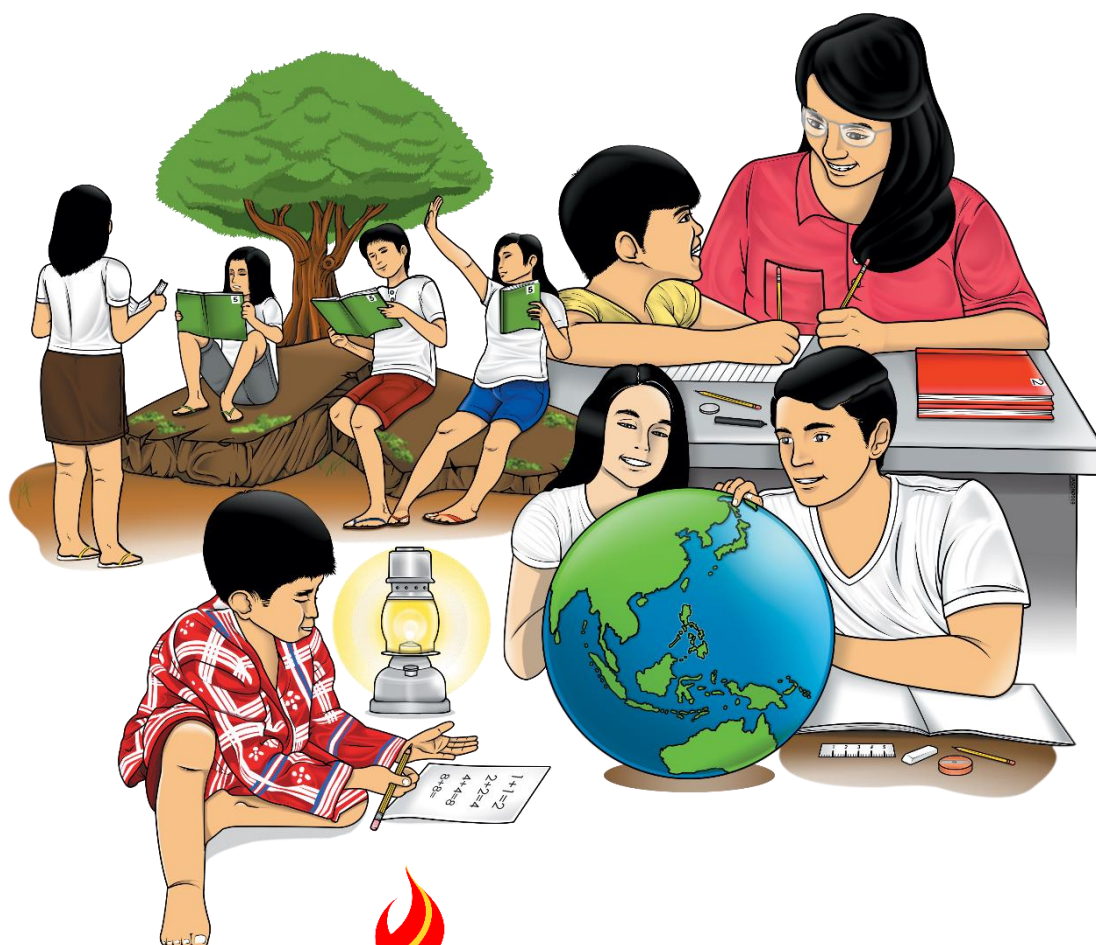


English

Quarter 1 – Module 6: Direct and Reported Speeches



CO_Q1_ENGLISH 7_Module 6

GOVERNMENT PROPERTY
NOT FOR SALE

English – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 6: Direct and Reported Speeches
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Development Team of the Module

Writer: Estrelleta A. Laroscain

Editors: Chona L. Bernabe and Emeline Doruelo

Reviewers: Evelyn C. Frusa PhD, Delia B. Mabalot, Rolex H. Lotilla and Arvin Tejada,
Arianne N. Tagolino

