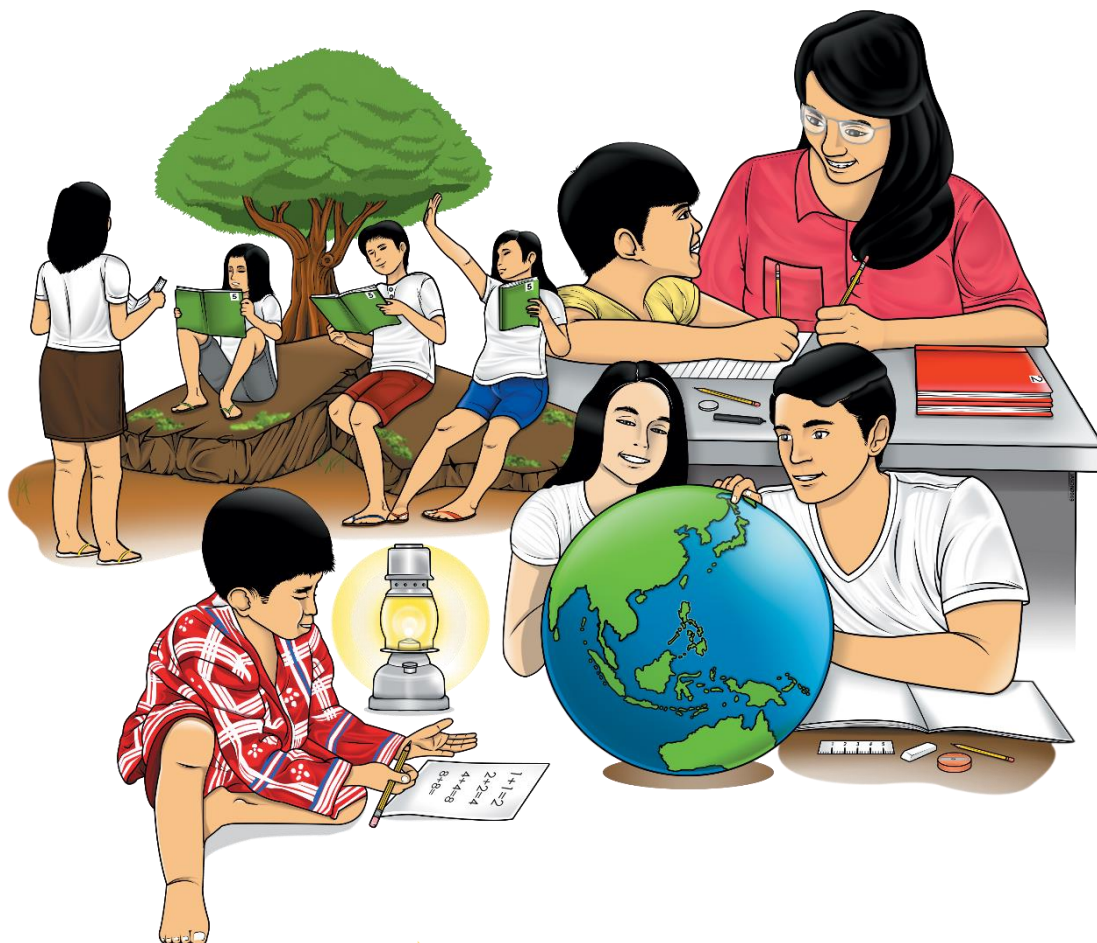


English

Quarter 2 - Module 5: Analyzing Messages Conveyed in a Text



English – Grade 8
Alternative Delivery Mode
Quarter 2 - Module 5: Analyzing Messages Conveyed in a Text
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 book 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.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers:	Michael Jame P. Urgel, Jenny Lynne B. Urgel, Christine P. Podadera
Editors:	Vanessa R. Natulla, Tammy C. Catubig, Eden Monforte, Donna Mary L. Orbillos
Reviewers:	Gladys S. Asis, Maria Dinah D. Abalos, Camela G. Lerio, Juliet C. Tiujongco, Mary Ann O. Gocela, Cleofe Q. Arado, Noel V. Bernales, Bridget T. Escatron, Hazel P. Yabo, Venus Sheila O. Ayado, Imie Concepcion C. Valdez, Joshua L. Albia
Illustrator:	Joy G. Torion, Gil C. Dayot Jr., Anselmo S. Osores Jr.
Layout Artist:	Joy G. Torion
Management Team:	Francis Cesar B. Bringas, Isidro M. Biol, Jr., Maripaz F. Magno Josephine Chonie M. Obseñares, Corazon P. Roa, Donald D. Orbillos, Israel B. Reveche

Printed in the Philippines by

Department of Education – Caraga Region

Learning Resource Management Section (LRMS)

Office Address J.P. Rosales Avenue, Butuan City, Philippines 8600

Tel. no. (085) 342-8207

Telefax: (085) 342-5969

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

English

**Quarter 2 - Module 5:
Analyzing Messages Conveyed
in a Text**

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-tests 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 our 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. And 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 is designed and written to help you, young learners, learn better the English language. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels of learners. The lessons are arranged to follow the standard sequence of the learning competencies for Grade 8 learners.

The Most Essential Learning Competency (MELC) covered in this module is recognize positive and negative messages conveyed in a text.

Objectives:

As a learner of this module, you are expected to:

1. recognize signal words and expressions used to convey positive and negative messages;
2. identify whether the message in a sentence level or paragraph level is positive or negative;
3. classify statements whether the positive or negative messages are literally or figuratively expressed;
4. identify the figurative language used in the message conveyed; and
5. write a reflective essay on a particular topic by expressing your positive or negative message



What I Know

Before you proceed to the other parts of this module, check your readiness for the lesson. The test below will help measure your prior knowledge about recognizing positive and negative messages conveyed in the text.

Directions: Read and answer the questions carefully. Write the letters of your answers on a separate sheet of paper.

