**INFO SHEET #3: Opinion or Assertion**

**Competency**

**MELC:** Formulate a statement of opinion or assertion.

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. differentiate between opinion and assertion;

2. formulate expression of opinion or assertion; and

3. compose a paragraph containing statements of opinions and assertions.

**Key Information**

**Opinion and Assertion**

An ***opinion*** is defined as a view, judgment or appraisal drawn from facts. It is usually a concept or impression based on factual evidence. Opinions can change often and usually reflect one person.

“Cavite is a province where many Filipino heroes came from” may be considered an opinion which may be drawn from facts and data showing the number of heroes who were born here as compared to other provinces.

An ***assertion***, on the other hand, is a declaration or expression for strong belief towards a particular topic, often without evidence. It usually includes forceful or confident and positive statement regarding a belief or a fact. In contrast to an opinion, an assertion which is usually subjective, expresses vindication, mostly with no support or evidence.

“This pizza I bought from General Trias is the tastiest pizza in Cavite” is an assertion because it is subjective and not founded on factual evidence.

***Types of Assertion:***

**a. Basic assertion** – usually used in expressing personal beliefs.

**b. Emphatic assertion** – involves expressing empathy on how the writer understands the feelings and emotions of the literary author.

**c. I-Language assertio**n – expresses the feelings and preferences of the writer, usually with the use of the pronoun ‘I’.

***Commonplace assertions or ‘stereotypes’*** are statements that sound true but are generally based on common opinions.

Some words and phrases used in expressing opinions or assertions are:



**Receiving Stage –** refers to actual hearing process. In here, the listener has to check him/herself if he/she is able to hear clearly the sounds and other sound points.

**Understanding Stage** – focuses on generating meaning on what has been heard. In here, the connection on communication between the listener and the speaker must be clearly established. This constitutes the idea that the understanding of the speaker must be the same with the listener.

References:

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Morley, Catherine (n.d.). Listening: Top down and bottom up. Retrieved December 2, 2020, from https://www.teachingenglish.org.uk/article/listening-top-down-bottom

Tennant, Adrian. (2020). Listening matters: Top-down and bottom-up listening. One-stop English. Macmillan Education Limited. Retrieved from https://www.onestopenglish.com/listening/listening-matters-top-down-and-bottom-up-listening/154567.article

**Proposed Performance Tasks**

**Writing Activity:**

• Compose an essay with 250 words stating opinion (providing facts) and/or assertion. Your work will be graded based on the attached rubric:

