some activities that will help to consolidate this learning, rather than trying to learn something new.*

REMINDER: Collect student Workbooks to review and analyze students' learning, focusing on how well they have understood the key ideas in the lesson and their ability to express their ideas in accurate and effective English.

English Grade 10 Lesson Plan 12
Prose, Poetry and Drama – Deliberate Practice

Key Idea

Literary texts (prose/poetry/drama):
- analyzing/evaluating meaning, techniques, structure, mood, imagery
- comparing with text previously studied

Most Essential Learning Competencies (2016):
- RC - Scan for needed information; Read closely to get explicitly and implicitly stated information.
- LT – Literature: Express appreciation for sensory images used; Determine tone, mood, technique, and purpose of the author.

Component 1: Short review

Time: 7 minutes

- Teacher: *This week we have been learning more about literary texts. We have learned about different forms of literary texts, including prose, poetry and drama. In all the texts we have studied we have identified particular features. When writers use features to help shape meaning in their texts they are called techniques.*
- *Work in pairs, but write your answers individually to Question 1-3 in your Workbooks.*

Questions:

Q1. What purposes do literary texts serve?

Q2. Match each of the three literary forms (prose, poetry and drama) with the appropriate description of its usual layout:

Description of usual layout	Literary form
Lines of about the same length arranged into stanzas. Often a few stanzas of regular length.	
Sentences arranged into paragraphs. Several paragraphs of variable length make up the text.	
Character's name followed by words spoken by the character. Actions indicated in stage directions.	

Q3. Think about the literary texts we have encountered over the last week. What techniques did they use?

- Teacher seeks answers from students. For Q3, teacher notes names of techniques on board. If there is time, ask students if they can explain some of these techniques or provide examples.

Suggested Answers:

Q1. Some purposes of literary texts:
- Tell a story (but note that not all literary texts tell a story).
- Express ideas or feelings.
- Entertain the reader.
- Fire up the imagination.
- Provoke a response.

Q2.

Description of usual layout	Literary form
Lines of about the same length arranged into stanzas. Often a few stanzas of regular length.	Poetry
Sentences arranged into paragraphs. Several paragraphs of variable length make up the text.	Prose
Character's name followed by words spoken by the character. Actions indicated in stage directions.	Drama

Q3. Some techniques identified in the literary texts we encountered this week include: words with positive connotations, descriptive language, imaginative (figurative) language, different kinds of sentence structure, rhythm and meter, metaphor, personification, dialogue, imagery, textual structure.

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at an extract from the beginning of a short story. We will practice some of the skills we have been developing this week, such as reading for meaning and analyzing techniques."

Component 3: Language Practice

Time: 5 minutes

▪ *The following extract is from the beginning of a short story called 'The Beggar', by a Russian writer named Anton Chekhov.*

▪ *We may meet some important words in the text that you cannot remember or have not seen before. I'm going to list these words and we will work on their meanings so that you will be able to understand the extract when I read it shortly.*

▪ *The words are: beggar, victim, drunken, circumstances, expelled, muttered*

   Meanings
   ● beggar = a person who begs, who lives by asking others for money or food.
   ● victim = a person hurt or injured because of someone else's action.
   ● drunken = caused by or showing the effect of alcoholic drinking.
   ● circumstances = conditions that relate to an event or situation.
   ● expelled = forced to leave a school or college.
   ● muttered = spoke in a low or unclear voice.

▪ *Let's practice these words. Say them and their meanings after me. Look at their spelling.*

▪ *Let's put them in a sentence. I'll do the first one….*

   'When the woman lost her job, she was forced to become a beggar on the streets.'

▪ *Now with your partner, write a sentence for each of the other words in the list.*

▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Note:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity
Time: 25 minutes

Component 4A Reading the text
▪ Teacher reads text, drawing attention to the words listed.
▪ Students listen and follow along; students highlight or underline any words they don't know.
▪ Students then take turns to read the text to each other and highlight/underline any words they don't know.

[**Teacher Note:** The purpose is to guide students in reading the text. The teacher should first read the text aloud to the students with appropriate phrasing and expression to model a fluent reading of the text. Students could then read the text in pairs or individually, identifying problematic or unfamiliar language.]

Extract from **'The Beggar'** (abridged) by Anton Chekhov
(full text available at https://www.livrosgratis.com.br/ler-livro-online-146173/the-beggar)

"Kind sir, be so good as to notice a poor, hungry man. I have not tasted food for three days. I have no money to pay for a bed for the night. I swear by God! For five years I was a village schoolmaster and lost my job. I was the victim of false reports. I have been out of a job for a year now."

Skvortsov, a lawyer, looked at the speaker's old blue overcoat, at his drunken eyes, at the red patches on his cheeks, and it seemed to him that he had seen the man before.

"And now I am offered a post in another town," the beggar continued, "but I have not the money to get there. Please help me! I am ashamed to ask but . . . I am forced by circumstances."

Skvortsov looked at the man's feet. On one foot was a low shoe, while on the other he wore a high boot. He suddenly remembered.

"Listen, the day before yesterday I met you in Sadovoy Street," he said, "and then you told me, not that you were a village schoolmaster, but that you were a student who had been expelled. Do you remember?"

"N-o. No, that cannot be so!" the beggar muttered. "I am a village schoolmaster, and if you wish I can show you papers to prove it."

"That's enough lies! You called yourself a student, and even told me why you were expelled. Do you remember?"

Component 4B Questions [8 minutes]
▪ Teache*r: There are some questions about the story in your Workbook.*
▪ *Read each question carefully.*
▪ *What information do we need to find to answer the question?* [Locate and underline relevant information in each question]

Questions
Q1. What reason does the beggar give to justify his begging?
Q2. The beggar says he is 'ashamed' to ask. Explain the meaning of 'ashamed' here.
Q3. What reason does the lawyer have to think that the beggar is telling 'lies'?

Suggested Answers:

Q1. The beggar says that he lost his job as a schoolmaster a year ago because other people made 'false reports' about him. In other words, he says they told lies that other people believed. He calls himself a 'victim', suggesting it wasn't his fault.

Q2. In this context 'ashamed' means embarrassed or humiliated, made to feel shame. The beggar feels that by begging he has brought shame (a loss of honor and respect) upon himself. [Note that the word 'ashamed' contains the word 'shame'.]

Q3. The lawyer thinks the beggar is telling lies because he saw the same man two days ago telling a story that he was a student who had been expelled (forced to leave his school or college). This is a different story to the one he is telling now.

Component 4C Questions. [10 minutes]
▪ Teacher reads Questions 4-6 in the Workbook.

Questions

Q4. What techniques does Chekhov use to get readers interested at the beginning of the story?

Q5. What do you think will happen in Chekhov's story next? Write an outline of a plot that brings the story to a satisfactory conclusion.

Q6. (**O**) This week we read another beginning to a short story: 'How My Brother Leon Brought Home a Wife' by Manuel Arguilla. This extract is printed again below. Which story opening do you like best? Give reasons for your answer.

Extract from **'How My Brother Leon Brought home a Wife'** (adapted)
by Manuel Arguilla

She stepped down from the carretela with a quick, light grace. She was lovely. She was tall. She looked up to my brother with a smile, and her forehead was on a level with his mouth.

"You are Baldo," she said and placed her hand lightly on my shoulder. Her nails were long, but they were not painted. She smelled sweet, like a morning when papayas are in bloom. Her face suddenly lit up with a smile. "And this is Labang of whom I have heard so much." She held the wrist of one hand with the other and looked at Labang, and Labang never stopped chewing his cud. He swallowed and brought up to his mouth more cud and the sound of his insides was like a drum.

