English for Academic and Professional Purposes
Quarter 1 – Module 4:
Thesis Statements
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English for Academic and Professional Purposes
Quarter 1 – Module 4: Thesis Statements
**Introductory Message**

For the facilitator:

Welcome to the English for Academic and Professional Purposes 11 Self-Learning Module (SLM) on Thesis Statements!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

```
Notes to the Teacher
This contains helpful tips or strategies that will help you in guiding the learners.
```

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners’ progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.
For the learner:

Welcome to the English for Academic and Professional Purposes 11 Self-Learning Module (SLM) on Thesis Statements!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

- **What I Need to Know**: This will give you an idea of the skills or competencies you are expected to learn in the module.

- **What I Know**: This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.

- **What’s In**: This is a brief drill or review to help you link the current lesson with the previous one.

- **What’s New**: In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.

- **What is It**: This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.

- **What’s More**: This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.

- **What I Have Learned**: This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.

- **What I Can Do**: This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don’t forget to answer What I Know before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!
This module was designed and written with you in mind. It is here to help you master the Thesis Statements. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you will be able to state the thesis statement of an academic text.

Specifically, at the end of this module, you will be able to:

1. identify what a thesis statement is;
2. distinguish weak and strong thesis statements; and
3. develop a thesis statement for a given text.
What I Know

Before we start our lesson, let me know what you have learned about thesis statements by answering the pre-test activity below.

Direction: Write the letter of your choice on the spaces provided before each number.

1. What is a thesis statement?
   a. It expresses the author’s opinion in a text.
   b. It is one’s claim on a given topic.
   c. It is the author’s comment on an issue.
   d. All of the above.

2. Which is not true about thesis statements?
   a. It serves as a roadmap of your paper.
   b. It states the main idea about the topic or issue.
   c. A thesis statement can be a quote from a famous person.
   d. A thesis statement requires evidence or proof.

3. How long should a thesis statement be?
   a. one word
   b. one sentence
   c. one paragraph
   d. one text

4. Which is true about thesis statements?
   a. It is an announcement.
   b. It is arguable.
   c. It is a fact.
   d. It is a question.

5. Where is thesis statement located in an academic text?
   a. first paragraph
   b. second paragraph
   c. last paragraph
   d. anywhere in the text

6. Which is a thesis statement about Angel Locsin?
   a. Angel Locsin should receive an award for her charity and humanitarian efforts.
   b. Angel Locsin is a respected actress in showbiz.
   c. What makes Angel Locsin a real-life Darna?
   d. Not just a film and television actress, Angel Locsin is also a commercial model and fashion designer.
7. Which among the following is true about thesis statements?
   a. It tells the reader what the academic text is about.
   b. There could be one or more thesis statements found in an academic text.
   c. Thesis statements and topic sentences are similar.
   d. Thesis statements are found in every paragraph of an academic text.

8. Which is a thesis statement?
   a. Which is better, desktops or laptops?
   b. The Advantages and Disadvantages of Distance Education
   c. Most Filipino students prefer modular learning to online learning.
   d. The key to defeat this pandemic is discipline and self-control.

9. Which among the following is a strong thesis statement?
   a. Research is an essential subject in Senior High School.
   b. Corporal punishment is harmful as it only worsens children’s behavior.
   c. J.K. Rowling, the author of Harry Potter, is a good writer.
   d. Pollution and mining in the Philippines should be stopped.

10. Which is the most appropriate thesis statement on the use of educational technology in schools?
    a. Educational technology includes computers and other software application to aid classroom learning.
    b. What is educational technology?
    c. This paper discusses the uses and benefits of educational technology in the classroom.
    d. Educational technology is a helpful tool that improves students’ academic performance.

For numbers 11-15, write T if the statement is correct. Write F if the statement is false.

11. Third person point of view is used in making thesis statements.
12. A thesis statement should be supported with facts to make it more effective and convincing.
14. A thesis statement should be specific, not broad or general.
15. A thesis statement should not be an argument about an issue to avoid confusion among readers.
Lesson 4

Thesis Statements

What’s In

Every day in our lives, we often summarize essential ideas of an article or any selection we are reading using different techniques. Can you identify some situations in everyday life where your skill in making a summary is applied?

Before we proceed to the next topic, let’s check what you have learned from the previous lesson.

Notes to the Teacher

Kindly check students’ knowledge on summarizing before you proceed to the next lesson.

