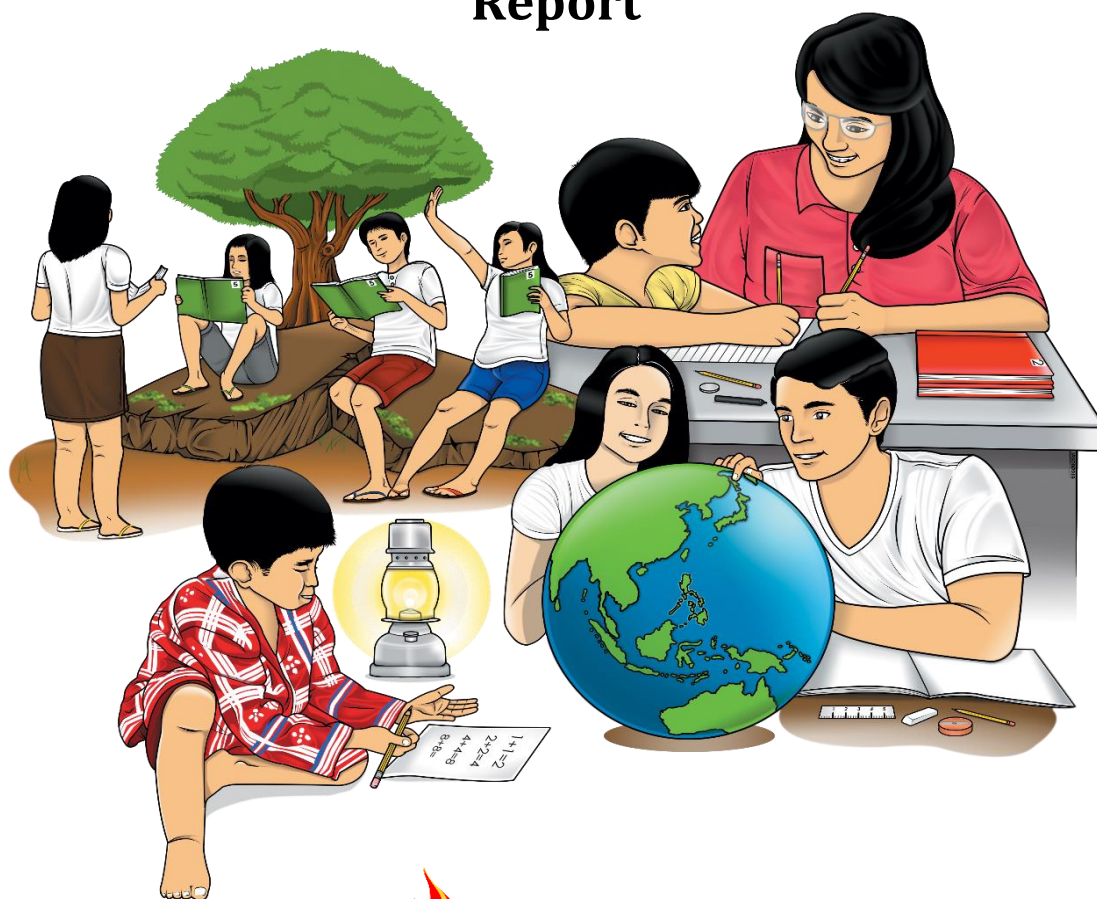


Senior High School

English for Academic and Professional Purposes

Quarter 2 – Module 8: Writing the Report Survey Field Report/Laboratory/Scientific Technical Report



SHS English for Academic and Professional Purposes

Alternative Delivery Mode

Quarter 2 – Module 8: Writing the Report Survey/Field Report/Laboratory Report/Scientific Technical Report

First Edition, 2020

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English for Academic and Professional Purposes

Quarter 2 - Module 8:

**Writing the Report Survey/Field
Report/Laboratory/Scientific Technical Report**



What I Need to Know

FOR THE LEARNERS

Do you need the skill in writing? Do you find it difficult to conduct a survey? Worry no more as you will explore the techniques and gain skills in conducting survey in this module. So, open your eyes and ears as we venture into the power of knowledge.

You are all encouraged to give your full attention and cooperation so that you will be enhanced and become effective 21st century learners.

In this module you will be provided with some exciting and interesting opportunities in learning. In lesson one, you will learn how to make a survey questionnaire and in lesson two, you will explore a community survey which will be very useful in your endeavor after senior high school so that you will become knowledgeable individuals. Lesson three will teach you how to gather information from surveys and how to disseminate the written forms of information from survey will be elaborated in lesson four. Challenging tasks await you in lessons five and six as you will summarize findings and execute the report survey and write a survey report respectively.

The following lessons will be discussed in this module:

- **Lesson 1 – Disseminating written forms of information from surveys - CS_EN11/12A-EAPP-Ile-j-10**
- **Lesson 2 – Summarizing Findings and executing the report through surveys - CS_EN11/12A-EAPP-Ile-j-11**
- **Lesson 3 – Writing a Survey Report - CS_EN11/12A-EAPP-Ile-j-12**



What I Know

Choose the letter of the correct answer. Write your answer in your answer sheet.

1. Given the following data, what is the frequency of red M&M's?
Sarah recorded the color of each M&M she pulled out of the bag: yellow, red, blue, blue, brown, red, green, red, brown, yellow, blue, red, brown, red, yellow, green, green, yellow, brown, blue, yellow, red, brown, green, red.
A. 7 B. 8 C. 10 D. 26
2. Given the same data as above, what is the missing number in the frequency distribution table?

Color Choices	Frequency
Yellow	5
Red	7
Blue	
Brown	6
Green	4

A. 3

B. 4

C. 6

D. 7

3. The frequency table below shows consumption of coffee by the number of cups. How many people were surveyed?

Number of cups of coffee	Tally	Frequency
0-3	//	2
4-7	///	3
8-11	/// ///	8
12-15	///	3
16-19	//	2

- A. 8 B. 10 C. 18 D. 20

4. What percent of people drink 4-7 cups of coffee per week?

Number of cups of coffee	Tally	Frequency
0-3	//	2
4-7	///	3
8-11	/// ///	8
12-15	///	3
16-19	//	2

- A. 44% B. 3% C. 11.1% D. 16.7%

Sources:

<https://study.com/academy/practice/quiz-worksheet-frequency-distribution-tables.html>

<https://www.cuemath.com/data/pictographs/>

<https://www.mathsisfun.com/data/bar-graphs.html>

5. In reporting the result of a survey, the figures gathered should be given in the form of ____.

- a. data and graph c. percentage and proportions
b. bar and line d. document and figure

6. The following are the tips in conducting a successful survey, except ____.

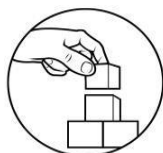
- a. use response scales whenever possible
b. asks direct questions
c. speaks your respondent's language
d. breaks the report into separate section

True or false. Write T if the statement is true and F if it is wrong. Write your answer in your answer sheet.