I laid a hand on Labang's massive neck and said to her: "You may scratch his forehead now."

She hesitated and I saw that her eyes were on the long, curving horns. But she came and touched Labang's forehead with her long fingers, and Labang never stopped chewing his cud except that his big eyes half closed. And by and by she was scratching his forehead very gently.

▪ Students write answers in Workbook.

[**Teacher Notes**: If students find Q5 too difficult, an easier alternative is to read two of the four possible plot outlines below (e.g. 1 and 3) and ask students to discuss which one is better.]
▪ Teacher samples answers to the questions from the students.
▪ Teacher provides feedback to answers.

Suggested Answers

Q4. Some techniques used by Chekhov to get readers interested at the beginning of his story include:
● **Contrast in characters**: a poor beggar and a lawyer who looks down upon him

- **Conflict between the characters**, as shown by the words they speak (dialogue): the audience wants to know how this conflict will be resolved
- **Change in audience response to the characters**: at first we feel sorry for the beggar, then we feel sorry for the lawyer who seems to have been tricked.

Q5. The story might be brought to a satisfactory conclusion in a number of ways.
Students should justify their plot outline by using information from the extract.
Here are four possibilities:

1. The lawyer takes the beggar to the police station. He tells the police how he has been tricked and asks the police to lock up the beggar. The beggar shows the police papers that prove he has been telling the truth. The lawyer is forced to say sorry to the beggar.
2. The lawyer takes the beggar to the police station. He tells the police how he has been tricked and asks the police to lock up the beggar. The police lock up the beggar and the lawyer is happy. Later the lawyer thinks he has been too mean to the beggar and goes back to ask the police to let the beggar go free.
3. The beggar admits he has been telling lies. He says he is forced to tell lies because if he told the truth people would not help him. The lawyer feels sorry for the beggar and gives him a job. The beggar works hard and makes lots of money. Years later he is able to help the lawyer who has lost all his money.
4. The beggar admits he has been telling lies. He says he is forced to tell lies because if he told the truth people would not help him. The lawyer feels sorry for the beggar and gives him a job. The beggar tricks other people into doing his work and makes lots of money. Years later he tells the lawyer how well he has done without doing any work.
   [Enrichment students may be interested to read the rest of Chekhov's story in their own time. The real story is very similar to one of these four plot outlines.]

Q6. There is no right or wrong answer to this question. Both extracts are fine beginnings of short stories. The important thing is that students support their answers with reference to the extracts. They could consider how well each writer interests the reader, presents characters and develops themes.
Two possible answers might be:
- I like the beginning to the short story, 'How My Brother Leon Brought Home a Wife', because it develops interesting characters, tells the story in a clever way and is well written. The most interesting character is Maria, a city girl who is moving to the country with her husband, Leon. We expect that Maria will find this a difficult change, but she shows her courage when she scratches the bull's forehead. Another feature of the story is the way Maria's arrival is presented to us from the point of view of Leon's little brother, Baldo. The boy clearly likes the girl and shows us his brother's wife in a positive light. Also, the beginning of this short story is beautifully written. For example, Arguilla uses an imaginative simile to show how sweet Maria smells to Baldo: 'like a morning when papayas are in bloom'. For all these reasons, I think this is an excellent start to Arguilla's story.
- I like the beginning of Chekhov's short story, 'The Beggar', because it develops conflict between characters in interesting ways and presents ideas for us to think about. The two characters, the beggar and the lawyer, are very different. The beggar tells lies to get money. The lawyer gets angry because he values the truth. Chekhov uses dialogue to show the conflict between these characters. At first we feel sorry for the beggar who is so poor, but then we feel sorry for the lawyer who has been tricked. Chekhov gets our interest because we want to find out how this conflict will be resolved. Also, Chekhov presents us with ideas that make us think. In the story we can see that humans need to be both truthful and kind, but is one more important than the other? For these reasons, I think this is an excellent start to Chekhov's story.

Component 5: Lesson Conclusion
Time: 5 minutes

▪ Teacher displays the questions.

Question:
- The focus of the lesson was on revising the close study of literary texts – how writers make meaning and how they use techniques to shape meaning. How has the lesson helped to strengthen this understanding?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *Next week we will look at research reports and literature reviews.*

REMINDER: Collect student Workbooks to review and analyze students' learning – focus on answers to Questions 5 and 6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 13
Research Reports

Key Idea

Research report/literature review:
- analyzing information, structure, features of research report
- composing argument for purpose/audience

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Scan for needed information; Read closely to get explicitly and implicitly stated information; Draw conclusions from the set of details.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

- Teacher: '*In last week's lessons we looked at literary texts. This week we will look at research reports and literature reviews. Let's get started by thinking about research reports.*'
- Teacher could use these questions to generate class discussion. Alternatively, students might write answers in their Workbooks and share with other students in groups.

Questions

Q1. Why might people *write* research reports?
Q2. Why might people *read* research reports?
Q3. Where could you find research reports?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. People write research reports to share knowledge that they have learned through their experiments in a certain area or investigation of a certain subject. Sometimes they might want others reading their research to act on this new knowledge, e.g. a research report on designs and materials that could be used to strengthen bridges might be used by engineers to help them build better bridges able to withstand typhoons and earthquakes.

Q2. People might read research reports to find information on a particular subject that might be of interest to them or important for their work or studies. Of course, there are a lot of information in the world, but the information in research reports is based on evidence and is therefore reliable. The knowledge can be important for its own sake or it might be used for a practical purpose, e.g. doing research on the best ways to learn might help students to use their time more effectively at school.

Q3. Research reports are often freely available in libraries or on the net. A search engine like Google Scholar can help you to find better quality research reports. Sometimes government research centers or independent think tanks can also be sources of useful research.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about research reports.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a simple example of a research report on the topic: 'Benefits of Tourism in the Philippines'. Most research reports are more complex than this one, but this is a good place to start for this week's lessons."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

  These words are written in your Workbook (see C3).

  The words are: benefits, opportunities, infrastructure, living standards, diversify, resilient

- *benefits* = good things, or advantages, gained from something.
- *opportunities* = good chances for success or progress in the future.
- *infrastructure* = the basic physical and organizational structures (e.g. roads, water, school systems, communication networks) that enable an activity to happen.
- *living standards* = the quality of material comfort and wealth experienced by an individual, group or the whole population.
- *diversify* = to make something, or become more, diverse or varied.
- *resilient* = able to bounce back, or recover, quickly from difficult conditions.

- Teacher: *Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

    One <u>benefit</u> of this rain is that the rice will grow tall and green.

  Now with your partner, write a sentence for each of the other words in the list."

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity
Time: 20 minutes total

Component 4A Reading the Text (5 minutes)
- Teacher reads text, drawing attention to the words listed.

Benefits of tourism in the Philippines
   [Text developed using ChatGPT, then adapted: https://chat.openai.com]

The text highlights several benefits of tourism for the Philippines:

1. Tourism contributes significantly to the Philippine economy. Income earned through tourism supports various sectors, including hospitality, transportation and local businesses. In 2023, tourism added more than PHP 300 billion to the Philippine economy.

2. The tourism industry creates job opportunities for Filipinos, ranging from hotel staff and tour guides to transport services and souvenir sellers. This helps reduce unemployment and improves the lives of many Filipinos. In 2022, more than 5 million Filipinos worked in the tourism industry.

3. People visiting the Philippines experience the rich culture of this country. This can lead to increased understanding and appreciation of Filipino traditions, customs and way of life. Filipinos can also learn more about the different cultures of tourists.

