



**Department of Education
Region X - Northern Mindanao
DIVISION OF CAGAYAN DE ORO**

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Learning Activity Sheets in English for Academic Professional Purposes



SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

Competence. Dedication. Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing.

Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;
- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;
- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;
- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD
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ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Features of Academic Text			
2	Structure of Academic Text			
3	Language Use in Academic Text: Content & Style			
4	Explaining Ideas Contained in Academic Text - KWL Approach			
5	Explaining Ideas Contained in Academic Text - Linear to Nonlinear Approach			
6	On Being a Critical Thinker			
7	Using Knowledge of Text Structure			
8	Locating Main Idea			
9	Locating Thesis Statement			
10	Basics of Summarizing			
11	Three Formats in Summarizing			
12	Basic of Summarizing - Using Reporting Verb			
13	Paraphrasing and Explaining a Text			
14	Outlining Reading Texts In Various Disciplines			
15	Writing a Precis, Abstract, Summary of a Text - Guidelines			
16	Writing a Precis, Abstract, Summary of a Text -			
17	Forms Opinion Based on Facts			
18	Critical Approaches in Writing a Critique			
19	Guidelines in Writing a Critiques			
20	Understanding Principles and Uses of a Concept Paper			
21	Guidelines in Writing a Concept Paper			
22	Understanding Principles and Uses of a Position Paper			
23	Understanding a Position Paper			
24	Analyzing Manifestoes and Their Arguments			
25	Writing a Position Paper			
26	Designs, Tests & Revises Survey Questionnaires & Conduct Survey, Experiments or Observations			
27	Summarizes Findings & Executes the Reports Through Narratives & Visual/Graphis Forms			

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : The Features of an Academic Text		
Lesson Competency: Identify the Features of Academic Text; Differentiate Academic Text from Nonacademic text. CS_EN11/12A-EAPP-Ia		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 1

CONCEPT NOTES

An academic text is a kind of text that is commonly characterized with being formal, studied, researched, objective, exact, direct, and has the ability to influence its readers. Researches, case studies, proposals, reports, scholarly articles are examples of these texts. Non-academic text refers to writing that is informal and intended for a lay audience, often without research or sources involved. Examples include letters, blog posts, newspaper and magazine articles, and fiction.

EXERCISES

Write AC if the given text title is an example of an Academic Text and write NAC if the given text title is an example of Nonacademic Text.

- _____

1. "The Effect of Concept Mapping on Students' Academic Performance"
- _____

2. "Reframing the Right to Equality for People with Disabilities"
- _____

3. "Relational autonomy and decision-making by adults with disabilities"
- _____

4. Ms. Thrifty, A Personal Blog
- _____

5. Midnight in the Garden of Good and Evil
- _____

6. To Kill a Mockingbird
- _____

7. The Hazards of Industrial Agriculture
- _____

8. "Does Computer Assisted Learning Increase Student Learning?"
- _____

9. "An investigation into the development of community dance with autistic children"
- _____

10 The Rabbit & the Turtle

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : The Features of an Academic Text		
Lesson Competency: Identify the Features of Academic Text; Differentiate Academic Text from Nonacademic text. CS_EN11/12A-EAPP-Ia		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 1

In previous English classes, you may have learned that there are different types of texts that you will come across. Some of them are technical, some journalistic in style and some literary. Some examples of technical reports are scientific reports, studies, researches, and business reports. Journalistic texts include straight news or feature articles while literary texts include the different literary genre most commonly found in literature books like poems, essays, stories, plays and novels, among others.

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : THE STRUCTURE OF AN ACADEMIC TEXT		
Lesson Competency: Identify the Structure of an Academic Text; Differentiate Academic Text from Nonacademic text. CS_EN11/12A-EAPP-Ia-c-1		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 2

CONCEPT NOTES

Academic Texts are typically formal. They have a clearly structured introduction, body, and conclusion. They also include information from **credible sources** which are, in turn, properly cited. They also include **lists of references** in developing the academic paper.

EXERCISES

Write TRUE if the statement is correct and FALSE if the statement is wrong.

- _____ 1. In an Academic text, the language is not necessarily formal.
- _____ 2. Academic text is written by professional in a given field.
- _____ 3. Academic reading requires concentration and comprehension.
- _____ 4. They exhibit all the properties of a well-written text i.e., organization, unity, coherence and cohesion, as well as strict adherence to rules and language use and mechanics.
- _____ 5. Use precise and accurate words while avoiding jargons and colloquial expressions
- _____ 6. Academic text take an objective point-of-view and avoid being personal and subjective
- _____ 7. Academic Text can be found in periodicals similar to Time Magazines etc.
- _____ 8. Academic Text makes used of Websites that can be altered by anyone.
- _____ 9. They state critical questions and issues.
- _____ 10. Academic Text provides facts and evidence from credible

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : CONTENT & STYLE OF ACADEMIC TEXT (HEDGING EXPRESSIONS USED IN ACADEMIC TEXT		
Lesson Competency: Identify The Expressions used in Academic Text CS_EN11/12A-EAPP-Ia-c-2		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 3

CONCEPT NOTES

It is often believed that academic writing, particularly scientific writing, is factual, simply to convey facts and information. However it is now recognised that an important feature of academic writing is the concept of cautious language, often called "hedging" or "vague language". This is necessary to emphasize ones decisions or stand on a particular subject, and to strengthen the claims. The following are examples of hedging expressions used in academic text.

1. Introductorye.g. seem, tend, look like, appear to be, think, believe, doubt, verbs:be sure, indicate, suggest
2. Certain lexical e.g. believe, assume, suggest verbs
3. Certain modal e.g. will, must, would, may, might, could verbs:
4. Adverbs of frequency e.g. often, sometimes, usually, likely
4. Modal adverbse.g. certainly, definitely, clearly, probably, possibly, perhaps, conceivably,
5. Modal adjectives e.g. certain, definite, clear, probable, possible
6. Modal nounse.g. assumption, possibility, probability
7. That clausese.g. It could be the case that .
e.g. It might be suggested that .
e.g. There is every hope that .
8. To-clause +e.g. It may be possible to obtain .
adjective e.g. It is important to develop .
e.g. It is useful to study .

EXERCISE. Encircle the hedging expressions used in the following sentences.

1. It is likely that teacher who fumble with technology will struggle to persuade students that the information they are presenting is worthwhile (Rudi, 2009).
2. For example, it is possible to see that in January this person weighed 60.8 kg for eight days,
3. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.
4. Escherichia coli , when found in conjunction with urethritis, often indicate infection higher in the uro-genital tract.

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : CONTENT & STYLE OF ACADEMIC TEXT (HEDGING EXPRESSIONS USED IN ACADEMIC TEXT		
Lesson Competency: Identify The Expressions used in Academic Text CS_EN11/12A-EAPP-Ia-c-2		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 3

5. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : The K-W-L APPROACH TO READING IN EXPLAINING THE SPECIFIC IDEAS CONTAINED IN THE ACADEMIC TEXT		
Lesson Competency: Use the KWL approach to Reading in Explaining the Specific Ideas contained in the Academic Text CS_EN11/12A-EAPP-Ia-c-3		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 4

CONCEPT NOTES:

MODERN ENGINEERING
(A Sample Academic Text)

Much of the progress which the scientists have made in controlling and improving the environment has become possible because they have been learning more and more new facts about the various kinds of matter in the world around us. The wonderful feats of modern engineering have been possible because man has learned to measure with great accuracy. For example, there are machines with which you can measure distances shorter than the thickness of this page. In every well-equipped chemical laboratory are scales so accurate that you can weigh a pencil mark with them. The wonders of modern engineering, mechanics, and science would have been impossible without extreme accuracy of measurement.

EXERCISE I. The KWL Method guides you in reading and understanding an academic text. To apply the KWL method, simply make a table with three columns. In the first column, write what you know about the topic (K); in the second column, list down what you want to learn (W); and in that last column, write down what you have learned.

(K) What you Know	(W) What I want learn	(L) What I have Learned
Women and men are on different levels of talkativeness.	What accounts for the difference in the frequency of language use between men and women.	

Exercise II. Fill out the K & W before reading the selection below. After reading the text, write down at least three sentences of what you have learned after reading. Place your answers on the third column of the KWL method guide.

(K) What you Know	(W) What I want learn	(L) What I have Learned

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : The K-W-L APPROACH TO READING IN EXPLAINING THE SPECIFIC IDEAS CONTAINED IN THE ACADEMIC TEXT		
Lesson Competency: Use the KWL approach to Reading in Explaining the Specific Ideas contained in the Academic Text CS_EN11/12A-EAPP-Ia-c-3		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 4

Selection:

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : The APPROACH TO READING IN EXPLAINING THE SPECIFIC IDEAS CONTAINED IN THE ACADEMIC TEXT		
Lesson Competency: TRANSCODE INFORMATION FROM LINEAR TO NON-LINEAR - APPROACH TO READING IN EXPLAINING THE SPECIFIC IDEAS CONTAINED IN THE ACADEMIC TEXT CS_EN11/12A-EAPP-Ia-c-3		
References :Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 5

CONCEPT NOTES

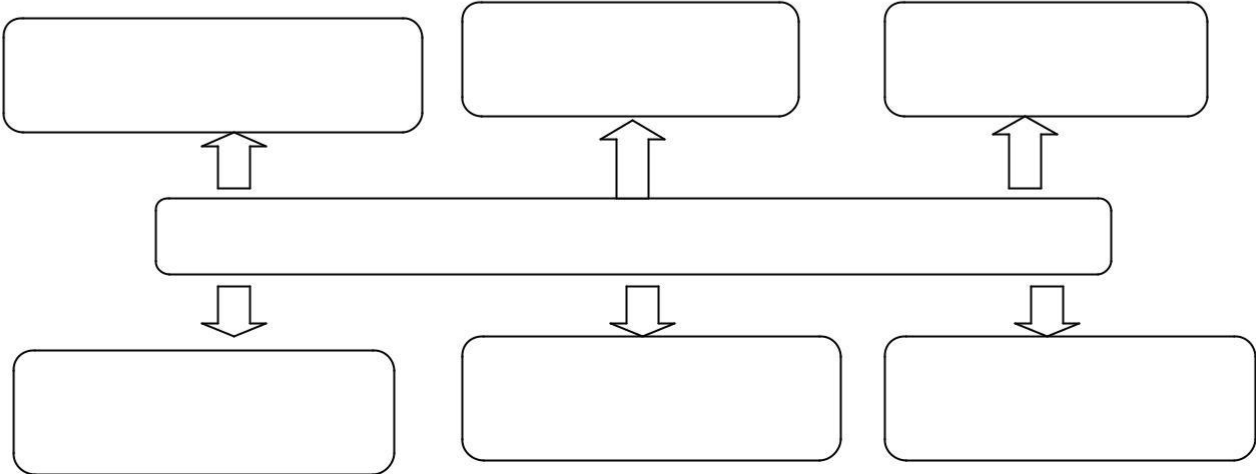
Sometimes it is easier to understand a text by picking up key information and transferring them from a paragraph to a graphic or visual organizer like diagrams, flow charts, grids, or tables. When you do this, you are developing your skill in transcoding information from linear to non-linear text.