1. A survey report is a formal piece of writing based on research.
2. Past tenses of the verb, reported speech and an impersonal style should be used in survey reports.
3. State the purpose/aim of the report, when and how the information was gathered is written in the introduction part.
4. Due to clarity demand, summary of findings must contain each specific question under the statement of the problem and must be written first to be followed by the findings that would answer it.

Lesson 1

Disseminating Information From Surveys



What's New

What do you do with the data or information you have collected after conducting your survey? Information or data gathered from surveys should be properly organized before it could be disseminated.



What is It

According to Cambridge International Organization, data can be organized in several ways. Which method is chosen depends largely on the type of data being collected. A simple way of recording the results is by constructing a **tally and frequency table**.

For example, a survey is carried out to test the manufacturer's claim that there are 'about 36 chocolate buttons in each packet.' The number of buttons in each of 25 packets is counted, giving the figures below.

35 36 34 37 36 36 38 37 36 35 38
34 35 36 36 34 37 38 37 36 35 36
36 37 36

Displayed as a list, the numbers are not clear, however, they are easier to analyze if they are recorded in a tally and frequency chart like this.

Number	Tally	Frequency
34	III	3
35	IIII	4
36		10
37		5
38	III	3

The tally column is filled in as the survey is being carried out. The frequency column is completed by counting up the tally marks at the end of the survey.

Sometimes if there is a big range in the data, it is more useful to group the data in a **grouped frequency table**. The groups are chosen so that no data item can appear into two groups.

For example, the ages of 30 residents in a Home for the Aged are shown below:

98 71 76 77 72 78 77 73 76 86
75 79 81 105 100 74 82 88 91 96
85 90 97 102 83 101 83 84 80 95

Constructing a tally and frequency table with a list of individual ages will not be very useful as most ages in the range will only have one or two results. Grouping the data into the age ranges 71-80, 81-90, etc. produces this more useful table.

Age	Tally	Frequency
71-80	 	12
81-90	 	9
91-100	 	6
100-110		3

The ages could have been grouped 71-75, 76-80, 81-85, etc. The group size is the decision of the person collecting the data, but it is important that the groups are all the same size and do not overlap.



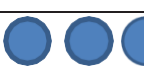


Displaying data

Once the data has been collected, it can be displayed in several ways. Which method is chosen depends on the type of data collected and the audience it is intended for. One of the simplest and most effective is to use a **pictogram**.


This method uses pictures to represent the frequency. The chocolate button data can be displayed on a pictogram like this, using one circle to represent one chocolate button.

Number of chocolate buttons	Frequency
34	○○○
35	○○○○
36	○○○○○○○○○○○○○○○○
37	○○○○○○
38	○○○

Sometimes one symbol represents more than one item. In the pictogram below, each circle represents four chocolates and fractions of a circle represents smaller amounts.

Number of chocolate buttons	Frequency
34	
35	
36	
37	
38	

Key

 = 4 chocolates

Look at the key to see what each symbol represents

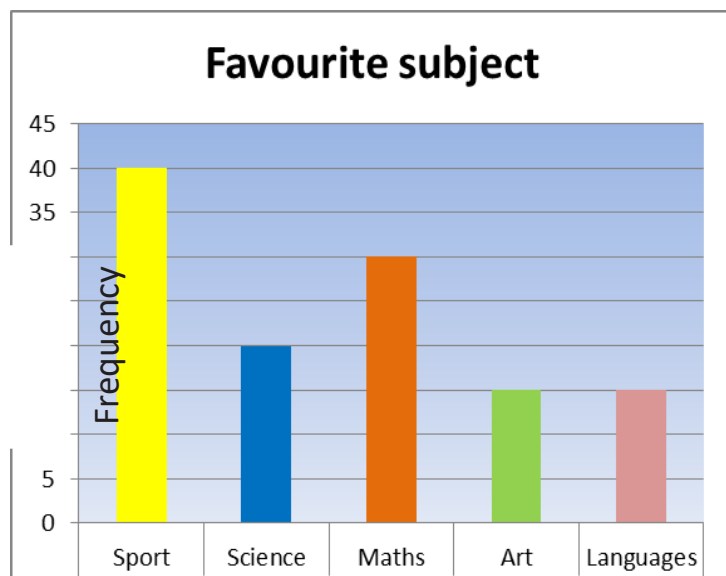
Probably the most common way of displaying data is the **bar graph** or **frequency diagram**. It is quick and easy to draw, and straightforward to understand.

Worked example

A school of 120 students carry out a survey to see which subjects are most popular. Their results are shown in the frequency table.

Show this information on a frequency diagram

Subject	Frequency
Sport	40
Science	20
Maths	30
Art	15
Languages	15
Total	120

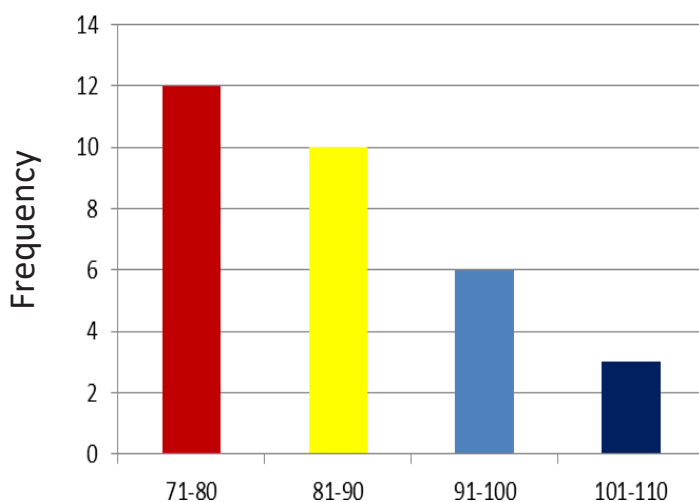


The graph is fully labeled.