4. The infrastructure of the country is developed to meet the demands of the tourism industry. Investment in areas such as transport, hotels and restaurants benefits not only tourists but also local communities, improving overall living standards.

5. Tourism can help to conserve the environment. Research supports the idea that sustainable tourism contributes to the protection of natural habitats. In 2023, there were 35 national parks and 240 protected areas that attracted tourists to the Philippines.

6. Tourism helps diversify the economy by providing another source of income. This can reduce dependency on other industries, such as agriculture and manufacturing. A diverse economy makes the country more resilient if it experiences a downturn in one or more areas.

Component 4B Questions (10 minutes)
▪ Teacher reads Questions 1-3 on Worksheet.

Q1. Match each of the six points in the research report with the appropriate heading. The first one has been done for you.

Heading	Point
Cultural Exchange	3
Diversification of Economy	
Economic Growth	
Employment Opportunities	
Environmental Conservation	
Infrastructure Development	

Q2. Name three examples of:
  ● jobs created by tourism
  ● infrastructure developed because of tourism.

Q3. A *statistic* is a fact obtained from numerical data, e.g. according to the UNICEF Data Warehouse, there were nearly *42 million* children in the Philippines in 2023. Find two examples of statistics in this research report. What is the purpose of the statistics?

Suggested Answers:
Q1.

Heading	Point
Cultural Exchange	3
Diversification of Economy	6
Economic Growth	1
Employment Opportunities	2
Environmental Conservation	5
Infrastructure Development	4

Q2. Jobs created by tourism include: hotel staff, tour guides, transport services (e.g. drivers) and souvenir sellers. Infrastructure created for tourism includes: transport, hotels and restaurants.

Q3. Examples of statistics:
- In 2023, tourism added more than <u>PhP 300 billion</u> to the Philippine economy.
- In 2022, more than <u>5 million Filipinos</u> worked in the tourism industry.
- In 2023, there were <u>35 national parks and 240 protected areas</u> that attracted tourists to the Philippines.
- The statistics serve to support the points presented in the text with strong evidence, utilizing numerical data to strengthen the overall argument.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)
- Teacher reads Questions 4-6 in Workbook.

Q4. Which of these statements provides the most appropriate conclusion to this research? Explain your answer.
> A. Tourism will one day be the most important industry in the Philippines.
> B. Tourism brings benefits to the Philippines, but we can't ignore the negative impact on the environment and local communities.
> C. Tourism has brought a range of important benefits to the Philippines and its people.
> D. Other industries such as agriculture and manufacturing are more important than tourism in the Philippines.

Q5. Bayani is doing research to find an answer to this question: *Has the tourism industry been a good thing for the Philippines?* The research above is helpful, but what other aspects of tourism might he need to research to be able to answer this question in a balanced way?

Q6. (**O**) If you had the job to promote tourism to a poor community in your province, which of the points above would you focus on? Explain your answer.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:
Q4. The most appropriate conclusion to this research is: *C. Tourism has brought a range of important benefits to the Philippines and its people*. The research has not considered the 'negative impacts' of tourism, so B cannot be correct. The research does not show us if tourism will one day be 'the most important industry' or how important it is compared to other industries, so A and D cannot be correct. The research focuses on 'benefits', so C is the correct answer.

Q5. To answer this question in a balanced way, Bayani would need to research the negative impact, or disadvantages, of tourism as well as the benefits, or advantages. Only then could he reach a fair conclusion that looks at both sides of the question.

Q6. No single answer to this question, but students must support their answer with evidence. One possible answer is as follows:
> *If I needed to promote tourism to a poor community in my province, I would focus on the idea that tourism would bring more jobs and money to the community. I would add that tourism could reduce dependency on traditional industries, such as farming and manufacturing, which might not remain strong into the future. Another point to sell tourism to a poor community could be the prospect of better facilities, such as roads and water supply, that might be improved for tourism.*

[**Teacher Notes:** Encourage students to come up with more than one point if answering Q6. The quality of the answer is the important thing here.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Question:

- The focus of the lesson was on research reports, their structure and features, purposes and uses. How has the lesson enabled you to learn more about research reports?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will look at an example of a two-sided research report and use information from the report to write our own arguments.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 4-6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 14
Analyzing a two-sided report

Key Idea

Research report/literature review:
- analyzing and selecting information, structure, formatting of research report
- composing argument for purpose/context

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information; Draw conclusions from the set of details.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

- Teacher: '*In the previous lesson we looked at a simple example of a one-sided research report. Texts that are one-sided might sometimes be described as biased. 'Bias' can be defined as an inclination or prejudice for or against an idea or thing, an individual or group of people. We describe opinions or texts that show evidence of bias as 'biased'; if they do not favor one thing or person over another, then they are 'unbiased'. Note that bias might be shown through expressing opinions without any basis or evidence or by simply not considering a different perspective.*'

- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. Can you think of examples of bias against individuals or groups of people?
Q2. Why do readers need to watch out for bias in texts?
Q3. How can we avoid bias in our own texts?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. Examples of bias include:

- Racism: bias for or against an individual or group of people because of their race,
    - e.g. a business might only employ people of a certain racial group and exclude others
- Sexism: bias for or against an individual or group of people because of their sex,
    - e.g. girls might be given less encouragement to finish their school studies than boys
- Ageism: bias for or against an individual or group of people because of their age,
    - e.g. a newspaper might give too much focus to stories that encourage negative views of young people.

Q2. If readers are not on the watch for bias, they may just blindly accept that the information or opinion they are reading is true and accurate, when it isn't. Consider a news report, for example – we might expect and hope that it presents a true and accurate account of an event, but sometimes the writer (or the newspaper in general) might have a particular bias which colors the account.

Q3. We could avoid bias in our own texts by facing and addressing our own biases, which can often be unconscious. We can also consider both sides of an issue to ensure fairness. Avoiding bias is particularly important when we are writing texts that are supposed to be informative, like research reports. Using more than one source to gather information and considering the reliability of sources can also help to make our texts unbiased.

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a research report that considers points for and against an issue: learning English in the Philippines. We will also use some of the information in the report to write an argument."

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook (see C3).

The words are: global, academic, overshadow, identity, threatened with extinction, unequal access

- *global* = worldwide, relating to the whole world.
- *academic* = relating to education, especially the higher levels of education.
- *overshadow* = rise above and cast a shadow over something (literal meaning); appear more important than something (metaphoric meaning).
- *identity* = sense of who you are, as an individual or group of people.
- *threatened with extinction* = in danger of disappearing.
- [usually applies to species of plants or animals that are disappearing, but here it relates to languages].
- *unequal access* = an unfair situation where resources and rights are available to some people rather than everyone.

▪ Teacher: *Let's practice these words.*
- *Say them and their meanings after me.*
- *Look at their spelling.*
- *Let's put them in a sentence. I'll do the first one….*

  Climate change is a <u>global</u> problem that requires <u>global</u> solutions.

  Now with your partner, write a sentence for each of the other words in the list."

▪ Teacher samples sentences to make sure the words are used according to their meanings.

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

▪ Teacher reads text, drawing attention to the words listed.

Value of learning English in the Philippines today
　[Text developed using ChatGPT, then adapted: https://chat.openai.com]

　English has long been one of the official languages in the Philippines. It is spoken by 68% of the population. But just how important is learning English in the Philippines today?
Points *for* learning English in the Philippines:

● Global Communication: English is an international language, enabling Filipinos to communicate effectively on a global scale. When native and second language speakers are considered, English is the world's most spoken language with 1.8 billion speakers around the world.
● Employability: The ability to speak English improves job opportunities. This is particularly true in the tourism and call center industries. Filipinos are more able to engage in international business if they have good English skills.
● Academic Advancement: Many academic resources and publications are available in English. Filipinos who speak English well can not only access this bank of information but are also able to contribute to it. In fact, more than three-quarters of scientific papers are published in English.