Activity 1: Tell Me It’s True or False

Directions: Read the following statements about summarizing. Write TRUE if the statement is correct. Write FALSE if it states otherwise.

_______ 1. Summarizing is crucial to academic success.
_______ 2. The writer may add his own ideas to the academic text he is summarizing.
3. Summary is a short version of the original text. Therefore, when summarizing, one should remember to only include the most important or essential ideas from the original text.

4. In summarizing, the writer should paraphrase the text to avoid plagiarism.

5. When writing a summary, the writer should include the examples given in the original text.

Now, that you know what summarizing is, let’s move forward and see what’s in store for you in this module. Let’s do this!

**Activity 2: K-W-L Chart**

Directions: Fill out the first and second column of this chart. For the first column, write what you KNOW about thesis statements. For the second column, write what you WANT to know about it. And the third column, no, not just yet. Leave it blank.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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</table>
What’s New

How are you coping with our lesson? I hope you are getting more curious and excited about the activities we will discuss in this module.

Activity 3: Read, Reflect, React
Directions: Please read the academic text below and answer the Comprehension Guide Questions (CGQs) that follow:

Competition and Cooperation

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

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

(3) Interestingly, the word competition is derived from a Latin verb which means “to seek together.” An understanding of the derivation of the word competition supports the understanding that cooperation, rather than evoking a characteristic at the opposite extreme of human nature from competition, is in reality a necessary factor in competition.
Well done! You have progressed quickly. Just keep on having fun while we get to know more about thesis statements.

**What is It**

Kudos! You have accomplished so much already. It’s time for us to learn more about what thesis statement is.

The **thesis** is the main idea or main point of an informational text. It serves as a roadmap of the text you are reading. Simply, the **thesis statement** provides direction or purpose to the text. It can be expressed anywhere in the selection or passage you are reading. It can be seen at the beginning, middle or end of the text.

If the thesis is stated at the beginning, then the reader may expect that the following sentences support or develop it. The ideas are said to be organized in deductive order. However, if the thesis is stated at the latter part of the text, then the preceding statements are the details or the specifics. This follows the inductive order. Remember that, thesis statements require proof or evidences to make your stand more convincing and effective.

Thesis statements can also be explicit or implicit. **Implicit** thesis statements do not clearly express the main idea of a text. The reader has to infer from all the
details stated in the text. On the other hand, explicit thesis statements express the main idea clearly and directly in the text read.

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

1. **It is not a fact.**
   
   A fact is irrefutable. Writing a fact as a thesis makes no argument.
   
   *Weak*: Cats spend most of their time sleeping.
   
   *Strong*: Cats are better than dogs because they keep pests at bay and they require less work than puppies.

2. **It is not a question.**
   
   A question simply does not express one’s claim or comment about a topic.
   
   *Weak*: What are the advantages of keeping a pet at home?
   
   *Strong*: A person who wants to live happily in life should own a pet because of their ability to help decrease depression, stress and anxiety.

3. **It is not an announcement.**
   
   Avoid saying what you will discuss in the text.
   
   *Weak*: This paper discusses the advantages and disadvantages of owning a pet.
   
   *Strong*: Owning a pet brings good than burden because they can lower stress levels, make one feels safe and teach their owners responsibility.

4. **It is not too broad.**
   
   Avoid making vague and confusing thesis statements by making specific and focused thesis.
   
   *Weak*: Too much alcohol consumption is not good for the health.
   
   *Strong*: Excessive alcohol consumption increases the risk to health problems as it may cause liver damage, stomach distress and even cancer.

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

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

7. **It takes a stand.**
   
   The thesis should clearly show your claim about a subject/topic.
8. **It is arguable.**

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

**What’s More**

You were already taught what thesis statement is. This time, let’s do these tasks and see how much you have learned.

**Activity 4: Answer Me!**

Directions: Choose the most appropriate thesis statement on the following topics. Encircle the letter of your choice.

1. **On ABS-CBN Shutdown**
   a. ABS-CBN should not be stopped from operating as many employees may lose their job during this pandemic.
   b. This paper will explore the reasons why ABS-CBN should be shut down.
   c. I think ABS-CBN shutdown is a major blow to press freedom in the country.
   d. What are the reasons of ABS-CBN shutdown?

