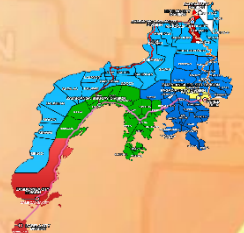




Republic of the Philippines  
**Department of Education**  
 Regional Office IX, Zamboanga Peninsula



**5**



Zest for Progress  
 Zeal of Partnership

# ENGLISH

## Quarter 4 – Module 7: Parts of a Feature Article



Name of Learner: \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Name of School: \_\_\_\_\_

- JANUARY  
*Makugihon*
- FEBRUARY  
*Mahigugmaon*
- MARCH  
*Matinabungon*
- APRIL  
*Matinahuron*
- MAY  
*Maharsay og Matimpyg*
- JUNE  
*Maabtik og Musunod sa  
 Ihsulitong Oras*
- JULY  
*Maantigo og Maabilidad*
- AUGUST  
*Maginhuhunoon  
 para sa Urban*
- SEPTEMBER  
*Madaginoton*
- OCTOBER  
*Matinud-anon*
- NOVEMBER  
*Masaligan*
- DECEMBER  
*Maalampon*





# What I Need To Know

Feature Articles convey facts, and tell the stories of people's lives. Feature writer often uses literary devices such as color, wit, humor, dialogue, anecdotes and emotive words to capture human interest. Its main objective is to entertain and appeals to the emotion of the readers.

This module will allow you to know the parts of Feature Article, therefore you are expected to

1. Write A Feature Article
  - 1.1 Identifies the parts of a Feature Article.
  - 1.2 Describes the parts of a Feature Article



# What I know

Direction: Read the statement carefully. Shade the letter of the correct answer.

1. The only requirement for a lead of a feature article is
  - a. hooks readers interest or lure them into the story to the end.
  - b. a summary lead.
  - c. includes at least one quotation.
  - d. presents a question the rest of the story will answer.
2. The body of a feature story must be constructed so that
  - A. the facts fit together smoothly and logically.
  - B. every conceivable detail is included.
  - C. the information is arranged in descending order of newsworthiness.
  - D. the information is arranged in ascending order of newsworthiness.
3. Feature story writers should avoid ending their stories with
  - A. an anecdote.
  - B. a quotation.
  - C. a summary.
  - D. some detail that evokes the lead.

4. Which of the following is NOT one of the attributes of feature stories?

- A. They amuse, entertain, inspire and stimulate readers.
- B. They use novelistic elements to dramatize a story's theme.
- C. They usually are less timely than straight news stories.
- D. They are written to a single formula.

5. Unlike straight news stories, feature articles

- A. Are always written in the third person.
- B. are either written in the first or second person.
- C. Are always written in the first person.
- D. Are never written in the second person



## What's In

### Activity 1

Direction : Hunt for the words shown on the list below, circle it as you find them.

A	I	D	N	S	L	I	D	E	S	T	E	P
R	R	C	L	O	S	E	B	A	L	L	E	D
T	E	A	L	L	S	T	E	P	S	I	R	D
I	E	F	E	A	T	U	R	E	G	A	D	S
C	U	L	R	C	L	O	S	B	S	L	E	P
L	E	A	R	L	E	S	O	I	E	E	R	S
E	D	P	T	L	T	D	K	I	T	A	K	I
P	U	P	T	E	Y	T	E	N	S	D	O	N
O	Y	I	E	F	G	T	U	N	I	S	O	M
U	T	N	E	R	I	R	Y	N	M	I	O	C
F	Q	U	O	T	A	T	I	O	N	I	M	S

#### Word Hunt:

Title                      Lead                      Body  
Close                      Quotation              Feature              Article



## What's New

Direction: Read and understand the story.