Points *against* learning English in the Philippines:

● Cultural Identity: Some argue that a heavy focus on English may overshadow local languages. If people lose their language, there is a danger they will lose their cultural identity. There are now eleven local languages threatened with extinction in the Philippines, while others have already died out.
● Social Equality: Gaps may emerge between those who speak English well and those who don't. Filipinos who cannot afford quality English education may face challenges in various aspects of life, particularly in employment. Unequal access to quality English education may widen the gap between groups.

　Balancing these factors is crucial to ensure the positive impacts of English language learning while addressing potential problems.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Q1. What evidence supports the idea of English as a global language?
Q2. What is the 'bank of information' referred to in the third dot point?
Q3. Explain how the growth of English could cause some Filipinos to lose their cultural identity.

Suggested Answers:
Q1. 'English is the world's most spoken language with 1.8 billion speakers around the world.'
[Note this statistic includes those who speak English as their first or second language. If just first language speakers are considered, Chinese is number one.]
Q2. 'This bank of information' refers to the previous sentence: the 'many academic resources and publications' that are available in English.

[Words like 'this', 'that', 'these' and 'those' are called demonstratives. We use them to point to things or people, but they are also useful to refer to (or 'point to') information previously provided in the text. 'This' and 'that' are singular; 'these' and 'those' are plural.]

Q3. There may be different ways of explaining the connection between growth of English and loss of cultural identity. Here is one possible explanation:

> *The language we speak is an important part of our cultural identity. If a local Philippine language is overshadowed by a global language, like English, then there is a danger that we will feel less connected to the local culture. Some local languages could even disappear over time.*

- ▪ Students answer the questions in Workbook.
- ▪ Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

- ▪ Teacher reads Questions 4-6 in Workbook.

Q4. Look at the last sentence in the report. What is its purpose?

Q5. How does the formatting of the report support the clear communication of ideas?

Q6. (**O**) Imagine you are contributing to a blog forum on English learning in the Philippines. Use information from this research report, as well as your own ideas, to express your view.

- ▪ Students answer the questions in Workbook.
- ▪ Teacher samples answers and provides feedback.

Suggested Answers:

Q4. The purpose of the last sentence is to conclude the report. The conclusion acknowledges that there are points for ('positive impacts') and against ('potential problems') learning English in the Philippines, but does not summarize these points. By stressing the need to balance these considerations, the conclusion does not support one side of the argument over the other (i.e. neutral or non-committal).

Q5. The report uses subheadings to separate points for and against learning English in the Philippines and dot points to separate points under these subheadings. Brief paragraphs introducing and concluding the report also support clear communication of ideas.

Q6. Of course, there are no right or wrong answers to this question. Students might argue for or against learning English in the Philippines in an online forum, but they need to avoid bias. Here is one possible response that considers points for and against, but overall favors learning English:

> *Learning English is important to the ongoing growth and development of the Philippines as a nation. As we become more skilled and confident in our use of English, we are better able to participate in global business and trade, as well as access and contribute to global knowledge. Individuals who master English have more job opportunities and can live and work overseas. Of course, there is a danger that English can overshadow local languages and weaken cultural identity, but this danger can be managed by giving equal attention to the learning of local languages and English in our schools. One language does not need to grow at the expense of another.*

[**Teacher Notes:** Encourage students to support their argument with more than one point or one piece of evidence when answering Q6. The quality of the answer is the important thing here.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Question:

- The focus of the lesson was on analyzing a two-sided research report and writing an argument. What did you learn through these activities?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will look at research report on sport and test the reliability of the information by conducting a class survey.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 4-6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 15
Reliability of research reports

Key Idea

Research report/literature review:
- distinguishing fact/opinion, analyzing information and structure of research report
- composing aspects of research report based on survey

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information; Draw conclusions from the set of details.

Component 1: Short review

Time: 7 minutes

- Teacher: '*In the previous lesson we looked at an example of a two-sided research report. We saw how considering two sides of an issue made the report more reliable. 'Reliable' means that we can rely on or trust the report as a source of information. Considering two sides of an issue is just one of several things that can be done to make a report more reliable.'*

- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. What are some things a writer might do to make a research report more reliable?
Q2. Why is the reliability of a report important from a *writer's perspective*?
Q3. Why is the reliability of a report important from a *reader's perspective*?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. To make a report more reliable, a writer might:
- Support statements with evidence.
- Consider more than one side to an issue.
- Check the accuracy of data (or information).
- Cite (or refer to) sources of information in footnotes and a bibliography.
- Ask other trusted people to review the report and provide feedback before it is published.

Q2. The reliability of a report is important to the *writer* because it shows they can be trusted and gives them authority.

Q3. The reliability of a report is important to the *reader* because it gives them confidence that they can trust this source of information.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about the importance of reliability and how reliability is achieved in research reports.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a brief research report on sport in the Philippines. We will test the reliability of information in the report by conducting a class survey and considering whether the survey supports or challenges the research."

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook (see C3).

The words are: popular, spectators, champion, debut, traditional, martial art.

● *popular* = liked or admired by many people.
● *spectators* = watchers (of sport, games, etc), members of an audience.
● *champion* = person who has beaten all others in a sporting contest or other competition.
● *debut* = person's first appearance or performance in a particular role.
● [word of French origin, pronounced 'day-boo'].
● *traditional* = refers to something existing or done for a long time.
● *martial art* = art based on fighting and self-defense, widely practiced as sport.

▪ Teacher: *Let's practice these words.*
● *Say them and their meanings after me.*
● *Look at their spelling.*
● *Let's put them in a sentence. I'll do the first one….*

   Maria was a popular choice for school captain – she received more votes than anyone else.

   Now with your partner, write a sentence for each of the other words in the list."

▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

▪ Teacher reads text, drawing attention to the words listed.

Research report: Sport in the Philippines
[Text developed using ChatGPT, then adapted: https://chat.openai.com]
   Sport is an important part of culture in the Philippines. Popular sports include basketball, boxing, tennis, football, billiards and volleyball.

   The most widely played and watched sport in the Philippines is basketball. According to a popular blog, over 40 million Filipinos play basketball and the Philippines has the second highest number of spectators in the world after USA.

   One of the most popular individual sports is boxing. The Philippines has produced more than 40 boxing world champions. Some Filipino boxers – such as Pancho Villa, Nonito Donaire, Gabriel Elorde and Manny Pacquiao – are famous internationally. The golden age of Philippine boxing began when Pancho Villa won the world flyweight championship from Welshman Jimmy Wilde to become the first ever Asian and Filipino world champion.

Football has been played in the Philippines for more than 100 years. In 1912, Paulino Alcántara Riestra became the first Filipino and Asian player to play for a European Club. He made his debut at Barcelona at the age of 15. He is the club's youngest and second highest goal scorer after Lionel Messi.

The Philippines has many traditional sports and games that were popular before and after the colonial era. Among these are archery, horse-riding and wrestling. Arnis, a type of martial art, that can involve use of sticks or knives, as well as open-hand techniques, was recognized as a national sport in 2009. Some traditional games, not exactly sports, are patintero (a street game), sungka (a board game) and palosebo (bamboo pole climbing).