The bars are all the same width and do not touch. The height of each bar represents the frequency.

Frequency diagrams can also be used to display grouped data, such as the ages of the residents in the care home.

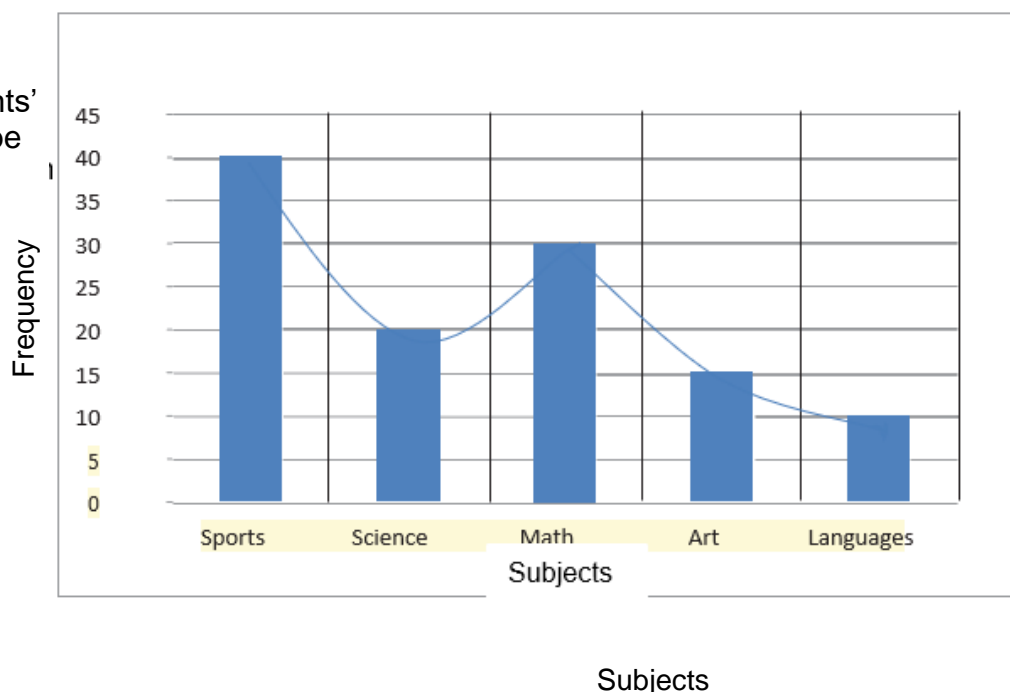
Age of residents



As before, the bars are all the same width and do not touch.

An alternative to a frequency diagram is a **bar-line graph**. Instead of bars, lines are drawn to represent the frequencies. The height of each line indicates the frequency.

The data about students' favorite subjects can be shown on a bar-line graph like this.



In frequency diagrams and bar line graphs, each frequency is represented by the height of a bar or line. Another way of displaying data is on a pie chart. On these, each frequency is represented by a fraction of a circle.

Worked example

Look again at the data about students' favorite subjects. Show this information on a pie chart.

First you need to express the frequency of each subject as a fraction of the total number of students

Sports is $40 = \frac{1}{3}$ of the total,
120

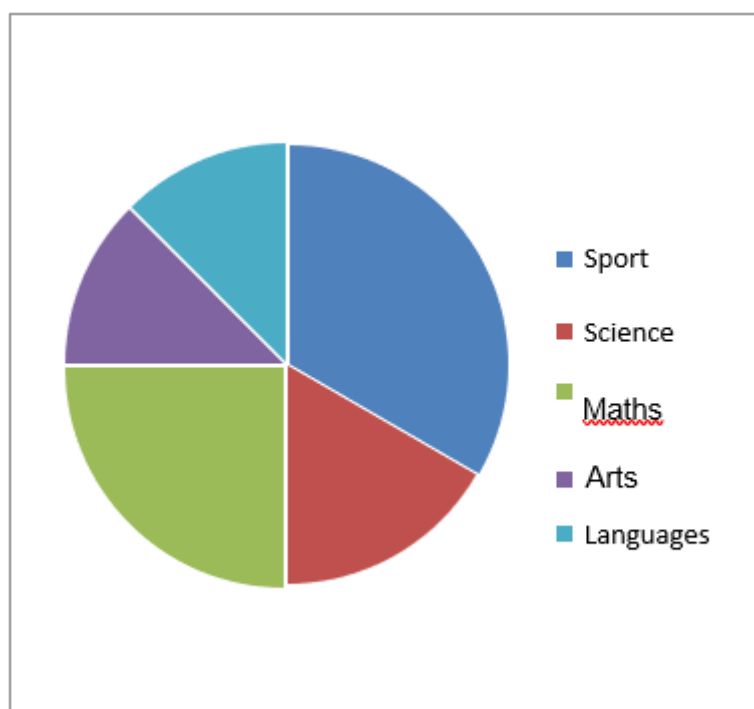
Science is $20 = \frac{1}{6}$,
120

Math is $30 = \frac{1}{4}$ of the total
120

And Art and Languages are $15 = \frac{1}{8}$ each.
120

To draw the pie chart without a protractor, an understanding of fractions helps. For example, Sport and Science together represent half of the total, and Math, Art and Languages represent the other half of the total.

Science together represents half of the total, and Math, Art and Languages represent the other half of the total.



The pie chart has a heading and a key, and each slice is clearly labeled.

The pie chart is divided into slices, which are fractions of the circle. The size of each slice represents the frequency, as a fraction of the total number of students.



What's More

Activity 1.1

- Twelve people were asked which sandwiches they had bought from a sandwichshop.

Their answers were:

Chicken	Tuna	Egg	Chicken
Egg	Tomato	Chicken	Tuna
Tomato	Egg	Chicken	Chicken

Show this information in a pictogram

- A fitness club carries out a survey to find out the ages of its members. Here are the results.

22	18	23	17	44	42	50	19	21	23	11	16
38	55	62	41	17	19	23	36	28	42		
35	33	18	22	63	48	9	7	17	23	36	
48	54	60									

- Make a grouped tally and frequency table using the age groups 1-10, 11-20, 21-30, etc.
 - Draw a frequency diagram of the data.
- Ninety students took an English Proficiency exam. On the way out of the hall, they were asked whether they found it hard, OK or easy.

