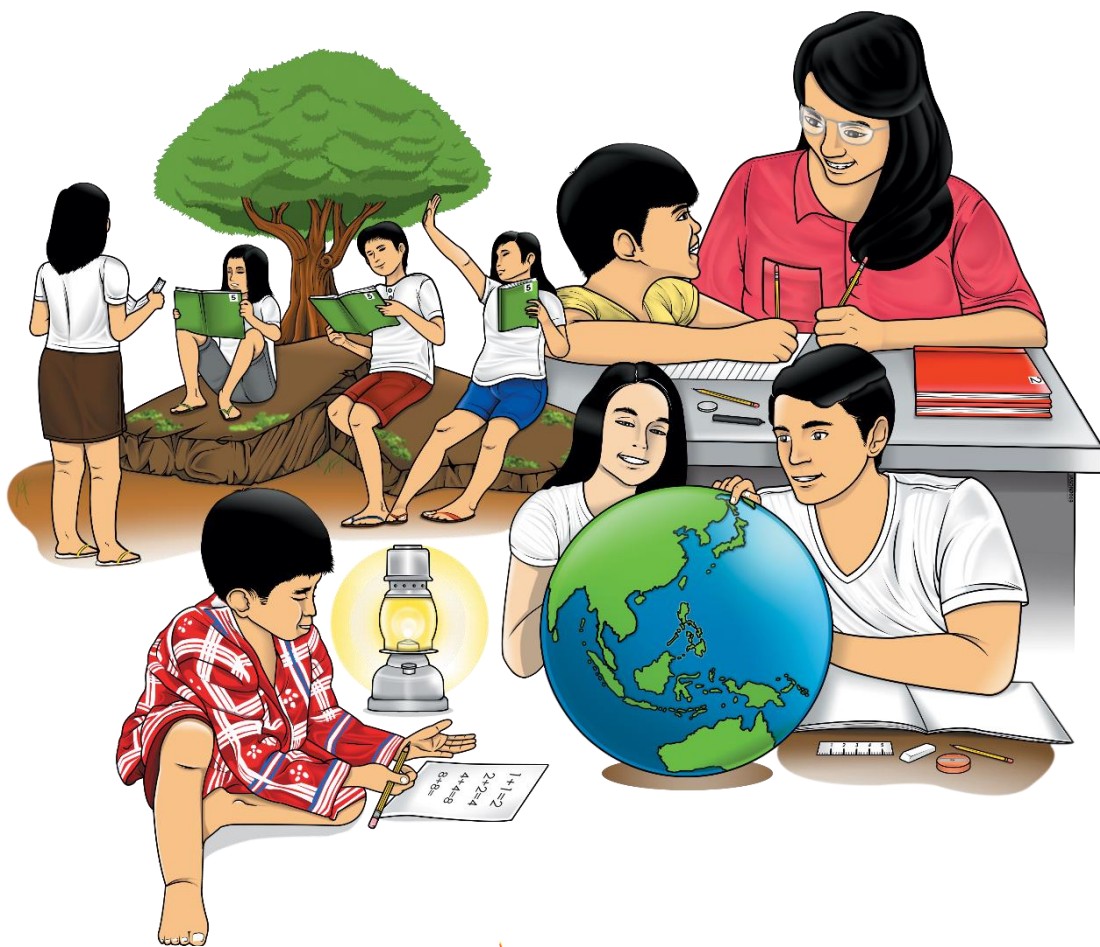


7

English

Quarter 2 – Module 3: Information Sources



CO_Q2_English7_Module3



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English – Grade 7
Alternative Delivery Mode
Quarter 2 – Module 3: Information Sources
First Edition, 2020

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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 Teacher 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

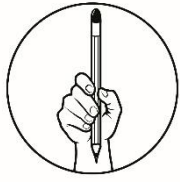
This module was designed and written with you in mind. It is here to help you master Research a topic with support using two or three sources provided, e.g., newspapers, website, video, images, podcast, print based material. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. recognize and use different information sources
2. search a topic using the sources provided.

Most Essential Learning Competencies: **ENV7VC-IV-c-15**

Research a topic with support using two or three sources provided, e.g., newspapers, website, video, images, podcast, print based material.



What I Know

PRE-TEST

Test A.

Directions: Read and analyze the given sentences then choose the word being referred to. Use a separate sheet of paper for your answer.

1. These are collections of short, factual entries often written by different contributors who are knowledgeable about the topic.
A. books
B. journals
C. encyclopedias
D. magazines
2. It is a collection of articles usually written by scholars in an academic or professional field.
A. journal
B. encyclopedia
C. book
D. magazines
3. This covers virtually any topic, fact or fiction. For research purposes, you will probably be looking for this which synthesizes all the information on one topic to support a particular argument or thesis.
A. book
B. magazine
C. journal
D. encyclopedia
4. A collection of articles and images about diverse topics of popular interest and current events.
A. magazine
B. journal
C. encyclopedia
D. book
5. This is a collection of articles about current events usually published daily. Since there is at least one in every city, it is a great source of local information.
A. encyclopedia
B. newspaper
C. journal
D. book

Test B.

Directions: True/False. Tell whether the statement is True or False. Write True if it is correct and False if it is wrong.

- _____ 6. Every piece of information requires careful consideration.
- _____ 7. Different kinds of information are written for different purposes and different audiences.
- _____ 8. Information in any format is produced to convey a message and is shared via a selected delivery method.
- _____ 9. Choosing the right information starts with knowing more about the different kinds that are available.
- _____ 10. You will be better positioned to select the best sources for your information needs if you learn more about how and why information sources are created.

Test C.

Directions: Matching Type Test. Match the steps in column A with each appropriate description in column B, write only the letter of your answer on a separate sheet of paper.

SIX STEPS ON HOW TO RESEARCH A TOPIC

Column A	Column B
1) Present	A. What is the problem I have to solve?
2) Locate	B. What resources will be the best to use? Is the information relevant?
3) Assess	C. How do I find the information I need?
4) Select	D. How best can I use my information?
5) Organize	E. How can I best present the information?
6) Define	F. How well did I complete the assignment?



What's In

In your previous lesson, you learned that a search engine is a web-based tool that is used by people to locate information on the internet. It is akin to the library in the online setting. Some of the most popular examples of search engines are Google, Bing, Yahoo!, & MSN. Today, you are going to enrich your skill in locating information using different information sources.

Activity 1. Inform Me!

Directions: Answer the following questions. Write your answer on a separate sheet of paper.

Why do we need information?

How do you find the right information you need?



What's New

When researching a topic, you need to look into a variety of sources to gather information. The basic information can be summarized by addressing 5 W's: Who? What? Where? When? And Why?

Activity 2. We are the 5 W's.

Directions: Read the featured article and gather any information you can find. Fill in the graphic organizer provided for your answers.

A taste of Korea's finest cuisine

By Ben Cal November 1, 2019, 11:44 am

MANILA -- A top Korean chef is in Manila to showcase a taste of Korea's finest cuisine. Jang Jin-mo, one of Korea's leading chefs, gave a sample of his culinary expertise during a dinner hosted by South Korean Ambassador Han Dong-man at the Grand Hyatt Manila in Taguig City Wednesday night.

Invited guests included Foreign Secretary Teodoro L. Locsin Jr., National Security Adviser Secretary Hermogenes C. Esperon Jr., and Central Bank Gov. Benjamin Diokno, among others.

It was virtually "a taste of Korea's finest" food as Jang demonstrated his culinary expertise by cooking Korean-style marinated beef with mushroom puree as the main dish, a steamed ginger seabass, soy sauce, sesame seeds, mirin, spring onion, and courgette ribbons, and a seafood soup with winter melon, scallops.

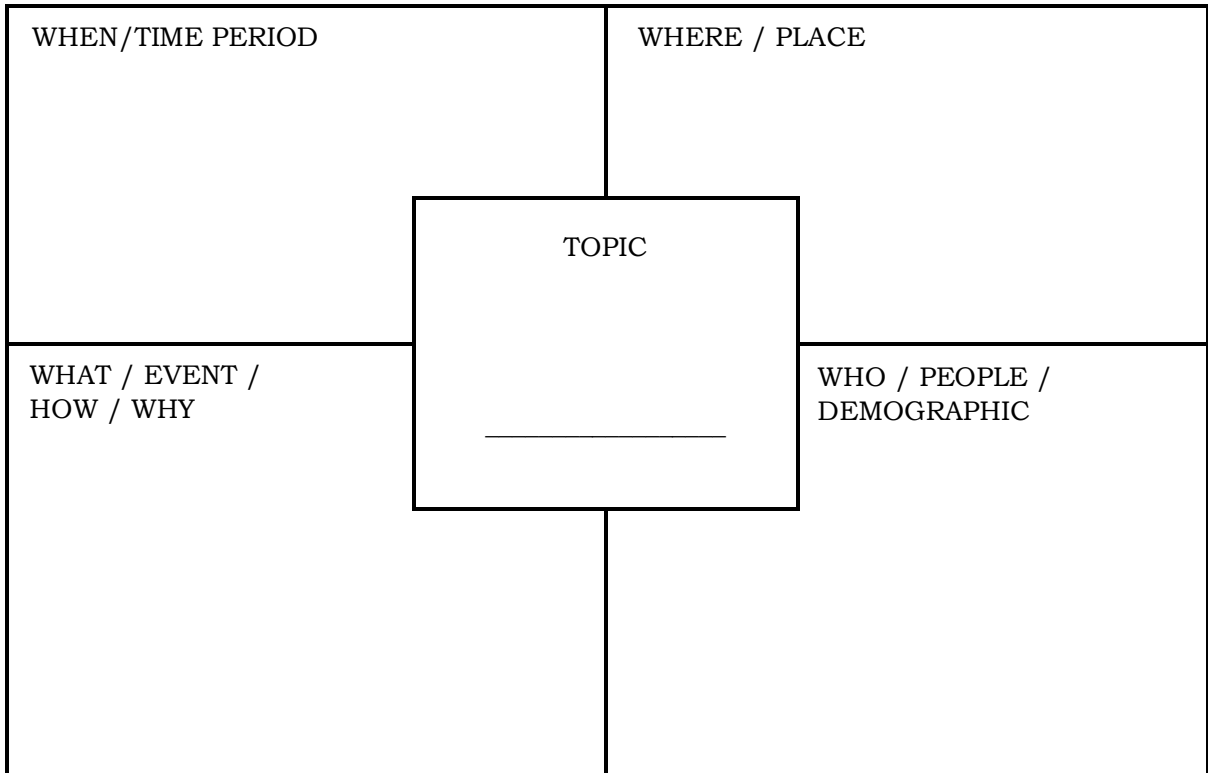
The appetizer was a raw fish, gochujang, pickle with fresh walnut, and the dessert was white chocolate red bean mousse with mango cream, and a freshly brewed Korean traditional tea. Jin-mo, a chef for 10 years, is co-owner of a popular restaurant in South Korea.

He was given a standing ovation by the guests, who were very much satisfied with his culinary expertise in Korean food.

In his short welcome remarks, Han noted that many Filipinos are patronizing Korean restaurants not only in Manila, but also in the provinces.

He also said Koreans and Filipinos cook similar food such as *pancit*, and *bulalo*, and prepare the popular *halo-halo*. **(PNA.)**

<https://www.pna.gov.ph/articles/1084790>



What is It

Activity 3. How did you?

Directions: Answer the following questions briefly. Write the answer on a separate sheet of paper.

1. How do you get information? State your answer in two to three sentences.

2. For you, what is the best source of information? Why?

SIX STEPS ON HOW TO RESEARCH A TOPIC

Step 1 – Define

What is the problem I have to solve?

Why do I need the information? Is it for an essay, a report, or a speech?

Step 2 – Locate

How do I find the information I need?

Use the best resources from a variety of sources Encyclopedias, Magazines, Videos, Internet, People and organizations.

Step 3 – Select

Which resources are best to use? Is the information relevant?

What can I leave out? Evaluate the information carefully – is the material up to date, who wrote it, and for what audience? Record the sources of information for your bibliography – this is an important step. Record all your sources as you use them. This will save time at the end of your assignment.

Step 4 – Organize

How can I best use my information? Have I got enough information to do my assignment? Do I need to use all of the information I have gathered? You may not need to use all of the information you have gathered. How can I best combine information from different sources? Have I used correct spelling and grammar?

Step 5 – Present

How can I best present the information? Is my presentation logical and well organized? Have I completed the assignment? Have I used my own ideas and opinions and acknowledged ideas from others? Is the presentation appropriate for my audience?

Step 6 – Assess

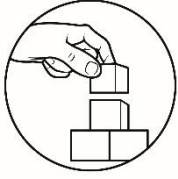
How well did I complete the assignment? What did I learn? Is there anything I need to improve - locating, selecting, note making, time management? How can I improve? Do I need to ask for help? Who should I ask?

<https://www.slideshare.net/mosmancouncil/how-to-research-a-topic>

An information source is a database of facts or anything that might inform a person about any given topic. It can be in the form of observation, people speeches, source documents, pictures, organization and etc.

TYPES OF INFORMATION SOURCES

TYPE	INFORMATION	USE
Books	cover virtually any topic, fact or fiction.	when looking for reliable and accurate information, which has gone through the process of publication.
Encyclopedias	collections of short, factual entries often written by different contributors who are knowledgeable about the topic.	when looking for background information on a topic
Journals	collection of articles usually written by scholars in an academic or professional field.	when finding out what has been studied on your topic, when looking for references that point to other relevant research
Database	contains citations of articles in magazines, journals, and newspapers. They may also contain citations to podcasts, blogs, videos, and other media types.	when you want to find articles on your topic in magazines, journals, or newspapers
Magazines	collection of articles and images about diverse topics of popular interest and current events.	When looking for information or opinions about popular culture, when looking for articles written for people who are not necessarily specialists about a topic
Newspapers	collection of articles about current events usually published daily.	to find current information about international, national and local events
Library catalog	an organized and searchable collection of records of every item in a library and can be found on the library home page.	to find out what items the library owns relevant to your topic
Internet	allows you to access most types of information on the Internet through a browser.	to find current information, about companies, from all levels of government - federal to local, find both expert and popular opinions about hobbies or personal interests, etc.



What's More

Activity: 4. FIND ME!

Directions: Select the source that would provide the type of information described. Choose your answers from the words inside the box.

A. Newspaper	B. Journals	C. Magazines	D. Book
E. Encyclopedia	F. Library Catalog	G. Internet	H. Blog
I. Video		J. Newsletter	

Where can you find the information below?	
1. Monday weather forecast: Fair, warm morning; cloudy with possible rains in the afternoon	
2. Covid-19 — Navigating the Uncharted Anthony S. Fauci, M.D., H. Clifford Lane, M.D., and Robert R. Redfield, M.D. (The Journal of Medicine)	
3. The Happiest Days of your Life by: Jamie Field	
4. Alcohol and Drugs in North America A Historical Encyclopedia-2013	
5. 371.3 STUDYING SKILLS Be Bergreen, Gary. Copying with Study Strategies N.Y., The Rosen Publishing Group. 1990 137 p.: ill.	
6. A BOOK OF MEDICAL DISCOURCES IN TWO PARTS	
7. https://www.who.int/philippines	
8. Meet Pat Flynn @SmartPassiveIncome.com	
9. Eddie Adam's Story: Motivated to Make Music 82,083 views • Aug 6, 2000	
10. UAAP HIGHLIGHTS	

<https://www.slideshare.net/byunnoonxrmyux/card-catalog-grade-7>



What I Have Learned

Activity 5. NAA says.

Directions: In your paper, copy and fill out the “Newspaper Article Analysis Worksheet” below.

280 Filipinos from North Africa return to PH

By: Christia Marie Ramos - Reporter / @CMRamosINQ
INQUIRER.net / 09:16 PM June 22, 2020



MANILA, Philippines — Some 280 Filipinos from North Africa were brought home to the Philippines Monday night, the “largest” and “most complicated” repatriation to be carried out by the Department of Foreign Affairs (DFA) from the region since the conflict that broke out in Libya in 2014.

According to the Philippine Embassy in Tripoli, which oversaw the repatriation, the repatriates consisted of 227 Filipinos from Algeria, 39 from Libya, and 14 from Tunisia.

Embassy Chargé d’Affaires Elmer Cato said the repatriation, which was the result of the collaboration between the embassy and employers, took nearly two months to execute as it involved coordination with employers and authorities in three countries.

On Sunday, a Philippine Airlines special flight landed in Algeria’s capital to pick up the over 200 Filipino construction workers. It then proceeded to Tunis to pick up Filipinos from Libya and Tunisia.

A four-month old baby, five government personnel, and the remains of two hospital workers, who passed away due to non-coronavirus-related complications, were among those repatriated from Libya, the embassy said.

The 280 Filipinos arrived at the Ninoy Aquino International Airport from Tunis Monday evening. The DFA has so far recorded 8,301 COVID-19 cases among overseas Filipinos across 53 countries. Of the number, 2,740 remain under treatment while 5,055 have recovered. There are 506 fatalities reported so far, according to the DFA.

Source: <https://globalnation.inquirer.net/188782/280-filipinos-from-north-africa-return-to->

Newspaper Article Analysis

Headline: _____

Author: _____

Date Published: _____

Who is involved? (people/groups)

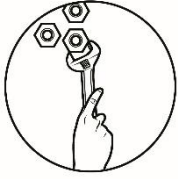
What is happening? What issue is being discussed?

Where is it happening?

When did it/ will it happen?

Why is it happening? Why do people want this change?

How did the end of the article summarize the main ideas and provide closure for the reader? (The ending of the news article is the final part of the newspaper article, the additional information.)



What I Can Do

Activity 6. Think and Discuss.

Directions: Go over this chart and write down your answers to the given questions. Copy and answer on a separate sheet of paper.

Think and Discuss

A. Why is information important in our daily lives?

B. How do you use information in your everyday life?

C. Is it important to get the correct information? Why?

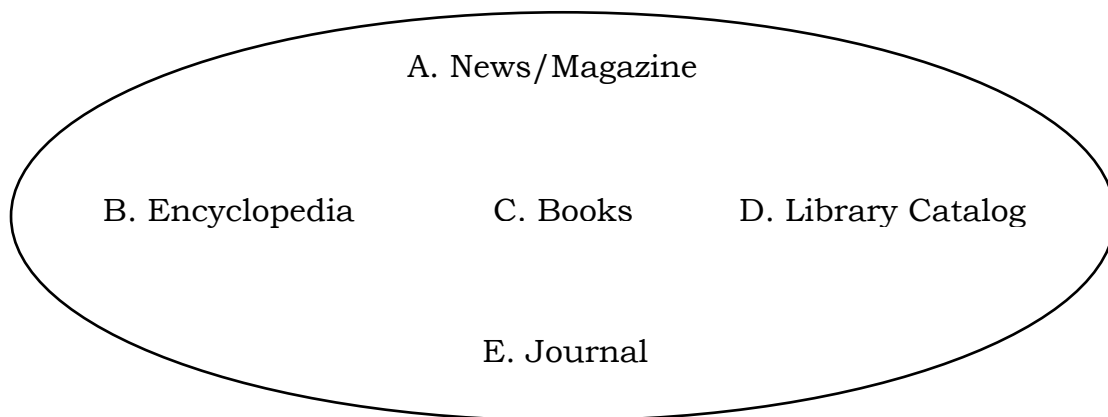


Assessment

Great job! You are almost done with this lesson. For your final activity, do the next task.

Activity 7. YOUR TURN.

Direction: A. Read each of the following statements. Choose the best resource from the following 5 choices for the information needed. Write your answer on a separate sheet of paper.



- _____ 1. **Latest** information on the distribution of COVID-19 vaccine in South Africa.
- _____ 2. Melanie has a report due on **famous inventors**.
- _____ 3. Eleni loves to read **books** by Leo Tolstoy. What resource should she use to find books written by the author?
- _____ 4. Juana wants to read the **recent research** written by experts on COVID-19.
- _____ 5. He dreamt of reading “Robinson Crusoe.”

Directions: B. Read the text below then use the information that you have already collected to fill in the graphic organizer. This will then help you to write your report.

COVID-19 unknowns

One of the challenges of the COVID-19 pandemic has been the fact that SARS-CoV-2 is a novel coronavirus. While sharing some similarities with the previous severe acute respiratory syndrome coronavirus (SARS-CoV) and Middle East respiratory syndrome coronavirus (MERS-CoV), SARS-CoV-2 also has many differences.

As time progresses, scientists can conduct research on the virus to discover some of these unknowns and therefore help inform effective policy decisions and clinical practices. This has been the case with the symptoms of COVID-19.

While scientists have been aware of the most common symptoms — fever, coughing, loss of smell or taste, and shortness of breath — for some time, they have only recently identified other less common but significant symptoms.

As Dr. Mitch Wilson, a radiologist and clinical lecturer at the University of Alberta’s Faculty of Medicine & Dentistry and co-author of the study points out, “[t]here’s a growing amount of literature showing that abdominal symptomatology is a common presentation for COVID-19.”

<https://www.medicalnewstoday.com/articles/gastrointestinal-effects-of-covid-19-highlighted-in-new-study#COVID-19-unknowns>

RESEARCH ORGANIZER

	Complete Sentence
Fact #1	
Fact #2	
Fact #3	



Additional Activities

You did well with the given tasks for this lesson. Master the skill by doing this additional task. Do this in a separate sheet.

Activity 8. Check it Out.

Directions: Read at least four articles about the COVID-19 pandemic from different information sources then complete the table below.

Research Round-up Graphic Organizer

Topic: _____ Question: _____ _____

Source: _____ _____	Source: _____ _____	Source: _____ _____	Source: _____ _____
Facts:	Facts:	Facts:	Facts:

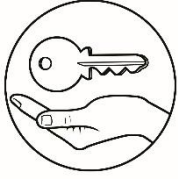
Summary:

Your output will be graded using the following rubrics:

Grading Chart

Areas Assessed	4 Distinguished	3 Proficient	2 Apprentice	1 Novice
Accuracy of Information	All information clearly reaches to the topic and is accurate. All responses are met or exceeded.	All information clearly reaches to the topic and is accurate. Most of the requirements are met.	Some information clearly relates topic but some is either incorrect or off topic. Some requirements are met.	Information has little or nothing to do with the main topic and or final requirements are met.
Organization of Presentation	Information is very organized and presented in a way that is easy to see, hear and understand.	Information is very organized and presented in a way that is mostly easy to see, hear and understand with only 1-2 times for improvement.	Information is very organized and presented but there are more than couple places where the information was hard to see, hear or understand.	Information is disorganized and /or there are many pieces where the presentation was hard to see, hear or understand.
Mechanics	No grammatical spelling or punctuation errors.	Attach no grammatical spelling or punctuation errors.	A few grammatical or punctuation errors.	Many grammatical or punctuation errors.
Creativity, Uniqueness, Thoughtfulness Toward Project	The output showed creativity or uniqueness in several ways, significant thought and time were put into the output.	The output showed creativity or uniqueness, it's obvious time and thought were put into the output.	The output showed creativity or uniqueness in 1 or 2 ways some thought and time were put into the output but could have been more.	The output showed little creativity or uniqueness, it seems as though very little thought and time were put into the output.

<https://www.teacherspayteachers.com/Product/Rubric-for-Research-Projects-879909>



Answer Key

What I Know	What's More	Assessment
1. C	1. Newspaper	1. A
2. A	2. Journal	2. B
3. B	3. Magazine	3. D
4. D	4. Encyclopedia	4. E
5. E	5. Library Catalog	5. C
6. C	6. Book	
7. A	7. Internet	
8. A	8. Blog	
9. A	9. Videos	
10. B	10. Newsletter	
11. A		
12. C		
13. F		
14. B		
15. D		
16. E		

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