Illustrator: April Joy B. Silva

Layout Artist: Nesly Jane A. Publico

Cover Art Designer: Reggie D. Galindez

Cover Art Designer: Reggie D. Galindez

Management Team: Allan G. Farnazo, CESO IV – Regional Director

Fiel Y. Almendra, CESO V – Assistant Regional Director

Crispin A. Soliven Jr., CESE

Roberto J. Montero Jr., CESE

Gilbert B. Barrera – Chief, CLMD

Arturo D. Tingson Jr. – REPS, LRMS

Peter Van C. Ang-ug – REPS, ADM

Gerardo O. Magno – Subject Area Supervisor

Belen L. Fajemolin PhD – CID Chief

Evelyn C. Frusa PhD – EPS - LRMS

Bernardita M. Villano – ADM Coordinator

Printed in the Philippines by Department of Education – SOCCSKSARGEN Region

Office Address: Regional Center, Brgy. Carpenter Hill, City of Koronadal

Telefax: (083) 2288825/ (083) 2281893

E-mail Address: region12@deped.gov.ph

Introductory Message

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

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

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

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

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

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

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Direct and Reported Speeches. 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.

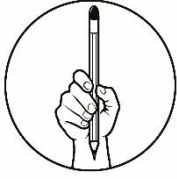
This module was designed and written with you in mind. It is here to help you master how to create direct and reported speech. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged 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.

The module is composed of one lesson:

Use direct and reported speeches appropriately in varied contexts

After going through this module, you are expected to:

1. Identify the features of direct and reported speeches;
2. Differentiate direct and reported speeches;
3. Change direct speech to reported speech; and
4. Use direct and reported speeches in sentences.



What I Know

Let us see if you already know something on the topic that we are about to discuss. Answer the pre-test on Direct and Reported Speech.

A. Classify the following statements by writing Direct Speech or Reported Speech

1. They told me that they went to a meeting. _____
2. The lady said, "I gave the police my address." _____
3. Jane says, "I want to buy a magazine." _____
4. He said that they trust the quality of our product. _____
5. The child screamed, "I want some ice cream!" _____

B. Supply the appropriate verb for the second statement based on the highlighted verb in the first statement.

6. Joe said, "I **walk** home everyday."
Joe said that he _____ home everyday.
a. walks b. walked c. had walked
7. Shane said, "The food **is** very delicious there."
Shane said that the food _____ very delicious there.
a. was b. were c. had been
8. Matt said, "I **ride** my bike to work today."
Matt said that he _____ his bike to work that day.
a. rides b. rode c. ridden
9. Janice said, "I **went** to Baguio several times."
Janice said that she _____ to Baguio several times.
a. gone b. have gone c. had gone
10. Hera said, "I **forgot** to call my sister."
Hera said that she _____ to call her sister.
a. forgotten b. had forgotten c. have forgotten

Lesson

1

Direct and Reported Speeches

When communicating, we need to convey the message in an appropriate manner especially when we are trying to relay an information coming from another person or source. This will help us have a meaningful communication with each other. In this lesson, you will learn about direct and reported speech.



What's In

Remember your previous lesson in past tense and past perfect tense. If you paid attention to that lesson, your learning will come in handy with our new lesson today.

Activity 1. Identify the tense of the verb in the following sentences. Write **simple past tense** or **past perfect tense** in the blank after each item.

1. I shut the door because I **had lost** my patience.

2. Toby knew Manila so well because he **had visited** the city several times.

3. Sandra had studied Korean before she **moved** to Korea.

4. She only understood the movie because she **had bought** the book.

5. Kristine had seen me approaching before I **noticed** her.

6. I had thrown away the letter before I **read** it.

Were you able to answer the items correctly? What is the difference between the past tense and the past perfect tense?

- **The past tense is used to simply express an action that happened before the present time.**

You already learned the past tense form of the verb from your previous lesson. You either add – ed, change or retain its spelling depending on the verb you are using.