Here are the results.

Response	Easy	OK	Hard
Frequency	15	45	30

Show in the pie chart result.



What I Have Learned

GETTING DEEPER

Lesson: _____ :

What I Have to say about the lesson:

What I found about:

Lesson

2

Summarizing Findings and Executing The Report Through Survey



What Is It

A component of summary of the findings is to provide a discussion for each of the findings, using anchor verbiage that justifies rather than distorts the intent of the findings. Findings are important or relevant based on the aim and scope of your study.

A summary is a composite of the key ideas of a piece of writing, restated in your own words – i.e., paraphrased. You may write a summary as a stand-alone assignment or as part of a longer paper. Whenever you summarize, you must be careful not to copy the exact wording of the original source.

Summarizing teaches students how to distinguish the most important ideas in a text, how to ignore irrelative information, and how to incorporate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.

Due to clarity demand, summary of findings must contain each specific question under the statement of the problem and must be written first to be followed by the findings that would answer it.

The findings should be textual generalizations, that is, a summary of the important data consisting of text and numbers.

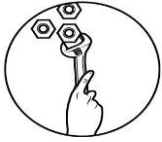
Summary of findings should be a short statement such as the main purpose of the study, the population or respondents, period of the study, method of research used, research instrument and sampling design Findings should be written in textual generalization, that is, a summary of the important data consisting of **text and numbers**.

How to Write a Summary

Preparing to Write: To write a good summary it is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. **Skim** the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are reading with. This can help you identify important information
2. Read the text, **highlighting** important information and taking notes.
3. In your own words, write down the **main points** of each section.
4. Write down the key support points for the main topic, but do not include minor detail.
5. Go through the process again, making changes as appropriate.

<https://www.google.com/search?q=what+is+a+survey+report&oq=what+is+a+survey+report&aqs=chrome..69i57j0l5.13683j1j7&sourceid=chrome&ie=UTF-> Accessed November 18,2018



What's New

Activity 2.1

Guess the word

Study the definition and word forms. Then, arrange the jumbled letters in the box to form the correct word for each item. Write your answer in a ¼ sheet of paper.

1. It is the important ideas in preparing a survey report.

niam pntsoi	
--------------------	--

2. To look over quickly especially to find main ideas

simk	
-------------	--

3. Ideas which are omitted when writing a survey report

tarlirevnr edais	
-------------------------	--

4. A statement that says something that another person has said or written in different way

Srphaapaer	
-------------------	--

5. A synthesis of the ideas of a piece of writing makes you unable to relax

rammusy	
----------------	--

Global Implications of Patent Law Variation http://depts..washington.edu/owwwwrc	
<p>A patent is an exclusive right to use an invention for a certain period of time which is given to an inventor as compensation for disclosure of an invention.</p>	<p>This first sentence is a general definition. It may be safe to assume that your audience is already familiar patents: thus, you do not have include it in summary.</p>
<p><u>Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws designed to protect domestic inventions and safeguard technology.</u></p> <p><u>Despite widespread variation patent laws generally fall under one to two principles; the first-to-file and the first-to-invent.</u></p>	<p>It gives the specific details about the topic</p> <p><u>This classification of two principles is important.</u></p>
<p>The first to file principle awards a patent to the person or institution that applies for a patent first, while the first to invent principle grants the patent to the person or institution that was first to invent and can prove it.</p> <p><u>Most countries have adopted the first-to-file system. However, the United States maintains a first-to-invent system, despite obvious shortcomings. A result of countries employing different patent law principles is inconsistency of patent ownership.</u> Include a description of the problem surrounding variation in patent laws.</p>	<p>Ignore specific details about the different principles. The terms are self-explanatory.</p> <p>It is important to point out that most of the world follows system, the United States as well.</p>
<p><u>Patent ownership is not recognized globally.</u> On the contrary, ownership may change depending on the contrary. It is not uncommon for an invention to have two patent owners – one in the United States and one in the rest of the world. <u>This unclear ownership often has economic consequences.</u></p> <p>If a company is interested in using a patented invention, it may be unable to receive permission from both patent owners, which in turn may prevent manufacture of a particular product. Even if permission is received from both owners, pay royalties to both may be quite costly. In this case, if the invention is useful enough, a company may proceed and pass on the added cost to consumers.</p>	<p>problem, but not all details.</p>

<p><u>International economic tension has also been increasing as a result of differing policies.</u> Many foreign individuals and companies believe that they are at a serious disadvantage in the United States with regard to patent ownership because of the logistical difficulties in establishing first-to-invent status.</p> <p><u>Further, failure of the United States to recognize patent ownership in other countries is in violation of the Paris Conventions on Industrial Properties, which requires all member nations to treat all patent equally. The conflict surrounding patent has prompted the World Intellectual Properties Organization (WIPO) to lobby for universality in patent which requires all member nations to treat all patent equally.</u></p> <p><u>The conflict surrounding patent has prompted the World Intellectual Properties Organization (WIPO) to lobby for universality in patent Laws. WIPO maintains that the first necessary step involves compelling the United States to reexamine its patent principle, taking into account the reality of a global economy. This push may indeed result in more global economic cooperation.</u></p>	<p>Describe this other problem associated with different patent principles.</p> <p>Provide some explanation, but not all the details</p> <p>Describe the action taken to solve the problem</p>
---	--

Writing the summary:

When writing the summary there are three main requirements:

1. The summary should cover the original as a whole.
2. The material should be presented in a neutral fashion.
3. The summary should be condensed version of the material, presented in your words.
 - also do not include anything that does not appear in the original. (Do not include your own comments or evaluation.)
 - be sure to identify your source

Sample Summary:

In his paper "Global Implications of Patent Law Variation," Koji Suzuki (1991) states that lack of consistency in the world's patent law is a serious problem. In most of the world, patent ownership is given to the inventor that is first to file for a patent. However, the United States maintains a first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it Causes. That fact that United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial Properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

<http://thesisadviser.blogspot.com/2013/02/thesis-writing-summary-conclusions-and.html> Accessed November 2018

Sample Survey Report 2

Rising number of college students report mental health condition



<https://twin-cities.umn.edu/news-events/rising-number-college-students-report-mental-health-condition>

The number of students coming to college with a mental health condition continues to increase, with nearly half of all female students reporting a diagnosis in their lifetime. The 2018 College Student Health Survey of University of Minnesota Twin Cities (UMTC) students found a 29 percent increase in mental health conditions among students since 2015.

