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 Department of Education
NATIONAL CAPITAL REGION
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UNIFIED SUPPLEMENTARY LEARNING MATERIALS (USLeM)



Q4 – ENGLISH 9-USLeM 3

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Expectation

Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation

Objective

Identify the proof or evidence of ideas in a text

Pre-Test

Select the response that best answers the each question. Write the letter of your answer on the space provided.

- ___ 1. What part of a text wherein its main purpose is to prove a point using evidence and reasoning?
A. introduction
B. argument
C. supporting details
D. topic
- ___ 2. What statement about a certain topic could be supported by evidence?
A. claim
B. essay
C. passage
D. statement
- ___ 3. What concrete facts and gathered data are used to support a certain topic?
A. concluding statement
B. evidence
C. introduction
D. paragraph
- ___ 4. What idea directs the reader where the author obtained facts or evidences?
A. citation
B. generalization
C. paraphrasing
D. text
- ___ 5. Which of the following statements is true?
A. Providing evidence does not make a text valid and reliable.
B. Evidence is necessary to support discussions about a certain topic.
C. Critical thinking allows the reader to explore many possibilities related to the text read.
D. The ability to identify proof or evidence in a text won't help in developing one's comprehension skill.

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Looking Back (Review of pre-requisite skills)

In your previous lesson, you studied how to note biases and prejudices in a text. Sometimes author slants facts toward his or her personal beliefs. As a reader, however, it is useful to recognize the ways in which an author uses bias in a piece of writing. Bias is not necessarily wrong but do not always accept author's beliefs and views. Keep an open mind and watchful to the possibility of a subjective presentation.

Read the text below and answer the following questions.

Multiculturalpaedia

When learning about other cultures, you come to think about your own culture more deeply. By knowing about other ways of thinking, you increase your choices in life, your life is enriched as you become free of the constraints of your own culture and thereby enrich your life and realize your own potential.

Nobody can choose his or her parents, physical appearance, country of origin, or mother tongue. At some time, we are born somewhere on this Earth with the physical attributes we inherited from our parents. By chance, some people are born in countries where the average life expectancy exceeds 80 years, while others are born on the same day at the same time, in countries where the average life expectancy does not even reach forty years.

People, wherever they live, are steeped in the culture they happen to be born into; they understand its values, use it as a standard, and feel it is completely natural. When you begin to examine differences in culture, what may appear on the surface to be completely divergent ideas, are ideas that are actually based on similar human thoughts. Rather than differences, connections between cultures become apparent.

Think of *Multiculturalpaedia* as encyclopedia from which you can enjoy learning about cultures. Here, you are introduced to the wisdom of various cultures of the world. As you use this encyclopedia, without realizing it, you will gain deep respect and reverence for different cultures and people. Even after closing this encyclopedia, you will find that it lives on when reading newspapers headlines or when watching the news on television. You will have a new concern for people to whom you had previously never paid much attention.

Most of the information displayed here has been obtained directly from natives of the various countries. It presents information gleaned from our own experiences. However, the information should not be considered absolute. For individuals are not representatives of a culture--- they can only represent a small part of it. Naturally there are other traditions and alternative ways of thinking within the same country. Therefore, countries or people should not be stereotyped, nor limited to the information displayed here.

Source: www.netlaputa.ne.jp/~tokyo3/e/

Activity. Write 5 statements or expressions that reflect the author's bias towards Multiculturalpaedia.

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Brief Introduction (Discussion)

Have you ever written an essay? How do you support your topic? Why do you need to have supporting ideas? Do you use evidences in supporting your argument? In this module, you will find out few strategies on finding evidences in a reading text. It is very vital to find evidence in a reading passage in order to answer questions promptly. Gathering evidences is also essential to make a strong argument or claim. All texts, or reading passages, fiction (e.g. novels, poems and short stories) or non-fiction (e.g. biographies or scientific articles) contain evidence. Evidence are the concrete facts and gathered data used to support claims or topic.

The following are some steps in identifying the evidence in the text.

- Analyze the statement which could be supported with evidence
- Read the text closely to find the answers to the questions.
- Jot down important inferences, details and quotations (if any) from the text that support the answer or claim.
- Study the evidence. How does this evidence support the claim or main idea from the text? What makes this evidence strong?