Examples: move – moved, notice – noticed, understand – understood, know – knew, read – read, shut – shut

- **On the other hand, the past perfect tense is used to express an action that happened before another action in the past.**

The Past Perfect tense is formed using **had + past participle form of the verb.**

Example: had lost, had visited, had studied, had bought, had seen, had thrown

Why do you think it is important to remember this previous lesson? You will be needing your knowledge about these particular tenses to create grammatically correct direct and reported speech statements. Let's find out the role of these different tenses of the verb in our current lesson. Let's go!



Notes to the Teacher

- Tell the students that they must pay attention on how the tense of the verb changes in the reported speech from the direct speech. Their knowledge of the tenses of verb plays a great role in understanding the current lesson.



What's New

Observe the conversation of these three friends. It seems that Jerry is a little confused with what Tom said. Let's see if Tom can clarify his statement the second time.

Lizel: I like your story book

Tom: Really? You want to borrow it?

Jerry: What did Lizel say?

Tom: Lizel said, "I like your story book."

Jerry: She likes my story book?

Tom: No Jerry. Lizel said that she liked my story book.



Notice the two underlined sentences. Do these two sentences convey different messages or do they have the same meaning expressed in different ways?

Let's take a closer look, shall we? Compare the first and the second underlined statement of Tom. What has changed?

First: Lizel said, "I like your story book."

Second: Lizel said that she liked my story book.

List down the changes that you have observed. _____

That's right. In the first statement, there is a **comma** and **quotation mark** while in the second statement there is none. The word **"that"** was added in the second statement. There is also a change in the tense of the verb "like" from present tense to past tense. Another change is in the use of pronouns. "I" changed to "he" and "your" changed to "my". How can these two sentences with different verb tenses and pronouns convey the same message?

Observe another conversation.

Dad: Wow! Hannah, when did you learn how to skate?

Ate Hannah: I learned to skate last week.

Kuya Tyler: What did ate Hannah say to Dad?

Mom: Hannah said, “I learned to skate last week”

Bunso: Again Mom? When was that?

Mom: Hannah said that she had learned to skate
the week before.



Notice the two underlined sentences. They convey the same message but still, there is a difference between the two.

Let's take a closer look, shall we? Compare the first and the second underlined statements of Mom. What has changed?

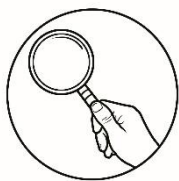
First: Hannah said, “I learned to skate last week”

Second: Hannah said that she had learned to skate the week before.

List down the changes that you have observed. _____

The same changes in the comma and quotation mark can be observed. The word “that” also appears in the second sentence. Also, the simple past tense, “learned” was changed into past perfect tense, “had learned”. The pronoun “I” changed into “she.” Another change is in the time words used from “last week” to “the week before.”

Can you figure out how these two different statements convey the same message? You're now about to learn how to give information about what other people say or think. This can be done using direct or reported (indirect) speech. Are you curious? Let's find out how.



What is It

DIRECT SPEECH

Direct Speech repeats exactly what someone said or quotes the same words spoken.

Examples:

1. Lizel said, "I like your story book."
2. Hannah said, "I learned to skate last week."

Both **DIRECT** and **REPORTED SPEECH** give information or repeat a statement that another person said.

Both also use a **REPORTING VERB** such as said, told, asked, etc.

REPORTED SPEECH

Reported Speech (Indirect Speech) is narrating or retelling what the speaker said in the past and so there are changes in the actual words.

Examples:

1. Lizel said that she liked my story book.
2. Hannah said that she had learned to skate the week before.

How are direct speech and reported speech different? There are 5 differences between the two and they are the following:

1. Direct speech has **quotation marks**; reported speech does **not** use quotation marks.
2. In reported speech, the **pronoun** often changes. For example, in the above sentence no.1 with direct speech, the pronoun **I** is used, whereas the sentence with reported speech uses the pronoun **she**.
3. In reported speech, the word "**that**" is often used after **said**, but "**that**" is optional. In informal English we can leave "**that**" out especially after reporting verbs "**say**" and "**tell**."