The survey, directed by Boynton Health, is intended to identify health issues affecting UMTC students so University officials can be responsive to their needs and create a healthier campus environment.

“We have a profound opportunity to positively influence the health of young adults in college,” said Maggie Towle, interim vice provost for Student Affairs and dean of students. “Graduating from college is a key barometer of future health, including a better job, higher wage and the resources for good health. The College Student Health Survey helps us bring focus and attention to the most pressing health concerns of our students.”

In addition to the mental health findings, the survey found an increase in students experiencing sexual assault and, for the first time, collected information about sexual harassment.

Mental Health

In 2018, 42.2 percent of students reported a mental health diagnosis in their lifetime, a 29.1 percent increase from 32.7 percent in 2015. The increase was particularly significant for female students, with nearly half (48 percent) reporting a mental health condition in their lifetime compared to 39 percent in 2015.

Consistent with past surveys, anxiety (32 percent) and depression (27 percent) are the most frequent conditions stated.

“As student mental health needs grow, we have to ask what resources will be needed to keep pace,” said Gary Christenson, MD, chief medical officer, Boynton Health. “The scale of our campus puts us in a better position to provide students a range of resources. But all colleges and universities are struggling to keep up. Our survey should be a clear sign to policymakers, mental health professionals and public health experts that we urgently need to identify public health approaches to promote good mental health.”

Stress

Unmanaged stress can have serious health consequences, including what appears to be an association between unmanaged stress and higher rates of mental health conditions.

Based on the survey results, more than two in five (42 percent) students were unable to manage their stress. Among these students, 14 percent were diagnosed with depression in the last year. Compared to students who manage their stress, only 6 percent were diagnosed with depression.

Students who reported three or more stressors engage in more risky behavior, including higher tobacco and marijuana use, high-risk drinking, and higher credit card debt compared to students who reported fewer stressors. The factor students are most likely to say affects their academic performance is stress.

“College can be stressful, and students do not necessarily seek help to cope with stress,” said Patricia A. Frazier, PhD, associate chair of the Department of Psychology. “To succeed academically, students need a variety of tools to help them learn how to manage stress.”

<https://www.quora.com/What-is-a-precondition-in-the-AP-Computer-Science-exam-Do-I-have-to-include-it-in-my-lines-of-code>. Accessed November 22, 2018



What's More

Activity 2.2

Reading with Action

Write a Summary of Findings using the following steps:

- I. Objective (Value Communicated)
Objective, accurate and honest presentation of facts and results
- II. Basic Content (Facts and Information)
 - a. May consist of eyewitness accounts of first – hand information.
 - b. May contain facts, data, figures or statistics on or from people, Events, phenomena, structures, experiments, questionnaires, interviews and library research.
 - c. May include materials and procedures or methods.

Problem	Solution
A. Mental Health <ol style="list-style-type: none">a. anxietyb. depression	Identify public health approaches to promote good mental health
B. Stress <ol style="list-style-type: none">a.b.	

Write a Summary of Findings using the following steps. (5 sentences only) Write your answer in a 1 whole sheet of paper.

Summary



What I Have Learned

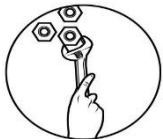
GETTING DEEPER!

Lesson :

What I want to say about the lesson:

What I found out

Summarization is one of the most important and essential aspects of reading comprehension. By finding the key points and main idea, students gradually become more skillful readers. In this lesson students will learn the steps of summarizing and then they will practice summarizing a selection of text.



What Can I Do

Looking For

For your assignment, research in the internet any survey report and write a summary out of it.

Writing A Survey Report

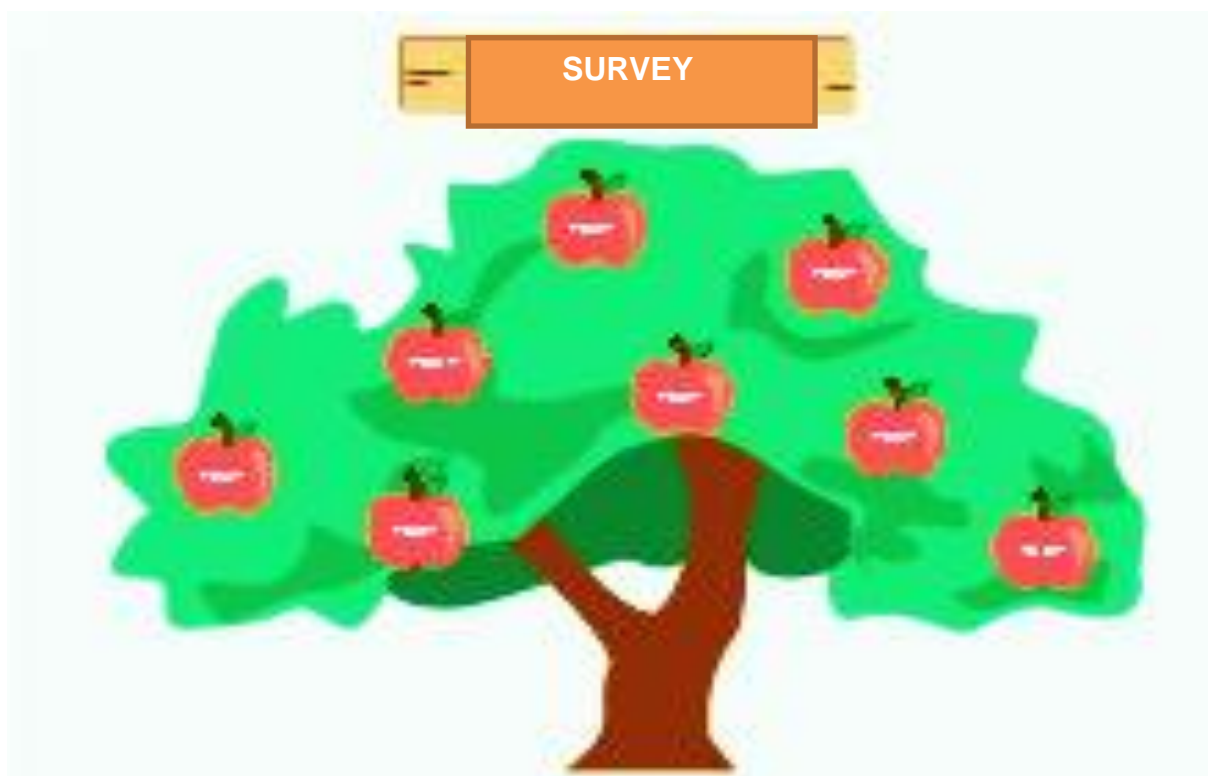


What's New

Activity 3.1

Bite the Apple

Directions: Write in the fruit of the tree (apple) the word/words associated with the word survey.



