



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
SCHOOLS DIVISION OFFICE OF GENERAL TRIAS CITY

**BUDGET OF WORK**  
Second Quarter, SY 2023 – 2024  
ENGLISH 8

Competency	Topic / Content	Suggested Performance Tasks	No. of Sessions	Date/s Taught	Remarks
<b>EN8SS-IIe-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>Non-Linear Text</b> <ul style="list-style-type: none"><li>• Table</li><li>• Charts</li><li>• Graphs</li><li>• Infographics</li><li>• Graphic organizers</li><li>• Cartoons/ sketches</li><li>• Photographs</li></ul>	<b>Interpret Me:</b> Directions: 1. Divide the class into groups ( <i>depends on the class size</i> ).  2. Each group will conduct a survey. They will first choose a relevant topic, and then create a questionnaire regarding their chosen topic.  3. The students are expected to present the data they have gathered using the appropriate type of non-linear text assigned to	10		
Compare and contrast the presentation of the same topic in different multimodal texts.	<b>Multimodal Texts</b>	1. Divide the class into groups (depending on the class size).	8		



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	Types of Multimodal Texts <ul style="list-style-type: none"> <li>• Physical</li> <li>• Digital</li> <li>• Print</li> </ul>	2. Each group is tasked to prepare two (2) multimodal texts based on a topic that they find interesting			
Recognize positive and negative messages conveyed in a text.	<b>Recognizing Positive and Negative Messages</b> <ul style="list-style-type: none"> <li>• Gender-neutral terms</li> <li>• Euphemism</li> <li>• Colloquial</li> <li>• Slang</li> </ul>	<b>LET'S MAKE PAN</b> ( <i>positive-and-negative</i> ) MESSAGES  Group activity: Each group will make messages and statements with positive and negative effects of social media on the lives of young students.  Present the output through the following topics: <ul style="list-style-type: none"> <li>• Song</li> <li>• Quotations</li> <li>• Short story</li> <li>• Dialogue</li> <li>• Poster/ Slogan</li> </ul>	7		
1. Use opinion-marking signals to share ideas.	<ul style="list-style-type: none"> <li>• Facts and Opinion</li> <li>• Opinions from facts</li> <li>• Opinion- marking signals</li> </ul>	<b>Which side of the coin are you:</b>	15		





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<p>2. Compare and contrast your own opinions with those presented in familiar texts</p>	<p>Differentiating facts from opinion</p> <ul style="list-style-type: none"> <li>• statements of facts (both true and false statements of facts)</li> <li>• statements of opinions</li> <li>• statements of fact-based opinions</li> <li>• Self-evidence</li> <li>• anecdotal evidence</li> <li>• argument from authority</li> <li>• empirical evidence</li> </ul> <p>Opinion-Marking Signals</p> <ul style="list-style-type: none"> <li>• Stating Opinion</li> <li>• Stating Agreement</li> <li>• Statement of Disagreement</li> </ul>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups (<i>depending on the class size</i>)</li> <li>2. Two teams compete against each other by presenting opposing arguments on the same topic.</li> <li>3. Teams will be given the topic without knowing which side of that topic they will argue.</li> <li>4. The teams will be given allotted time (usually about 20 minutes or so), and they will be assigned to a specific side of the argument through a toss coin.</li> <li>5. Each team has to use the opinion-marking signals.</li> </ol>			
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