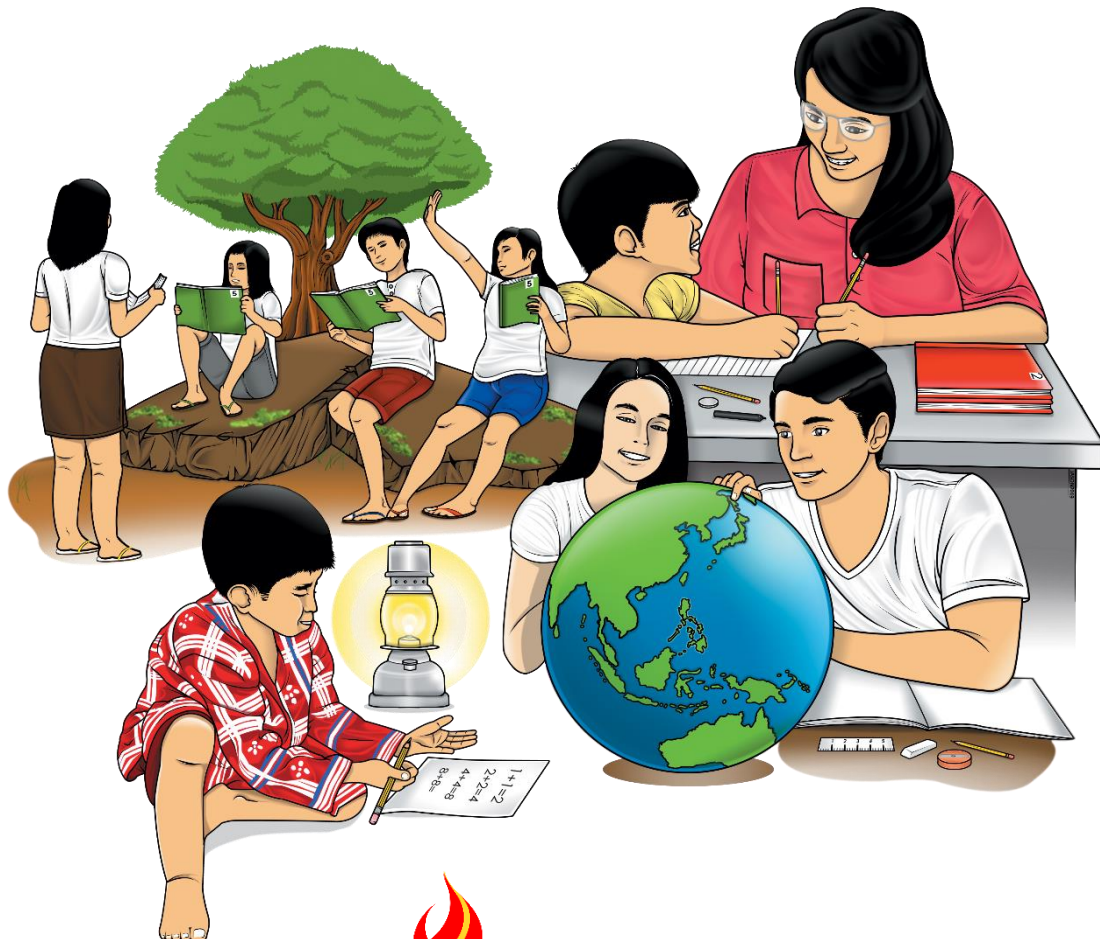# English for Academic and Professional Purposes

Quarter 1 – Module 2:
Thesis Statement and Outline Reading Text

ALTERNATIVE DELIVERY MODE

ADM

**English for Academic and Professional Purposes – Grade 11
Alternative Delivery Mode
Quarter 1 – Module 2: Thesis Statement and Outline Reading Text
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English for Academic and Professional Purposes
Quarter 1 - Module 2:
Thesis Statement and Outline Reading Text

DepED
DEPARTMENT OF EDUCATION

Introductory Message

For the facilitator:

Welcome to the English for Academic and Professional Purposes Alternative Delivery Mode (ADM) Module on Language and Text Structure across Disciplines!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

> ### *Notes to the Teacher*
> This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the English for Academic and Professional Purposes Alternative Delivery Mode (ADM) Module on Language and Text Structure across Disciplines!

Academic language represents the language of the discipline that students need to learn. It helps develop their content understandings and a means to participate in the content area in meaningful ways. While some features of academic language may vary, it is also important to note that academic or informational texts are also different to a certain extent depending upon the author's purpose, the topic and the genre.

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.

What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.

What's In

This is a brief drill or review to help you link the current lesson with the previous one.

What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.

What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.

What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.

What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.

What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part ofthe module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activitiesincluded in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking youranswers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

In this module, you will acquire knowledge of appropriate reading strategies for a better understanding of academic texts to be able to produce a detailed abstract of information gathered from the various academic texts read. Concepts like the structure, language used from various disciplines, ideas contained in various academic texts, knowledge of the text structure to glean information that is needed, various techniques, thesis statements, paraphrasing and outlining reading text in various disciplines are discussed in the following lessons:

- **Lesson 1 – Thesis Statement and Outline Reading Text**

To accomplish the desired performance stated, please be guided with the following learning competencies as anchor:
- States the thesis statement of an academic text (**CS_EN11/12A-EAPP-Ia-c-6**)
- Outlines reading texts in various disciplines (**CS_EN11/12A-EAPP-Ia-c-8**)

Learning Objectives:
At the end of the lessons, you will be able to:
1. State the thesis statements of an academic text.
2. Create an outline reading texts in various disciplines.
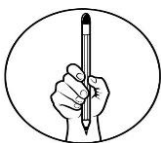
What I Know

l. Direction: Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. What is a thesis statement?
   A. It is the controlling idea that you will develop in your paper.
   B. It is a sentence that elaborates the topic sentence.
   C. It supports the main idea of in a paragraph.

2. Which of the following is NOT an element of a thesis statement?
   A. Focus   B. Argument   C. Evidence

3. All of the statements below are true about thesis statement, EXCEPT:
   A. t is a claim or stand that needs to be developed in an essay.
   B. It acts as an adequate support to expound the main idea.
   C. It must be debatable and supported with evidence.

4. Identify the most effective thesis statement.
   A. The Hunger Games is a science fiction adventure film based on the novel of the same name by Suzanne Collins.
   B. The Hunger Games is a morality tale about the dangers of a political system that is dominated by the wealthy.

5. What is an outline?
   A. A technique that uses free flow of ideas by listing down everything that comes to mind.
   B. A design to follow when writing a structure, a discourse, or a article.
   C. A technique that links a word or phrase to different related topics or ideas.

Lesson 1
Identifying Thesis Statement and Outline Reading Text

What's In

Activity 1. Direction: Summarize the following excerpt below from Understanding Calories. Use any of the summarizing techniques learned from module 1. Write your answer on a separate sheet of paper.

Understanding Calories

A calorie, also known as kilocalorie, is a unit of energy. This unit represents the energy required to heat a kilogram of water on degree Celsius. While people generally link the term calorie with food, it is a unit of measurement that can be applied to any substance possessing energy. For instance, there are 8200 calories in a liter (about one quart) of gasoline.

Summarizing Technique Use: _____

What's New

Activity 2. Direction: Create a thesis statement based on the following information.
1. **Topic:** Education is important to have.
    Supports:
    1. It could enable one to get a better paying job.
    2. It makes a person a more interesting individual.
    3. It makes a person a more informed citizen.

Thesis Statement:

_____
_____
_____
_____

2. **Topic:** Bowling is a sport for everyone.

    Supports:

    1. It is not limited to any age group.
    2. It can be played at any time.
    3. It does not require any expensive equipment.