Examples: Mary says (*that*) her hair is soft.

He tells me (*that*) he cares for me.

4. In reported speech, the **time words** being used may also change if the report will be given at a different time. For example, the time words "**last week**" in the direct speech changes to "**the week before**" in the reported speech. Some common time words being used are the following:

| DIRECT SPEECH | REPORTED SPEECH | DIRECT SPEECH | REPORTED SPEECH |
|---------------|------------------------|---------------|----------------------|
| now | then, at that time | last night | the night before |
| today | that day, yesterday | this week | that week, last week |
| tonight | that night, last night | last month | the month before |
| yesterday | the day before | tomorrow | the next day |

5. The verb in reported speech changes in **tense**.

Let's look at more examples for you to clearly see these differences and the rules in changing a direct speech to reported speech.

| DIRECT SPEECH | REPORTED SPEECH | REMARKS |
|--|---|--|
| <u>Simple Present</u> Karen said, "I bake cupcakes every day." | <u>Simple Past</u> Karen said that she baked cupcakes every day. | The verb in the quoted speech changes from <i>present tense</i> to <i>past tense</i> . |
| <u>Simple Past</u> Karen said, "I baked cupcakes." | <u>Past Perfect</u> Karen said that she had baked cupcakes. | The past perfect tense uses <i>had +past participle form</i> of the verb. |
| <u>Present Perfect</u> Karen said, "I have baked cupcakes." | <u>Past Perfect</u> Karen said that she had baked cupcakes. | The past perfect tense uses <i>had +past participle form</i> of the verb. |
| <u>Past Perfect</u> Karen said, "I had baked cupcakes before Emman arrived." | <u>Past Perfect</u> Karen said that she had baked cupcakes before Emman had arrived." | If the verb in the direct speech is in the past perfect tense, there is no change in tense in the reported speech. |

Source: <https://www.dorcan.co.uk/>

NOTE:

- A.** Reported Speech is usually introduced by a verb in the past tense but it can also be introduced by a verb in present tense: *He says that ...* This is usual when we are:

- reporting a conversation that is still going on
- reading a letter and reporting what it says
- reading instructions and reporting them
- reporting a statement that someone makes very often, e.g. **Tom says that he'll never cheat on a test.**

When the reporting verb is in a present, present perfect or future tense, we can report the direct speech without any change of tense:

Example: Paul (phoning from the station): I'm trying to get a taxi.

Ann (to Mary, who is standing beside her): Paul says he is trying to get a taxi.

Source: <https://inglescarmelitaslb.files.wordpress.com/2011/05/reported-speech.pdf>

- B.** Direct Speech can sometimes have inverted reporting verb and subject. This can be done with most of the reporting verbs except "tell". This usually happens in literature such as in stories and novels.

Now that you have learned how to create direct and reported speech statements, let us look at how these statements can be used in a longer discourse or different genres.

Examples: "I washed the dishes already," Anton said.

"Paul got a perfect score," the teacher announced.

Source: Eastwood, John. 2002. *Oxford Guide To English Grammar*. Strip below.

Notice that the underlined statements are reported speeches while the bold statements are direct speeches.

ANDREW'S HANDS

Andrew is a kid who doesn't like to wash his hands. When he wakes up in the morning, he goes straight to the table and eats his breakfast. After eating, he would not even bother washing his hands in the sink. He grabs his bag and goes off to school.