1. *None of the Grade 8 learners are allowed to go out to get their modules due to age restriction imposed by the government to mitigate COVID-19 infection risk.* What word signals a negative message in the statement?
A. none B. mitigate C. infection D. restriction

2. *I am very delighted that my teachers exert effort in communicating with us— not just because it is their job, but because of the love and compassion they have for the learners.* What word in the statement signals a *positive* message?
 A. love B. exert C. effort D. delighted
3. *Neither of my internet service providers satisfies my needs for online class.* What word in the statement indicates a *negative* message?
 A. online B. neither C. internet D. satisfies
4. *“Aye, aye, captain. I will do what I am told,” yelled the young cadet.* What word in the statement signals a positive message?
 A. do B. aye C. told D. yelled
5. All the statements below express a negative message **EXCEPT** one.
 A. After seeing my deep wound, I thought I’d lose my lunch.
 B. I believe that COVID-19 pandemic will never disappear by itself.
 C. After days of waiting, now comes our most awaited game. Break a leg!
 D. Some hardly obey health protocol despite the constant reminders by the authorities.
6. Which of the following statements expresses a *negative* message?
 A. No pain, no gain.
 B. The news hit me like a tsunami.
 C. A friend in need is a friend indeed.
 D. Although my aunt lives abroad, she sometimes calls us to say hello.
7. The figure of speech that uses overstatement to express a message is called
 A. hyperbole B. irony C. metaphor D. simile
8. Below are euphemisms for “death” except one.
 A. died B. deceased C. passed away D. rested in peace
9. The following sentences are metaphorically expressed. Which among them is negatively conveyed?
 A. He has the eye of a tiger.
 B. My life is a prison to break out of.
 C. Sarah’s voice was music to his ears.
 D. Life is a dance. You have to sway with the rhythm.
10. Sarcasm is _____.
 A. literally conveyed
 B. used to give a moral
 C. the use of irony to either vex or humiliate someone
 D. the careful choice of word in order not to hurt someone
11. *You can’t expect me to finish this difficult task after a week. Such work takes time to complete.* The proverb to be applied here is _____.
 A. Better late than never
 B. Rome wasn’t built in a day
 C. The pen is mightier than a sword
 D. Good things come to those who wait

For items 12-13

Girl: I love you.
Boy: I love you, too.
Girl: Prove it. Scream it to the world.
Boy: (whispers in the ear) I love you.
Girl: Why did you whisper it to me?
Boy: Because you are my world.

12. Read the dialog in the box. How is the message conveyed?
- A. neutrally
 - B. positively
 - C. negatively
 - D. all of the above
13. How did the boy express his message?
- A. sarcastically
 - B. idiomatically
 - C. metaphorically
 - D. euphemistically

For items 14-15

¹. The dilemma on cell phones in school arises many questions on whether or not they should be allowed or banned. ² Some say cell phones should be banned from school because they are said to be a distraction and used to bully, cheat, and plan fights. ³ On the other hand, cell phones should be allowed in school because they improve communication between parents and students, they are an educational resource, and in the event of an emergency responders could be quickly notified. ⁴ While many feel that cell phones should be banned from school because they are said to be a distraction and used to bully, cheat, and plan fights, they should really be allowed in school. ⁵ Although cell phones may have made it easier for students' plan fights, cheat, and bully, banning cell phones will not stop the nonsense.

An excerpt from: <https://www.bartleby.com/essay/Pros-And-Cons-Of-Banning-Cell-Phones-FZJX3DTYPWR>

14. Which part in the paragraph suggests a negative message?
- A. sentence No. 1
 - B. sentence No. 2
 - C. sentence No. 3
 - D. sentence No. 4
15. Generally, the message is positive because _____.
- A. the use of cell phones can cause less distraction
 - B. cell phones can be used in the event of an emergency
 - C. banning the cell phones will not stop bullying and cheating
 - D. the use of cell phones has a more promising impact to students than unfavorable

Lesson

1

Recognizing Positive and Negative Messages Conveyed in a Text



What's In

In your previous lesson, you learned the skills of comparing and contrasting ideas. Let us check your understanding of this lesson.

Part 1.

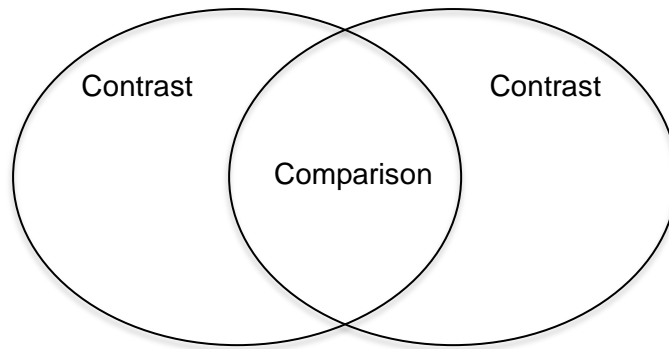
Directions: Below are some examples of South Korean non-verbal communication culture. Read each of them and compare and contrast their culture with ours, Filipino culture. Draw a Venn diagram to illustrate comparison and contrast. Write your answers on a sheet of paper.

South Korean Non-Verbal Communication Culture

- **Physical Contact:** Koreans are generally not very physically affectionate with one another. However, male friends may touch one another more than Western men, and girls may walk hand-in-hand.
- **Personal Space:** Personal space is not guarded very closely in Korea. People generally expect to come into contact with strangers on busy streets and tend not to worry or apologize when personal space is invaded.
- **Pointing:** People do not point with their index finger but rather with their entire hand.
- **Beckoning:** One beckons by fluttering all fingers to one's hand with the palm facing towards the ground.
- **Eye Contact:** During a discussion or friendly conversation, Koreans make full eye contact with the person they are talking to. They avoid direct eye contact if scolded/rebuked by someone older or of a higher status than you. Some Koreans may also avoid eye contact with their superiors on a regular basis.
- **Hands:** Koreans use two hands or the right hand alone to offer or receive something.
- **Gestures:** It is considered rude to make a fist with your hand while placing the thumb between the middle and index finger.
- **Expressions:** Koreans tend to come across as quite straight-faced in conversation. However, their facial expressions can immediately expose their anger or disagreement.
- **Smiling:** As well as an expression of glee and humor, smiling can indicate that one is feeling ashamed or embarrassed in Korean culture. For example, Koreans may smile when they make a mistake.
- **Sneezing:** Sneezing is considered rude in Korea. It is best practice to excuse yourself from the room if you have to.

Source: <https://culturalatlas.sbs.com.au/south-korean-culture/south-korean-culture-communication>

Venn Diagram



Part 2.

Directions: In paragraph form, write your comparison and contrast of South Korean and Philippine non-verbal communication cultures. Write your answers on a separate sheet of paper.