    Thesis Statement:

_____
_____
_____
_____

Activity 3. Direction: Arrange the main ideas and subordinate ideas in order to create an outline. Write your answers on a separate sheet of paper.

PRE-WRITING	**Write Topic Sentence**	**PUBLISHING**
Organize Ideas	**EDITING AND REVISING**	**Generate Ideas**
Define Topic	**WRITING THE FIRST DRAFT**	**Proofread**
Review and Evaluate	**Develop supporting details**	**Write Conclusion**
Publish and Share	**WRITING THE FINAL DRAFT**	

TOPIC: <u>The Writing Process</u>

I. _____
        A. _____
        B. _____
        C. _____
II. _____
        A. _____
        B. _____
        C. _____
III. _____
        A. _____
IV. _____
        A. _____
V. _____
        A. _____

✓ **Key to answers on page 16**

What is it

Thesis Statement

Definition

A thesis statement is the controlling idea that you will develop in your paper. This can be found usually at the end of an introduction. A thesis statement can be one sentence. However, if necessary, it can also be two or three sentences.

Elements of a Thesis Statement
1. **Topic.** The topic of your paper.
2. **Argument/Claim.** This depends on the type of paper you are writing. If it is an argumentative paper, then this should express your opinion. If it is a research or explanatory paper, this should explain the purpose of your paper.
3. **Evidence.** The support for your argument/claim.

If you already have these three elements, you can combine them to create your thesis statement.
Example 1: (argumentative)

1. **Topic –** The *Harry Potter* book series
2. **Argument –** stole many fantastical elements from *The Lord of the Rings* series
3. **Evidence –** giant spiders, dangerous hooded undead creatures (Dementors and Nazgul), and a wise mentor.

The *Harry Potter* book series stole many fantastical elements from the *Lord of the Rings* series. Some of the uncanny similarities include giant spiders, dangerous hooded undead creatures, and a wise mentor that the hero must learn to survive without.

Example 2: (Research/explanatory)
1. **Topic –** Chesse
2. **Argument –** has healthy tendencies
3. **Evidence –** calcium helps bones and teeth, boosts the growth of good bacteria in the gut, and the protein helps cells repair themselves

Research has shown that cheese has healthy tendencies because its calcium provides necessary nutrients for the growth of bone and teeth, it boosts the growth of food bacteria in the gut, and it has protein that helps cells repair themselves.

Outline

An outline is a design to follow when writing a structure, a discourse, or a article.It arranges a material in a logical way into main ideas, supporting ideas, and supporting details.

The main idea or topic is the main topic of the outline. All main topics are indicated by Roman Numeral. Subtopics are noted by letters and supporting details are indicated by Arabic Numerals.

An outline can be a **sentence outline or topic outline.** A sentence outline is written in full sentence while a topic outline is in words or phrases.

Guidelines in Writing an Outline:

1. Place the title at the center above the outline.
2. Every level of the outline must have at least two items (I and II, A and B, 1 and 2).
3. Put a period after each numeral and letter.
4. Indent each new level of the outline.
5. All items of one kind (roman numerals, capital letters, Arabic numerals) should lineup with each other.
6. Capitalize the first letter of each item.
7. The terms Introduction, Body, and Conclusion do not have to be included in the outline. They are not topics; they are merely organizational units in the writer's mind.

Example
Benjamin Franklin – Scientist and Inventor
I.   Experiments with Electricity
      A. Studied nature of Electricity
      B. Discovered Lightning Equals Electricity
      C. Invented Lightning Rod
II.   Other Scientific Work
      A. Inventions
         1. Bifocal Glasses
         2. Franklin Stove
         3. Daylight Saving Time
      B. Scientific Studies
         1. Charted Gulf Stream
         2. Worked on Soil Improvement
III. Importance as a Scientist
      A. Scientific Honors
      B. Writing Translated into Other
         Languages
      C. Experts' Comments
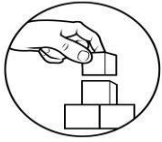
Activity 4. Direction: Identify the thesis statement in each of the following text. Write you answers on a separate sheet.