Note: In citing the evidence and including quotations of the excerpted text, use the following statements:

According to the text _____ On page _____, the author stated _____
One example from the text is _____

Example:

"I talk about how I did not plant the seeds too deeply, how it was the fault of the earth, our land, our town. I even think now that the land of the entire country was hostile to marigolds that year. This soil is bad for certain kinds of flowers. Certain seeds it will not nurture, certain fruit it will not bear, and when the land kills of its own volition, we acquiesce and say the victim had no right to live."

- **The Bluest Eye, Tony Morrison**

In this text, it is evident that Morrison analyzes the environment and how it affects people. She provides strong proof that the Earth itself is not fertile for the marigold seeds. Moreover, people also cannot survive in an unfriendly environment.

Example:

Thinking globally means being aware of the earth's big problems. It is like looking at a whole forest and seeing beyond the beauty of the trees. It means thinking about the forest's history—its wildlife, the resources it provides, and the people it supports. When you think globally, you think about the forest's effect on the climate around it, about over-logging, acid rain, and soil erosion. You think about worldwide action to preserve forests and provide jobs for people who depend on them for a living.

- **Thinking Globally, English Expressways (2012)**

According to the text, everyone must be aware on earth's big problems and that we need to think globally. The author stated the ways how to think globally such as thinking about forest's effect on the climate around it, over- logging, acid rain, soil erosion, thinking actions to preserve forests and provide jobs for people around them.

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Activities

Sometimes, understanding a reading text is complicated. As a student, it is fundamentally necessary to assess how facts supported the claim or main idea of the text. Just like in the previous passages read, authors included facts to justify and support a statement.

Now, read each paragraph carefully and then look for major and minor evidence that support the main idea. List them below.

Paragraph #1:

Every metal possesses certain properties or characteristics which can be found by experiments. According to the experts, these properties make the metal suitable or unsuitable for any particular purpose. A metal may have fluidity, that is, it flows easily when it melts. It may also be pulled out of shape without breaking. This is plasticity of a metal. A metal may also have elasticity, that is, it always returns to its original shape. When it can be stretched without breaking, it has ductility. A metal is said to have malleability if it can be hammered out of shape without breaking. However, all these properties cannot cope with the needs of technology. Designers of high speed aircraft need new materials with special properties such as heat- resistance at strength at high temperature.

-Gabriel, 2004

Every metal possesses certain properties or characteristics which make it suitable or unsuitable for any particular purpose.

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Paragraph #2:

Filipino women before the coming of the Spaniards enjoyed a unique position in society (Titgemeyer, 1997). Customary laws gave them the right to be the equal of men. They could own and inherit property, engage in trade and industry and succeed to the chieftainship of the barangay in the absence of a male heir. They had the exclusive right to give names to their children.

-Agoncillo & Alfonso

Filipino women before the coming of the Spaniards enjoyed unique position in society.

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

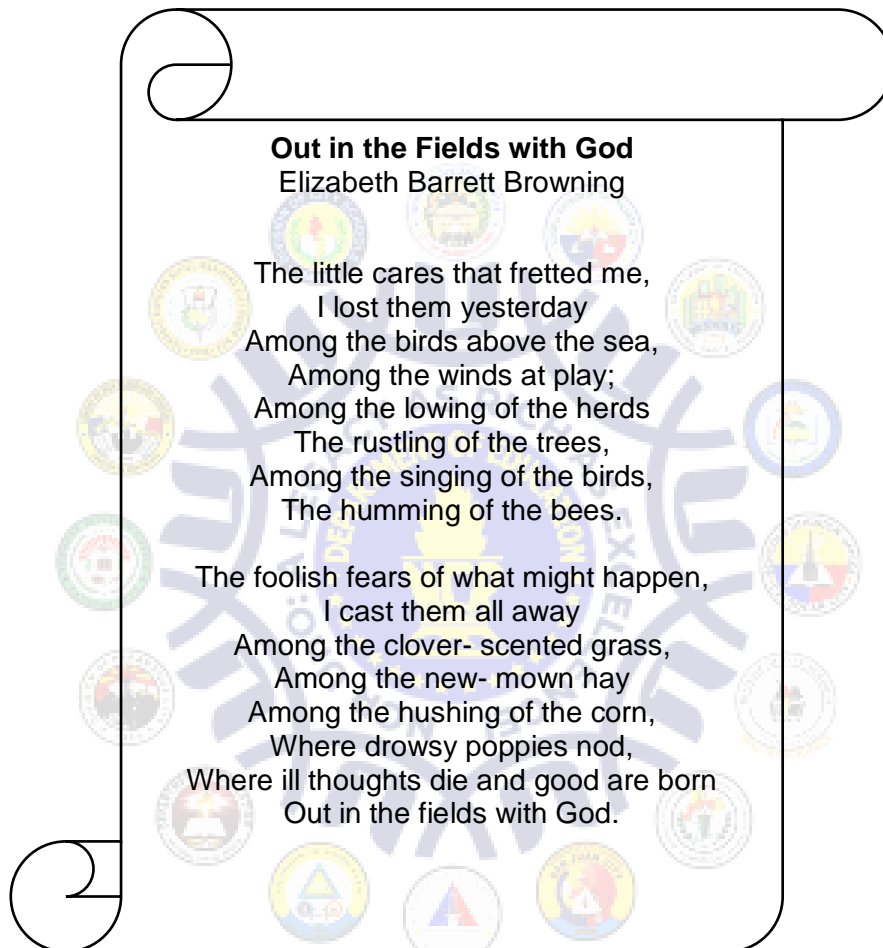
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Remember (Generalization)