2. **On Reopening of Classes**
   a. It is not safe for students and teachers to attend classes this August.
   b. The schools, both public and private, must prioritize health safety protocols for learners and teachers by ensuring that vaccines are available in the country before school opening.
   c. I know a lot of parents are against the reopening of classes this August.
   d. Pros and cons of resumption of classes amidst this COVID 19 pandemic

3. **On Reinstatement of Death Penalty in the Philippines**
   a. Surveys show that Filipinos would like death penalty to be reinstated in the country.
   b. I believe that death penalty will only violate the human rights of every Filipino.
   c. Death penalty does not only serve justice to the victims and their family, but it also helps decrease the number of heinous crime in the Philippines.
   d. This passage talks about why death penalty should be reinstated in the Philippines.
4. On Wearing of School Uniforms
   a. “It's not about the dress you wear, but the life you lead in the dress” Diana Vreeland.
   b. Wearing school uniforms promotes not just self-respect but also respect to learning and educational institutions.
   c. Wearing of school uniforms have advantages and disadvantages.
   d. In this paper, I will explore the benefits of school uniform policy.

5. On the Use of Gadgets
   a. Gadget use should be in moderation as it may negatively affect physical and psychological health.
   b. Negative effects of gadget use include vision problems, lack of sleep, confusion, and even violence.
   c. I guess gadget use does more harm than good.
   d. Any type of gadget is bad for children.

Activity 5: Read, Set, Go!

Directions: Read the academic text below and answer the Comprehension Guide Questions (CGQs) on the spaces provided:

FOUR VALUES IN FILIPINO DRAMA AND FILM

Nicanor G. Tiongson

(1) THERE IS NO doubt that cinema has risen as one of the most popular means of mass communication in contemporary Philippines. Movie theaters dot cities, towns and other important commercial centers from Aparri to Jolo. Through these theaters, Nora Aunor has truly become a national figure and tagalog has risen to the status of a real national language. Indeed, movie theaters have become as important to us today as churches were in the last century.

(2) Because movies have become one of the most important means of communication, it is high time that the Filipinos examined the values encountered in and propagated by, the movies. These values at the general worldview arising from them inevitably mold the Filipino’s consciousness for better or for worse, in an effective, if insidious, manner through stories that entertain.

(3) Sad to say, the principal values encountered in most Filipino movies today are the same negative values they have inherited from the traditional dramas which migrated, so to speak, from stage to screen, and provided the latter, for the longest time, with both form, content and most of all, world-view. Four of these values which we must single out for their prevalence, perseverance and perniciousness may ne encapsulated in the following statements: 1) Maganda ang Maputi (White is beautiful), 2) Masaya ang may Palabas (Shows are the best), 3) Mabuti ang Inaapi (Hurrah for the Underdog!), and 4) Maganda pa ang Daigdig (All is Right with the world)
Comprehension Guide Questions:
1. What is the topic of the text?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. What is the thesis or main idea of the text?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. Was the thesis explicitly stated, or implicitly stated by the author?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

4. Was the text written in deductive order, or inductive order?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

5. Do you agree with the author’s claim or thesis? Why or why not?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Activity 6: WeChat Time

Directions: In this activity, identify which thesis statement is weak and which one is strong. Write W if the statement is weak and S if the statement is strong. Then, explain why the statement is weak or strong. If you think it is weak, improve the statement. If it’s a strong thesis statement, just leave the Improved Thesis Statement blank.

1. Internet usage has a negative effect to people, especially to children.

Answer: _____________________________________________________

Explanation: _____________________________________________________
__________________________________________________________________________________

Improved Thesis Statement: _____________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
2. The minimum wage in the country should be raised as it is beneficial not just to Filipino wage-earners but also to the Philippine economy.

Answer: 
Explanation: 

Improved Thesis Statement: 

3. In this paper, I will explore the different effects, both positive and negative, of wearing school uniforms in universities and colleges.

Answer: 
Explanation: 

Improved Thesis Statement: 

4. President Rodrigo Duterte is the best president in Philippine history.

Answer: 
Explanation: 

Improved Thesis Statement: 

5. As of April 2020, there were more than 125,000 Filipinos who violated the enhanced community quarantine in the Philippines.

Answer: 
Explanation: 

Improved Thesis Statement: 
Activity 7: Say It!

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

Topic: Ban on Motorcycle Backriding

Thesis Statement:
________________________________________________________________________
________________________________________________________________________

Great job! You did pretty well in accomplishing the activities given to you.