Be guided by the rubric below for Part 1:

Criteria	Level 5 (10 points)	Level 4 (8 points)	Level 3 (6 points)	Level 2 (4 points)	Level 1 (2 points)
Writing Mechanics/ Content	Two similarities and eight differences between the two cultures. Information is detailed and not generalized.	Two similarities and six differences between the two cultures. Information is detailed and not generalized.	Two similarities and four differences between the two cultures.	Two similarities and two differences between the two cultures.	Two similarities and eight differences between the two cultures.
Presentation	Extremely Neat	Neat	Fairly neat	Legible	Illegible

Be guided by the rubric below for Part 2:

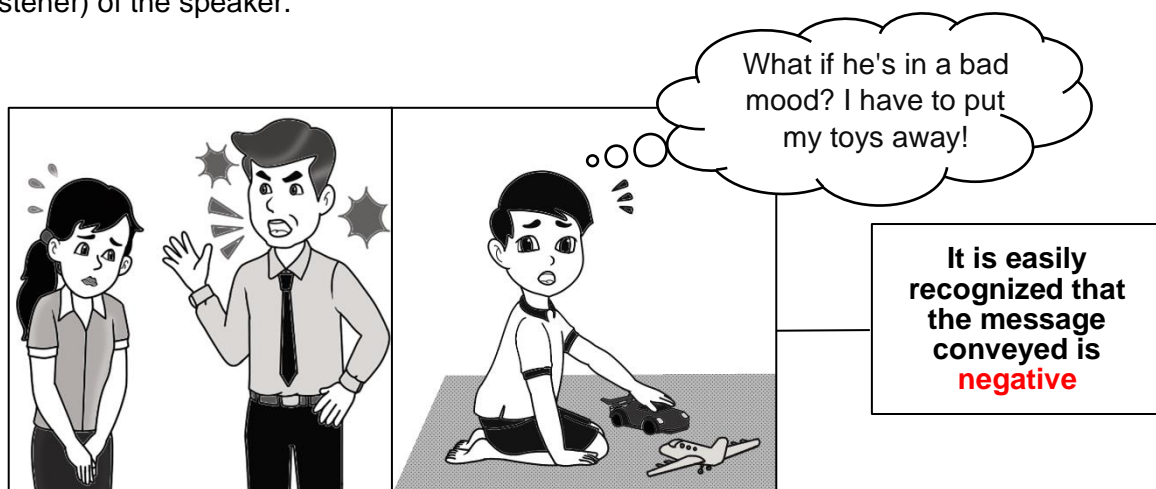
Criteria	(10)	(8-9)	(6-7)	(4-5)	(2-3)
Writing Mechanics/ Content	Content shows comparison and contrast between cultures with no error found in spelling, punctuation, and grammar.	Content shows comparison and contrast between cultures with 1-2 errors found in spelling, punctuation, and grammar.	Content shows comparison and contrast between cultures with 3-4 errors found in spelling, punctuation, and grammar.	Content shows comparison and contrast between cultures with 5-6 errors found in spelling, punctuation, and grammar.	Content shows comparison and contrast between cultures with 7-8 errors found in spelling, punctuation, and grammar.



What's New

Messages can either be *heard* or *read*.

We can easily differentiate a positive from a negative message upon hearing the tone (the speaker's attitude in saying the message) and the mood (the feeling inflicted to the listener) of the speaker.



Illustrated by: Joy G. Torion

While reading a text entails literal comprehension or understanding what is directly stated, it also requires interpretation through visible expressions, signs, and symbols, which — just like audible tone — are easy to identify whether positively or negatively meant.



Now, what if the message is conveyed through **text**?

If you were to identify whether a message in a text is positively or negatively intended, how would you do it? Would you just rely on the words that are used in the sentences, or depend on the intention conveyed?

As you go further in this module, you will be guided on how to recognize the positive and negative messages conveyed in a text.

Read the sentences below, and identify whether the sentences carry a positive or negative meaning. Put a check correspondingly. Do it on a separate sheet of paper.

Sentences	Conveyed	
	Positively	Negatively
1. That is a very generous offer, Son.		
2. We have never had a good time with friends since the pandemic.		
3. Your dog is now six feet under.		
4. Aside from your face, what other jokes do you have?		
5. I will try to be nicer if you try to be smarter.		

Self-check:

1. How did you come up with your answer?
2. Did any signal word(s) help you identify whether the message is positively or negatively conveyed?



What is It?

In this part of the module, you will be learning new concepts on recognizing positive and negative messages conveyed in a text through different activities and exercises.

Generally, language is divided into two categories, **literal** and **figurative**.

The positivity or negativity of a message in a text can be recognized either through explicit markers or implicit meanings. When the words or phrases mean exactly what they are supposed to mean, we call them **LITERAL**. On the other hand, when the message is implicitly expressed and departs from the dictionary meaning, we call the language used **FIGURATIVE**.

LITERAL

(fully-expressed with clarity)

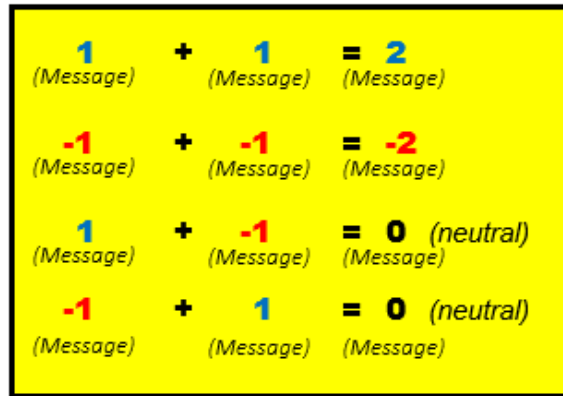
Positive and negative messages in a text can be identified through explicit markers or signal words/phrases/expressions.

Below are examples of commonly used signal words/phrases/expressions:

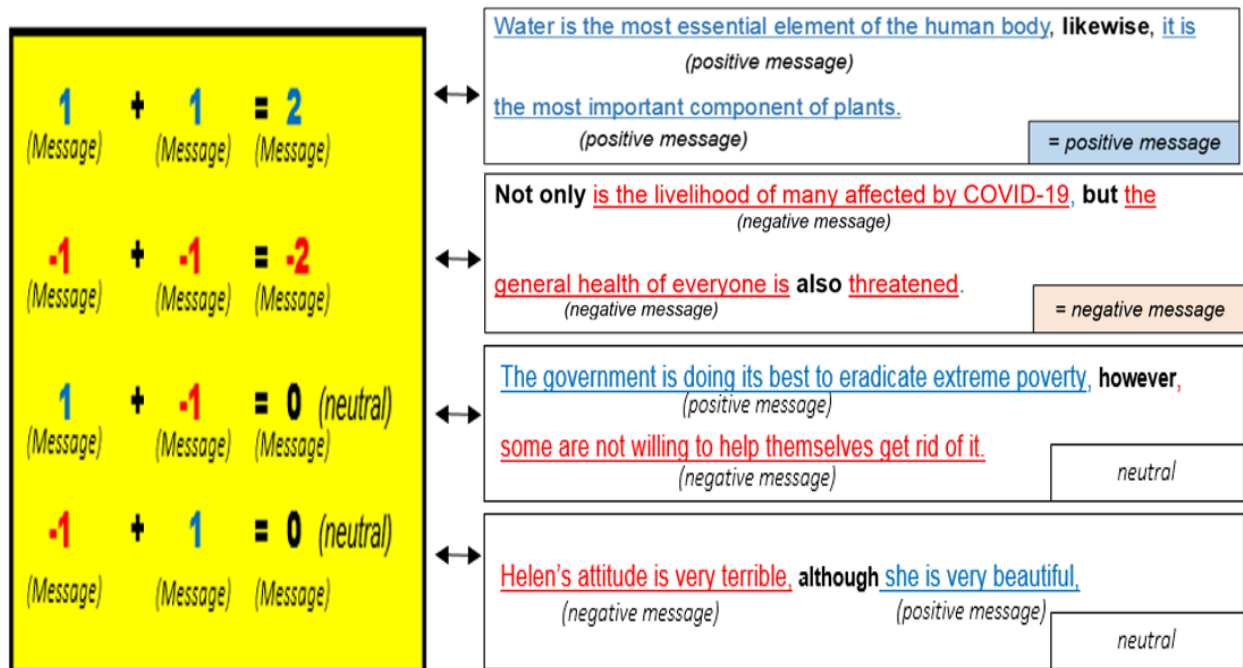
POSITIVE		
Examples of Commonly Used Signal Words/ Phrases/ Expressions	When to Use	Sample Sentences
grateful appreciate Thanks!	<i>When expressing gratitude</i>	<ul style="list-style-type: none"> We are <u>grateful</u> to the frontliners who risk their lives in these very trying times. I <u>appreciate</u> every little thing you do. The children <u>thanked</u> their parents for loving and caring for them despite many challenges.
Admire brilliant amaze splendid excellent awesome Wow! Good! Great!	<i>When expressing motivational/ encouraging/ constructive remarks</i>	<ul style="list-style-type: none"> Mary <u>admires</u> the LGBTQ for being so brave in showing people who they really are. That takes so much courage. What you did was <u>brilliant</u>! The learners were <u>amazed</u> by the landscapes in the school. <u>Splendid</u> things come unexpectedly. The principal thinks that the SDRRMC did an <u>excellent</u> job. I had an <u>awesome</u> time chit chatting with you. <u>Wow!</u> You can draw well. I noticed that you do all the household chores without being told by your parents. That's <u>good</u>! <u>Great!</u> You have answered all the items correctly.

Well-done! Congratulations!	<i>When giving congratulatory remarks</i>	<ul style="list-style-type: none"> You made it to the finals. <u>Well-done!</u> You made it to the finals! <u>Congratulations!</u>
Accept sympathize in favor Yes! Correct!	<i>When expressing agreement</i>	<ul style="list-style-type: none"> Rudy <u>accepted</u> the challenge entrusted to him. I <u>sympathize</u> with the bereaved families who lost their loved ones due to COVID-19. <u>Yes!</u> I am with you on that matter. <u>Correct!</u> You finally understood my point.
Welcome Hi! / Hello! Best wishes! Good morning!	<i>When giving greetings / well-wishes</i>	<ul style="list-style-type: none"> Everyone is <u>welcome</u> to visit the newly-opened animal farm. <u>Hi!</u> I am Mike. At your service! <u>Best wishes</u> to both of you. May you be bountifully blessed. <u>Good morning</u>, Grade 8 learners!
Fortunate glad plenty	<i>When expressing happiness/ blessedness</i>	<ul style="list-style-type: none"> The lad was <u>fortunate</u> to be saved by the dog from the snatcher. Jessa is <u>glad</u> that she was able to defeat COVID-19 after a month of battle. We have <u>plenty</u> of time to be with our loved ones at home.

NEGATIVE		
Examples of Commonly Used Signal Words/ Phrases/ Expressions	When to Use	Sample Sentences
none never neither no one no way nobody nowhere no not Prefixes like: un- in unfriend im- in impossible in- in incorrect mis- in mishandle dis- in dislike	<i>When expressing negation and negative expression</i>	<ul style="list-style-type: none"> <u>None</u> of you has ever realized my worth. <u>Never</u> will I ever talk to you again. <u>Neither</u> of them can go out of his house. Henry yelled for hours to seek help, but <u>no one heard</u> him. There is <u>no way</u> she can open this phone without a password. <u>Nobody</u> wants to be this lonely. My necklace is <u>nowhere</u> to find. There is <u>no</u> high school learner allowed to get inside the school campus. I do <u>not</u> want to see you. She <u>unfriended</u> him on FB. It is <u>impossible</u> to make Brownie quiet without food. Your answer is <u>incorrect</u>. The owner <u>mishandled</u> the business. My classmate <u>dislikes</u> vegetables.
disgust offend dismay shock	<i>When expressing disappointment</i>	<ul style="list-style-type: none"> Patrick's mom was <u>disgusted</u> by his very bad grades. He got <u>offended</u> by his subordinate's actions. To his <u>dismay</u>, he cried.



Take a look at these examples:



FIGURATIVE

(not directly expressed)

Positive and negative messages in a text can also be expressed implicitly.

This is totally different from identifying positive and negative messages with signal words because figuratively conveyed messages need deeper understanding and processing in one's mind. Messages can be tricky sometimes; that is why relying only on the literal meaning may lead to inaccurate interpretations. You should know the figurative meaning of these words or expressions for you to correctly identify the intended message, whether positive or negative.

One would say something, but mean the other. For this reason, it is very significant that we examine the meaning of the message by the manner/intention/approach it is said.

REMEMBER: It is not always what one says, but how one says it.

This time, you will be guided on how to recognize positive and negative messages conveyed in a text.

Here are common examples:

Hyperbole is the use of exaggeration or overstatement to emphasize a point.
e.g.

POSITIVE	NEGATIVE
<p>Laura reads Florante’s letter <u>a million times</u> everyday. (It means that Laura always reads Florante’s letter because she’s very much in love with him.)</p> <p>I can <u>wait forever</u> just for you. (It means that you are the only one for me.)</p>	<p>I’m so sad that I’m drowning in tears. (It means that I am crying very hard due to sadness.)</p> <p>He is very <u>hungry that he could eat a horse.</u> (It means that he is very, very hungry.)</p>

Simile is a comparison of two different things using **as** and **like**.
e.g.

POSITIVE	NEGATIVE
<p>Norman is <u>like a walking dictionary.</u> (It means that Norman has a wide vocabulary.)</p> <p>He moves <u>as swiftly as the wind.</u> (It means that he moves as quickly as the wind.)</p>	<p>Michelle’s love is <u>like the sun</u> that lights up my whole world. (It means that Michelle’s love brightens up my life.)</p> <p>Education is <u>as valuable as gold.</u> (It means that education is a treasure like gold.)</p>

Metaphor is a direct comparison of two different things. It does **not** use **as** and **like**.
e.g.