Before Andrew could leave, his mother reminded him that he should wash his hands before eating his snack and lunch. **Andrew answered, "I will try mom if I don't forget."**

Andrew went to class and was not aware that his classmates noticed his hands were dirty. **One of his classmates commented, "He did not wash his hands again. It even has a bad smell."**

Snack time and lunch time came and Andrew ate his food alone. No one wanted to eat with him because he refused to wash his hands. When he was done eating, **he suddenly shouted, "Ouch! my stomach hurts!"**

He rushed to the clinic and the nurse told him that he has diarrhea. **The nurse added, "you should make sure to eat with clean hands so that your stomach will not get upset, okay?"**

Andrew realized that his bad habit of not washing his hands often can lead to a serious problem. **So from then on Andrew promised, "I will always practice washing my hands properly and keep it clean."**

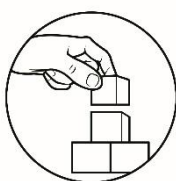
Sample Comic Strip: Notice that the underlined statements are reported speeches while the bold statements are direct speeches.





Is the concept of Direct and Reported Speech a little clearer to you now? So what do you think is the difference when we use direct or reported speech? When do we usually use direct or reported speech?

Think about it and I'll get back to you later on that. Meanwhile, let's try to learn more on how to create direct and reported speech statements. Bear in mind the difference in their structure. Let's practice some more, shall we?



What's More

Activity 1. Classify each statement whether it is direct or reported speech. Write Direct Speech or Reported Speech in your notebook.

| DIRECT SPEECH | REPORTED SPEECH |
|---|--|
| 1. Jane said that she had worked late last night. | 4. The police told me that they had caught the robber. |
| 2. Mom asked, "Are you done with your task?" | 5. "Wow! This chicken is delicious," Tony exclaimed. |
| 3. The child shouted, "I want some ice cream!" | 6. People said that the movie was really good. |
| 7. "We won the game," the coach reported. | |

Activity 2. Ask someone through text or face to face (with social distancing of course) the following questions in column 1. Copy the table below and list down the answers in column 2. Make sure to write the answers in direct speech. Ready? Let's do this.

| QUESTIONS | ANSWERS (DIRECT SPEECH) |
|--|-------------------------|
| 1. What sport or game do you like to play? | |

| | |
|--|--|
| 2. Who is the person you trust the most? | |
| 3. What is your favorite movie? | |
| 4. Where do you want to travel someday? | |
| 5. How did you spend your last vacation? | |

Excellent! Now let's level up a little more. Since you have already practiced writing down direct speech sentences, let us see if you can also write reported speeches.

Activity 3. Copy the table below and change the following direct speech in column 1 to reported speech in column 2.

| DIRECT SPEECH | REPORTED SPEECH |
|---|------------------------|
| 1. "I really love the movie", Anne said. | |
| 2. "We went to the beach last week", he said. | |
| 3. She said, "My mother has given me a gold necklace before my birthday." | |
| 4. Mom said, "Gary had cleaned his room very well before." | |
| 5. James shouted, "I got the first prize!" | |

This is great! You have indeed improved on your knowledge about direct and reported speech.

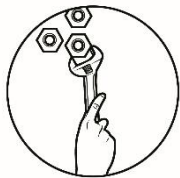


What I Have Learned



CONGRATULATIONS! You have done a great job. I believe that you have a clear idea now of what direct and reported speeches are, right? So would you like to tell me the difference between the two? Complete the statements below to show how much you have learned from this lesson. Ready? Okay!

1. Direct Speech is reporting the _____ words of another person.
2. Reported Speech is _____ reporting the exact words of another person.
3. Quotation marks are used in _____ speech statements.
4. When the verb in direct speech is in present tense, it changes into _____ tense in reported speech.
5. When the verb in direct speech is in past tense, it changes into past _____ tense in reported speech.
6. Why do we need to learn how to create grammatically correct direct and reported speech statements?



What I Can Do

Very Good! It looks like you have learned a lot today. Let's try to put into practice what you have learned, shall we? Remember the question I asked before? When do we usually use direct or reported speech?

Actually, Direct speech is found in conversations in books, in plays, and in quotations in articles, while reported speech can be used a lot when we talk with other people about ideas or words we heard from other sources.

Now let's apply what you learned about direct and reported speech doing the following activity.

Activity 4: You are tasked to **write a short story** or **create a comic strip**. Your main goal is to use direct and reported speech correctly. Your story may be based on real life or a product of your own imagination.