<https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/>. Accessed November 25, 2018

Survey report

Is a formal piece of **writing** based on research. When **reporting** the results of a **survey**, the figures gathered should be given in the form of percentages and proportions.

Survey

Is a method of collecting information or data in which people self-report their own opinion/behaviors in response to the questions?

The purpose(s) of writing a survey report is to study a research topic thoroughly, and to summarize the existing studies in an organized manner. It is an important step in any research project

Steps in Writing a Survey Report

1. Break the report into separate sections with heading. Survey reports usually use headings for each section.
2. Write 1–2-page executive summary paraphrasing the report.
3. State the objectives of the summary in the background section.
4. Provide background information by explaining research and studies.

Tips in conducting a successful Survey

1. Make sure that every question is necessary.
2. Keep it short and simple.
3. Ask direct questions.
4. Ask one question at a time.
5. Avoid leading and biased questions.
6. Speak your respondent's language.
6. Use response scales whenever possible
7. Avoid guiding grids or matrices for responses.

A **Survey Method** is the technique of gathering data by asking questions to people who are thought to have desired information. A formal questionnaire is prepared. Generally a non-disguised approach is used. The respondents are asked questions on their demographic interest or opinion.

Guidelines for Writing the Survey Report

1. Value Communicated
Objective, accurate and honest presentation of facts and results
2. Basic Content
 - a. May consist of eyewitness accounts of first – hand information.
 - b. May contain facts, data, figures or statistics on or from people, events, phenomena, structures, experiments, questionnaires, interviews, and library research.
 - c. May include materials and procedures or methods.
3. Modes of Ordering
 - a. Chronological or time order.
 - b. Geographical or space / spatial order
 - c. Logical – Inductive and Deductive
 - d. Problem – Solution
 - e. Cause and Effect
 - f. Formal
 - g. Abstract – Introduction – Background – Statement of the problem
 - h. Materials – Method or Procedure – Results – Discussion – Summary
 - i. Conclusion and Recommendation

4. Basic Qualities of a Good Report
 - a. Objective, not subjective point of view.
 - b. Accurate, not sloppy presentation of facts, numbers, statistics and data
 - c. Honest, nor false or incomplete details and results
 - d. Brief and direct

HOW TO WRITE A SURVEY REPORT

A survey report is a formal piece of writing based on research.

I – Structure

Introduction

State the purpose/aim of the report, when and how the information was gathered.

Main Body

All the information collected and analyzed is presented clearly and in detail (break down the respondents into groups according to sex, age and place of residence, state the main differences between groups). Subheadings, numbers or letters can be used to separate each piece of information.

Conclusion

Sum up the points mentioned above. If necessary a recommendation can be included as well (one way of summing up is making some general comments).

II. Useful hints and phrases:

Present Tenses, Reported Speech and an impersonal style should be used in survey reports. Use a variety of reporting verbs such as claim, state, report, agree, complain, suggest, etc.

When reporting the results of a survey, the figures gathered should be given in the form of **percentages and proportions**. Expressions such as “one in four” or “six out of ten” can be used, or exact percentages e.g. 25% of the people questioned, 68% of those who filled in the questionnaire, etc. Less exact expressions such as: the majority of those questioned, a large proportion of, a significant number of, etc. can also be used.

III. Useful language for reports:

To introduce: The purpose/aim of this report, As requested, This survey was carried out/ conducted by means of..., the questionnaire consisted of etc.

To generalize: In general, generally, on the whole, etc.

To refer to a fact: The fact is that..., In fact, In practice, etc.

To conclude/ summarize: In conclusion, all things considered, To sum up, All in all, It is not easy to reach any definite conclusions, if any conclusions may be drawn from the data, It is clear that, The survey shows/indicates/demonstrates, etc.

<https://newyorkessays.com/essay-how-to-write-survey-report-essay/>. Accessed November 25, 2018



What's More

Activity 3.2

Vocabulary Alert

Directions: The words under the first column are taken from the sample survey report that you are about to read. Using a dictionary and other reference materials, look for the meaning of these words to complete the table. Write your answer in a one half-crosswise.

Word	Definition	Use in a Sentence	Synonym	Antonym
1. Hefty				
2. Obese				
3. Euphoric				
4. Culprit				
5. validate				

Sample Survey Report

Fast-food Addiction

A.

It is no secret that the US is leading the world in its swelling obesity. The nation is subsisting on a diet of high-calorie convenience food. In fact, Americans have increased their spending on fast-food items from \$ 6 billion to \$ 160 billion annually over the past four decades. What may come as a shock, however, is the accumulation of evidence suggesting that the main ingredients in the typical “hamburger, fries and a cola” are addictive compounds that keep customers lining up for their next fix.

The key culprits are sugar and fat. Empirical studies reveal that the heavy dosage of these substances in today’s super-sized standard of a fast-food meal can trigger brain activity similar to that endured when a person is on hard drugs. A representative individual serving McDonald’s or Burger King can dish out up to 2000 calories, including more than a cup of sugar and 84 grams of fats.

Single-handedly, this meal sized portion meets the full daily caloric requirement for the average woman. Moreover, it exceeds the recommended daily allowances of both sugar and fat for any adult, regardless of gender.

Whereas herein is an opiate, both sugar and fat stimulate endogenous opioid such as beta-endorphins in the hypothalamus, just above the brain stem. These naturally occurring painkillers activate the release of dopamine, a neurotransmitter, into small cluster of cells located in the midbrain called the nucleus accumbens. Here, dopamine functions to elicit feelings of pleasure or euphoria. What’s more, it motivates an

individual to proactively repeat any action that originally fuelled its production. In the case of sugar and fat, purported addiction is a consequence of the body craving the release of dopamine inherent in their consumption.