POSITIVE	NEGATIVE
<p>Norman is <u>a walking dictionary.</u> (It means that Norman has a wide vocabulary.)</p> <p>You are the <u>apple of my eye.</u> (It means that you are most cherished above anyone else.)</p>	<p>Michelle’s love is <u>the sun</u> that lights up my whole world. (It means that Michelle’s love brightens up my life.)</p> <p>Education is <u>gold.</u> (It means that education is a treasure like gold.)</p>

Euphemism is a mild or indirect expression or word that substitutes a crude, blunt, vulgar, embarrassing, hurtful, or unpleasant word.

e.g.

<i>offensive, embarrassing, hurtful, unpleasant words</i>	Euphemism
lockdown	- community quarantine
prison	- correctional facility
disabled person	- person with disabilities
overweight	- big-boned
bald	- thin on top
die	- pass away
old	- senior / mature
rich	- well-off
split	- divorce
poor	- economically challenged
cheap	- low-budget
janitor	- maintenance worker
torture	- enhanced interrogation
secretary	- personal assistant
homeless	- on the streets
pre-owned	- second hand
tax increase	- revenue enhancement
money lending	- financial assistance
lavatory cleaner	- sanitary man
servant in the home	- domestic
poor/third-world country	- developing country

Generally, euphemism makes a **negative** message less offensive. But that does not change the fact that the message is still **negative**.

But sometimes, negative messages can be conveyed with positive remarks.

NEGATIVE <i>(positively expressed, but the message is still negative)</i>	NEGATIVE <i>(a negative message that is not said offensively/unpleasantly)</i>
<p>"I think <u>you did well tonight</u>," said the chair of the board of judges to the contestant. (It is politely said but means that the performer did not do as well as the other contestants.)</p> <p style="text-align: center;">In a meeting:</p> <p>Nicole: I suggest that Lency be our presenter to the client. Boss : <u>Good idea!</u> But I think we need to find someone else. Sheila: How about Rouel, sir? Boss : <u>Also a good idea.</u> But how about Charina? Any comments? (It means that both suggestions are not accepted by the boss.)</p>	<p>The city will be placed under <u>Enhanced Community Quarantine (ECQ)</u>. (It means that the city will be placed on lockdown.)</p> <p>The 18-year-old COVID-19 positive patient <u>did not make it to the hospital</u>. (It means that the patient died.)</p> <p>Jessie <u>recycled</u> my research. (It means that Jessie plagiarized.)</p>

Sarcasm is used to either annoy or mock someone. The negative message hides in positive expressions. Though it is used to inflict pain, it can, on the other hand, be used for humor.

Sarcasm is generally negatively conveyed. Its effect can be positive only to the mood of the reader when it is meant to make people laugh, BUT the message implied is still negative.

Sarcasm for humor is **best** when **spoken**. In written text, it is hard to recognize. Nevertheless, the fact remains that it is negatively conveyed.

e.g.

POSITIVE	NEGATIVE
<p><i>(For jokes only, especially with friends, but not to the point of humiliation. It becomes positive only to those who recognize the humor behind it, but the message remains negative.)</i></p>	<p>I love <u>waiting forever</u> for the doctor to arrive. (It means that I am getting impatient of waiting.)</p> <p>I <u>don't have all day</u> watching your performance. (It means that your performance does not appeal to me.)</p>
<p>If it is bad to use cell phones in class, in the same manner, it is bad to do classes using cell phones.</p> <p>HERE: It creates humor, but the fact remains that the message is negative.</p>	

Proverb is an old but familiar saying that usually gives advice. It contains counsel based on the general truth. It is usually a sentence and contains morals. The message makes one think of a good lesson to be applied in life.

POSITIVE
<p><u>There's a rainbow always after the rain.</u> (It means that something better comes after every failure.)</p>
<p><u>Beauty is in the eye of the beholder.</u> (It means that everyone possesses unique beauty.)</p>
<p><u>Don't cry over spilled milk.</u> (It means that we should not get upset over something that has already been done or something that has already happened.)</p>
<p><u>A bird in hand is better than two in the bush.</u> (It means that we should value the things that we already have.)</p>

Idiom is a phrase or expression whose meaning is different from the individual words. The meaning depends on the location and user. It is usually a *phrase*. Unlike proverbs, an idiom does not contain morals.

One should be familiar with idiomatic expressions, usually through memorization or frequent exposure, in order to understand them.

e.g.

Idiomatic Expressions	Meaning
Break a leg	- good luck or do your best
Hit the sack	- to go to bed
Miss the boat	- miss his/her chance
Best of both worlds	- all the advantage
Once in a blue moon	- happens very rarely
Beat around the bush	- avoiding the main topic
Bring home the bacon	- be successful
Make a long story short	- come to the point
Give the benefit of a doubt	- believe someone without proof



Illustrated by: Anselmo S. Osores Jr.

POSITIVE	NEGATIVE
<p>It's your turn to perform, Jean. <u>Break a leg.</u> <i>(It means that the speaker wishes Jean good luck.)</i></p> <p>After completing the errands simultaneously, Luis said, "I <u>hit two birds with one stone.</u>" <i>(It means that Luis has accomplished two tasks at the same time.)</i></p>	<p>The learners did not show a <u>spark of decency</u> by refusing to greet the school guests who visited their classroom. <i>(It means that the students showed no respect.)</i></p> <p>Did you hear Mary <u>stab</u> Lynne <u>in the back</u> last week? <i>(It means that Mary betrayed Lynne last week.)</i></p>

Deciphering the polarity of a message at the sentence level may be done using any of the strategies discussed above. But at the paragraph level, identifying whether the message conveyed is positive or negative needs analytical comprehension.

Take a look at this excerpt from an essay entitled, "More and more women are now going out to work and some women are now the major salary earners in the family. What are the causes of this, and what effect is this having on families and society?":

In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. Women's liberation and feminism have meant that this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work. This has had significant consequences, both in terms of the family, for example by improving quality of life and increasing children's sense of independence, and also for society itself with greater gender equality.

Source: <https://www.eapfoundation.com/writing/essays/cande/>

The message of the paragraph above cannot be determined by focusing on only one of its sentences. The message conveyed as a whole should be evaluated keenly.

Analysis	Sentences in the Paragraph
<p>In the first sentence, we can suppose that the message is negative since women’s role in the family in the past was limited only to household chores; women can do more than that!</p>	<p>“In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning,”</p>
<p>This is why the second sentence states that women’s liberation and feminism have led towards the betterment of women’s lives.</p>	<p>”Women’s liberation and feminism have meant that this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work.”</p>
<p>This claim is supported by the third sentence, which shows how the liberation of women has improved the quality of life by increasing children’s sense of responsibility in the family, and greater gender equality in the society.</p>	<p>“This has had significant consequences, both in terms of the family, for example by improving quality of life and increasing children’s sense of independence, and also for society itself with greater gender equality.”</p>

Thus, as a whole, the message of the paragraph is **positive**.



