

# English Activity Sheet

## Quarter 2 – MELC 5

**Writing an Exposition or Discussion on a Familiar Issue to Include Key Structural Elements and Language Features**



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**English 10**  
**Activity Sheet No. 5**  
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# ***Introductory Message***

Welcome to English Grade 10!

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.

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## **For learning facilitator:**

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

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## **For the learner:**

The **English 10 Activity Sheet** was 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. 5**  
**Writing an Exposition or Discussion on a Familiar Issue to Include**  
**Key Structural Elements and Language Features**

***I. Learning Competencies with Code***

Write an exposition or discussion on a familiar issue to include key structural elements and language features.

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

Have you been asked to make a stand on a certain issue, whether in school, at home or in the community? How did you express your opinions and make your stand?

Writing an exposition or discussion is one way for you to express your opinions and make your stand on a certain issue. This may be in a form of arguments put into writing, supported with reasons and evidences.

In the previous lessons, you were able to identify key structural elements and language features of an argumentative text. You were also able to formulate statements of opinions or assertion as well as claims of facts, policy and value. In this part, you will be writing an exposition or discussion on a familiar issue to include key structural elements and language features discussed in the previous lesson.

As you go through this lesson, you may take note of the key concepts related to the topic which are found in the accompanying textbooks and other online educational sites. Do the activities with enthusiasm and have fun learning!

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

Almonte, Liza R. et. al. (First Edition, 2015). Celebrating Diversity through World Literature- Grade 10 English -Learner's Material. Published by the Department of Education, printed by REX Book Store. Pages 131-133.

***IV. Activity Proper***

**1. Directions/Instructions**

Read the key concepts on argumentative essay and its characteristics, then do the activities that follow.

**What is an argumentative essay?**

An **argumentative essay** uses evidences and facts to support the claim it is making. Its purpose is to convince the reader to agree with the argument being made.

A good argumentative essay uses facts and evidence to support the argument, rather than just the writer's thoughts or opinion.

Moreover, it tries to change the reader's mind by convincing the reader to agree with the writer's point of view.

Read the Features, Characteristics and Parts of an Argumentative Essay on page 133 of the Learner's Materials in English 10.

### How to Begin

#### a) **Selecting Your Topic**

Think of topics you are interested in. Select one that you are able to verify with credible academic sources which most of the time your teachers make academic sources a requirement for argumentative essays.

#### b) **Writing for Your Audience**

Think of your intended audience for your argument. How much information will your readers have about your topic? If you are choosing a controversial issue to argue with, you'll need to consider how others might disagree with you. Considering the objections of your audience to your arguments will help you write a better argumentative essay.

#### c) **Using Prewriting Techniques**

Which prewriting techniques will help you get started? It is a good idea to use strategies like freewriting and brainstorming to get your thoughts going. If sources are needed for your argumentative paper, getting some ideas down initially will help you have a good place to start for preliminary research.

## 2. Exercises / Activities

### Activity 1: Fact or Bluff

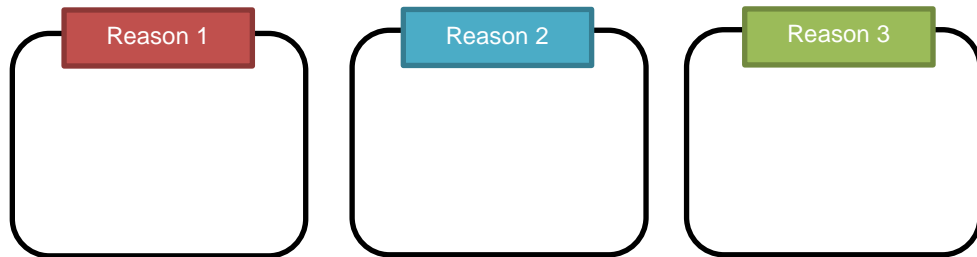
Write **Fact** if the statement is true and **Bluff** if it is false. Write your answers on your answer sheet.

1. \_\_\_\_\_ Argumentative essays make use of evidence to support claims.
2. \_\_\_\_\_ Good claims are supported by opinions alone.
3. \_\_\_\_\_ Argumentative essay presents the issue or case
4. \_\_\_\_\_ Argumentative essay is both persuasive and informative.
5. \_\_\_\_\_ Statistics can be used as evidence to support claims.

## Activity 2: Reason Out and Support Me!

Read a sample argumentative essay entitled “*Aggressive Driving Should Be Avoided*” on pages 131 – 132 of the Learner’s Material in English 10.

Based on the sample argumentative text that you have read, what are the three reasons why aggressive driving should be avoided? Complete the diagram below by writing the reasons in the boxes and answer the questions that follow:



1. What is the issue presented in the text? What is the writer’s stand on the issue?  
\_\_\_\_\_
2. Why should aggressive driving be avoided?  
\_\_\_\_\_
3. How did the writer support his/her reasons? Did the writer effectively express his/her opinions and stand on the issue “aggressive driving”? Why or Why not?  
\_\_\_\_\_

## Activity 3: In My Own Point-Of-View!

Read the essay entitled “Think Before You Click: Staying Safe on Social Media. Then, answer the questions and accomplish the diagram that follow. Write your answers on your answer sheet.

### Think Before You Click: Staying Safe on Social Media

*by Hazeline G. Ronquillo*

The use of social media as a tool for information, communication, and entertainment is undeniable. It has changed the way people share knowledge, express opinions and share creative content. However, this also poses a great risk for people, most especially young people, who carelessly click, post and share something online.

There are different reasons why social media users need to think before they click. First, not all posts on social media is true, so clicking and reposting such may make things even worse. There are a lot of fake news spreading online, and if one is not careful enough to determine the truthfulness of the information posted, he or she may become a victim and may further spread fake news to others, resulting to multiplication of lies and misinformation.

Second, social media is not a safe place for everyone, most especially young people. There may be contents that need to be filtered such as those that encourage immorality, violence, bullying, crimes, suicide, and others. Hence, parents or someone knowledgeable and mature need to guide their children in using social media appropriately.

Third, sharing is not always caring. There may be sensitive content on social media that is much better not shared, such as private photos and videos, personal information, etc. There have been news of phishing and hacking of accounts due to personal information shared online. There were also reports of malicious photos and scandalous videos spreading across the internet being shared by social media users. People no longer know which is more worthy to share and which is not.

With the reasons stated above, it is imperative for us to be more responsible on what we post, share, comment or like. As the saying goes, “think before you speak”, we should also think before we click. It’s better to be safe on social media than be sorry.

### Processing Questions:

1. What is the text all about? What is the writer’s stand on the issue?

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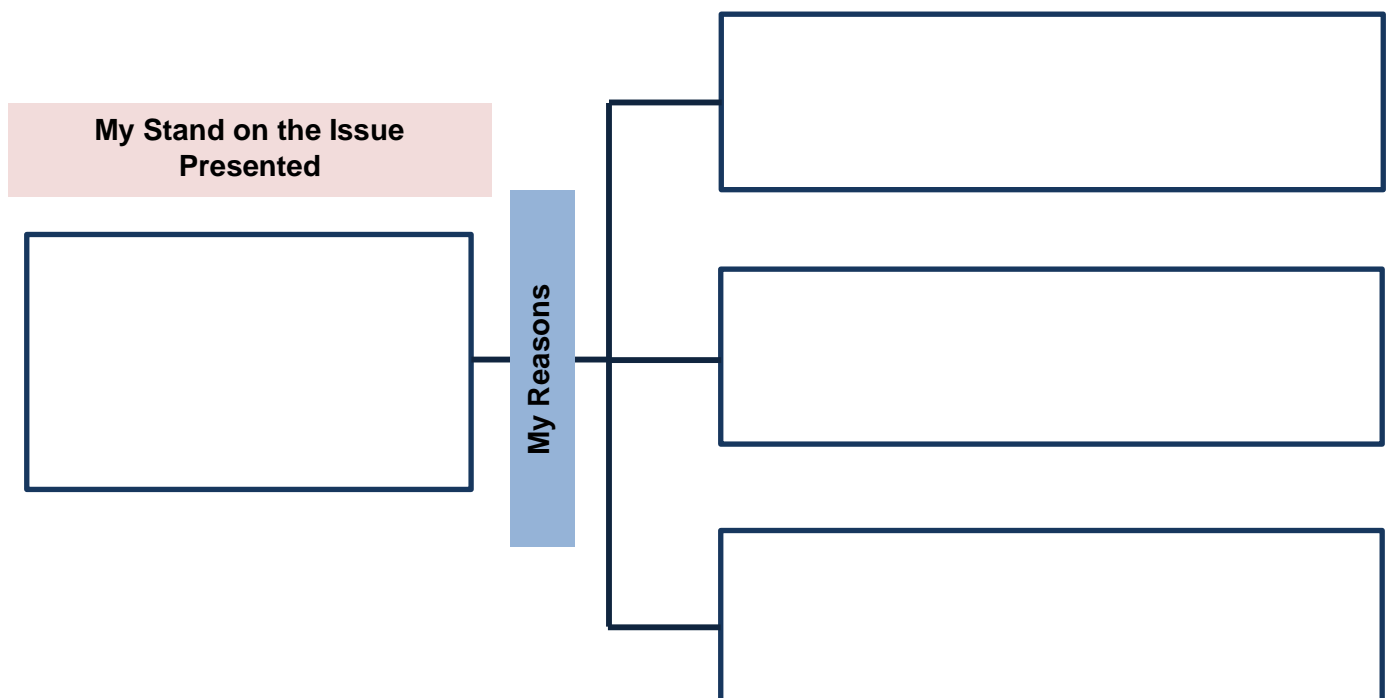
2. According to the writer, why do we need to ‘think before we click’?

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3. Do you have your own points-of-view about the issue? Make your own stand and discuss your reasons by accomplishing the diagram that follows

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## Activity 4: It's Your Turn!

It's now your turn to write! Choose a familiar issue or topic. Write an argumentative essay considering its characteristics and parts on a piece of paper. Be sure to include the key structural elements and language features discussed in the previous lessons.



**Example:** *Mandatory Wearing of Face Mask in Public Places*

### Rubric for Activity 4: It's Your Turn!

<b>Rubric for the Assessment of the Argumentative Essay</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>A. Content</b> 1. Introduction – thesis statement is very clear and powerful 2. Body – supporting details are complete, and arguments clearly back up the main point 3. Conclusion – final significant statement emphasizes and summarizes the main point	Content is very comprehensive; required parts and elements are complete and excellently achieved.	Content is comprehensive; required parts and elements are complete but needs improvement in one element.	Content is somewhat comprehensive; required parts are complete but needs improvement in two or three elements.	Content is not comprehensive; required parts and elements are mostly incomplete and needs total improvement/revision.
<b>B. Organization of ideas</b>	Progression of ideas is in excellently correct order from beginning to end with commendable logically sequenced supporting statements.	Progression of ideas is in correct order from beginning to end with logically sequenced supporting statements however with one error.	Progression of ideas is in correct order from beginning to end with logically sequenced supporting statements however with two errors.	Progression of ideas and supporting statements is mostly erroneous and needs total revision.
<b>E. MECHANICS</b> Sentence Structure Punctuation & Capitalization	Sentence structure is excellently formatted, Punctuations and capitalization are correct.	Sentence structure is excellently formatted, however with one or two errors in Punctuations and capitalization.	Sentence structure is tolerable, with three or four errors in Punctuations and capitalization.	Sentence structure is mostly erroneous including use of punctuations and capitalization.

#### Grade Equivalent:

- A. Excellent = 10 - 12 points
- B. Very Good = 8 - 9 points
- C. Good = 5 - 7 points
- D. Needs More Practice = 4 points and below

Grade: \_\_\_\_\_



V. Reflection

Fill in the blanks with what you have learned about the lesson:

My journey through this lesson enabled me to learn

It made me realize that

VI. Answer Key

Activity 1: Fact or Bluff

1. Fact  
2. Bluff  
3. Fact  
4. Fact  
5. Fact

Activity 2: Reason Out and Support Me

Answers May Vary

Activity 3: You Complete In My Own Point-of-View!

Answers may vary

Activity 4: It's Your Turn!

Answers May Vary