Recall the sample short story and comic strip you have read in this module and you can use it as a guide in making your own. For direct speech statements, you can use both the natural and inverted form. When you're done, encircle the reported speech statements and underline the reported speech statements.

Be as creative as you can. The rubrics will be provided to guide you in making your output. Do your best and have fun!

A. Rubric for Story Writing

| | 4 | 3 | 2 | 1 |
|--|--|--|--|--|
| Plot | Presents events that create a clear narrative | Presents sequence of events | Presents a confusing sequence of events | Presents no logical order |
| Sentence Construction (points x 3) | 4 direct speech and 4 reported speech statements were incorporated in the dialogue | 3 direct speech and 3 reported speech statements were incorporated in the dialogue | 2 direct speech and 2 reported speech statements were incorporated in the dialogue | 1 direct speech and 1 reported speech statements were incorporated in the dialogue |
| Spelling, Punctuation, and Grammar (points x 2) | Contains no errors in grammar, punctuation and spelling | Contains few errors in grammar, punctuation, and spelling | Contains some errors in grammar, punctuation, and spelling | Contains many errors in grammar, punctuation, and spelling |

B. Rubrics for Comic Strip

| | 4 | 3 | 2 | 1 |
|---|--|---|---|---|
| Creativity | The panels and captions reflect an exceptional degree of student creativity. There is great attention to detail. | All but 1 of the panels and captions reflect an exceptional degree of student creativity. | All but 2 of the panels and captions reflect an exceptional degree of student creativity. | More than 2 of the panels and captions reflect little degree of student creativity. |
| Sentence Construction (points x 3) | 4 direct speech and 4 reported speech statements were incorporated in the sentences | 3 direct speech and 3 reported speech statements were incorporated in the sentences | 2 direct speech and 2 reported speech statements were incorporated in the sentences | 1 direct speech and 1 reported speech statements were incorporated in the sentences |

| | | | | |
|--|--|---|---|---|
| Content | All the sentences are accurate and relevant the topic of the story | All but 1 of sentences are accurate and relevant the topic of the story | All but 2 of sentences are accurate and relevant the topic of the story | More than 2 of sentences are not accurate and relevant the topic of the story |
| Spelling, Punctuation, and Grammar (points x 2) | There are no spelling, punctuation, or grammar errors. | There are 1-3 spelling, punctuation, or grammar errors. | There are 4-5 spelling, punctuation, and grammar errors. | There are more than 5 spelling, punctuation, and grammar errors. |



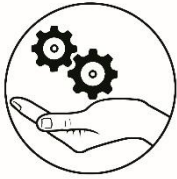
Assessment

A. Classify the following statements by writing Direct Speech or Reported Speech.

1. The teacher told the students, "Be quiet or I will stop this activity." _____
2. Dad said that he would buy a new play station for us. _____
3. "Where do you want to study in college?" my friend asked. _____
4. Lisa said that I was her best friend. _____
5. The reporter said that the community quarantine was extended. _____

B. Supply the appropriate verb for the second statement based on the highlighted verb in the first statement.

6. Chona said, "I **teach** how to edit videos online."
Chona said that she _____ how to edit videos online.
a. teaches b. taught c. have taught
7. Rohan said, "I **wanted** to visit Batanes one day."
Rohan said that he _____ to visit Batanes one day.
a. has wanted b. had wanted c. had wanted
8. Mike's boss said, "The meeting **starts** earlier than usual."
Mike's boss said that the meeting _____ earlier than usual.
a. started b. has started c. had started
9. The mechanic said, "I **have fixed** your car today."
The mechanic said that he _____ my car today.
a. had fixed b. has fixed c. fixed
10. Sarah said, "We **saw** that movie already."
Sarah said that they _____ that movie already.
a. see b. had seen c. have seen