1. "Metro Manila · Basketball – the Philippines' most popular sport". Archived from the original on February 23, 2015. Retrieved 7 March 2024.
2. https://thesporting.blog/blog/most-popular-sports-in-the-Philippines . Retrieved 7 March 2024.
3. "A look at the history of boxing in the Philippines". ESPN. 25 June 2008.
4. Tomàs, Manel (24 February 2012). "Centenary of Paulino Alcántara's debut". Futbol Club Barcelona. Archived from the original on 18 May 2016. Retrieved 7 March 2024.
5. "Republic Act No. 9850: An Act declaring Arnis as the national martial art and sport of the Philippines". Archived from the original on 30 July 2012. Retrieved 7 March 2024.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Q1. What evidence supports the idea of basketball as the most popular sport in the Philippines?
Q2. What distinction do Pancho Villa and Paulino Alcántara Riestra share?
Q3. The information below the photograph consists of five footnotes that relate to information in the report. What is the purpose of these footnotes in research reports?

Suggested Answers:
Q1. 'According to a popular blog, over 40 million Filipinos play basketball and the Philippines has the second highest number of spectators in the world after USA.'
[Note that a footnote provides a source for this evidence.]
Q2. Both sportsmen were the first Filipino and Asian to achieve a distinction in their sports. Pancho Villa was the first Filipino and Asian boxer to become a world champion; Paulino Alcántara Riestra was the first Filipino and Asian footballer to play for a European club.
Q3. The purpose of the footnotes is to provide sources for information in the text. The source is the reference that tells us where the information comes from. Using footnotes gives credibility and authority to the text.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

▪ Teacher: '*We are now going to conduct a class survey about favorite sports, asking these questions:*
    1. *What is your favorite sport to play?*
    2. *What is your favorite sport to watch?*'
▪ The teacher could conduct the survey for the whole class. Alternatively, for a fun speaking activity, students could be asked to survey 12 others in the class.
▪ After completing the survey, teacher reads Questions 4-6 in Workbook.

Q4. Compile the survey results in a table like the one in your Workbook:

Favorite sport to *play*	Tally	Total
Basketball		
Football		
Volleyball		
Others		

Favorite sport to *watch*	Tally	Total
Basketball		
Football		
Volleyball		
Others		

Q5. What conclusions can you reach from the results of the survey?

Q6. (**O**) Do the results of the survey support or challenge the research? Explain your answer.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:

Q4. The results of the class survey might look something like this:

Favorite sport to *play*	Tally	Total
Basketball	IIII	4
Football	IIII	4
Volleyball	II	2
Others	II	2

Favorite sport to *watch*	Tally	Total
Basketball	JHT I	6
Football	II	2
Volleyball	III	3
Others	I	1

Q5. The conclusions will depend on the results of the class survey. For the results in the table above, we might conclude:
- Basketball and football are equally the favorite sports to play.
- The most popular sport to watch is basketball, followed by volleyball.
- Overall, team sports are far more popular than individual sports, like boxing.
- Some people prefer to watch different sports to the ones they play.

Q6. These conclusions partly support and partly challenge the research. For the group surveyed, basketball was a popular sport to play and watch, as the research suggests. However, equal numbers of surveyed students played football as basketball, which challenges the research. Also boxing did not register as a particularly popular sport to play or watch in the survey, challenging the claim in the research report that boxing is a popular sport in the Philippines.

[Note, however, that the small number of students in our survey means that the results might not be representative of the wider population.]

[**Teacher Notes:** You may need to demonstrate to students how to tally before counting up final numbers. The answers to Questions 5 and 6 will depend on the particular set of results obtained by the class survey.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Question:
- The focus of the lesson was on the reliability of research reports and how we can use surveys to test that reliability. How did the lesson enable you to achieve that learning?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will look at different sources of information and choose the most appropriate source for a particular task.*

REMINDER: Collect student worksheets to review and analyze students' learning.

English Grade 10 Lesson Plan 16
Analyzing information sources

Key Idea

Research report/literature review:

- analyzing/evaluating written/visual components of information sources
- planning speech with visual aids for purpose/audience

Most Essential Learning Competencies

- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get the author's purpose; Read closely to get explicitly and implicitly stated information.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

- Teacher: '*In previous lessons we have looked at examples of research reports. But what if you had to write your own research report for a class task? You would need to look at information from a range of sources and decide which of those sources will be most useful and reliable.'*
- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. Imagine you had to do a research task on a particular animal, native to the Philippines. Where might you find information?

Q2. Which of these sources might be most *useful* for this research task? Explain your choice.
- ☐ A story about a boy's encounter with a leopard cat in the Philippine jungle.
- ☐ A picture book about animals of the world.
- ☐ A website called 'Wildlife in the Philippines'.
- ☐ Brochures on Philippine animals produced by an environmental organization.
- ☐ A research paper on carabao farming in Northern Samar.

Q3. How do you know that the information provided by a particular source is *reliable*?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. You could find information by searching the internet or using books available in your local library. Some organizations that work to protect wildlife in the Philippines might also provide information.

Q2. The website and the brochures might provide the most useful information for this particular task. Stories are not usually a helpful source of information. The picture book seems too broad in its scope and would probably have limited information. The research paper is too narrow in focus – and the carabao is not actually a native animal anyway.

Q3. We can judge the reliability of a source by looking at who wrote or produced it: does this person or organization have some credibility and authority in this field of knowledge? Other signs of the reliability of a source include the use of references and a bibliography.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about where to find information for a research task and how to judge the usefulness and reliability of different sources.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at three sources that provide information about the Philippine tarsier. After analyzing the sources, you will choose the one that might be most helpful for doing a research task. You will also plan a speech using the source and consider possible visual aids."

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*
  These words are written in your Worksheet (see C3).

  The words are: nocturnal, habitat, endangered, conservation, strategies, campaigns.

  ● *nocturnal* = relating to or occurring in the night; active at night, especially 'nocturnal animals'.
  ● *habitat* = the natural home or environment of an animal or plant.
  ● *endangered* = threatened; at serious risk of extinction, especially 'endangered species'.
  ● *conservation* = care or protection, especially relating to animals or plants.
  ● *strategies* = the ways in which a goal or aim can be achieved.
  ● *campaign* = a planned set of activities carried out over a period of time to achieve something, e.g. social or political change, saving an endangered species.

▪ Teacher: *Let's practice these words.*
  ● *Say them and their meanings after me.*
  ● *Look at their spelling.*
  ● *Let's put them in a sentence. I'll do the first one….*

  Because they are <u>nocturnal</u> *animals, bats use echoes to help find their way and look for food.*

  Now with your partner, write a sentence for each of the other words in the list."

▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

▪ Teacher reads text, drawing attention to the words listed.

Research into ways of saving the endangered Philippine tarsier

[Texts developed using ChatGPT, then adapted: <u>https://chat.openai.com</u>]

        The Philippine tarsier (Carlito syrichta) is a small primate found in the Philippines, known for its large eyes relative to its head. With a body length of about 8-16 cm, it is one of the smallest primates. Tarsiers are nocturnal, mostly feeding on insects and spiders. They have excellent hearing and can turn their heads nearly 180 degrees. Their long fingers allow them to hold on to branches in trees. Since 1997, the Philippine tarsier has been a protected species, but its numbers are still declining.

This Photo by Unknown Author is licensed

Source 2
        Conservation of the Philippine tarsier generally involves protecting its natural habitat and raising awareness. Particular strategies include creating protected areas, encouraging responsible tourism and engaging local communities in conservation efforts. Research on tarsier behavior can help to support the work of conservation groups. Some organizations have had success addressing problems such as habitat destruction and illegal pet trade. Public education campaigns help to develop a sense of responsibility for tarsier conservation among local and global communities.