What’s More

In this part of the module, you will be given tasks and sets of questions that can help you enrich your skills in expressing positive and negative messages.

Activity 1. Soar High

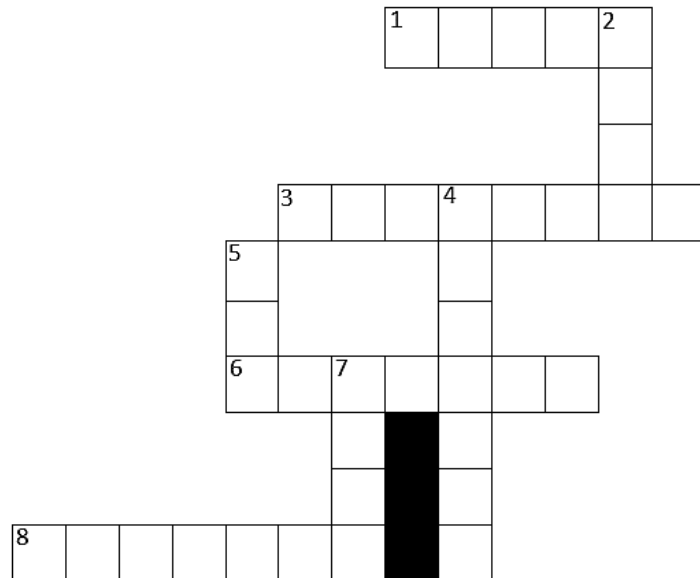
Directions: **I Believe I Can Fly** by R. Kelly is a popular song about believing in oneself to achieve personal goals. Using the lyrics of this song, fill in the crossword puzzle. Use the clues given below. Write your answers on a separate sheet of paper.

HORIZONTAL

1. means "terrible"
3. an extraordinary event
6. in no degree
8. act of being confident

VERTICAL

2. feeling of affection
4. successfully reach
5. denotes ability
7. honest



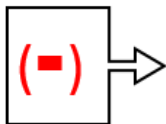
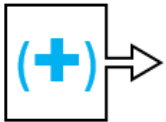
Assessment 1: Underline Me

Directions: Read the sentences below. On the space provided, write **positive** if the message is good, and **negative** if the message is bad. Then, underline the word that signals the positivity or negativity in the message conveyed. Write your answer on a separate paper.

- _____ 1. The meat in the fridge has a terrible smell.
- _____ 2. My parents always tell me that they love me very much.
- _____ 3. Our neighbor's little girl is very honest in answering questions
- _____ 4. Nothing is left for the kid to eat.
- _____ 5. Merlinda, the leader of the team, believes in her subordinates.

Activity 2. My Connections

Directions: Identify which sentences are positively or negatively conveyed. Connect the dots to the tips of the arrows, respectively.



- 1. He is a very amiable person. Everyone likes him.
- 2. Love conquers all.
- 3. Nice perfume. How long did you marinate in it?
- 4. Thanks for reminding me of my incapacities. It's so nice of you.
- 5. You are already at your golden age! Stop misbehaving!
- 6. The situation is a blessing in disguise.
- 7. More challenges are yet to come. For now, let's focus here. Let's just cross the bridge when we get there.
- 8. Vandolf never ceases doing good deeds.
- 9. Look! The car is very quickly heading towards us!
- 10. I hope it rains today. The plants are very thirsty.

Assessment 2: Figure It Out

Directions: In Part 1, all sentences are positively conveyed. In Part 2, all sentences are negatively conveyed. On the space provided, write which of the following is used: **Hyperbole, Simile, Metaphor, Euphemism, Sarcasm, Proverb, or Idiom.**

Part 1. Positive Messages

- _____ 1. She is a superstar.
- _____ 2. Laughter is the best medicine.
- _____ 3. This task is just a piece of cake.
- _____ 4. Don't judge a book by its cover.
- _____ 5. My favorite month is December because it rains money and food.



Note to the Teacher

Provide extra copies of this page for students' use.

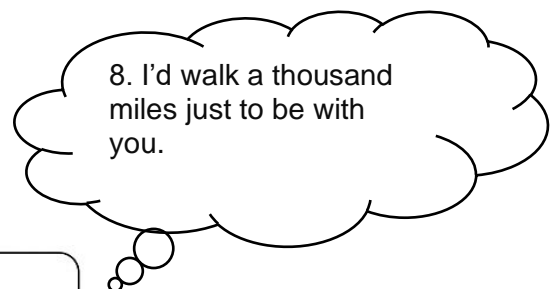
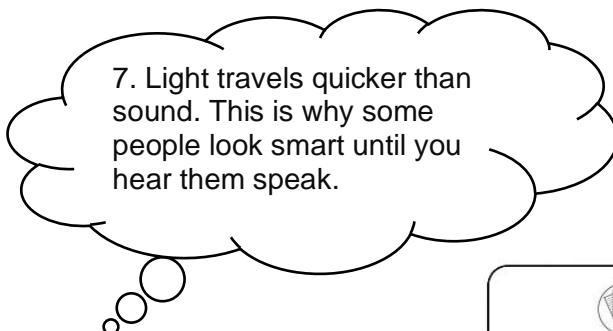
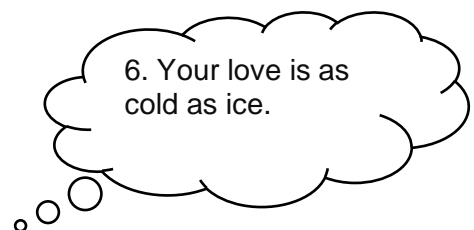
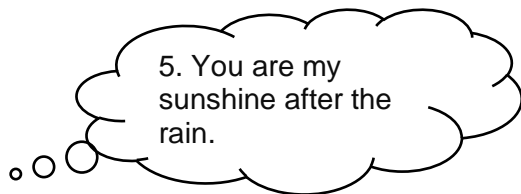
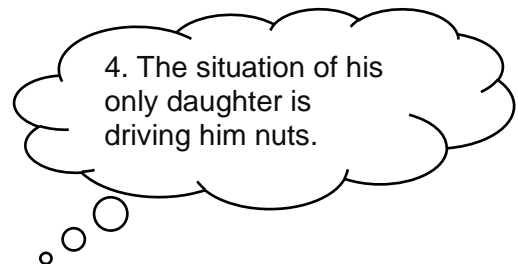
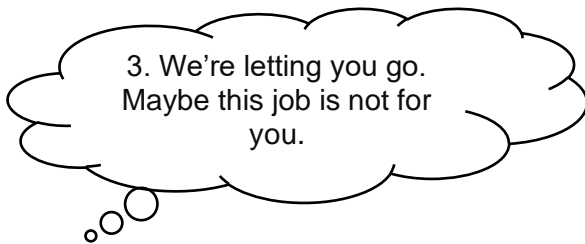
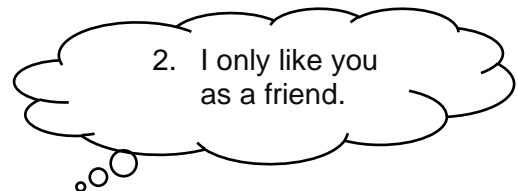
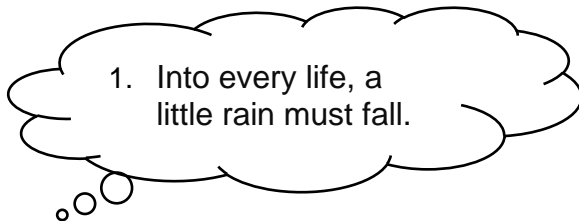
Part 2. Negative Messages