### The Story of Me By Katherine Warner

- 1 This is Katherine Warner. She doesn't have a hometown, and she won't ever have life-long friends. She has never been in one place long enough.
- 2 The first thing that strikes you about Katherine is her smile. It is by no means a perfect smile. It isn't even close. It's how easily that smile comes that makes it so special. A glance from a nearby stranger will earn a broad smile. A smile will get a heartfelt grin, and a grin receives such laughing smiles that most people turn around after they've past and shake their heads with concern.
- 3 This is a story about saying goodbye and then turning around and saying hello. It's about moving. It's about change. It's about daily life in the Air Force. Each move means another house and different friends. Different rules and different cultures. A simple smile helps Katherine through this change. Her joy is seeing others feel joy. Her happiness is helping others know happiness. She is dependent. Without others, her life would be hollow. Empty.
- 4 Who is Katherine Warner? She is a self-confident, yet shy little girl whose father is in the Air Force. She's moved so many times before that this should be routine, but each time it gets harder and harder. She just can't say goodbye anymore. She doesn't want to go, but she must.
- 5 It is a warm, summer morning, but everyone inside the brick house is feeling cold. The children are aroused and teeth are brushed. Sleeping bags are rolled and stuffed in the car. Nothing remains except a few memories. Mom and Dad help the children into the car and get them buckled. They then climb into their own seats and say "We'll adjust." But everyone's eyes are wet. "Why Alabama?" "What could be in Alabama?" But there's no going back. The orders came. We move. Neighbors wave goodbye and friends turn away to hide their tears. Katherine presses her nose against the car window and watches the people slowly falling away behind. Suddenly her best friend Katie breaks into a run and starts chasing the car. She waves and laughs, but the tears still fall. Katherine doesn't notice the tears. She smiles and waves, and realizes that her parents were right. She will adjust.

## Activity 2:

1. Based from the story you have read, what kind of article is it?  
\_\_\_\_\_
2. What is the title of the story?  
\_\_\_\_\_
3. In what paragraph caught your interest to read the rest of the article?  
\_\_\_\_\_
4. Identify the paragraphs that got you hooked into reading the story to the end?  
\_\_\_\_\_
5. Which paragraph tells the end of the story?  
\_\_\_\_\_



## What Is It

### PARTS OF A FEATURE ARTICLE

#### ✓ TITLE

Feature article title should be catchy. It hints at the topic and is found at the top of the feature article. Its purpose is to interest readers and to attract their attention. Make it catchy and/or intriguing; Includes the use of rhetorical devices (ex. alliteration, repetition, metaphors etc.)

#### ✓ LEAD / INTRODUCTION

The lead is the opening paragraph of the feature article, and includes the angle and controlling idea. It should hook the readers' interest them enough to make them read the rest of the article. The lead can be written in just about any way possible. The way it turns out depends on the writer.

#### ✓ BODY

The body is where you **present the issue** to the reader. It is the bulk of the article. Having got your readers hooked at the start, keep them reading.

The information found in the feature can be organized in many ways. Below are some examples:

- **Cause and effect:** information is presented by describing the cause of an issue by providing context (important events and players) and then showing its effect on the involved people, environment, businesses etc.
- **Problem-solution:** information is presented by describing a problem within a context, and ending with a possible solution.
- **General to specific:** information is presented from a wide context to more specific points of the issue.
- **Chronologically:** information is presented through time.
- **Logically:** any other form which is logical works, as long as it is clear and coherent for the reader. Unlike an essay which would have 3 body paragraphs, the development of a feature article should/can be written in many short paragraphs.

#### ✓ CLOSE

The **close** is the last paragraph of the article. It must leave a **lasting impression**. Create a satisfactory ending so that the reader understands that the **story** has reached a conclusion. Although it is the last paragraph of the article, it is NOT like a conclusion. It must not begin with something like '*In conclusion*' or '*Finally*'. One way to leave a lasting impression is to circle back to the lead or the title. For example, if an anecdote is used in the lead, you may want to mention the anecdote again in the close, now taking the information you have presented into consideration.

#### ✓ QUOTATION

A quotation is taken from source texts, and is often from an expert or someone who is knowledgeable in a certain area of expertise. It gives weight and seriousness to the article. A minimum of one quotation **must** be included in the feature article.

1. A **quotation** can be *direct*. To include a direct quote, the person's exact words must be used. A mention must be made of who the person quoted is. This may come before or after the quotation marks ("").

*Example: John Superteacher, a teacher at Alloprof, said in an article about education that, "Alloprof is there to answer any questions pertaining to subjects taught in elementary and high school. Teachers are willing and eager to help students succeed in school, one call at a time!"*

2. A **quotation** can be *indirect*. To include an indirect quote, the author of the feature article paraphrases the expert's words. An indirect quote must also acknowledge the expert from whom the idea has been taken. It may be mentioned before or after the quotation.

*Example: John Superteacher, a teacher at Alloprof, explained that Alloprof supports students from kindergarten to their high school graduation. Teachers there offer one-on-one help with homework on any school subject.*



# What's More

Directions: Identify the parts of a feature article. Write your answer inside the box.