What I Have Learned

You are in the right track! Now, answer these few questions to check whether you have learned the essential ideas about thesis statements.

Activity 8: Syn-THESIS

Direction: Write your answer in the spaces below.

1. What is thesis statement?

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

2. What makes a strong thesis statement?

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What I Can Do

Be excited and be ready as we discover and carry out the next activities. Keep going on!

Activity 9: Thesis Making

Directions: Make a strong thesis statement based on the given situation and supports. Kindly check the sample below:

Example:

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

Supports:

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

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

1. Situation: Your friend from South Korea is looking for a place where he can spend his summer vacation with his family.

Supports:

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

Thesis Statement:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. Situation: Your little brother is asking for help in his report on the positive and negative effects of smartphones on children.

Supports:

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

Thesis Statement:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Assessment

Direction: Supply the correct word from the Word Bank to complete the statements below.

<table>
<thead>
<tr>
<th>WORD BANK</th>
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<tbody>
<tr>
<td>road map</td>
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<tr>
<td>strong</td>
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<tr>
<td>thesis</td>
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<td>anywhere</td>
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<td>stand</td>
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<td>main idea</td>
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<td>weak</td>
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<td>evidence</td>
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1.) A thesis statement expresses the ________________ of an academic text.
2.) A thesis statement serves as a/an ________________ of a paper.
3.) Thesis statements should never be a/an ________________ because it’s not debatable and does not clearly state the author’s claim on an issue.
4.) A strong thesis statement should take a/an ________________ on a topic.
5.) To keep the paper manageable, the thesis statement should be ________________.
6.) A thesis statement should not be too ________________ to avoid vague and confusing claims.
7.) A thesis statement is located ________________ in an academic text.
8.) To support the author’s claim, the writer must provide ________________ in a form of facts, surveys or reports.
9.) If a thesis statement is stated at the beginning of an academic text, followed by supporting details, it is said that ideas are organized in ________________ order.
10.) However, if a thesis statement is presented after its supporting details, then ideas are arranged in ________________ order.
11.) ________________ thesis statements clearly and directly express the main idea of a text while ________________ thesis statements do not.
12.) A ________________ thesis statement is arguable, debatable or argumentative.
13.) A ________________ thesis statement is written in a form of phrase, question or announcement.
14.) Without a ________________, an academic text is unfocused and unclear.
Additional Activities

Congratulations! You've come this far. I know you've learned a lot about stating and developing thesis statements. Now, let us do these additional tasks.

Activity 11: Make Me a Hamburger

Directions: Below is a graphic organizer that will help you present your ideas and thesis on an issue. Using this hamburger chart, please provide three evidences/supports and develop a thesis statement about any timely issue around you.

Topic: __________________________________________________________

Evidence:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Evidence:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Evidence:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Thesis Statement: ______________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Activity 11: K-W-L Chart

Directions: Let us go back to our first activity and fill out the third column of our K-W-L Chart. Write what you’ve learned in this module.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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### Answer Key

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<thead>
<tr>
<th>Pre-Test</th>
<th>Activity 1</th>
<th>Activity 4</th>
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<tbody>
<tr>
<td>1. d</td>
<td>5. a</td>
<td>1. a</td>
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<td>2. c</td>
<td>4. b</td>
<td>2. b</td>
</tr>
<tr>
<td>3. b</td>
<td>3. a</td>
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</tr>
<tr>
<td>4. d</td>
<td>2. T</td>
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<tr>
<td>5. d</td>
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### Activity 6

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<th>5. W</th>
<th>Assessment</th>
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<tr>
<td>2. S</td>
<td>4. W</td>
<td>3. explicit</td>
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<tr>
<td>3. W</td>
<td>4. stand</td>
<td>2. read map</td>
</tr>
<tr>
<td></td>
<td>5. specific</td>
<td>1. main idea</td>
</tr>
</tbody>
</table>

### Assessment

1. main idea  
2. road map  
3. explicit  
4. stand  
5. specific  
6. broad  
7. anywhere  
8. evidence  
9. deductive  
10. inductive  
11. explicit  
12. implicit  
13. strong  
14. weak  
15. thesis


References

Book Sources


Online Sources
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DISCLAIMER

This Self-learning Module (SLM) was developed by DepEd SOCCSKSARGEN with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd's Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners of Region XII in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

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