- _____ 1. After all the investigations I've done, I realized that you were just telling me a fairy tale.
- _____ 2. Unless your name is Google, stop acting like you know everything.
- _____ 3. I'm afraid that she would spill the beans about the test results.
- _____ 4. She talks like a broken record.
- _____ 5. He hits like a girl in the ring.

Activity 3. What Do You Mean

Directions: Draw the corresponding emoticon for each message conveyed in the texts.

Draw it at the tip of the callout cloud. For positive message, you may draw any of these: 😊 😏 😄 😁
For negative message, you may draw any of these: 😞 😡 😠 😬. Write your answers on a separate sheet of paper.



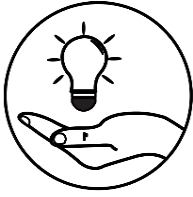
Note to the Teacher

Provide extra copies of this page for students' use.

Assessment 3: Brains...

Directions: Read the texts below. Put a ☑ in the column labelled (+) if the message is positive, or ☒ in the column labelled (-) if the message is negative. Then, under MANNER, write **Literal** if the message is literally meant, and write **Hyperbole, Simile, Metaphor, Euphemism, Sarcasm, Proverb, or Idiom** if the message is figuratively conveyed. Write your answers on a separate sheet of paper.

MESSAGE	POLARITY		MANNER
	+	-	
1. I'm impressed by your production.			
2. Mark is very economically challenged.			
3. Love is like the wind. You can't see it but you can feel it. <i>Nicholas Sparks, A Walk to Remember</i>			
4. "You look smart today," said Alexis to his slow learner classmate wearing eyeglasses.			
5. A journey of a thousand miles begins with a single step.			
6. Stewart's father finally met his Maker.			
7. Her heart is as hard as a stone.			
8. "Thank you for explaining that my eye cancer isn't going to make me deaf. I feel so fortunate that an intellectual giant like yourself would deign to operate on me." <i>- John Green, The Fault in Our Stars</i>			
9. I am very tired that I could sleep for a year.			
10. When life gives you lemons, make lemonade.			



What I Have Learned

In this part of the module, you are going to write your insights. Write your answers on a separate sheet of paper.

The challenging activities you have taken surely made you reflect on some important points.

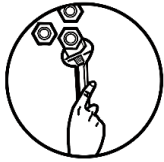
Jot Down Your Insights

After doing all the activities, I have learned that

It is now clear to me that

The most challenging part of the activity is

I believe



What I Can Do

In this part of the module, you will be given another activity which will help you apply your newly acquired knowledge in real-life situations.

Activity 1A: Try Me

Directions: Make one sample sentence according to the indicated manner. It can either be positively or negatively conveyed. Write your sentence under the positive column if the sentence is positive. Write your sentence under the negative column if the sentence is negative. Write your answers on a separate sheet of paper.

MANNER	POSITIVE	NEGATIVE
Literal		
Hyperbole		
Simile		
Metaphor		
Euphemism		
Sarcasm		
Idiom		

Activity 1B. Things to Ponder

Directions: In the first column are examples of proverbs. In the second column, you are going to write the message each proverb conveys. Write your answers on a separate sheet of paper.

PROVERBS	MEANING
Opportunity knocks once.	
Don't count the chicks until the eggs are hatched.	
You can't judge a book by its cover.	
You can lead a horse to the water, but you can't let him drink.	
You can get more flies with honey than you can with vinegar.	



Assessment

In this part of the module you will be evaluated as to the level of your mastery of the lessons learned in recognizing positive and negative messages conveyed in a text.

Directions: Read and answer the questions carefully. Write the letter of your answers on a separate sheet of paper.

- I am very delighted that my teachers exert effort in communicating with us— not just because it is their job, but because of the love and compassion they have for the learners.* What word in the statement signals a *positive* message?
A. love B. exert C. effort D. delighted
- None of the Grade 8 learners are allowed to go out to get their modules due to age restriction imposed by the government to mitigate COVID-19 infection risk.* What word signals a *negative* message in the statement?
A. none B. mitigate C. infection D. restriction
- “Aye, aye, captain. I will do what I am told,” yelled the young cadet.* What word in the statement signals a *positive* message?
A. do B. aye C. told D. yelled
- Neither of my internet service providers satisfies my needs for online class.* What word in the statement indicates a *negative* message?
A. online B. neither C. internet D. satisfies
- Which of the following statements expresses a *negative* message?
A. No pain, no gain.
B. A friend in need is a friend indeed.
C. The news hit me like a tsunami.
D. Although my aunt lives abroad, she sometimes calls us to say hello.
- All the statements below express a *negative* message **EXCEPT** one.
A. After seeing my deep wound, I thought I’d lose my lunch.
B. I believe that COVID-19 pandemic will never disappear by itself.
C. After days of waiting, now comes our most awaited game. Break a leg!
D. Some hardly obey health protocol despite the constant reminders by the authorities.
- The figure of speech that uses overstatement to express a message is called
A. Irony B. simile C. metaphor D. hyperbole
- Below are euphemisms for “death” except one.
A. died B. deceased C. passed away D. rested in peace
- Sarcasm is _____.
A. literally conveyed
B. used to give a moral
C. the use of irony to either vex or humiliate someone
D. the careful choice of word in order not to hurt someone

10. *You can't expect me to finish this difficult task after a week. Such work takes time to complete.* The proverb to be applied here is _____.
- Better late than never
 - Rome wasn't built in a day
 - The pen is mightier than a sword
 - Good things come to those who wait
11. The following sentences are metaphorically expressed. Which among them is negatively conveyed?
- He has the eye of a tiger.
 - My life is a prison to break out of.
 - Sarah's voice was music to his ears.
 - Life is a dance. You have to sway with the rhythm.