You learned about the steps in identifying evidences in the text. It is highly necessary to read texts intensively and find out if it is supported by evidence.

Let us read and analyze a poem "*Out in the Fields with God*" by Elizabeth Barrett Browning one of the great English poets whose works address a wide range of issues and ideas. The poem is about casting away all worries and believe in God.



Source: <https://hellopoetry.com/poem/375017/out-in-the-fields-with-god/>

Answer the following questions. Make sure your answers are supported by an evidence from the text.

1. Why did the speaker find peace in the fields? _____
2. Did the speaker emphasize her captivation in nature? Pick out a phrase that describes the beauty of nature. _____
3. The line "I Lost them yesterday" in the first stanza means _____.
4. Based from the text, what could be the "little cares" that fretted the speaker? _____
5. Guided by the evidence found, what is the message of the poem? _____

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Checking Your Understanding (Assessment)

Apply what you have learned in this lesson by doing the activity below.

How Soap Kills Covid- 19 on Hands?

Water alone may rinse off dirt, but viruses and bacteria are so small they often need chemical and mechanical intervention to get their sticky nanoparticles out of the crevices that make up our unique fingerprints. That's why soap is so important. It's made for this job. Give soap 20 seconds, at least, of thorough scrubbing and the pin-shaped molecules will penetrate the types of bacteria and viruses, including COVID-19, that protect themselves with an oily lipid membrane. Like a nail popping a tire, the water-repelling end of the soap molecule, a hydrophobic tail that can bond with oil and fats, stabs COVID-19 and leaves the virus a deflated and broken sack of RNA cells.

And while alcohol can also break an oily membrane, washing with soap has the added benefit of physically removing even tougher to break viruses and bacteria from the skin. This is thanks to the dual nature of soap molecules. As the hydrophilic, or water-loving, heads reach out to bond with the water, the tails turn inwards to protect themselves from the water and by doing so, scoop up anything they catch in tiny soap bubble cages called micelles. Scrubbing all parts of your hands and wrists vigorously, with a sudsy lather, is key to locking these invading particles away for good - and washing them down the drain. And whether the water is cold or warm doesn't matter, so long as it's soapy.

The World Health Organization recommends scrubbing the wrists, palms and backs of your hands, the spaces in-between your fingers in an interlacing motion, making fists around each thumb and rubbing your fingertips into your palms.

The problem with antibacterial soaps and gels is that in terms of COVID-19 they are not more helpful than regular soap and are useless as gels unless they include at least 60% alcohol, because the antibacterial products do not affect viruses at all. Further-more, whatever bacteria do survive such treatment, they can evolve to become resistant to the antibacterial products in the future. Why take the chance of making bacteria stronger when all you need is a little soap and water?

Source: <https://en.unesco.org/news/how-soap-kills-covid-19-hands>

Write the claim of the article on the provided line below.

1. _____

Write three citations of lines from the text that support the claim.

2. _____

3. _____

4. _____

Explanation: Explain how your citations or lines support the claim.

5. _____

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Post-Test

Study the text below and point out the various evidence used to support the text.

UNESCO figures show two thirds of an academic year lost on average worldwide due to Covid-19 school closures

Paris, 25 January — One year into the COVID-19 pandemic, over 800 million students, more than half the world's student population, still face significant disruptions to their education, ranging from full school closures in 31 countries to reduced or part-time academic schedules in another 48 countries, according to new data released on UNESCO's interactive monitoring map.

The map shows that globally, schools were fully closed for an average of 3.5 months (14 weeks) since the onset of the pandemic. This figure rises to 5.5 months (22 weeks) – equivalent to two-thirds of an academic year – when localized school closures are taken into account.

The duration of closures varies greatly by region, from as many as 5 months (20 weeks) of complete nation-wide closures on average in Latin America and the Caribbean countries, to 2.5 months (10 weeks) in Europe, and just one month in Oceania.

Similar regional variations are observed when accounting for localized closures: The duration of complete and localized closures exceeded seven months (29 weeks) on average in Latin America and the Caribbean compared to the global average of 5.5 months (22 weeks).

Governments have endeavored to minimize country-wide closures – down from 190 countries at the peak in April 2020 to 30 countries now –in favor of partial and/or local closures. Schools are now fully open in 101 countries. Audrey Azuay, Director-General of UNESCO stated that, "We need an adequately financed recovery package to reopen schools safely, targeting those most in need and setting education back on track for the COVID-19 generation. Today, on International Day of Education, I call on countries and partners to prioritize education, a global common good, in the recovery."

- <https://en.unesco.org/news/unesco-figures-show-two-thirds-academic-year-lost-average-worldwide-due-covid-19-school>

- A. Determine whether the statement is True or False. Write **T** if the statement is True and **F** if it is False. Write your answer on the space provided.

_____ 1. The text included a proof like quote and source as back up or support of thoughts and ideas.

_____ 2. The source of each quotation was not cited appropriately in the text.

- B. Complete the following phrases:

1. According to the text, _____

2. Unesco's interactive monitoring map states that _____

3. In the concluding statement of Audrey Azuay, what did he emphasize? Support your answer. _____

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Answer Key

Pre-test 1.B 2.A 3.B 4.A 5.B	Review 1. Multiculturalism helps you can enjoy learning about cultures. 2. You are introduced to the wisdom of various cultures of the world. 3. You will gain deep respect and reverence for different cultures and people. 4. You will find that it lives on when reading newspapers headlines or when watching the news on television. 5. You will have a new concern for people to whom you had previously never paid much attention.	Activities Passage 1 1. A metal may have fluidity, that is, it flows easily when it melts 2. It may also be pulled out of shape without breaking. This is plasticity of a metal 3. A metal may also have elasticity, that is, it always returns to its original shape. Passage 2 1. Customary laws gave them the right to be the equal of men. 2. They could own and inherit property, engage in trade and industry and succeed to the chieftainship of the barangay in the absence of a male heir. 3. They had the exclusive right to give names to their children.	Generalization 1. because of relaxing feeling brought about by nature 4. Worries or agonies 2. Yes, Among the clover-scented grass 5. Trusting God and taking worries away 3. ignoring or forgetting	Assessment 1. That's why soap is so important. 2. It penetrates the types of bacteria and viruses, including COVID-19, 3. Washing with soap has the added benefit of physically removing even tougher to break viruses and bacteria from the skin 4. The water-repelling end of the soap molecule, a hydrophobic tail that can bond with oil and fats, stabs COVID-19 and leaves the virus a deflated and broken sack of RNA cells. 5. Answers may vary
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References

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Bermudez, V. F., Gorgon, E.R., et al. (2007). *English Expressways III*. SD Publications, Inc.
Gabriel, Josefina P. et.al. (2009). *English III*. St. Bernadette Publishing House Corp.

<https://hellopoetry.com/poem/375017/out-in-the-fields-with-god/>

UNESCO/World Health Organization. 2020.

<https://en.unesco.org/news/unesco-figures-show-two-thirds-academic-year-lost-average-worldwide-due-covid-19-school>

<https://en.unesco.org/news/how-soap-kills-covid-19-hands>

2. Definition and pointers in identifying evidence

<https://examples.yourdictionary.com/types-of-evidence-to-use-in-writing-and-essays.html>

<https://study.com/academy/lesson/finding-evidence-in-a-reading-passage-strategies-examples.html>