Source 3
        The Philippine tarsier is an endangered species, but there are ways in which Filipinos can help conserve this rare animal. They can support organizations dedicated to tarsier conservation, such as the Philippine Tarsier Foundation or local wildlife groups. If Filipinos are visiting tarsier habitats, they should choose responsible tour operators, keep a respectful distance and avoid using flash photography. They can also raise awareness about the importance of tarsier conservation among friends and family by sharing information on social media. Finally, they can report any illegal trade or activities related to tarsiers to local authorities or wildlife protection groups. By taking these actions, Filipinos can play a part in the ongoing efforts to protect the Philippine tarsier.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Q1. Read and view Source 1: Name three features of the Philippine tarsier's appearance.
Q2. Read Source 2: Name three strategies used to help conserve Philippine tarsiers.
Q3. Read Source 3: What advice does this source offer people who want to look at Philippine tarsiers in the wild?

Suggested Answers:

Q1. Features of the Philippine tarsier's appearance include:

- Small size (8-16cms long)
- Large eyes
- Long fingers
- Short, brown hair (evident in photo)
- Rubbery necks (able to turn 180 degrees)

Q2. Strategies used to help conserve Philippine tarsiers include:

- Protecting habitat, e.g. creating protected areas
- Raising awareness, e.g. tourists, local communities
- Research, i.e. finding information about tarsiers that will help conservation efforts
- Stopping illegal pet trade

Q3. This source suggests that people who want to look at Philippine tarsiers in the wild should:

- Choose responsible tour operators
- Keep a respectful distance
- Avoid flash photography

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

- Teacher: *'Imagine you are doing research on ways in which you and your classmates could help to save the endangered Philippine tarsier.'*
- Teacher reads Questions 4-6 in Workbook.

Q4. Which of these three sources would be most helpful to you? Explain why.

Q5. Suggest a plan for a speech that you might give to your class using this source. See table in Workbook.

Q6. (**O**) Suggest ways in which you could improve your speech by adding visual aids.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:

Q4. Source 3 would be the most helpful for the research task because it is about ways in which individuals can help to conserve Philippine tarsier populations and so help save them from extinction. Although Source 1 mentions that the species is endangered, it does not suggest ways to save them. Source 2 provides information about conservation efforts, but mainly by the government and conservation groups, not so much by individuals.

Q5. There is no one answer to this question. However, one possible plan for the speech might look like this:

Introduction	Brief information about the Philippine tarsier and why it needs to be saved
Main body: discuss four ways in which we can help to save the tarsier	1. Support organizations that work to save the tarsier
	2. Be responsible if visiting tarsiers in the wild
	3. Raise awareness about tarsiers, e.g. social media
	4. Report illegal activities, e.g. pet trade
Conclusion	Sum up main points and stress the need for all to play a part in saving the tarsier

Q6. The speech could be improved by using any of the following visual aids:
- Photographs, e.g. tarsiers in wild, tarsiers locked in cages, clearing of jungle habitat
- Maps. e.g. the range of tarsiers in the Philippines, the reduction in habitat over time
- Graphs. e.g. the falling numbers of tarsiers in the Philippines
- Infographics, e.g. summarizing the four strategies to save tarsiers
- Posters, e.g. encouraging young people to save the natural heritage of their country.

[**Teacher Notes:** For Question 4, ask students to not only argue why one source is most helpful, but also why the other two would not be so helpful. For Question 6, encourage students to think of more than one visual aid that would support the speech.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:
1. The focus of the lesson was on analyzing information sources and identifying the most helpful source for a particular task. What did you learn through this activity?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson*: In the next lesson we will look at an example of student-led research that includes use of a literature review.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 4 and 5 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 17
Analyzing a research report literature review

Key Idea

Research report/<u>literature review</u>:
- analyzing information, structure, purpose of literature review
- composing aspects of research report

Most Essential Learning Competencies (2016):
- RC - Reading Comprehension: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text; Scan for needed information; Read closely to get explicitly and implicitly stated information; Draw conclusions from the set of details.

Component 1: Short review

Time: 7 minutes

- Teacher: '*In the previous lesson we looked at three information sources on the same topic: the Philippine tarsier. We considered which of the sources you might use to research a specific question: what can students do to save the Philippine tarsier?*

- Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. What kinds of people conduct research?
Q2. What is the purpose of research?
Q3. Can you think of an example of research you could conduct with your classmates?

- Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. Doctors, health professionals, scientists, health and science institutions, professionals, businesspeople, pharmaceutical companies, teachers and even students can all conduct research. [The general name for a person who conducts research is a *researcher*.]
Q2. The purpose of research is to find out answers to a specific problem. Each piece of research adds to a body of knowledge on a particular subject. The research may test the findings of previous research in a different context.
Q3. Students will come up with lots of creative suggestions for their own research. Here is just one example:

> *Does drinking water immediately before athletic activity improve performance? Record the time for each student in a class to run 100m. Divide the class into two groups of equal average ability to run 100m on the basis of these recorded times. The next day, one half of the students drink 500mls of water and the other half drink none. Again, record the time for each student to run 100m. Compare the performance of the two groups. Did drinking water before running 100m make performance better or worse?*

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about research and its purpose.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a student-led research project that includes use of a literature review. We will consider the purpose of the literature review and compare the findings of the students' research with the findings of the literature review."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

  These words are written in your Workbook (see C3).

  The words are: literature review, volunteer, control group, memorize, instruction, transfer

  - *literature review* = a summary of the current literature (e.g. books, research papers) on a particular subject.
  - *volunteer* = (verb) offer to do something, often without pay.
    [Note that a person who volunteers is also called a 'volunteer' – same word.]
  - *control group* = in an experiment, the group which does not get the treatment being studied
    [This group is compared to the group that receives the treatment to see if the new treatment works.]
  - *memorize* = to commit to memory, learn 'by heart'
  - *instruction* = teaching, training
  - *transfer* = (noun) the process of moving something from one place to another; the process of applying a skill learned in a particular situation to a new situation
    [Note that 'transfer' can also be used as a verb.]

- Teacher: *Let's practice these words.*
  - *Say them and their meanings after me.*
  - *Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one….*

    The paper included a <u>literature review</u> which provided a useful summary of research into the uses of smartphones.

    Now with your partner, write a sentence for each of the other words in the list."

- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

Student research on spelling

    Three Grade 10 students – Jacob, Rosa and Anna – are in the same English class. Their teacher gives them a spelling test, including 10 'taught' words (i.e. words that were taught in class) and 10 new words (i.e. words that have not been taught in class). They all get the same results, as shown in this table:

Student	Approach to learning spelling	Taught words - /10	New words - /10	Total - /20
Jacob	No approach used	5	3	8
Rosa	No approach used	5	3	8
Anna	No approach used	5	3	8

    The three students agree that using correct spelling in English is important. However, they all think spelling English words correctly is difficult. They decide to do their own research to find out the best approach to improve spelling.

    Firstly, they read some of the literature that looks at different ways to improve spelling. Their literature review is below.

Then for one whole term they each take a different approach to learning spelling:
- Jacob uses the *rote-learning approach*: learning lists of words and trying to memorize spelling.
- Rosa uses the *rule-based approach*: working out the rules of spelling and applying these rules to new words.
- Anna volunteers to be the '*control group*' – she will not do anything to improve her spelling.