For items 12-13

Girl: I love you.
 Boy: I love you, too.
 Girl: Prove it. Scream it to the world.
 Boy: (whispers in the ear) I love you.
 Girl: Why did you whisper it to me?
 Boy: Because you are my world.

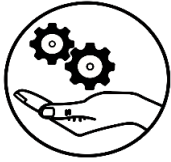
12. Read the dialog in the box. How is the message conveyed?
- negatively
 - positively
 - neutral
 - all of the above
13. How did the boy express his message?
- sarcastically
 - idiomatically
 - euphemistically
 - metaphorically

For items 14-15

¹ The dilemma on cell phones in school arises many questions on whether or not they should be allowed or banned. ² Some say cell phones should be banned from school because they are said to be a distraction and used to bully, cheat, and plan fights. ³ On the other hand, cell phones should be allowed in school because they improve communication between parents and students, they are an educational resource, and in the event of an emergency responders could be quickly notified. ⁴ While many feel that cell phones should be banned from school because they are said to be a distraction and used to bully, cheat, and plan fights, they should really be allowed in school. ⁵ Although cell phones may have made it easier for students' plan fights, cheat, and bully, banning cell phones will not stop the nonsense.

An excerpt from: <https://www.bartleby.com/essay/Pros-And-Cons-Of-Banning-Cell-Phones-FZJX3DTYPWR>

14. Which part in the paragraph suggests negative message?
- sentence No. 1
 - sentence No. 2
 - sentence No. 3
 - sentence No. 4
15. Generally, the message is positive because _____.
- The use of cell phones can cause less distraction.
 - Cell phones can be used in the event of an emergency.
 - Banning the cell phones will not stop bullying and cheating.
 - The use of cell phones has a more promising impact to students than unfavorable.



Additional Activities

You have just learned how to recognize positive and negative messages, conveyed either literally or figuratively in a text, from the sentence to the paragraph level. This time, you are going to write a reflective essay.

Directions: Write an essay with at least three (3) paragraphs on either Modular Distance Learning or Online Distance Learning. After writing the essay, fill out the form below. Write your essay on a separate sheet of paper.

Directions: Fill out the table accordingly. Put a check under Negative if the message of the paragraph is negative, and a check under Positive if the message is positive.

Paragraph No.	Polarity of Message	
	NEGATIVE	POSITIVE

Be guided by the rubric below:

Criteria	(10)	(8-9)	(6-7)	(4-5)	(2-3)
Writing Mechanics / Content	Content shows reflection on Modular or Online Distance Learning with no error found in spelling, punctuation , and grammar.	Content shows reflection on Modular or Online Distance Learning with 1-2 errors found in spelling, punctuation , and grammar.	Content shows reflection on Modular or Online Distance Learning with 3-4 errors found in spelling, punctuation , and grammar.	Content shows reflection on Modular or Online Distance Learning with 5-6 errors found in spelling, punctuation , and grammar.	Content shows reflection on Modular or Online Distance Learning with 7-8 errors found in spelling, punctuation , and grammar.

Total Score: ____/10



Answer Key

<p>What I Need to Know</p> <p>1. A 2. D 3. B 4. B 5. D 6. B 7. C 8. C 9. A 10. D</p> <p>What's In</p> <p>Part 1 Answers vary</p> <p>Part 2 Answers vary</p> <p>What's New</p> <p>1. Positively 2. Negatively 3. Negatively 4. Negatively 5. Negatively</p> <p>What's More</p> <p>Activity 1</p> <p>1. awful 2. love 3. miracles 4. achieve 5. can 6. nothing 7. true 8. believe</p>	<p>Assessment 1</p> <p>6. negative/terrible 1. positive/always or love 2. positive/honest 3. negative/nothing 4. positive/believe</p> <p>Activity 2</p> <p>Positive 1, 6, 7, 8 Negative 2, 3, 4, 5, 9, 10</p> <p>Part 1</p> <p>1. Metaphor 2. Proverb/metaphor 3. Idiom 4. Proverb 5. Hyperbole</p> <p>Part 2</p> <p>6. Euphemism 7. Sarcasm 8. Hyperbole 9. Smile 10. Smile</p> <p>Activity 3</p> <p>1. positive emoji 2. negative emoji 3. negative emoji 4. negative emoji 5. positive emoji 6. negative emoji 7. negative emoji 8. positive emoji</p>	<p>Activity 3</p> <p>Part 2 1. (-) 2. (+)</p> <p>Assessment 3</p> <p>Part 1</p> <table border="1"> <thead> <tr> <th>Item</th> <th>POLARITY</th> <th>MANNER</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>/</td> <td>literal</td> </tr> <tr> <td>2</td> <td>X</td> <td>euphemism</td> </tr> <tr> <td>3</td> <td>/</td> <td>simile</td> </tr> <tr> <td>4</td> <td>X</td> <td>sarcasm</td> </tr> <tr> <td>5</td> <td>/</td> <td>proverb</td> </tr> <tr> <td>6</td> <td>X</td> <td>euphemism</td> </tr> <tr> <td>7</td> <td>X</td> <td>simile</td> </tr> <tr> <td>8</td> <td>X</td> <td>sarcasm</td> </tr> <tr> <td>9</td> <td></td> <td>hyperbole</td> </tr> <tr> <td>10</td> <td>/</td> <td>proverb</td> </tr> </tbody> </table> <p>Part 1 Answers vary</p> <p>What I Can Do</p> <p>Activity 1 Answers vary</p> <p>Activity 2 Answers vary</p> <p>Assessment</p> <p>1. D 2. D 3. B 4. B 5. C 6. D 7. D 8. A 9. C 10. B 11. B 12. B 13. D 14. B 15. D</p>	Item	POLARITY	MANNER	1	/	literal	2	X	euphemism	3	/	simile	4	X	sarcasm	5	/	proverb	6	X	euphemism	7	X	simile	8	X	sarcasm	9		hyperbole	10	/	proverb
Item	POLARITY	MANNER																																	
1	/	literal																																	
2	X	euphemism																																	
3	/	simile																																	
4	X	sarcasm																																	
5	/	proverb																																	
6	X	euphemism																																	
7	X	simile																																	
8	X	sarcasm																																	
9		hyperbole																																	
10	/	proverb																																	

References

Sheldon Smith, "Cause & Effect Essays," EarFoundation.Com, November 9, 2020.
<https://www.eapfoundation.com/writing/essays/cande/>

"Pros and Cons of Banning Cell Phones in School" Bartleby.
<https://www.bartleby.com/essay/Pros-And-Cons-Of-Banning-Cell-Phones-FZJX3DTYPWR>

"Education in the Time of COVID-19" ECLAC-UNESCO, August 2020.
https://reliefweb.int/sites/reliefweb.int/files/resources/S2000509_en.pdf

2020 Merriam-Webster, Inc.

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.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph