

# English Activity Sheet

## Quarter 2 – MELC 7

### Composing Text with Multimodal Elements



REGION VI – WESTERN VISAYAS

GOVERNMENT PROPERTY  
NOT FOR SALE

**English 10**  
**Activity Sheet No. 7**  
**First Edition, 2020**

Published in the Philippines  
By the Department of Education  
Region 6 – Western Visayas

**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.

This **Learning Activity Sheet** is developed by DepEd Region 6 – Western Visayas.

**ALL RIGHTS RESERVED.** No part of this learning resource may be reproduced or transmitted in any form or by any means electronic or mechanical without written permission from the DepEd Regional Office 6 – Western Visayas.

**Development Team of Activity Sheet**

**Writer:** Portia T. Legane

**Illustrators:** Jeriel Gonzales and Arlyn B. Infante

**Editors:** Chat C. Gabo and Ma. Portia G. Galanto

**Layout Artists:** Felizardo S. Valdez III and Jeriel Gonzales

**Division Quality Assurance Team:**

Ma. Roselyn J. Palcat

Novelyn M. Vilchez

Elleda E. De la Cruz

Ma. Portia G. Galanto

Arthur J. Cotimo

Felizardo S. Valdez III

Marve E. Gelera

Ma. Leah Lyn D. Proilan

Chat C. Gabo

**Regional Management Team:**

Ma. Gemma M. Ledesma

Josilyn S. Solana

Elena P. Gonzaga

Donald T. Genine

Nestor Paul M. Pingil

Welcome to English10!

The **Learning Activity Sheet** is a product of the collaborative efforts of the Schools Division of Guimaras and DepEd Regional Office VI - Western Visayas through the Curriculum and Learning Management Division (CLMD). This is developed to guide the learning facilitators (teachers, parents and responsible adults) in helping the learners meet the standards set by the K to 12 Basic Education Curriculum.

The **Learning Activity Sheet** is self-directed instructional materials aimed to guide the learners in accomplishing activities at their own pace and time using the contextualized resources in the community. This will also assist the learners in acquiring the lifelong learning skills, knowledge and attitudes for productivity and employment.

---

**For learning facilitator:**

The **English 10 Activity Sheet** will help you facilitate the leaching-learning activities specified in each Most Essential Learning Competency (MELC) with minimal or no face-to-face encounter between you and learner. This will be made available to the learners with the references/links to ease the independent learning.

---

**For the learner:**

The **English 10 Activity Sheet** is developed to help you continue learning even if you are not in school. This learning material provides you with meaningful and engaging activities for independent learning. Being an active learner, carefully read and understand the instructions then perform the activities and answer the assessments. This will be returned to your facilitator on the agreed schedule.

Name of Learner: \_\_\_\_\_ Grade and Section: \_\_\_\_\_  
 Date: \_\_\_\_\_

## ENGLISH 10 ACTIVITY SHEET NO. 7

### Composing Text with Multimodal Elements

#### **I. Learning Competency with Code**

Compose text with multimodal elements.

Learning Objectives:

1. Define multimodal texts.
2. Identify multimodal elements.
3. Create multimodal texts.

#### **II. Background Information for Learners**

How important is communication in your daily life? Will its multiple modes work together in the delivery of its vital meaning and understanding?

We read the world through images, symbols, colors, signs, body language and in the gaps and margins as well as through printed text. Recently, with the growth of technology the word “text” has broadened to include texts of all kinds including images, sounds, and even the body.

Imagine listening to a story being read in plain and monotonous manner. Will you find it interesting? How about if it is presented using multimodal modes? Will it motivate you to watch/listen? These and all are the examples of multimodal texts.

Be ready to know more about them. Here’s what is in store for you today!

#### **III. Accompanying DepEd Textbook and Educational Sites**

Department of Education. Bureau of Secondary Education. (2015). Grade 10-English Learner’s Material. *Celebrating Diversity through World Literature*, (475,484). Pasig City, Philippines

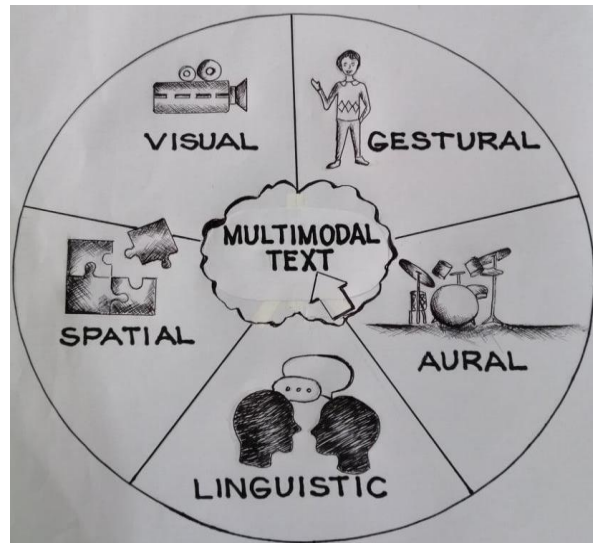
Department of Education. (2015). English IV. *Prototype Lesson Plan in English*, (pp.296,310) Pasig City, Philippines

#### **IV. Activity Proper**

##### **Activity 1**

- A.** A message can be conveyed in various ways. It could be through images (still or moving), symbols, colors, signs, body language and as well as through written or spoken languages. Recently, with the growth of technology the word “text” has broadened to include texts of all kinds including images, sounds, and even the body. And that is what we are going to study today, the Multimodal Text.

So, based on the graph below, can you define what a multimodal text is? Write your answer on your answer sheet.



Multimodal text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### What is a multimodal text?

Making meaning in communication is very important. The use of varied ways to convey a message eventually facilitates understanding when the strategy employed creates impact to the receiver. Multimodal Text makes use of different modes where image, gesture or body language, music, spoken and written language are used to make meaning. This strategy is spelled out in any of the following forms:

1. **Paper**- This mode includes books, newspapers, comics, posters, print advertisements, brochures, etc.;
2. **Digital**- This makes use of social media, animation, films, video games, slide presentations, e-books, blogs, e-posters, web pages;
3. **Live** – This one highlights performances like oral presentations using sounds, and oral language. The utilization of spaces, sounds, and oral language is evident in this mode.
4. **Transmedia**– This makes use of ‘multiple delivery channels’ in the delivery of the story. A combination of media platforms works together in this mode. Examples of this are films, web series, books, comics, magazines and others.

B. Based on the definition and description of texts with multimodal elements, can you say that multimodal texts are synonymous to digital? Why? Write your answer on your answer sheet.

---

---

---

## Activity 2

### How to create multimodal text?

In creating multimodal text, student writers need to understand the purpose of the different modes and how they will be able to communicate meaning. A story will only be beautifully and effectively delivered once the author gains the skills in combining and manipulating the different modes. The digital platform which is technology wise, the paper-based techniques plus the live performances can animate and amazed an audience if intelligently fused. In this case, we get to understand that multimodal is not the same as digital since digital is one of its strategies.

Further, this multimodal strategies range from simple to complex digital multimodal texts. Simple multimodal text is a combination of varied modes with simple outputs like posters, brochures, picture books and power point presentation; while the complex one is also a combination of varied modes but is carried out with dynamism and outputs require more effort and higher level of skills like, animations, digital stories, documentaries, music videos, blogs, podcast and many more.

Multimodal Text structured in stages around the film production production includes the following:



Graphics downloaded from Callow, J. (2012) Week 11 Lecture EDUP1002 @2012 edup1002emliv.wordpress.com (downloaded October 20, 2020, 4:17 p.m.)

1. **Pre-production-** In this stage manageable boundaries or limits are set. Examples are the number of slides to be presented, pages of the picture book to be created, and even time element. Certain considerations are given on the topic, purpose, context and the identified audience.
2. **Production stage-** This may undergo a simple process using familiar tools or can include the use of more complex digital tools like recording equipment, cameras, or any digital applications. This is the stage of text composition or production.



3. **Post-production** – This is the stage of package completion. Editing is being done, addition of intro, title, visual and musical/sound are given attention with the skillful use of digital editing program.

- A. Directions: Create a multimodal text on how to combat the challenges brought by the pandemic. For digital creations such as blog, e-posters, e-comics, animations, slide presentations etc. send them through e-mail. For non-digital creations like comics, brochures, advertisements, etc. submit it together with your LAS to your respective teacher facilitator.

**COVID-19 PANDEMIC  
UPDATE**

Create a multimodal text on how to combat  
the challenges brought by the Pandemic.

**THINK  
OUTSIDE  
THE BOX**

**Scoring Rubrics**

<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The insights are comprehensively discussed. There is a deep understanding of the idea.	The insights are moderately discussed and understood	The insights are minimally discussed and understood	The insights are unsatisfactorily discussed and understood.	The ideas presented show no evidence of understanding
<b>Creativity</b>	The ideas are presented in varied and interactive multimedia means of presentation (graphical presentation, images, text or video visually attractive to readers.	The ideas are presented in three (3) multimedia means and interactively presented	The ideas are presented in two(2) multimedia means and interactively presented	The ideas are presented in text and limited image/s. No evidence of interactive presentation.	The insights are presented in pure text.
<b>Organization</b>	All ideas and selected modes are presented appropriately and very orderly.	All ideas and selected modes are presented appropriately and orderly except in one aspect.	Ideas and selected modes are presented orderly except in two aspects.	Ideas and selected modes are presented in considerable order and need little revision.	Ideas and selected modes are sequenced poorly and need total revision.

Grade Equivalent:

Excellent = 8 – 10 points

Very Good = 7 – 8 points

Good = 5 – 6 points

Needs More Practice = 4 and below

***B. Directions: Based on your knowledge of Multimodal Text, please answer briefly the following questions:***

1. Why is Multimodal not synonymous to digital?

---

---

2. Are higher technological skills a requisite in creating multimodal text?

---

---

3. Are multimodal texts difficult to create/compose?

---

---

## ***V. Reflection***

1. What new insights/learnings did you gain from today's lesson?

---

---

2. How can you express your opinions and views through multimodal text creations?

---

---



## VI. Answer Key

Activity 2-A Refer to Scoring Rubrics	Activity 1-B Answer varies	Activity 1-A (Definition of Multimodal Text) Answer varies
---------------------------------------------	-------------------------------	---------------------------------------------------------------------

Reflection:  
1. The manner of presenting ideas can be enhanced and be more meaningful and interesting using the combination of varied multimodal elements especially with the advancement brought by the digital world.  
2. Answer varies

Question	Possible Answers
1. Why is Multimodal not synonymous to digital?	Multimodal is not synonymous with digital because it can be live performance in stage or theater, or in paper as in books, comics, etc.
2. Are higher technological skills a requisite in creating multimodal text?	No. Multimodal texts are created using the combination of two or more multimodal elements such as written language, spoken language, visuals, (still and moving), audio, gestural and spatial elements.
3. Are multimodal texts difficult to create/compose?	No, because there are those which are easy to produce like books, brochures, slides, PowerPoint presentations. Though there are those that are difficult to create especially the complex ones, like films games, etc.

Activity 2-B  
Guide Questions:  
Possible answers (Answers may vary)