At the end of the term their teacher gives them another spelling test, including 10 taught words and ten new words. Here are the results:

Student	Approach to learning spelling	Taught words - /10	New words - /10	Total - /20
Jacob	Rote-learning	8	4	12
Rosa	Rule-based	8	8	16
Anna	No approach used	5	3	8

Literature review

    There are two main ways to improve spelling: the rote-learning approach and the rule-based approach (Kreiner & Gough, 1990). The rote-learning approach requires students to look at lists of words and trying to memorize their spelling. The rule-based approach involves students looking at spelling patterns in groups of words, working out the rules that seem to be at work and then using those rules to help spell new words. Both approaches seem to make sense and are widely used in schools.

    Research shows that spelling instruction has a positive impact on ability to spell. Graham and Santangelo (2014) reviewed 50 studies that compared students who were given spelling instruction with students who were given no instruction. They found that in almost every study, students who were given spelling instruction performed better than students who had no instruction.

    A Dutch study, Hilte and Reitsma (2011) looked at what kind of instruction works best. Two groups of students had computer-based spelling instruction: one group was taught a spelling rule and the other was not taught the rule. A third group (the control group) had no spelling instruction at all. Both groups who had spelling instruction performed better than the group that had no spelling instruction. However,

the group that was taught the spelling rule performed better than students who were not taught the rule.

A New Zealand study, Dymock and Nicholson (2017) also compared three different groups of students: one was taught spelling rules, a second group learned spelling by rote and a third group had no spelling instruction at all. Results showed that both the rule-based and rote-learning groups learned to spell taught words (i.e. words that were used in the training) better than the control group. However, students in the rule-based group had greater transfer to spelling of new words than students who learned spelling by rote. Clearly the rule-based approach was best.

References:
Dymock, S., & Nicholson, T. (2017). To what extent does children's spelling improve as a result of learning words with the look, say, cover, write, check, fix strategy compare with phonological spelling strategies? *Australian Journal of Learning Difficulties, 22*, 171-187.
Graham, S., & Santangelo, T. (2014). Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. *Reading and Writing, 27*, 1703–1743.
Hilte, M., & Reitsma, P. (2011). Effects of explicit rules in learning to spell open- and closed-syllable words. *Learning and Instruction, 21*, 34–45.
Kreiner, D. S., & Gough, P. B. (1990). Two ideas about spelling: Rules and word-specific memory. *Journal of Memory and Language, 29*, 103–118.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 on Worksheet.

Q1. Why did the three students decide to engage in their own research?
Q2. What did they aim to show through their research?
Q3. What is the purpose of the literature review?

Suggested Answers:
Q1. They were not performing well in their spelling tests, and they were finding English spelling difficult.

Q2. Their aim was to find out the best way to improve spelling performance.

Q3. The purpose of the literature review is to examine the current research on ways of improving spelling performance. In this example, doing a literature review first helped the students to build their knowledge in the field and choose the most appropriate strategies to test.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in Workbook.

Q4. What conclusions might the students have reached at the end of their research?
Q5. Did the results of the students' research support or challenge the findings in the literature review?
Q6. (O) An abstract is a summary of research. It usually appears straight after the title of a study. Write a brief abstract, just one or two sentences, of the research by the three students.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Suggested Answers:

Q4. The students might conclude that:

- Either of the strategies to improve spelling was better than doing nothing at all.
- The rote-learning and rule-based approaches were equally effective in learning the spelling of 'taught words'.
- The rule-based approach was more effective than the rote-learning approach in learning the spelling of 'new words'.

They might further conclude that they should all try the rule-based approach the following term.

Q5. The students' research strongly supported the findings in the literature review. Several studies in the literature review indicated that using any approach to improve spelling was better than nothing at all. While the Dutch study (Hilte and Reitsma, 2011) showed that the rule-based approach was effective, the New Zealand study (Dymock and Nicholson, 2017) clearly showed that the rule-based approach was more effective than the rote-learning approach for 'new words' – findings well supported by the students' research.

Q6. It makes sense to use one sentence to describe the experiment and another to say what they found. For example:

> *A group of Philippine Grade 10 students tested the effectiveness of two approaches to improve English spelling, rote-learning and rule-based, against a control group. They found that both approaches were effective for words that had been taught, but that the rule-based approach was more effective for the spelling of new words.*

[**Teacher Notes:** For Question 4, encourage students to think beyond the immediate conclusions based on the results and to consider the bigger conclusion that relates to their future learning. Note that the students' research in this example is not true experimental research – there are too few students in the sample to make the results statistically meaningful. Rather, it is a kind of *action research*, where the participants are trying out different approaches for their own use in the future – the three students are both researchers and subjects of the research.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

- The focus of the lesson was on analyzing a literature review used in the context of a research project. How did this lesson deepen your understanding of both literature reviews and research reports?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at a text that combines elements of a research report and a literature review.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Questions 4-6 for quality and clarity of writing and understanding of the content.

English Grade 10 Lesson Plan 18
Research reports and literature reviews – Deliberate Practice

Key Idea

Research report/literature review:

- analyzing information, audience and uses of research report/literature review
- selecting information to compose an argumentative text

Most Essential Learning Competencies (2016):

- RC - Reading Comprehension: Scan for needed information; Read closely to get explicitly and implicitly stated information.
- WC – Writing and Composition: Formulate a statement of opinion or assertion.

Component 1: Short review

Time: 7 minutes

▪ Teacher: '*In the previous lesson we looked at a simple literature review. Three students were doing research on ways of improving English spelling. They wrote their literature review before they even did their research because it gave them helpful ideas about what strategies to try. Later they were able to compare their findings with those in the literature.*'

▪ Teacher could use these questions to generate class discussion, but if there is time students might benefit by writing answers in their Workbooks.

Questions

Q1. What kind of literature would you use in a literature review?
Q2. Where would you search for this literature?
Q3. How would you ensure that your search provided a manageable number of useful resources?

▪ Teacher elicits answers from students for Q1-3.

Suggested Answers:

Q1. Types of literature that might be used in a literature review:

- research reports published in respected journals
- books published by experts in the field
- government reports, discussion papers and policy notes
- reports produced by think tanks and other independent organizations with expertise in the field.

[Note that the term 'literature' in this academic context does not refer to imaginative texts, like short stories, novels, plays and poetry, but rather books and reports published on a certain topic.]

Q2. The most convenient way to do a literature search is by using the internet. For general topics you can use any search engine, like Google, but for more academic topics you might need to try a more specialized search engine, such as Google Scholar. Government and organizational websites often have helpful resources – use the search facility on the website to find what you are looking for. Libraries often have databases that you can search for useful literature.

Q3. The first step is to know what you are looking for. Use specific search terms to get the particular information you want. For example, if you were researching ways in which individuals can help to save the Philippine tarsier, you would not search for 'tarsier' or even 'Philippine tarsier' as this would deliver too many results, most of which would be useless, but rather something like 'individuals save Philippine tarsier'. If you get too many results, you can also apply limits to the search, e.g. you might limit the search to resources published since 2020. When you have identified the materials, scan them quickly to pick the ones which are most relevant to your needs. Always make a note of the sources so you can find them again later and use them in your bibliography.

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson we are going to look at a text that reports research findings about the value of completing Senior High School in the Philippines. We will analyze the text and identify its audience and uses. We will then use information from the text in making posters for your fellow high school students."

Component 3: Language Practice

Time: 5 minutes

▪ Teacher: "*We may meet some words that are important in the text and that you may not have seen before or may not remember. I'm going to list some of these words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook (see C3).

The words are: aligns, potential, graduates, employability, stable, stepping stones

● *aligns* = lines up, comes together in agreement.
● *potential* = the capacity to develop into something better in the future.
● *graduates* = people who have successfully completed a course of study.
● *employability* = the ability to gain and maintain employment.
● *stable* = steady and firm, not likely to break down or fail.
● *stepping stone* = (literally) a raised stone, often one of several, that allows you to cross a river or stream; (metaphorically) an action or event that allows you to make progress towards a goal.

▪ Teacher: *Let's practice these words.*
● *Say them and their meanings after me.*
● *Look at their spelling.*
● *Let's put them in a sentence. I'll do the first one….*

   The school approves of students volunteering to do work in the community because this behavior <u>aligns</u> with its values of kindness and responsibility.

   Now with your partner, write a sentence for each of the other words in the list."

▪ Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

▪ Teacher reads text, drawing attention to the words listed.

Senior High School: is it worth the cost and effort?
[Text developed using ChatGPT, then significantly adapted: https://chat.openai.com]

Research on the value of completing Senior High School (SHS) education in the Philippines aligns with global trends. However, the research also reflects the particular context of the Philippines. Here are some key findings:

1. Studies indicate that individuals who complete SHS tend to have higher earning potential compared to those who only complete lower levels of education. SHS graduates are paid 19% higher wages than Junior High School (JHS) graduates (Abrigo & Orbeta, 2023). This can be explained by the fact that SHS students gain skills and knowledge that are valued in the job market.

2. Completing SHS improves an individual's employability compared to JHS graduates. The extra two years at school provide students with competencies required by employers, including technical, thinking and emotional skills (Carada, Aliazas, Palacio & Palacio, 2022).

3. SHS graduates have access to a wider range of career opportunities compared to those with lower levels of education. They are more likely to find stable employment and have opportunities for career advancement. Manasan (2020) found that the *quality* of employment gained by SHS students was better than that gained by JHS graduates. Abrigo & Orbeta (2023) found that SHS graduates have a 16% greater chance of being employed in middle-skill jobs than JHS graduates (Abrigo & Orbeta, 2023).

4. SHS serves as a stepping stone for further education, including college or university. More than 70% of SHS graduates go on to further studies (Orbeta and Potestad, 2020) – a fact which largely explains why only 20% choose employment. SHS graduates are better prepared academically and socially for the challenges of tertiary education.

5. The completion of SHS supports national development by producing a skilled workforce that meets the demands of a rapidly changing global economy. While there is considerable cost in the extra two years of schooling for individuals, families and government. Abrigo & Orbeta (2023) estimated that there would be a 9% annual return for attending SHS after costs were considered.

6. One unexpected benefit of completing SHS relates to health. Abrigo & Orbeta (2023) found that females who completed SHS tend to delay marriage and having children. When they do have children, they tend to be healthier than the children of JHS graduates.

Overall, completing Senior High School education in the Philippines is associated with improved employment and career prospects, higher income potential, better health outcomes and a significant contribution to national development. These benefits are of great value to both individuals and the nation.

References
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- Carada, I., Aliazas, J.V., Palacio, L. & Palacio, C.M.A. (2022). 'Perceived skills and employability of senior high graduates; basis for youth employment policy'. *International Journal of Social Sciences and Humanities, 9(1)*, 6759-6766.
- Manasan, R. (2020) 'Labor market outcomes for the first cohort of SHS graduates 6, 9, 12 months after they had left school: Cup half full'. Asian Development Bank.
- Orbeta Jr, A.C. & Potestad, M.V. (2020) 'On the employability of the senior high school graduates: Evidence from the labor force survey'. *Discussion Paper 2020-40* (December 2020), Philippine Institute for Development Studies.

Component 4B Questions (10 minutes)

▪ Teacher reads Questions 1-3 in Workbook.

Q1. Match each of these headings with a research finding:

Heading	Research finding
Contribution to national development	
Better career prospects	
Higher earning potential	
Health benefits	
Preparation for higher education	
Increased employability	

Q2. In what sense is Senior High School (SHS) a 'stepping stone' to further education?
Q3. The report acknowledges one drawback, or problem, caused by adding two extra years of schooling in high school. What is it?

Suggested Answers:
Q1.

Heading	Research finding
Contribution to national development	5
Better career prospects	3
Higher earning potential	1
Health benefits	6
Preparation for higher education	4
Increased employability	2

Q2. SHS is a 'stepping stone' for further education in the sense that students who complete SHS are better prepared, academically and emotionally, for the challenges of college or university. 'Stepping stone' is used metaphorically here to suggest that SHS is a means to achieving a higher goal.
Q3. The report acknowledges that SHS involves 'considerable cost' for individuals, families and the government. However, it goes on to say that the benefits are greater than these costs.

▪ Students answer the questions in Workbook.
▪ Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

▪ Teacher reads Questions 4-6 in Workbook.

Q4. Is this text a research report or a literature review? Give reasons for your answer.
Q5. (**O**) Consider the audience and usefulness of the text. Who would want to read it? How might they use this information?
Q6. Design a persuasive poster for high school students that uses some key information from the text. You might choose to work in pairs or individually.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Suggested Answers:

Q4. The text combines features of a research report and a literature review. As a research report it provides a summary of key findings. It also adds references to recent literature (research studies, discussion papers and policy notes) that support these findings.

[Note that not all research reports have a separate literature review. Often the two functions are combined into the one text, as in this example.]

Q5. The text will be of interest to particular groups, who will find the information useful in different ways:

- The text will be of particular interest to high school students and their families because it shows the benefits of completing SHS for individuals. It is likely that the report would encourage more students to continue their schooling until the completion of SHS.
- The government would value this report because it shows the positive impact of SHS, not only on individuals but on the nation as a whole. The findings justify the considerable cost of this initiative.
- Taxpayers and voters would also take an interest in these findings. They want to know that their taxes are being put to good use and are more likely to support governments that take effective action.

Q6. Note that a persuasive poster is a type on argumentative text. Students will hopefully come up with a range of creative ideas for their posters. Here is one possibility:
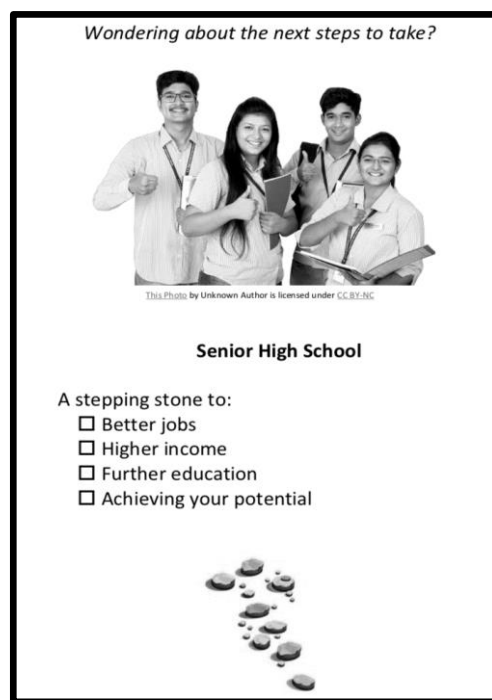
[**Teacher Notes:** Students might show their posters and the class could choose the best ones for display in the classroom or other appropriate locations in the school.]

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher reads the questions.

Questions:

- The focus of the lesson was on analyzing a text that combined features of a research report and a literature review. How did the lesson deepen your understanding of these kinds of texts and how they are composed?

[**Teacher Notes**: It would be worthwhile to ask students to write answers in their Workbooks so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.].

REMINDER: Collect student Workbooks to review and analyze students' learning. Focus on answers to Questions 4 and 5 for understanding of how the text works, although Question 6 is a good test of students' ability to rework information for a particular purpose and audience.