## Touring Salem State: To Talk or Just to Walk

By: Courtney Denning

December 5, 2011

1

Salem, Mass. -- As a student at Salem State University, there are many different things you can become involved in: on-campus activities like sports or student-run groups, off-campus things like shopping in downtown Salem or dinner in Boston, as well as many opportunities for jobs, internships or work-study, both on and off campus.

2

For Katelyn Phaneuf, it was the teacher-to-student ratio and the on-campus preschool that brought her to Salem State to pursue her double major in Education and Spanish, but it's her job that allows her to show other incoming students the different things that this school has to offer.

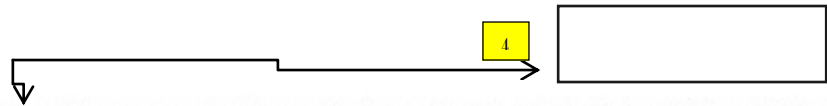
"Being an Admissions Ambassador here is fun, because I just get to be really honest with students about whatever they want to ask," said Phaneuf about guiding the tours on campus for prospective students and their parents. "I let the kids know everything about on-campus and off-campus life right off the bat, and answer any questions that the parents might have, so it's a win-win and they get all the information they need to decide on a school. I don't lie to them."

In her opinion, the tour around campus really does need a guide with a face, someone to walk around and answer questions, regardless of the distance away from the other campuses. "We don't have time to take them to the O'Keefe Center or to South Campus, although we encourage them to visit both. But the questions that they get to ask us on the walk from Central to North Campus are sometimes crucial to their decision and aren't something you could get out of a pamphlet," Phaneuf said. "It's really best that they come during the school year for a tour so that they can see life on campus and look into the classrooms to see the *real* teacher-to-student ratio and the diversity of students that we have here."

3

There are many on-campus events to attend like the "Weekend Warriors" event, where freshmen compete in an inflatable obstacle course against each other as well as against the other dorms to win prizes like gift cards, money for their Clipper Card and more. The school also hosts the "Snow Down," winter's version of a Wild West party, equipped with a mechanical bull; an auction night where you can raffle off your friends for a date, as well as sporting events just about every night when the seasons are in full swing. If you'd rather go off campus, there is plenty to do in downtown Salem any time of year, but the fall is especially active with spooky but informative events, plenty of different museums, as well as the plethora of restaurants and coffee shops that make downtown Salem appealing all year round. The commute into Boston's North Station is also just a 25-minute train ride.





With the ongoing campus renovations, new residence halls, and university status, Salem State is making an excellent name for itself. The fair price of tuition has kept students like Phaneuf here for all four years. “Even for me to pay out-of-state tuition, it costs less than the schools I was looking at in New Hampshire,” she said. “It’s a great price to pay for everything I’m getting out of it. The value for me has been huge.”



## What I have Learned

Direction: Identify and describe the parts of a Feature Article.

A. What are the parts of a Feature Article? (in order )    B. Describe each part of the Feature Article?

1. \_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_

### Rubrics for the Content and Ideas for Question B.

<b>NEEDS IMPROVEMENT</b>	
There is no clear or specific explanation in answer to the question.	<b>1pt</b>
<b>APPROACHING STANDARDS</b>	
You put thought into this, but there is no real evidence of learning. More specific information is needed or you need to follow the directions more closely.	<b>2pt</b>
<b>GOOD</b>	
What you are writing about is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward. Overall, a decent job.	<b>3pt</b>
<b>EXCELLENT</b>	
What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned. Well done!	<b>4pt</b>



# What I Can Do

**DIRECTION:** Refer to the feature Article in What's More, "Touring Salem State: To Talk or Just to Walk" page 7. Describe each part of the Feature Article.

**Title:**

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**Lead:**

---

---

**Body:**

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---

---

**Close:**

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---

---

**Quotation:**

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## Rubrics for the content and Ideas.

<p style="text-align: center;"><b>NEEDS IMPROVEMENT</b></p> <p>There is no clear or specific explanation in answer to the question.</p>	<b>1pt</b>
<p style="text-align: center;"><b>APPROACHING STANDARDS</b></p> <p>You put thought into this, but there is no real evidence of learning. More specific information is needed or you need to follow the directions more closely.</p>	<b>2pt</b>
<p style="text-align: center;"><b>GOOD</b></p> <p>What you are writing about is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward. Overall, a decent job.</p>	<b>3pt</b>
<p style="text-align: center;"><b>EXCELLENT</b></p> <p>What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned. Well done!</p>	<b>4pt</b>




# Assessment

Direction: Read the Article carefully and answer the following questions.

**Best Friends**

Hi, I'm Julie and my best friend is Hanna, we are always together. We are both 13 years old and we are in the same class. Hanna lives in the same street as me and we like to spend our free time together. When we have a break in school we sometimes play skipping and sometimes we just sit and chat. We always walk home together and talk about our homework. When I am doing my homework and I don't understand a question, I often call Hanna for help and we do it together. After we have finished our homework we always chat on the computer before we go to bed. We never go to sleep without speaking.



At the weekends, we usually go to the mall, Hanna always wants to go shopping but I often like to do other things, like skating or going to the cinema. We plan our day together and rarely disagree. She often sleeps over on Saturdays, we watch TV or a film together and we usually eat popcorn or sometimes we have a pizza.

We both like to wear casual clothes, jeans and t-shirts, and sometimes we swop clothes. If I want to wear some jeans, I often borrow a t-shirt from Hanna because she has some cool clothes. She never complains and she often borrows my caps.

Hanna has a little brother, Charlie who is nine years old. Sometime he can be annoying and he takes her things without asking her. I don't have any brothers or sisters so Hanna is like my sister. Our parents often say we are like twins as we are so alike.

1. What is the title of the feature article?  
\_\_\_\_\_
2. Which paragraph is the lead of the article? Why?  
\_\_\_\_\_  
\_\_\_\_\_
3. Paragraph 2-3 is the body of the article. Describe it.  
\_\_\_\_\_  
\_\_\_\_\_
4. Which paragraph gives the close of the article? Why?  
\_\_\_\_\_  
\_\_\_\_\_
5. Give the quotation used in the article.  
\_\_\_\_\_  
\_\_\_\_\_

Scoring: Needs Improvement -1, Approaching Standards-2, Good -3, Excellent-4 (refer to figure 1 rubric)



# Answer key

- 1. Title
- 2. Lead
- 3. Body
- 4. Close
- 5. Quotation

## What's More:

- 1. Best Friends
- 2-4 (Refer to Figure 1 Rubric)
- 5. Our parents often say we are like twins as we are so alike

## Assessment:

- 1. Feature Article
- 2. The Story of Me
- 3. Paragraph 1
- 4. Paragraph 2, 3, 4
- 5. Paragraph 5

## What is It:

(Refer to figure 1 Rubric)

## What Can I Do:

A	I	D	N	S	L	I	D	E	S	T	E	P
R	C	L	O	S	E	B	A	L	L	E	D	
T	A	L	L	S	T	E	P	S	I	R	D	
I	E	F	E	A	T	U	R	F	E	G	S	
C	U	L	R	C	L	O	S	B	S	L	E	P
L	E	A	R	L	E	S	O	I	E	R	S	
E	D	F	T	L	T	D	K	I	T	A	K	I
P	U	P	T	E	Y	T	E	N	S	D	O	N
O	Y	I	E	F	G	T	U	N	I	S	O	M
U	T	N	E	R	L	R	Y	N	M	I	O	C
F	O	U	O	T	A	T	I	O	N	I	M	S

## What's In:

- 1. A
- 2. B
- 3. B
- 4. A
- 5. C

## What I Know:

- 1. Title
  - 2. Lead
  - 3. Body
  - 4. Close
  - 5. Quotation
- A
- B
- What I Have Learned:
- (Refer to figure 1 Rubric)

## REFERENCES:

### Content:

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<https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/magazine-article>

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### Pics:

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Quiz: <https://study.com/academy/practice/quiz-worksheet-feature-story-format.html>

### Rubric:

<https://www.rcampus.com/rubricshowc.cfm?code=U66W43&sp=true>

## DEVELOPMENT TEAM

Writer: ELSIE MARIE B. SUAIB T-III/ Isabela East Central Elementary School

JACKIE LOU M. HORA, T-III/ Isabela East Central Elementary School

Editor

Language Editor:

Proof Reader:

Illustrators: Elsie Marie B. Suaib Teacher III/ Isabela East Central Elementary School

Layout Artist: Rex Paul A. Tagud Sped Teacher -I/ Isabela East Central Elementary School

### Management Team:

Julieto H. Fernandez, Ed. D., CESO VI  
SDS-Isabela City

Maria Laarni T. Villanueva, Ed. D., CESE  
ASDS-Isabela City

Henry R. Tura, CID Chief

Elsa A. Usman, LR Supervisor

Helen D.R. De Leon , EPS-English, Module Coordinator