EXERCISE. Read the following paragraph and then complete the graphic aid with all the needed information.

Barbara Ward believed that rich nations had a responsibility to help poor nations develop healthy economies if the world was to live in peace. This British economist and author argued that all nations are financially interdependent. This interdependence among nations is a step towards international peace.

As an adviser to both the United Nations and the World Bank and as a lecturer, professor, and author, Barbara Ward's farsighted ideas had reached millions of people. She was known for her ability to make complex issues understandable to the average person. Many government leaders and scholars were influenced by her advice. United States President Lyndon Johnson acknowledged that he had read her book, The Rich Nations and the Poor Nations, with great interest.

After a lifetime of international influence and honors, Barbara Ward died in 1981, but her ideas lived on. Financial and technical assistance given by rich countries to poor countries is now a commonly accepted world policy.



Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : ON BEING A CRITICAL READER (USING KNOWLEDGE OF TEXT STRUCTURE TO GLEAN THE INFORMATION HE/SHE NEEDS)		
Lesson Competency USE KNOWLEDGE OF TEXT STRUCTURE TO GLEAN THE INFORMATION HE/SHE NEEDS BY ANNOTATING VARIOUS PARTS OF THE TEXT CS_EN11/12A-EAPP-Ia-c-4		
References :	Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio	LAS No.: 6

CONCEPT NOTES

Annotation can take the form of notes in the margins, circled / highlighted / underlined words, question marks, and more. ANNOTATION is interacting with your text and finding meaning in what you read. Annotating a text allows you to better understand what you're reading. It allows you to find meaning in the text, and to make connections to other things you have read, seen, or experienced. The process of annotating includes:

Annotating by Asking Questions	What does the author mean by this?
Annotating by Making Connections	Doesn't this relate to..?
Annotating by Defining New Words	circle the word, look it up, and then write a definition in the margins
Annotating by reacting to what you are reading	Is that really true? Do people actually believe that?
Annotating by Giving an opinion about what you're reading	I don't believe this / I disagree with this..
Annotating by Locating important passages & significant sentences After you read..	You can underline important passages and significant sentences
Summarize what you read Label big ideas / themes through the article. Respond to what you read (start thinking about a thesis)	Label big ideas / themes through the article Respond to what you read (start thinking about a thesis)

Exercises. Read the given text. Annotate by defining the underlined unfamiliar words from the text. Use a dictionary if possible.

Terrorists attack civilians to coerce their governments into making political concessions. Does this strategy work? To empirically assess the effectiveness of terrorism, the author exploits variation in the target selection of 125 violent substate campaigns. The results show that terrorist campaigns against civilian targets are significantly less effective than the guerrilla campaigns against military target at inducing government concessions. The negative political effect of terrorism is evident across legit model specifications after carefully controlling for tactical confounds. Drawing on political psychology, the author concludes with a theory to account for why government resist compliance when their civilians are targeted.

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : ON BEING A CRITICAL READER (USING KNOWLEDGE OF TEXT STRUCTURE TO GLEAN THE INFORMATION HE/SHE NEEDS)		
Lesson Competency: Uses knowledge of text structure to glean the information he/she needs. CS_EN11/12A-EAPP-Ia-c-4		
References :	Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio	LAS No.: 7

CONCEPT NOTES

Perhaps you may have learned that there are different types of texts that you will come across. Some of them are technical, some journalistic in style and some literary. Some examples of technical reports are scientific reports, studies, researches, and business reports. Journalistic texts include straight news or feature articles while literary texts include the different literary genre most commonly found in literature books like poems, essays, stories, plays and novels, among others. As students, your ability to recognize and use your knowledge of the differences among these text types will help in processing the information that you read.

EXERCISE 1. Identify following titles of the texts according to text type. Write Technical Style, Journalistic Style or Literary Style on the space provided before each number.

-
1. A journal that reveals her joys.
 2. A Research Study on the Usefulness of Green Tea
 3. The Story about the Ambitious Guest
 4. An article about a child who was sodomized by his stepfather
 5. A novel about Jane Eyre
 6. A poem I Wandered Lonely As a Cloud
 7. The Play Riders to the Sea
 8. A Business Report of the Teachers Cooperative
 9. Studies found out on Effectiveness of Chocolates to cure Heart Disease
 10. An article about Chocolate Hills

EXERCISE 2. Read the following excerpts and answer the questions that come after them.

It's not the things that can be bought that are life's richest treasures,
It's just the little "heart gifts" that money cannot measure -
A cheerful smile, a friendly word, a sympathetic nod
Are priceless little treasures from the storehouse of our God . . .
They are the priceless things in life for which no one can pay . . .
And the giver finds rich recompense in giving them away . . .

Question: What type of text did you read? (10 points)



Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : LOCATING THE MAIN IDEA OF THE TEXT		
Lesson Competency : LOCATE THE MAIN IDEA OF THE TEXT. CS_EN11/12A-EAPP-Ia-c-6		
References :	Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio	LAS No.: 8

CONCEPT NOTES

The MAIN IDEA is the most general idea that the writer wishes to convey. It is composed of an entire phrase or sentence expressing the main thought of the sentence or paragraph. The MAIN IDEA OR TOPIC SENTENCE can be located in the beginning, middle, or last part of a paragraph which is the most common position for a topic sentence. In this case; the final sentence draws a conclusion from the details offered by the previous sentences. Although the main idea of a paragraph may be merely implied (not mentioned directly), it is more often stated outright in a topic sentence. Regardless of where it is situated, all other sentences and details in the paragraph must support this topic sentence.

Exercise. Read the following text and locate the main idea by underlining it. Then, rewrite the main idea in your words.

- With his telescope, Galileo made some important astronomical discoveries. For instance, he discovered that there are satellites around the planet Jupiter. He saw that the moon was not flat, as most people commonly believed, but that it had high and low areas. He even calculated the height of some of its mountains. The Milky Way revealed itself to him as a vast collection of stars, and by studying sun spots. He reached the conclusion that the sun rotates.
- Galileo was the first man to discover that there are satellites around the planet Jupiter. He saw that the moon was not flat, as most people commonly believed, but that it had high and low areas, and he even calculated the height of some of its mountains. He perceived the Milky Way as a vast collection of stars, and by studying sun spots he reached the conclusion that the sun rotates. Thus with his telescope, Galileo was able to make important discoveries in astronomy.
- Among the great men of the Renaissance, many were artists, like Raphael, Titian, Michelangelo, Van Dyke, and Rembrandt. Others were poets, such as Spencer, Shakespeare, Tasso, and Ronsard. Still others were pioneers in science: Galileo and Kepler in astronomy, for instance, and Vessalius and Harvey in medicine.



K TO 12 PROGRAM

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : STATING THE THESIS STATEMENT IN A TEXT		
Lesson Competency : STATE THE THESIS STATEMENT OF THE GIVEN TEXT. CS_EN11/12A-EAPP-Ia-c-6		
References :	Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio	LAS No.: 9

CONCEPT NOTES

A **THESIS STATEMENT** presents or describes the point of an essay. In an academic text, the thesis statement is usually presented in the **ABSTRACT** or **EXECUTIVE** summary. Usually, it is found at the last part of the introduction. It is written in a declarative sentence. In some cases the thesis statement is replaced with a purpose statement. These signal phrases include: "This study examined...", "The aim of the essay", "This paper examines", "The primary objective of this paper" etc.

Exercise. Read the given text and underline the Thesis Statement. Then, rewrite the thesis statement in your own idea.

- Filipinos are frequent moviegoers. Perhaps because of the comic relief that comedy films promise, or the fairy-tale ending we all want to have that rom-coms provide, we indulge in the cinematography of moving pictures. In the 1984 Guinness Book of World Records, the Philippines was listed as the nation with the world's most avid film-going public, averaging 19 trips to the cinema per year, per person (Yeatter, 2007). In a more recent statistics, the country has also been known to have the highest level of theatre admission in the South-East Asia, with 63 million moviegoers in 2004 (" Phil. Indie fims", n.d). More than not, movie theatres all over the Metro are filled with people who want to break their usual working routine to catch a two-hour movie with friends. Oddly enough however, we as constant consumer of these motion pictures tend to patronize those that are made particularly international.

Answer: Thesis Statement (Stated in your own word)

- This paper considers the nature of professional learning arising through the processes of carrying out an action research in professional organization. It suggests that communicative space opened up outside of the professional context can lead to unanticipated professionals to reframe their understanding of the dilemma arising from doing action research.

Answer: Thesis Statement (Stated in your own idea):_____

K TO 12 PROGRAM

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : BASICS OF SUMMARIZING - PURPOSE OF SUMMARIZING & ITS GUIDELINES		
Lesson Competency : DETERMINE FEATURES OF SUMMARIZING; DISCUSS THE VARIOUS TYPES OF SUMMARIZING		
References : Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio		LAS No.: 10

CONCEPT NOTES

SUMMARIZING is an important skill in critical reading. It helps you understand the text; learn to identify relevant information or key ideas and helps you combine details that support that main idea/s. Moreover, it helps you get the gist or main idea and key words presented in the text and capture the key ideas in the text and put them together clearly and concisely.

Exercise. Write S if the statement describes good summarizing and N if not.