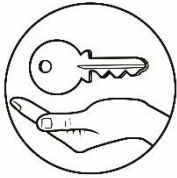


Additional Activities



Hey there! Now that you are done with our lesson today. You can have fun with someone with this **Reported Speech Board Game**. All you need is a dice and you're good to go. Take turns in changing the direct speech into reported speech. Remember you only get to roll the dice if you answer correctly. Think wisely. Enjoy!

| | | | | |
|---|---|--|--|------------------------------------|
| Start | I love playing basketball. John | I had bought an oven before. Mother | We rescued the people fast. Fireman | I want to talk about me. Liz |
| You sang very well. Harvey | I have checked your paper already. Cathy | I won the first price! Ronnie | You lose a turn | I eat cereal every morning. Mae |
| My son has made me proud. Dad | The students listen to me. Yannie | You had earned my trust years ago. Gary | You passed your project late. Teacher | I like this new show. Josh |
| I have baked a lot of cookies. Grace | We went home early. Boy | Go back 2 places | I learned a lot today. | Finish |



Answer Key

Assessment

1. direct
2. reported
3. direct
4. reported
5. reported
6. B
7. B
8. A
9. A
10. B

What I Have Learned

1. exact
2. not
3. direct
4. past
5. perfect
6. To provide accurate information and communicate effectively

What's More

Activity 3

1. Anne said that she really loved the movie
2. He said that they had went to the beach the week before.
3. She said that her mother had given her a gold necklace before her birthday.
4. Mom said that Gary/he had cleaned his room very well before.
5. James shouted that he had got the first prize.

What I Know

1. reported
2. direct
3. direct
4. reported
5. direct
6. B
7. A
8. B
9. C
10. B

What's In

1. past perfect
2. past perfect
3. past
4. past perfect
5. past
6. past

What's More

Activity 1

1. reported
2. direct
3. direct
4. reported
5. direct
6. reported
7. direct

References:

- Direct And Indirect Speech*. 2020. Ebook. Accessed June 2.
https://is.muni.cz/el/1431/jaro2014/JAC04/um/46698932/Direct_and_Indirect_Speech.pdf. *Fact Sheet*
- Direct Speech And Reported Speech*. 2020. Ebook. Accessed June 2.
http://www.dorcan.co.uk/media/literacy/Parts_of_Speech/Parts_of_Speech-Fact_Sheet_Direct_Speech_and_Reported_Speech.pdf.
- Eastwood, John. 2002. *Oxford Guide To English Grammar*. Ebook. 7th ed. Walton Street Oxford: Oxford University Press.
- Lewy, Christine. 2001. *Poetry Rubric*. Ebook.
<http://departments.bcsd.com/CIPD/Chris%20Poetry%20rubric.pdf>.
- "Past Perfect Tense | ENGLISH PAGE". 2020. *Englishpage.Com*. Accessed May 30.
<https://www.englishpage.com/verbpage/pastperfect.html>.
- Reported Speech*. 2013. Ebook. https://www.perfect-english-grammar.com/support-files/reported_speech_explanation.pdf.
- Reported Speech*. 2011. Ebook. Accessed June 7.
<https://inglescarmelitaslb.files.wordpress.com/2011/05/reported-speech.pdf>.
- Robart, Kelly. 2020. *Quoted And Reported Speech (Direct And Indirect Speech)*. Ebook. Accessed June 7.
<https://www.sjsu.edu/ajeep/docs/QuotedandReportedSpeech.pdf>.
- Rubric For Comic Strip*. 2020. Ebook. Accessed June 7.
https://www.nrccs.net/Downloads/Rubric_for_Comic_Strip.pdf.
- "Time And Place In Reported Speech". 2020. *Englishclub.Com*.
<https://www.englishclub.com/grammar/sentence/reported-speech-time-place.htm>.
- Writing Your Own Short Story*. 2020. Ebook. Accessed June 7.
<http://jfmueeller.faculty.noctrl.edu/toolbox/examples/cihock10/narrative.pdf>.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqaad@deped.gov.ph * blr.lrp@deped.gov.ph