To validate reports that fat and sugar behave in a drug-like fashion, researchers have conducted laboratory studies demonstrating that they induce classic addictive symptoms. For example, eliminating sugar from the nutritional regime of rats that are used to a primarily sweet diet produced anxiety asymptomatic of heroin and nicotine withdrawal. Moreover, increased tolerance to addictive food substance was noted. In one experiment, rats were fed a chocolate drink containing a high ratio of both fat and sugar. Although the animals were found to ingest increasing amounts of the potent liquid, their total production of resulting brain opiates was, in fact, diminished. This would suggest that the rodents had become progressively more tolerant to the effects of fat and sugar. Furthermore, it is likely they would subsequently require a greater quantity in order to achieve the same high.

Likewise in humans, brain-imaging scans of obese and non-obese persons illustrate that the heavier the individual, the fewer dopamine receptors are present. Researchers are uncertain whether this is the basis or the outcome of obesity. However, as weight rises, individuals need to consume increasingly larger portions to experience a comparable euphoric effect.

Vocabulary

From Merriam-Webster Dictionary

1. **obesity** (noun)
 - a condition characterized by excessive accumulation and storage of fat in the body
2. **obese** (adjective)
 - very fat: fat in a way that is unhealthy
3. **calorie** (noun)
 - a unit of heat used to indicate the amount of energy that foods will produce in the human body
4. **hefty** (adjective)
 - large and heavy: big and strong
5. **dopamine** (noun)
 - a monoamine that is decarboxylated to dopamine and that occurs especially as a neurotransmitter in the brain
6. **euphoric** (noun)
 - a feeling of great happiness and excitement

Parts of the report on fast-food addiction

1. Statement of the problem: Fast-food addiction leading to obesity
2. Cause and effect : Sugar and fat in fast-food causing addiction
3. Analysis of the cause : Step by step description of how sugar and fat affect the brain and lead to addiction
4. Proof (of the cause and effect relationship) : Laboratory experiments on rats given a sugar and fat diet of chocolate drink
5. Application of the research : Sugar and fat addiction in rats being similar to fast-food addiction in humans, leading to weight gain

<https://report-on-fast-food-addiction&cvid=4b02ede7b12a4cd9a6e1cc860ad4bd6a&aqs=edge.0.69i59j69i57j0l7.76873j0j4&FORM=ANAB01&PC=HCTS>

Activity 3.3

Try Me This Time

Directions: This activity should be discussed with your pair. Write your answer in a one whole sheet of paper.

1. What is the main issue in the introductory paragraph?
2. In the next paragraph, what do you think are the culprits?
3. How many calories are there in one serving?
4. What are the two scientific proofs, based on paragraph 4, that sugar and fat behave like drugs causing addiction?
5. How does the author conclude the report?
6. Is there any caution suggested in the conclusion?

B

Survey of Academic and General Reading in English

On 8th February 1999, a survey was conducted among 16 overseas postgraduate students at the University of England. The purpose of the survey was to discover the reading habits in English of the students.

The survey was conducted by means of a questionnaire given to the students to complete. The first part of the questionnaire dealt with the type of reading and its frequency. The second section was concerned with newspapers: the type of items read and those that were read first.

From the table of data, the most significant items are as follows. In the first section 81% of the students regularly read academic books" while 44% regularly read academic journals. Nothing else is read regularly or often by 40% or more of the students. The following comments can be made about the reading of newspapers, magazines and fiction. 75% sometimes read regional or local newspapers, 69% sometimes read books of fiction, 62% sometimes read general magazines, and 56% sometimes read national daily newspapers. On the other hand, 37% never read Sunday newspapers and 31% never read fiction.

In the second section, not surprisingly, 100% read news about their own country in newspapers and 56% read this first. 94% read international news, 25% read this first. 81% read about Britain and look at radio and TV information. The only other item that is usually read by more than 50% of the students is current affairs (read by 56%).

If any conclusions may be drawn from the data, they are, perhaps, as follows. Overseas students presumably have little time for general reading: most of their reading time is spent on books and journals on their own subject. Outside their studies, apart from reading news about their own country, international news, and news about Britain, they probably spend most time watching TV and listening to the radio.

/from Academic Writing Course by R.R. Jordan/

Activity 3.4

Let's write

Directions: Identify the parts (introduction, body and conclusion) of a survey report in sample B. Write your answer in a 1 whole sheet of paper.

Survey of Academic and General Reading in English	
Introduction:	<hr/> <hr/> <hr/>
Main Body:	<hr/> <hr/> <hr/>
Conclusion:	<hr/> <hr/> <hr/>

Activity 3.5

Let's Do This

Directions: Select one from the given options. Do this together with your groupmates. (by group of six members)

1. Interview one of your school athletes on their diet when preparing for a game
2. Prepare a substitute meal and snack for the usual fast-food items.
3. Draw a comic strip showing the effects of an excessive fast-food diet.



What I have Learned

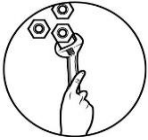
GETTING DEEPER

Lesson :

What I want to say about the lesson :

What I found out :

A survey is a collection of information or data in which people show their opinion/behaviors in response to the questions given. The purpose of a survey report is to study a research topic thoroughly, and to summarize studies in an organized manner.



What I Can Do

Happy Time Together

Directions: Write a good survey report following the guidelines. Choose your own topic. Write it in a 1 whole sheet of paper. Please be guided on the rubrics given.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Matrix in writing a survey report:

	1-Not Acceptable	2-Below Expectations	3-Meets Expectation	4-Exceeds Expectation	Score
Organization	Inappropriate content of several sections	Some content placed incorrectly in report	Content appropriate to all section of report	Excellent organization enhances readability and/or understandability report	
Topic covered in a complete manner	Topic is incompletely covered	Few aspects of the topic is missing	Topic covered in its entirety	Material added enhances the quality of the report	
Format	So many format errors as to make report ineffective	Few format errors	Followed specified format	Unique format aspects that enhance the report impact	
Spelling	Any spelling errors	Only spelling errors are different spellings for some pronunciation	No spelling errors	No spelling errors	
Grammar and Punctuation	Pages or paragraphs with multiple grammar and punctuation errors	A few significant grammar and punctuation errors	Minor grammar and punctuation errors	No grammar or punctuation errors	

http://academic.csuohio.edu/duffy_s/Rubrics.pdf



Assessment


Directions: Read each item carefully and follow directions. Write the letter of the appropriate answer on your paper