- _____ 1. Sean copied everything from the book.
- _____ 2. Tomas extracted the key ideas in the text.
- _____ 3. Frances concentrated on the important details.
- _____ 4. Anita looked for key words and phrases.
- _____ 5. Heart simplified ideas.
- _____ 6. Bogs revised the main idea.
- _____ 7. To add more information, Angel Grace added her analysis and comments to the ideas of the author.
- _____ 8. Thea wrote down the general and specific ideas of the text.
- _____ 9. Reina added some of her related research to the information presented in the text.
- _____ 10. May extended the message of the text and included some of her interpretations.
- _____ 11. Jeu jot down ideas that are not related in the text.
- _____ 12. Kakay write down a summary that has the same length or is longer than the original text.
- _____ 13. Mathew lists ideas in sentence form in a concept map.
- _____ 14. Sofia edits the draft of her summary by eliminating redundant ideas.
- _____ 15. Cynthia clarifies her purpose before she reads.

K TO 12 PROGRAM

Name:		Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES			
Lesson Title : BASICS OF SUMMARIZING - PURPOSE OF SUMMARIZING & ITS GUIDELINES			
Lesson Competency : Identify various techniques in summarizing a variety of academic texts. CS_EN11/12A-EAPP-Ia-c-5			
References : Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio			LAS No.: 11

CONCEPT NOTES

There are three formats that you may use in writing a summary. These are the IDEA HEADING FORMAT, AUTHOR HEADING FORMAT AND THE DATE HEADING FORMAT. Study the given examples below.

IDEA HEADING FORMAT

Benchmarking is a useful strategy that has the potential to help public officials improve the performance of local services. (Folz, 2004; Ammons, 2001). Once the practice of a particular city is benchmark, it can be a guidepost and the basis for the other counterparts to improve

THE AUTHOR HEADING FORMAT

The considerable number of users of FB has led educators to utilize FB for communicating with their students (Grant, 2008; as cited in Donmus, 2010). The study of Kabilan, Ahmad, and Abidin (2010) shows that the students perceived FB as an online environment to expedite language learning specifically English. Donmus (2010) asserts that educational games on FB fecundate learning process and make students' learning environment more engaging.

DATE HEADING FORMAT

On The other hand, active participation of the citizens in development contributes to a sound and reasonable government decision. In their 2004 study on the impact of participatory development approach, Irvin and Standbury argue that participation can be valuable to participants and the government in terms of the process and outcomes of decision making.

Exercise. Compare the three formats in summarizing using a VENN DIAGRAM. Aim for at least two similarities and three differences.

K TO 12 PROGRAM

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : BASICS OF SUMMARIZING - USING REPORTED VERBS WHEN SUMMARIZING		
Lesson Competency : DISCUSS VARIOUS TECHNIQUES IN SUMMARIZING - USING REPORTED VERBS WHEN SUMMARIZING		
References :	Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio	LAS No.: 12

CONCEPT NOTES

A **REPORTING VERB** is a word used to discuss another person's writing or assertion. They are generally used to incorporate the source to the discussion in the text. You can use either the past or the present tense of the reporting verb depending on your meaning.

Hyland (1999) lists a frequency of reporting verbs used according to discipline.

DISCIPLINE	Reporting Verbs from left to right, most common to least common						
Biology	Describe	find	report	show	suggest	observe	
Marketing	Suggest	argue	find	demonstrate	propose	show	
Linguistics	suggest	argue	explain	find	Point out		
Sociology	argue	suggest	describe	note	analyse	discuss	
Philosophy	say	suggest	argue	claim	Point out	hold	think
Overall	suggest	argue	find	show	describe	propose	report

Exercise. Read the given text below and take note of the reporting verbs. Then, identify what specific field of discipline is illustrated from the text,

Having a syntactically correct sentence is not enough to create meaning. A Noam Chomsky pointed out, as sentence can be perfect in terms of syntax and still not make sense. He showed this coming up with the famous sentence, "Colorless green ideas sleep."

Answers:

Reporting Verbs:_____

Field of Discipline: _____



K TO 12 PROGRAM

Name:		Date:	Score:
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K TO 12 PROGRAM

Name:	Date:	Score:
Subject : ENGLISH FOR ACADEMIC & PROFESSIONAL PURPOSES		
Lesson Title : ON PARAPHRASING/ EXPLAINING A TEXT		
Lesson Competency : PARAPHRASE/ EXPLAINS A TEXT USING ONE'S OWN WORDS CS_EN11/12A-EAPP-Ia-c-7		
References :	Communicate Today ENGLISH for ACADEMIC & PROFESSIONAL PURPOSES for Senior High School by: Jessie Saraza Barrot, Ph.D.; Philippe John Frenillo Sipacio	LAS No.: 13

CONCEPT NOTES

Aside from summarizing, there are other skills that can help you summarize the ideas or concepts in a text effectively. These are **PARAPHRASING & DIRECT QUOTING**. Study on how the original text is being paraphrased and being quoted below. Then, answer the exercise given.

ORIGINAL SOURCE/TEXT

What is plagiarism? In minor cases, it can be a quotation of a sentence or two, without quotation marks and without citation (e.g., footnote) to the true author. In most serious cases, a significant fraction of the entire work was written by someone else but the plagiarist removed the author(s), name(s) and substituted his/her name, perhaps did some re-formatting of the text, then submitted to the work for credit in a class (e.g., term paper or essay), as part of the requirements for a degree (e.g., thesis or dissertation), or as part of a published articles or book.

PARAPHRASING

According to Standler (2012), plagiarism can occur in small cases, which happens when small parts of a passage are used without enclosing them in quotation mark and citing the author. It can also occur in more grave situations. In these instances, big chunks of original text are used. There are changes in the format, but the original author is not attributed to and the work is claimed as the plagiarist's own and submitted to comply with academic requirements or as part of a material for publication

DIRECT QUOTATION

Standler (2012) states that plagiarism can be "the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author" (p.5).

EXERCISE. Mark (/) if the given statement is true on paraphrasing & Direct Quoting and (X) if not.

- _____ 1. Paraphrasing does not match the source word for word.
- _____ 2. Direct Quoting matches the source word for word.
- _____ 2. In Paraphrasing, it involves putting a passage from a source into your own words.
- _____ 3. Direct Quoting is usually a short part of the text.
- _____ 4. In Direct Quotation, the cited part appears between quotation marks.
- _____ 5. In Paraphrasing and Direct Quoting both are attributed to the original source.



K TO 12 PROGRAM

Name:		Date:	Score:
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xercise. Using a pen, highlight the key or words or phrase in the original text and write your paraphrase. Follow the specific instructions stated above the box. Use appropriate reporting verbs. Cite your source properly.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : OUTLINES READING TEXTS IN VARIOUS DISCIPLINES		
Lesson Competency : Outlines reading texts in various disciplines		
References : Wyson, J. (2016). English for Academic and Professional Purposes. pp 17-26		LAS No.: 14

CONCEPT NOTES

Outline establishes the "shape" that essay will take. The outline helps a writer establish unity and coherence in his or her presentation of ideas. Outlines are used in determining the structure of an academic paper. Main headings for each of the sections are encoded using Roman numerals (I, II, III etc.) while the supporting arguments or details are marked by capital letters (A, B, C, etc.)

Two Types of Outline

1. Topic Outline - makes use of key words and phrases
2. Sentence Outline - makes use of complete sentences

Basic Outline Form

The main ideas take roman numerals. Sub-points under each main idea take capital letters and are indented.

I. MAIN IDEA

- A. Subsidiary idea or supporting idea to I
- B. Subsidiary idea or supporting idea to I
 1. Subsidiary idea to B
 2. Subsidiary idea to B
 - a. Subsidiary idea to 2
 - b. Subsidiary idea to 2

EXERCISES

Direction. The major and minor details are mixed together in the two groups that follow. The major details in each group support a given main idea. Separate the major from the minor details by using the provided outline above.

Main Idea: English for Academic Purposes in Senior High School is demanding

- | | |
|---|--|
| <ul style="list-style-type: none"> • Surprise Quizzes • A great deal of writing • Three major tests • Many tests • Term paper • Several Novels • Several short stories | <ul style="list-style-type: none"> • Extensive reading loads • Frequent writing assignments • Written summaries of articles assigned • Reading magazines and newspapers articles • Comprehensive final exam |
|---|--|

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : WRITES A PRECIS/ABSTRACT/SUMMARY OF TEXT IN VARIOUS DISCIPLINES		
Lesson Competency : Guideline in writing a précis/abstract/summary of texts in the various disciplines		
References : Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i> . pp 86-103		LAS No.: 16

CONCEPT NOTES

Guidelines in Writing an Abstract, Précis, or Summary

1. Read the text at least twice until you fully understand its content.
2. Highlight the key ideas and phrases.
3. Annotate the text.
4. State the author's name, the title of the passage and the main idea at the beginning sentence.
5. Use words or phrases indicating that you are presenting an abstract, précis, or summary. Reporting verbs are the most useful for this purpose.
6. Write the main idea of each paragraph using your own words. In some cases, you can write one main idea for multiple paragraphs particularly of a research paper.
7. Never copy in verbatim a single sentence from the original text.
8. Combine the main ideas to form one paragraph. Use appropriate transitional devices to improve cohesion.
9. Refrain from adding comments about the text. Stick to the ideas presented in the text.
10. Compare your output with the original text to ensure accuracy.

EXERCISES

Write **E** if the statement shows an effective strategy in writing an abstract, précis, or summary and **N** if not.

- _____ 1. Don adds his own explanations to some of the key ideas he writes in his summary.
- _____ 2. Joey copies in verbatim some of the sentences from the original text.
- _____ 3. Rachel highlights the key ideas in the original text while reading it.
- _____ 4. Monica includes examples that the original text while reading it.
- _____ 5. Janice presents her summary in bullet form.
- _____ 6. Mona reads her summary and compares it to the original text.
- _____ 7. Emily reads the original text several times until she fully understands it.
- _____ 8. Gunther writes a research abstract without any major findings in it.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : WRITES A PRECIS/ABSTRACT/SUMMARY OF TEXT IN VARIOUS DISCIPLINES		
Lesson Competency : Writes a précis/abstract/summary of texts in the various disciplines		
References : Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i> . pp 86-103		LAS No.: 15

CONCEPT NOTES

Texts are classified as either abstract, précis, or summary and sometimes as synopsis, are all the same. These texts aim to precisely condense a larger work to present only the key ideas. They tell the audience the gist of what has been read, listened to or viewed.

Structure of an Abstract, Précis, or Summary

The structure of abstract, précis, or summary depends on how it will be used. For instance, the abstract of a research paper usually contains 150-300 words. It does not use any citation, does not include specific result statistics and is last to be written. In terms of structure, a research abstract generally follows the given allocation of words: Rationale (around 20%); Research Problems (around 10%); Methodology (around 20%); Major findings (around 40%); Conclusion and Implications (around 10%).

EXERCISES

Read each passage and do the following instructions:

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text. Do not include opinions or personal info in your summary.

Ninjas used many different tools and weapons to get the job done: throwing stars, bows, acid-spurting tubes to name a few, but the favorite weapon of most ninjas was probably the katana. The katana is a long, curved sword with a single blade and a long grip to accommodate two hands. This sword was often carried in a sheath or scabbard on the ninja's back. Though the sword was primarily used for fighting and killing, the scabbard served a number of purposes too. The ninja could remove the sword, angle the scabbard against a wall, and use it to climb to a higher place. Or, while stealthy negotiating their way through a dark place (such as an enemy's residence at night), ninjas may have used the scabbard as a walking stick, feeling or probing their way around objects so as not to knock into anything and alert the enemy. Perhaps the ninja's most sinister use of the scabbard was to put a mixture of red pepper, dirt, and iron shavings at the top of the scabbard, so that when the ninja drew his sword, his opponent would be blinded. I wonder what a ninja could have done with a Swiss Army knife.

Title related to the main idea of the passage:

Summarize the passage in your own words:

Name:	Date:	Score:
Subject : English for Academic Purposes		
Lesson Title : FORM OPINIONS BASED ON FACTS		
Lesson Competency : Forms opinions based on facts		
References: https://lrmds.deped.gov.ph/create/download/1773		LAS No.: 17
Henry, D (2004). <i>The Effective Reader</i>		

CONCEPT NOTES

An **opinion** is a feeling, judgment, belief, or conclusion that cannot be proven true by objective evidence. A **fact** is a specific detail that can be proven as true based on objective evidence.

Separating Fact from Opinion

- Know the traits of facts and opinions.

Fact: Spinach is a source of iron.

Opinion: Spinach tastes awful.



Fact	Opinion
<ul style="list-style-type: none"> ■ Objective ■ States reality ■ Can be verified ■ Presented with unbiased words <p>"Spinach is a form of iron."</p>	<ul style="list-style-type: none"> ■ Subjective ■ Interprets reality ■ Can NOT be verified ■ Presented with value words <p>"Spinach tastes awful."</p>

Ask Questions to Identify Facts

- Can the statement be proved or demonstrated to be true?
- Can the statement be observed in practice or operation?
- Can the statement be verified by witnesses, manuscripts, or documents?

Biased Words to Identify Opinions

Look for biased words. They express opinions, value judgments and interpretations and are often loaded with emotion. Some of the biased words are: awful, amazing, better, best, bad, beautiful, believe, exciting.

EXERCISES

Direction: Evaluate the context of the passage. Write F if it is a fact and write O if it is an opinion.

- Alexander the Great was one of the greatest military leaders in world history.
- He was born in Pella, Macedonia.
- The exact date of his birth was probably July 20 or 26, 356 B.C.
- Shortly before his 33rd birthday, Alexander the Great died.
- The cause of his death remains unknown.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : APPROPRIATE CRITICAL APPROACHES IN WRITING A CRITIQUE SUCH AS FORMALISM, FEMINISM ETC.		
Lesson Competency : Uses appropriate critical approaches in writing a critique such as formalism, feminism, etc.		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i> . pp 136-145		LAS No.: 18

CONCEPT NOTES

Critical Approaches are different perspectives we consider when looking at a piece of literature.

Reader-Response Criticism asserts that a great deal of meaning in a text lies with how the reader responds to it. Deals more with the process of creating meaning and experiencing a text as we read.

Formalist Criticism emphasizes the form of a literary work to determine its time period, social setting, and author's background. A text is an independent entity. **Feminist Criticism** is concerned with the role, position, and influence of women in a literary text. Examines the way that the female consciousness is depicted by both male and female writers.

Marxist Criticism is concerned with differences between economic classes and implications of a capitalism system; conflict between working and elite class.

Structure of a Reaction Paper, Review or Critique

- **Introduction (5% of the paper)** - title of the book/writers name/thesis statement
- **Summary (10%)** - objective/findings/ideas/claims
- **Review/Critique (75%)** - perspectives in explaining the ideas/concepts
- **Conclusion (10%)** - overall impression of the work/benefits gained

EXERCISES

Direction: Analyze the passage using any of the critical approaches discussed. Follow the structure provided above.

Steve's Life

Steve was born in Tokyo, Japan in 1950. He moved to London with his parents when he was 5 years old. Steve started school there and his father began work at the hospital. His mother was a house wife and he had four brothers.

He lived in England for 2 years then moved to Amman, Jordan where he lived there for 10 years. Steve then moved to Cyprus to study at the Mediterranean University. Unfortunately, he did not succeed and returned to Jordan. His parents were very unhappy so he decided to try in America.

He applied to many colleges and universities in the States and finally got some acceptance offers from them. He chose Wichita State University in Kansas. His major was Bio-medical Engineering. He stayed there for about six months and then he moved again to a very small town called Greensboro to study in a small college.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : GUIDELINES IN WRITING A CRITIQUE SUCH AS FORMALISM, FEMINISM ETC.		
Lesson Competency : Uses appropriate critical approaches in writing a critique such as formalism, feminism, etc.		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i> . pp 136-145		LAS No.: 19

CONCEPT NOTES

Guidelines in Writing a Reaction Paper, Review or Critique

1. Read, view or listen to the work to be reviewed carefully to get the main idea, topic or concepts presented.
2. Relate the content of the work to what you already know about the topic.
3. Focus on discussing how the book treats the topic and the topic itself.
Use phrases such *this book presents* and *the author argues*.
4. Situate your review. This means that your analysis should be anchored on the theme presented by the writer or creator. Suggest points for improvement of the reasoning, explanation of ideas as well as alternative methods and processes of reasoning.
5. Compare the writer's explanations of the topic to another expert of the same field.
6. Show your agreement with the writer's ideas and present an explanation with this agreement.

EXERCISES

Direction: Before the number, write T if the statement is true and F if false.

1. A review or reaction paper involves higher order thinking skills.
2. A reaction paper and critique generally use the same organization of ideas.
3. Feminist criticism relates to conflicts between classes.
4. Marxist criticism involves the analysis of the intrinsic feature of a text.
5. Formalist criticism is related to identifying the elements of short story.
6. More than half of a review or critique should be devoted to the summary.
7. The name of an author and title of the reviewed article are placed at the end of the review or critique paper.
8. The reviewer's overall impression of the material being reviewed should be placed in the introduction.
9. When writing a review, reaction or critique paper, one perspective should be used.
10. Writing a reaction paper, review or critique is exclusive for scholars.

Name:	Date:	Score:
<div>2) Determines the ways a writer can elucidate on a concept by definition, explication and clarification.</div>		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i> . pp 136-145		LAS No.: 20

CONCEPT NOTES

A **concept paper** is a summary document which provides an overview of the project. This serves the purpose of providing in-depth discussion of a topic. This usually ranges from 500 to 2000 words and is usually divided into these parts:

- Cover Page - state the name of the proponents and their affiliations
- Introduction - state the information about the funding agency to show that you understand the mission.
- Rationale or Background - state the gap in knowledge to be addressed by the project. State the problem to be solved and the significance of the project.
- Project Description - state the goals and objectives of the project. Present the methodology through an action plan and present the timeline and what the benefits or anticipated outcomes are.
- Project needs and cost - outline the budget and explain or justify how the budget will be used.
- References
- Definition** is the method of identifying a given term and making its meaning clearer. It can be presented through informal, formal or extended.
Example: Tacopherol (Vitamin E) is naturally found in vegetable oil, fish and nuts.
- Explication** is a method of explanation in which sentences, verses, quotes are taken from a literary or academic work and then interpreted and explained in a detailed way.
- Clarification** is a method of explanation in which the points are organized from a general abstract idea to specific and concrete examples.

EXERCISES

Write a concept paper. Work with a partner; assume the persona of a lead researcher for a non-government organization who intends to submit a proposal project funded by Asian Development Bank.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : GUIDELINES IN WRITING A CONCEPT PAPER/ VARIOUS KINDS OF CONCEPT PAPERS		
Lesson Competency : 1) Determine the guidelines in writing a concept paper 2) Explains and clarifies concepts in fields such as: a. Art b. Business c. Law d. Philosophy e. Politics f. Religion g. Science h. Sports i. TechVoc Home Economics Agri. fishery I.A ICT		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 21

CONCEPT NOTES

Guidelines in Writing a Concept Paper

1. Cost and methodology should be reasonable
2. The budget, methodology and timeline should be clearly aligned.
3. Use figures when discussing the rationale for the project.
4. Use no more than five pages (single-spaced) excluding the cover page.
5. Never request funding for planning the proposal.
6. Adjust your language to the intended readers.
7. Include the overview of the budget if it is required.
8. Be sure that basic format details, such as page numbers and references are included and cited.

The types of concept paper in different fields will be shown by the teacher.
Cite the differences and similarities of the concept paper shown.

EXERCISES

Write E if the statement shows an effective way of writing a concept paper and N if not.

1. Rino fails to indicate the page number in his concept paper.
2. Andrew included a literature review for the concept paper he made for his term paper.
3. Geryl includes in the references all journals he used but excludes the books he cited.
4. Thea made her timeline independent from the details in the methodology.
5. Yana requested a budget from the funding agency on the preparation of the concept paper.
6. Share states her objectives in the methodology section.
7. Maxine sticks to one format every time she submits concept paper to various funding agencies.
8. Ellie uses data from government agencies to prove the existence of a problem that she and her team would address.

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References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 21

For the teacher only:

Concept Paper for New Degree Program Proposal

I. Program Name: MS in Media Arts and Technology, School of Media Sciences, College of Imaging Arts and Sciences

AI. Justification and Goals

a. Justification

- i. The graphic communications, printing, and publishing industries are in a state of crisis as they begin to regroup after enduring what could be described as the perfect storm. The recent recession coupled with a major shift in the way information is communicated (i.e. the advent of the Internet, mobile, and social media) has profoundly changed each of these industries and is demanding a transformation. To succeed they must become a cross-media focused industry that strategizes, manages, composes, and deploys content. For the School of Media Sciences (SMS), this crisis represents an opportunity.

During the past decade, SMS has developed deep expertise in the cross-media technologies required to transform the industry and enable individual companies to succeed in this changing world. The name change from the School of Print Media to the School of Media Sciences reflects these new capabilities, and positions SMS to create a new MS Program tailored to the needs of the industry it serves.

- ii. The proposed MS in Media Arts and Technology is a one-year MS program with a strong cross-media focus. Based on feedback from our industry partners ("these new skills are needed for our businesses to thrive") and department heads of related RIT programs ("will be a great complement to our undergrad program"), we believe that this new program will be attractive to working professionals who want to update their skill sets as well as to students from a variety of undergraduate majors.

- bi. A one-year MS format was selected to meet the needs of prospective students who are working professionals, and to make the program attractive to recent RIT graduates who would like to enhance their marketability. The proposed MS in

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References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 21

Media Arts and Technology will complement the School of Media Sciences' existing BS in Media Arts and Technology by extending its cross-media focus to graduate level studies. The School of Media Sciences intends to continue its current two-year MS in Print Media program and believes that there are significant synergies between the two programs.

b. Program Goals

- Students will be able to combine data analytics, print, web, mobile and social media workflows to solve problems in the cross-media industry.
- Students will be able to guide the cross-media transformation of existing businesses.
- Students will be able to guide cross-media initiatives and the development of new cross-media businesses.
- Students will be able to design and execute a capstone project that is relevant to the cross-media industry.

BI. Description of New Program

- Curriculum: The curriculum will require the completion of 30 units of coursework with six required courses (18 units), one capstone course (for 6 units) and 2 electives (six units). The six required courses are:
 - Tone & Color (3)
 - Cross-media Workflow (3)
 - Research Methods (3)
 - Media Business Transformation (3) - in development for the existing MS in Print Media
 - Data Analytics (3) - in development for the existing MS in Print Media
 - Content Management (3) - In development for the existing MS in Print Media
- Electives will be taken from existing SMS Electives such as Industry Trends, Contemporary Publishing, Database Publishing, and Digital Printing & Publishing. Students may also take electives from other RIT or CIAS schools with permission.

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- c. Within the next three years, it is our intention to deliver at least half of the required courses and some of the elective courses online.
- d. Required baseline knowledge in English competency, cross-media technology, and statistics will be assessed via placement exams upon entry.

IV. Fit with RIT Mission and Strategic Direction

RIT's mission is to provide a broad range of career-oriented educational programs with the goal of producing innovative, creative graduates who are well prepared for their chosen careers in a global society. The MS in Media Arts and Technology is highly aligned with this mission. Its innovative curriculum prepares students to lead cross-media initiatives and transform businesses. Graduates will hone their creative skills through project-based coursework and a capstone project.

V. Synergy with Other Programs

The new one-year MS in Media Arts and Technology has a high degree of synergy with the School of Media Sciences' existing two-year MS in Print Media. All of the required courses for the MS in Media Arts and Technology either have been or are being developed for the existing MS in Print Media. Both programs will be delivered by the same faculty. Students who want the opportunity to conduct original research will be attracted to the two-year program with its thesis requirement; students who want to create new value through cross-media initiatives and business transformation will be attracted to the one-year program.

VI. Administrative Structure

The new MS program will be administered through the current School of Media Sciences Administrative Chair and Graduate Program Director.

VII. Enrollment Management Expectations

The following assessment is taken from the report of the Office of Enrollment Management:

VIII. Impact on Resources

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : GUIDELINES IN WRITING A CONCEPT PAPER/ VARIOUS KINDS OF CONCEPT PAPERS		
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References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 21

- No new resources will be needed. Initially, one-year students will fill currently available capacity in two-year MS in Print Media courses. The School of Media Sciences' current expansion plans for laboratories and equipment will accommodate up to 20 incremental one-year students per year.
- Faculty teaching loads will be balanced by using teaching capacity of endowed professors expected to be hired in Fall 2013.

IX. Conclusion: The new MS in Media Arts and Technology will complement the School's existing graduate program by offering students who want to create new value through cross-media initiatives and business transformation the opportunity to master these skills in a one-year program. These students will be comprised of recent RIT graduates of programs such as Graphic Design together with graphic communication professionals who want to upgrade their skills. The target market includes nearly 5,000 School of Media Sciences alumni. Ultimately, a blend of on-campus and online courses will provide working professionals with the ability to complete their degree with limited residency requirements. Existing School of Media Sciences resources, faculty, and facilities will be used to offer the new degree.

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Lesson Title : GUIDELINES IN WRITING A CONCEPT PAPER/ VARIOUS KINDS OF CONCEPT PAPERS		
Lesson Competency : 1) Determine the guidelines in writing a concept paper 2) Explains and clarifies concepts in fields such as: a. Art b. Business c. Law d. Philosophy e. Politics f. Religion g. Science h. Sports i. TechVoc Home Economics Agri. fishery I.A ICT		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 21

SAMPLE CONCEPT PAPER

THIS PAPER HAS BEEN ALTERED FOR ILLUSTRATIVE PURPOSES AND DOES NOT REPRESENT THE ORIGINAL CONCEPT PAPER OR THE PROJECT IN ANY WAY, SHAPE OR FORM.

(i) **Strengthening statistical capacity in support of progress toward the internationally agreed development goals in the Southern African Development Community region**

(ii) **Implementing entities and U Secretariat partners: DESA jointly with ECA**

(iii) Background

Statistics are an important tool in the development-policy-making processes of countries and regional organizations. They are needed for assessing the current development situation, setting objectives and targets for the future and measuring progress and development. However, a substantial gap still exists between the demand for information and the ability of most countries in the Southern African Development Community (SADC) region to routinely provide it.

The SADC Regional Indicative Strategic Development Plan recognizes statistics as one of the cross-sectoral areas that need to be strengthened to foster regional cooperation and integration over the next 15 years. This project is therefore designed to improve the availability and reliability of basic data required for development planning in the SADC region, with special emphasis on data requirements for the internationally agreed development goals and the Millennium Development Goals. The project is aimed at facilitating subsequent networking among subregions through interactive sharing and management of knowledge. Furthermore, the project will strengthen links between producers and users of statistics.

The project builds upon lessons learned from three statistical development projects implemented by the Department of Economic and Social Affairs Statistics Division in the Caribbean Community, Association of South-East Asian Nations (ASEAN) and ESCWA regions. The project will be executed by the Department of Economic and Social Affairs, in collaboration with the Statistics Division of the SADC secretariat and in association with ECA.

(iv) **Relationship to the Strategic Framework for the period 2008- 2009, the internationally agreed development goals, the Millennium Development Goals:** Department of Economic and Social Affairs subprogrammes 4, 8 (Sustainable development) and 5 (Statistics); ECA subprogramme 4 (Harnessing information for development). All MDGs.

(v) **Objective:** To strengthen the capacity of Governments in the SADC region for the production and analysis of benchmark statistics to support national monitoring of progress towards the internationally agreed development goals.

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(vi) Expected accomplishments

EA1 Improved organization of statistical systems and user-producer relationships, resulting in quality, timely and relevant data on the Millennium Development Goals

EA2 Adoption of international statistical methods and standards for knowledge management in relation to the Millennium Development Goals and internationally agreed development goals in the target countries

(vii) Indicators of achievement

IA1.1 Increased volume of official statistical data for tracking progress towards the Millennium Development Goals and internationally agreed development goals used by statistical systems, the public and the media

IA2.1 Increased number of national statistical offices using common statistical definitions and methodologies

IA2.2 Increased number of national statistical offices providing indicators of improved quality for policy-oriented research and analysis

(viii) Main activities

A1.1 Organizing six training workshops for staff of national statistical offices to improve the technical capabilities of countries in the collection of demographic and social statistics, economic statistics and environment and energy statistics; in statistical classification; in the organization of statistical systems; and in user-producer relationships;

A1.2 Promoting exchanges of experts between statistical offices to encourage the implementation of common methodologies and facilitate exchanges of information on statistical standards;

A1.3 Establishing the connectivity of experts in statistics-related ICT to promote the sharing of information among experts in their respective fields, access to information on websites and exchange of statistical reports;

A2.1 Convening a working group meeting by UNSD in collaboration with SADC Secretariat on the harmonization of development indicators to exchange country experiences and the development of common methodologies and classifications for the collection of data.

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A2.2 Providing technical assistance to strengthen national and regional institutions in the collection, compilation and dissemination of statistics and the use and maintenance of technology;

A2.3 Organizing intra-regional study tours to draw on the strengths and achievements of the countries in the region through study tours and to create opportunities for staff from statistically less developed countries to learn best practices and to share experience with others in the region from their peers.

(ix) Detailed Description for each budget line

Consultants (\$53,000)

International consultants

International consultants for preparing of training materials and holding workshops, in support of activities A1.1, A2.1 and A2.2. (3 Work Months [WM]) x (\$6,000 per month) + (\$5,000 for consultant(s) travel) = \$23,000

National / Regional consultants

National consultants for preparing case studies for workshops, in support of activities A1.1, A2.1 and A2.2. (2WM) x (\$2,500 per month) x (6 countries) = \$30,000

Contractual services (\$16,000)

Translation

Translation of documents into French in support of activities A1.1, A1.2, A1.3, and A2.1 = \$16,000

Travel of staff (\$92,000)

DESA Staff

Organising and coordinating the 5 training workshops, and one expert group meeting, in support of activities A1.1, A1.3, A2.1, and A2.2. (\$6,000 per person) x (12 persons) = \$72,000

Regional Commissions' staff/ other UN staff

Participating as resource persons in workshops, in support of activities A1.1, A1.3, A2.1, and A2.2. (\$4,000 per person) x (5 persons) = \$20,000

Study Tours (Fellowships) (\$25,000)

Regional Study Tours

Regional study tours to strengthen the capacity of the National Statistics Offices of SADC member countries and SADC Secretariat, in support of A2.3. (\$2,500 per study tour) x (10 study tours) = \$25,000

Seminars and Workshops (\$345,000)

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Workshops

6 workshops in the subregion, in support of A1.1. (\$2,500 per participant) x (20 participants) x (6 workshops) = \$300,000

Working Groups

1 working group meeting, in support of activities A1.1 and A2.1. (\$4,500 per participant) x (10 participants) = \$45,000

Operating expenses (\$5,600)

Communications

In support of A1.1, A1.3, and A2.1. \$3,000

Supplies

In support of A1.1, A1.3, and A2.1. \$2,600

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : UNDERSTANDS THE PRINCIPLES & USES OF A POSITION PAPER		
Lesson Competency : Define what a position paper is.		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 22

CONCEPT NOTES

A position paper presents the writer's stand or viewpoint on a particular issue. Writing a position paper entails outlining arguments and proposing the course of action; by doing so, you are already taking part in a large debate. It is a more complex version of a persuasive essay, however, a position paper is not an essay, but it has a various parts just like the concept paper. It can be likened with a debate but the presentation of the arguments is in a written form. Presenting an argument implies that you are favoring one side of the issue.

The primary goal of a position paper is to declare a “position” on a certain matter or an issue. Its secondary goal is to convince or persuade others to take that side of an issue or matter.

Aside from this, you also have the power to change the opinions and attitude of others when you write a position paper. Because of this, a position paper can be essential tool in bringing about societal change. For example, if you do not agree with a certain issue or rule, you can write a position paper to reflect your point of view.

EXERCISES

Think of three problems that our country, Philippines is facing today. Enumerate these problems on the space provided on the left side of the chart below. Then, write your opinion on each problem on the right side of the chart.

<div>Issue/Problem</div> <div> <div>1.</div> <div>2.</div> <div>3.</div> </div>	<div>➡</div>	<div>Your Opinion</div> <div> <div>1.</div> <div>2.</div> <div>3.</div> </div>
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Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : UNDERSTANDS THE PRINCIPLES & USES OF A POSITION PAPER		
Lesson Competency : 1) Determines the parts of a position paper. 2) Discuss the guidelines in writing a position paper		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 23

CONCEPT NOTES

Parts of a position paper

I. INTRODUCTION

- Analyze the source/quote: pull it apart sentence by sentence and explain the meaning of the source both in general terms and more specifically
- Identify the perspective the source/quote reflects:
- Explain your understanding of that ideology (discuss key underlying beliefs or political principles or economic principles)
- State your position. Do you agree with the ideological perspective or not?

II. BODY

- Explain your first reason to support your position
 - Factual, relevant and accurate evidence to prove your first argument
- *Repeat process a and b until your third reason/argument

III. CONCLUDING PARAGRAPH - summarize, restate in a forceful manner your position

Guidelines in Writing a Position Paper

- Choose an issue that would be debatable, current, relevant and manageable.
- Begin the writing process by conducting an in-depth research on the issue.
- Be aware of the various positions about the issue and explain objectively.
- Reflect on your position and cite its strength and weaknesses.
- Limit your position paper to two pages. Summarize the other side's counter arguments and use various evidence and data to refute them.
- Use an active voice as much as possible to achieve a dynamic and firm tone.

EXERCISES

Write **G** if the practice is a good one and **W** if not.

- Patrick considers all possible views on the issue at hand.
- Alex says that the issue is a crucial component of a position paper.
- Brendo thinks that an issue is debatable if it cannot be covered by yes or no.
- Katy boasts about her credentials to establish her credibility as a writer.
- Jack primarily uses opinion in supporting his arguments.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : GATHERS MANIFESTOES & ANALYZES THE ARGUMENTS USED BY THE WRITER		
Lesson Competency : Gathers manifestoes and analyzes the arguments used by the writer/s		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 24

CONCEPT NOTES

The criteria that are usually used in analyzing a text.

Content includes the following:

- Paper clearly states the position of the writer.
- Opening statement captures the reader's interest.
- Issue is debatable, fresh, relevant, and somehow original.
- Arguments reflect higher level of thought.
- Paper considers all possible counterarguments.
- There are sufficient pieces of evidence to support the claim.
- Conclusion presents feasible course of action.
- Closing statement is powerful.

Organization includes the following:

- Paper uses organizational pattern and structure appropriate for the genre.
- Cohesive devices are effectively used.
- Flow of ideas is smooth and easy to read.

Style includes the following:

- Paper showcases the writer's voice.
- Paper eliminates sexist language.
- Paper uses language appropriate to text.

Grammar and mechanics include:

- Grammar is accurate.
- Spelling, capitalization, and punctuations are correctly used.
- Sentences are well-structured.

Documentation and sources includes:

- Paper uses citation and reference format.

The students will answer the questions that may be used for in-depth analysis of a position paper:

EXERCISES: Analyze the Manifestoes provided by the teacher using the rubrics. Answer the following questions: What is the purpose of the writer?, What is the writer's persona? Who are the intended readers? What are the strengths and weaknesses of the paper? What are the possible revisions needed to make it better?

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
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MANIFESTOES

Topic: Innovative measures to improve the social and political status of the stateless people

The Kingdom of Netherlands expresses its deep concern of the rising problem with the stateless people all over the world. The Netherlands fully supports all international efforts for solving this major humanitarian matter, reaffirms its readiness for a continuation active role and declares its position for a needable openness, cooperation and pragmatism that the international community can assist in a satisfactory conclusion to this problem.

Due to our willingness for an open progressive dialogue and actions in satisfactory conclusion, The Kingdom of Netherlands is calling upon other states for a full respect and observation of the Convention relating to the Status of Stateless Persons, adopted by the United Nations organization and full cooperation in developing innovative measure to improve the social and political status of the stateless people. The Kingdom of Netherlands believes that there are three major points on which the international community should focus its attention in solving the matter of stateless people and which should be a focus of further development. Firstly, the prevention of statelessness; secondly, the reduction of statelessness; and thirdly, the protection of stateless people. The outlined three objectives form the core of the problem and introduce the path to the creation of working solutions. The Kingdom of Netherlands is convinced that the first and most important initiative should be the prevention of statelessness by improving bilateral, regional and international cooperation. This should include sharing "best practices" in areas such as registration and documentation in order to prevent people of falling between "the cracks" and becoming accidental victims of statelessness due to discrepancies in law and legal systems. Possession of nationality is essential for full participation in society; many are unable to exercise a full range of social and political rights, as a result of their statelessness or 'national minority' status in many countries. This is why the Kingdom of Netherlands is convinced that the efforts to develop common law principles with regard to nationality and legislation of this status are essential part of the prevention of the occurrence of statelessness. The Kingdom of Netherlands expresses its position of the need of improvement and facilitation of the legislation path and nationality questions where applicable, in full respect of the stateless person's private matters and the legal system of the state required. Such improvement of the status should include reasonable attention to the questions of deportation; also working practices in integration of stateless people by providing them with all possible levels of education, health care and household; aiming to work closely at national, regional and international levels to develop new policies and strengthen existing laws, consultation – and development of policies – in specific areas such as strengthening the rights and individual identities and the matters of integration by both local and international working mechanisms. The Kingdom of

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Netherlands calls upon the other states to work upon an improvement of the mutual work in order to develop a better social and political status of the stateless people, where as countries should mutually share the responsibility for the stateless.

The Kingdom of Netherlands would like also to draw attention to problems that have occurred in matters concerning the stateless women and children and expresses its desire for the creation of working mechanisms in which a guiding principle should be the best interest of the standard of children- the usual least protected victims of the statelessness. By focusing its attention on the matter of the protection of the stateless people in general, the Kingdom of Netherlands believes that the international community should join its efforts in developing the existing practices in protection and help for people with a stateless status all over the world by exchanging working mechanisms and involvement in problems with full cooperation in order to solve a pressing matter wherever it has occur. As far as the Human Rights Commission is concerned it should place a greater emphasis on assisting countries that face problems. In return, these countries should demonstrate openness for dialogue with the UN human rights mechanisms. The Kingdom of Netherlands affirms its position to work towards a better life and living conditions for all displaced people.

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Topic: Situation of Mexican National Human Rights Commission

The Kingdom of Netherlands expresses its deep concern in relation of the present situation in the Mexican National Human Rights Commission and strongly believes that this wide ranging problem should be of a great concern by The United Nations Human Rights Council and the international community in the present moment.

According to last reports by Human Rights Watch, we regretfully determine, that less has changed on the matter of human rights in the region since the crucial events, that marked not only Mexico, but the whole Latin America area in the 1960's and 1970's of the 20th century. It is obvious that besides the democratic social and politics structure in Mexico, basic human rights, discrimination based on racial, political and other matters, still occur not only by separated groups of people, but in the whole country and on all its political and social levels. This is why The Kingdom of Netherlands believes that in such unstable situation the role of the Mexican National Human Rights Commission is of a crucial meaning where a clear violation of basic human rights is obvious. We express our deepest concern regarding the Mexican National Human Rights Commission and its inability to face the situation in an adequate way, acknowledging of what is in best interest of the harmed people.

The Kingdom of Netherlands recognizes as major problems on the behalf of the Commission the huge influence of the local state political authorities in its work, which seriously endangers the fairness and openness of the commission's work, and violates not only the international law, but also founding chapters of the Charter of The United Nations organization; lack of publicity of cases brought to the attention of the Commission which practically makes its work useless. The Kingdom of Netherlands are calling upon fast and effective measures on the matter on the behalf of the international community and reaffirms its readiness to play an active role in it. We are calling upon the establishment and development of a working collaboration in the field of practices between the international community and with the Commission, whereas to improve publicity level of all cases that are in concern of the Commission and the creation of a working mechanisms for abolishing the precarious influence of the local political authorities over the work of the Commission. The Kingdom of Netherlands calls for the introduction of legislation reforms in order to harmonize Mexican law with international human rights regulations especially the promotion of guaranteed opportunity of public access to information regarding the work of the Mexican National Human Rights Commission. This should be a step closer towards the idea the state initiations to remedy human rights abuses.

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Rubrics

	VGE (5)	GE (4)	SE (3)	LE (2)	N (0)
Content 35%					
Paper clearly states the position of the writer.					
Opening statement captures the reader's interest.					
Issue is debatable, fresh, relevant, and somehow original.					
Arguments reflect higher level of thought.					
Paper considers all possible counterarguments.					
There are sufficient pieces of evidence to support the claim.					
Paper refutes the opposing arguments logically.					
Paper aligns the arguments to the target reader's beliefs, attitude, values, and motivations.					
Paper employs appropriate method in presenting arguments.					
Paper appropriately applies logical, ethical and/or emotional appeals.					
Paper is free from logical fallacies.					
Conclusion restates the position of the writer.					
Conclusion presents feasible course of action.					
Closing statement is powerful.					
Organization 25%					
Paper uses organizational pattern and structure appropriate for the genre.					
Cohesive devices are effectively used.					

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	VGE (5)	GE (4)	SE (3)	LE (2)	N (0)
Ideas are correctly placed which improves the paper's organization.					
Flow of ideas is smooth and easy to read.					
Style 20%					
Paper showcases the writer's voice.					
Paper uses variety of sentence structures.					
Paper eliminates sexist language.					
Paper uses language appropriate to text.					
Paper eliminates wordiness.					
Grammar and Mechanics 10%					
Grammar is accurate.					
Spelling, capitalization, and punctuations are correctly used.					
Word choice is appropriate.					
Sentences are well-structured.					
Documentation and Sources 10%					
Paper uses citation and reference format.					
Sources are reliable.					
Sources used are relevant to the topic.					
Total					

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : DESIGNS, TESTS & REVISES SURVERY QUESTIONNAIRES & CONDUCT SURVERY, EXPERIMENTS OR OBSERVATIONS		
Lesson Competency : Designs, tests and revises survey questionnaires.		
References : Wyson, J. (2016). English for Academic and Professional Purposes. pp 201-203		LAS No.: 26

CONCEPT NOTES

A research instrument is a tool used to gather data on a specific topic of interest. When you conduct a research, you need to prepare and implement the appropriate instrument to gather data and must ensure that it is valid and reliable.

A survey contains planned questions which are used to measure attitudes, perceptions and opinions. The three types of question in conducting a survey are: recall, recognition and open-ended.

A questionnaire is more quantifiable. It lists writes, tends questions to get specific information. The parts of questionnaire of the following:

1. Personal information section - includes the name, age, date, birth, educational background
2. Basic questions section - serves two purposes. The first one is to establish the person you are asking is the right person for the study.
3. Main questions section - contains questions that are directly related to your research.
4. Open-ended questions section - asks for a brief explanation or response.

An experiment is a procedure undertaken scientifically and systematically to make a discovery and to test hypothesis.

EXERCISES

Write True if the statement is true and False if the statement is false.

1. One of the advantages of suing a questionnaire is that it has the lowest response rate.
2. Open-ended questions aim to get specific information such as the age and address of the participants.
3. All research instruments have advantages and disadvantages.
4. A research instrument is used to analyze data.
5. An experiment cannot be replicated.
6. Leading questions must be asked because they guide the participants into giving specific answer for the research.

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Lesson Competency : 1) Determines the parts of a position paper 2) Discuss the guidelines in writing a position paper		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 26

CONCEPT NOTES

Parts of a position paper

I. INTRODUCTION

- Analyze the source/quote: pull it apart sentence by sentence and explain the meaning of the source both in general terms and more specifically
- Identify the perspective the source/quote reflects:
- Explain your understanding of that ideology (discuss key underlying beliefs or political principles or economic principles)
- state your position. Do you agree with the ideological perspective or not?

II. BODY

- Explain your first reason to support your position
 - Factual, relevant and accurate evidence to prove your first argument
- *Repeat process a and b until your third reason/argument

III. CONCLUDING PARAGRAPH - summarize, restate in a forceful manner your position

Guidelines in Writing a Position Paper

- Choose an issue that would be debatable, current, relevant and manageable.
- Begin the writing process by conducting an in-depth research on the issue.
- Be aware of the various positions about the issue and explain objectively.
- Reflect on your position and cite its strength and weaknesses.
- Limit your position paper to two pages. Summarize the other side's counter arguments and use various evidence and data to refute them.
- Use an active voice as much as possible to achieve a dynamic and firm tone.

EXERCISES

Write **G** if the practice is a good one and **W** if not.

- Patrick considers all possible views on the issue at hand.
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- Brendoa thinks that an issue is debatable if it cannot be covered by yes or no.
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5. Jack primarily uses opinion in supporting his arguments.

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CONCEPT NOTES

The criteria that are usually used in analyzing a text.

Content includes the following:

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- Opening statement captures the reader’s interest.
- Issue is debatable, fresh, relevant, and somehow original.
- Arguments reflect higher level of thought.
- Paper considers all possible counterarguments.
- There are sufficient pieces of evidence to support the claim.
- Conclusion presents feasible course of action.
- Closing statement is powerful.

Organization includes the following:

- Paper uses organizational pattern and structure appropriate for the genre.
- Cohesive devices are effectively used.
- Flow of ideas is smooth and easy to read.

Style includes the following:

- Paper showcases the writer’s voice.
- Paper eliminates sexist language.
- Paper uses language appropriate to text.

Grammar and mechanics include:

- Grammar is accurate.
- Spelling, capitalization, and punctuations are correctly used.
- Sentences are well-structured.
- Documentation and sources includes:
 - Paper uses citation and reference format.

The students will answer the questions that may be used for in-depth analysis of a position paper: What is the purpose of the writer? What is the writer’s persona? Who are the intended readers? What are the strengths and weaknesses of the paper? What are the possible revisions needed to make it better?

EXERCISES: Analyze the Manifestoes provided by the teacher using the rubrics.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : GATHERS MANIFESTOES & ANALYZES THE ARGUMENTS USED BY THE WRITER		
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MANIFESTOES

Topic: Innovative measures to improve the social and political status of the stateless people

The Kingdom of Netherlands expresses its deep concern of the rising problem with the stateless people all over the world. The Netherlands fully supports all international efforts for solving this major humanitarian matter, reaffirms its readiness for a continuation active role and declares its position for a needable openness, cooperation and pragmatism that the international community can assist in a satisfactory conclusion to this problem.

Due to our willingness for an open progressive dialogue and actions in satisfactory conclusion, The Kingdom of Netherlands is calling upon other states for a full respect and observation of the Convention relating to the Status of Stateless Persons, adopted by the United Nations organization and full cooperation in developing innovative measure to improve the social and political status of the stateless people. The Kingdom of Netherlands believes that there are three major points on which the international community should focus its attention in solving the matter of stateless people and which should be a focus of further development. Firstly, the prevention of statelessness; secondly, the reduction of statelessness; and thirdly, the protection of stateless people. The outlined three objectives form the core of the problem and introduce the path to the creation of working solutions. The Kingdom of Netherlands is convinced that the first and most important initiative should be the prevention of statelessness by improving bilateral, regional and international cooperation. This should include sharing "best practices" in areas such as registration and documentation in order to prevent people of falling between "the cracks" and becoming accidental victims of statelessness due to discrepancies in law and legal systems. Possession of nationality is essential for full participation in society; many are unable to exercise a full range of social and political rights, as a result of their statelessness or 'national minority' status in many countries. This is why the Kingdom of Netherlands is convinced that the efforts to develop common law principles with regard to nationality and legislation of this status are essential part of the prevention of the occurrence of statelessness. The Kingdom of Netherlands expresses its position of the need of improvement and facilitation of the legislation path and nationality questions where applicable, in full respect of the stateless person's private matters and the legal system of the state required. Such improvement of the status should include reasonable attention to the questions of deportation; also working practices in integration of stateless people by providing them with all possible levels of education, health care and household; aiming to work closely at national, regional and international levels to develop new policies and strengthen existing laws, consultation – and development of policies – in specific areas such as strengthening the rights and individual identities and the matters of integration by both local and international working mechanisms. The Kingdom of

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : GATHERS MANIFESTOES & ANALYZES THE ARGUMENTS USED BY THE WRITER		
Lesson Competency : Gathers manifestoes and analyzes the arguments used by the writer/s		
References: Barrot J. and Sipacio P. (2016) <i>Communicate Today English for Academic and Professional Purposes for Senior High School</i>		LAS No.: 27

Netherlands calls upon the other states to work upon an improvement of the mutual work in order to develop a better social and political status of the stateless people, where as countries should mutually share the responsibility for the stateless.

The Kingdom of Netherlands would like also to draw attention to problems that have occurred in matters concerning the stateless women and children and expresses its desire for the creation of working mechanisms in which a guiding principle should be the best interest of the standard of children- the usual least protected victims of the statelessness. By focusing its attention on the matter of the protection of the stateless people in general, the Kingdom of Netherlands believes that the international community should join its efforts in developing the existing practices in protection and help for people with a stateless status all over the world by exchanging working mechanisms and involvement in problems with full cooperation in order to solve a pressing matter wherever it has occur. As far as the Human Rights Commission is concerned it should place a greater emphasis on assisting countries that face problems. In return, these countries should demonstrate openness for dialogue with the UN human rights mechanisms. The Kingdom of Netherlands affirms its position to work towards a better life and living conditions for all displaced people.

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Topic: Situation of Mexican National Human Rights Commission

The Kingdom of Netherlands expresses its deep concern in relation of the present situation in the Mexican National Human Rights Commission and strongly believes that this wide ranging problem should be of a great concern by The United Nations Human Rights Council and the international community in the present moment.

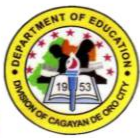
According to last reports by Human Rights Watch, we regretfully determine, that less has changed on the matter of human rights in the region since the crucial events, that marked not only Mexico, but the whole Latin America area in the 1960's and 1970's of the 20th century. It is obvious that besides the democratic social and politics structure in Mexico, basic human rights, discrimination based on racial, political and other matters, still occur not only by separated groups of people, but in the whole country and on all its political and social levels. This is why The Kingdom of Netherlands believes that in such unstable situation the role of the Mexican National Human Rights Commission is of a crucial meaning where a clear violation of basic human rights is obvious. We express our deepest concern regarding the Mexican National Human Rights Commission and its inability to face the situation in an adequate way, acknowledging of what is in best interest of the harmed people.

The Kingdom of Netherlands recognizes as major problems on the behalf of the Commission the huge influence of the local state political authorities in its work, which seriously endangers the fairness and openness of the commission's work, and violates not only the international law, but also founding chapters of the Charter of The United Nations organization; lack of publicity of cases brought to the attention of the Commission which practically makes its work useless. The Kingdom of Netherlands are calling upon fast and effective measures on the matter on the behalf of the international community and reaffirms its readiness to play an active role in it. We are calling upon the establishment and development of a working collaboration in the field of practices between the international community and with the Commission, whereas to improve publicity level of all cases that are in concern of the Commission and the creation of a working mechanisms for abolishing the precarious influence of the local political authorities over the work of the Commission. The Kingdom of Netherlands calls for the introduction of legislation reforms in order to harmonize Mexican law with international human rights regulations especially the promotion of guaranteed opportunity of public access to information regarding the work of the Mexican National Human Rights Commission. This should be a step closer towards the idea the state initiations to remedy human rights abuses.

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Rubrics

	VGE (5)	GE (4)	SE (3)	LE (2)	N (0)
Content 35%					
Paper clearly states the position of the writer.					
Opening statement captures the reader's interest.					
Issue is debatable, fresh, relevant, and somehow original.					
Arguments reflect higher level of thought.					
Paper considers all possible counterarguments.					
There are sufficient pieces of evidence to support the claim.					
Paper refutes the opposing arguments logically.					
Paper aligns the arguments to the target reader's beliefs, attitude, values, and motivations.					
Paper employs appropriate method in presenting arguments.					
Paper appropriately applies logical, ethical and/or emotional appeals.					
Paper is free from logical fallacies.					
Conclusion restates the position of the writer.					
Conclusion presents feasible course of action.					
Closing statement is powerful.					
Organization 25%					
Paper uses organizational pattern and structure appropriate for the genre.					



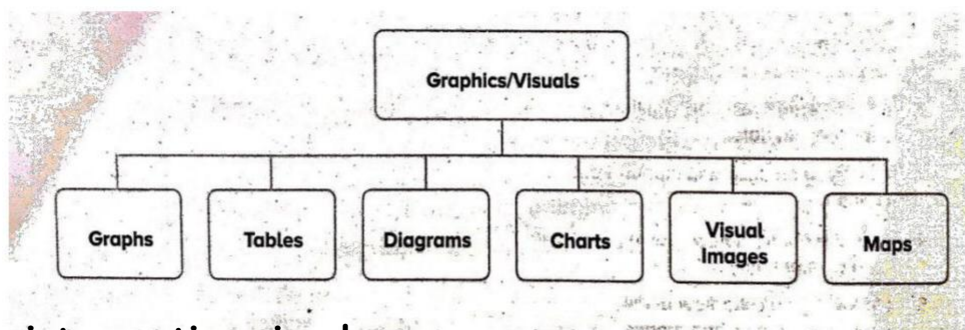
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	VGE (5)	GE (4)	SE (3)	LE (2)	N (0)
Cohesive devices are effectively used.					
Ideas are correctly placed which improves the paper's organization.					
Flow of ideas is smooth and easy to read.					
Style 20%					
Paper showcases the writer's voice.					
Paper uses variety of sentence structures.					
Paper eliminates sexist language.					
Paper uses language appropriate to text.					
Paper eliminates wordiness.					
Grammar and Mechanics 10%					
Grammar is accurate.					
Spelling, capitalization, and punctuations are correctly used.					
Word choice is appropriate.					
Sentences are well-structured.					
Documentation and Sources 10%					
Paper uses citation and reference format.					
Sources are reliable.					
Sources used are relevant to the topic.					
Total					

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : SUMMARIZES FINDINGS & EXECUTES THE REPORTS THROUGH NARRATIVE & VISUAL/GRAPHIC FORMS		
Lesson Competency : Summarizes findings and executes the report through narrative and visual/graphic forms.		
References : Wyson, J. (2016). English for Academic and Professional LAS No.:		27 Purposes.

CONCEPT NOTES

Visuals can be classified into si groups: graphs, tables, diagrams, charts, visual and maps:



Steps in interpreting visuals

1. Read the title and subtitle.
2. Read the captions, keys and labels
3. Determine the purpose of the material.
4. Identify the organizations of information
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6. Make a conclusion about the data.

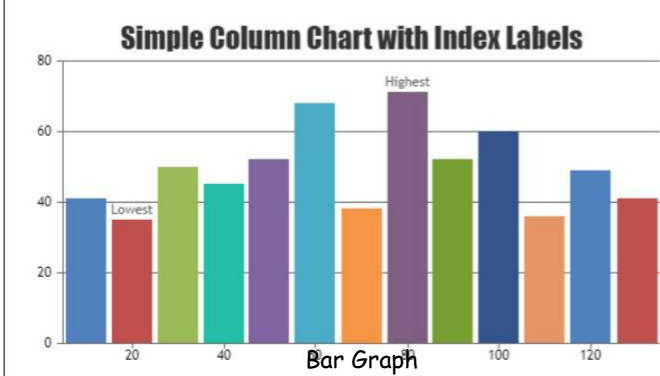


Table 2. Stomach Sample Composition of the Main Prey Groups Consumed by Macaroni Penguins during Chick-rearing (Based on Total Wet Mass of Prey Components in All Samples Combined).

	Total (n = 53) ^a		Guard (n = 35)		Crèche (n = 18)	
	(g)	(%)	(g)	(%)	(g)	(%)
Euphausiids	2760.3	69	2169.7	83	590.6	43
Fish	884.2	22	424.5	16	459.7	33
Amphipods	327.4	8	6.8	<1	320.6	23
Cephalopods	10.9	<1	1.0	<1	9.9	1
Total	3982.8	100	2602.0	100	1380.8	100

^aData on the mass and composition of stomach contents from individual birds is given in Table S2
doi:10.1371/journal.pone.0000831.t002

Tables

EXERCISES

Create a graph chart using this situation: According to literacy in the country of OZ, youth literacy went up 7% since 2000. Here is the data:

In 2000, only 43% of the youth population was literate. In the next census at 2005 it went up by 2%. After five years, the literacy rate was at 47%. During the most recent survey in 2015, the rate is already 50%.

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : WRITE A POSITION PAPER		
Lesson Competency : 1)writes a position paper 2) defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences		
References : Wyson, J. (2016). English for Academic and Professional Purposes.		LAS No.: 28

CONCEPT NOTES

The following scenarios can be used for a position paper:

1. The student council is petitioning to prepare an arts festival in your school but he administration is reluctant to agree to the plan because it involves takingtwo days off the students' normal classes. As one fo the organizers, you are tasked to write a position paper which argues your stand for the establishment of the activity to the administration.
2. You would like to establish a new student organization for a hobby or sport you share with almost a hundred students in your batch. However, the head of club organizations think that establishing a student organization is unnecessary because you all talk about your interest outside school anyway. So you write a position paper to outline your arguments so that the head can see your stand on the issue.
3. You and the teenagers in your community would like to organize a concert as a fundraising activity for the street children in your city. The community elders disapprove because it would eat up much of your time for school and what you are planning is a job for adults. As the leader of the group, you are tasked to write a position paper addressed to the community elders to show your arguments in favour of the concert.

EXERCISES

Write a position paper. Assume the persona of a student delegate attending an international youth gathering. Your task is to present your argument on an issue which affects the Filipino youth.

Issue:

General Purpose:

Specific Purpose:

Target Output:

Audience

Tone/Formality:

Name:	Date:	Score:
Subject : English for Academic and Professional Purposes		
Lesson Title : DESIGNS, TESTS & REVISES SURVERY QUESTIONNAIRES & CONDUCT SURVERYS, EXPERIMENTS OR OBSERVATIONS		
Lesson Competency : Designs, tests and revises survey questionnaires		
References : Wyson, J. (2016). English for Academic and Professional Purposes. pp 201-203		LAS No.: 29

CONCEPT NOTES

A research instrument is a tool used to gather data on a specific topic of interest. When you conduct a research, you need to prepare and implement the appropriate instrument to gather data and must ensure that it is valid and reliable.

A survey contains planned questions which are used to measure attitudes, perceptions and opinions. The three types of question in conducting a survey are: recall, recognition and open-ended.

A questionnaire is more quantifiable. It lists writtend questions to get specific information. The parts of questionnaire of the following:

1. Personal information section - includes the name, age, date, birth, educational background
2. Basic questions section - serves two purposes. The first one is to establish the person you are asking is the right person for the study.
3. Main questions section - contains questions that are directly related to your research.
4. Open-ended questions section - asks for a brief explanation or response.

An experiment is a procedure undertaken scientifically and systematically to make a discovery and to test hypothesis.

EXERCISES

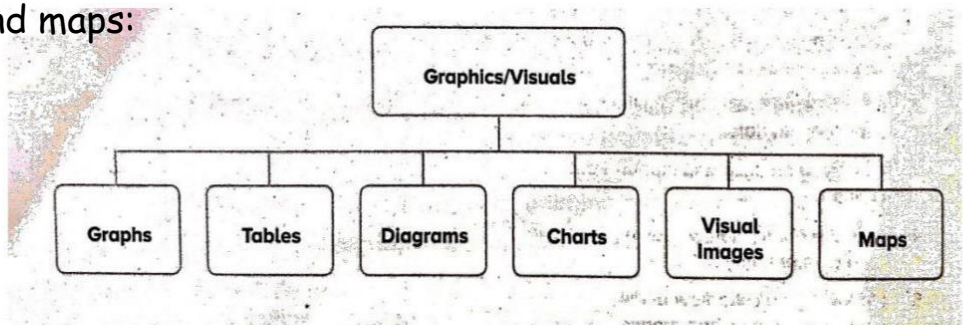
Write True if the statement is true and False if the statement is false.

1. One of the advantages of suing a questionnaire is that it has the lowest response rate.
2. Open-ended questions aim to get specific information such as the aage and address of the participants.
3. All research instruments have advantages and disadvantages.
4. A research instrument is used to analyze data.
5. An experiment cannot be replicated.
6. Leading questions must be asked because they guide the participants into giving specific answer for the research.

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Lesson Competency : summarizes findings and executes the report through narrative and visual/graphic forms		
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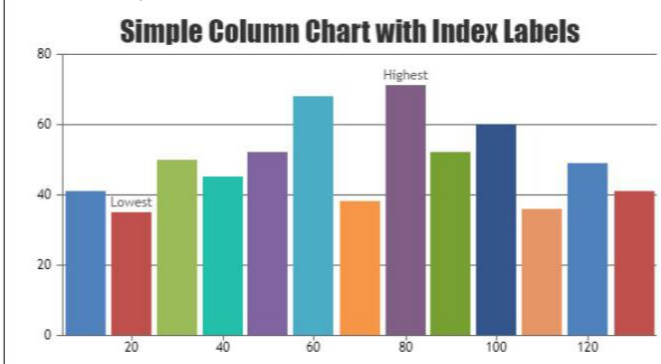
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Bar Graph

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