1. It is a formal piece of writing based on research.
 - a. position paper
 - b. writing a questionnaire
 - c. survey report
 - d. research paper
2. A technique of gathering data by asking questions to people who are taught to have a desired information.
 - a. deductive method
 - b. survey method
 - c. questionnaire method
 - d. research method
3. The following are the guidelines in writing a survey report, except:
 - a. keeps it simple
 - b. modes of ordering
 - c. basic qualities of a good report
 - d. value communicated
4. If there is a big range in the data gathered, it is more useful to use data in a _____.
 - a. group frequency table
 - b. tally data
 - c. frequency data
 - d. none of the abovementioned
5. It is a textual generalization, consisting of text and numbers.
 - a. demand
 - b. summary
 - c. findings
 - d. writing
6. In conducting a survey report it is important that the objective _____.
 - a. not clear
 - b. accurate
 - c. focused
 - d. readable
7. What are you going to do with the data or information collected after conducting a survey?
 - a. it should be properly written
 - b. it should be properly documented before it could be disseminated
 - c. it should be properly organized before it could properly disseminate
 - d. none of the abovementioned
 - e.
8. Summarizing teaches students how to discern the most important ideas in a text.
 - a. yes
 - b. no
 - c. maybe
 - d. not sure
9. Which of the following structure state the aim/purpose of the report, when and how the report gathered?
 - a. conclusion
 - b. main body
 - c. introduction
 - d. content
10. It is an alternative way to a frequency diagram.
 - a. bar-line data
 - b. bar-line graph
 - c. pie chart

Lesson 1

Activity 1.1

1.

Kind of Sandwich	Frequency
Chicken	
Egg	
Tomato	
Tuna	

2.

Age	Tally	Frequency
1-10		2
11-20		9

3.

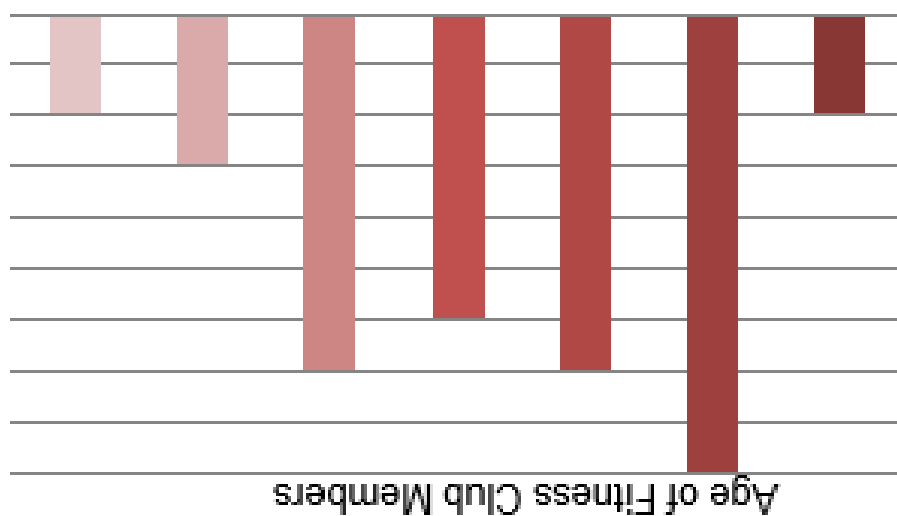
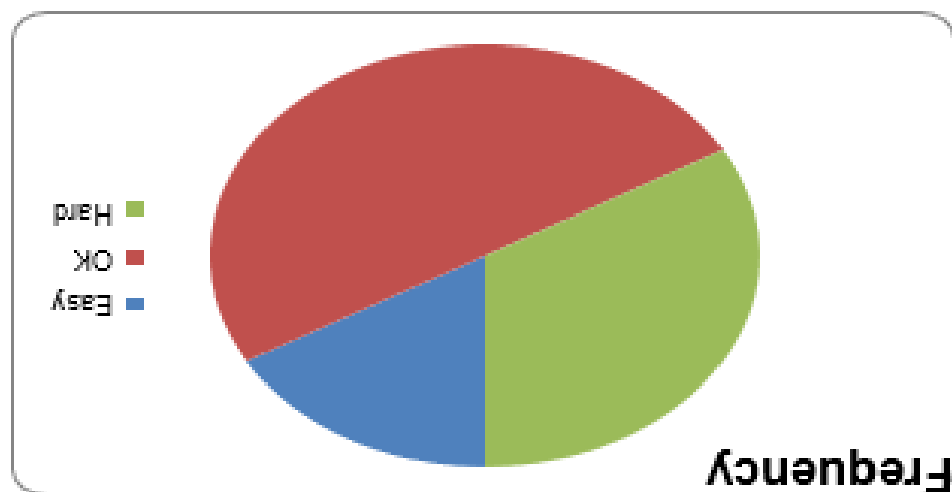
21-30		7
31-40		6
41-50		7
51-60		3
61-70		2

Lesson 1

Pre-Test: What I Know

- 1. A
- 2. B
- 3. C
- 4. D
- 5. C
- 6. D
- 7. T
- 8. F
- 9. T
- 10. T

Key to Correction



5.

4

Lesson 2

Activity 1

1. Patent
2. Variation
3. Economic
4. International
5. Tension

Activity 2.2

6. Answers may vary

Lesson 3

Answers may vary

Activity 3.1

Answers may vary

Activity 3.2

Activity 3.4

1. hamburgers, fries and cola/soda/ soft drinks are so addicting that they keep customers coming back
2. sugar and fat as the caloric content
3. 2,000 calories
4. When sugar and fat were withdrawn from the former sweet diet of rats, the rats exhibited anxiety similar to withdrawal symptoms from heroine and nicotine. Chocolate with increasing sugar and fat were given to rats. When high dose of the same drink was given, the rats showed tolerance to the effects of sugar and fat, as seen in the diminished release of opioids/opiates. Subsequently, they would require a higher dose to achieve the earlier effect of euphoria.
5. Applied to humans, brain scans show that the more obese one is, the fewer receptors, suggesting that the more sugar and fat are needed to experience euphoria.
6. The researchers caution against concluding whether dopamine receptors are the cause/basis or rather the effect/outcome of obesity.

Activity 3.3

- Post-Test
1. C
 2. B
 3. A
 4. A
 5. C
 6. B
 7. d
 8. A
 9. D
 10. B

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