1. Psychologists have argued for decades about how a person's character is formed. Numerous psychologists believe that one's birth order (i.e. place in the family as the youngest, oldest, or middle child) has the greatest influence. I believe birth order can have a significant impact in the formation of a child's character based on my own experience growing up in a family of four children. Birth order can strongly affect one's relationship with parents, relationships with others, and how one views responsibility as an adult.

Thesis Statement:

_____
_____
_____

2. One sign of pregnancy is nausea upon awakening. Other signs are increase in size and tenderness of the breasts. Still other signs include increase in the frequency of urination and an increase in the size of the abdomen. Thus, aside from pregnancy tests, a woman can sometimes recognize the early signs and symptoms of pregnancy.

Thesis Statement:

_____
_____
_____

Activity 5. Direction: Read the text below and complete the topic outline that follows. Write yours answer on a separate sheet of paper.

Text A

Origins of Writing

Ancient civilizations attributed the origins of writing to the gods. For the ancient Egyptians, their god Thoth was the creator of writing and, in some stories, also the creator of speech. The ancient Sumertans and Assyrians also believed that writing originated with certain gods, as did the ancient Maya. In Chinese mythology, the creation of writing is attributed to an ancient sage and was used for communication with the gods. Clearly, writing was highly valued even by ancient peoples.

Humans began painting pictures on cave walls 25,000 years ago or more, but writing systems did not develop until groups of people began settling in farming communities. Scholars say that writing systems developed independently in at least three different parts of the world: Mesopotamia, China, and Mesoarnertca.

The oldest known writing system developed among the ancient Sumertans in Mesopotamia around 3000 B.C. Along with the rise of agricultural societies carne the development of property ownership and the need to keep records of it. In early agricultural societies, property consisted largely of land, livestock such as cattle, and grain. Originally, clay tokens of various shapes were used to count these possessions. From this developed a system of impressing the shapes onto clay tablets. One of the earliest clay tablets of this type was found in excavations in Mesopotamia and dates from the time of the Sumertan culture. Scribes then began using reeds instead of tokens to mark the clay, developing a system of wedgelike shapes to represent the tokens. This system of writing using wedge shapes is known as cuneiform. It was later adopted by other cultures and became the basis for other writing systems. Originating in a system that used pictures to represent objects, cuneiform writing eventually developed into systems that used symbols to represent the sounds of language.

The oldest form of Chinese writing dates from around 1500 B.c. It is called oracle bone script because it was carved on animal bones and shells that were used for predicting the future. At a later period, Chinese writing appeared on bronze vases and later still developed into a system that was used to record government affairs. The Chinese writing system was also the original basis for both the Japanese and Korean writing systems.

In Mesoarnertca, a region that encompasses parts of Mexico and Central Arnertca, it is the ancient Mayans who are famous for the writing they inscribed on temple walls and other religious structures. However, scholars believe that writing in that part of the world may have begun before the rise of the Mayan civilization. The Zapotec culture, centered on Oaxaca, Mexico, was already using writing around 400 B.C., or possibly earlier. The Olmec culture may have developed a writing system even earlier than that. Recent discoveries show that the Mayans may have begun writing around 2,300 years ago. They used a system of symbols that represented words and syllables to record information about the deeds of their rulers as well as information connected to their calendar and astronomy. Their system of writing survived until the time of the Spanish Conquest in the 1500s.

In ancient times, only specialized people such as scholars, priests, or government officials used writing. Today, close to three-quarters of the world's adult population can read and write, and literacy is considered a basic skill necessary to function in the modern world

Origins of Writing

Thesis Statement: The origin of writing systems can be attributed to ancient civilizations of Mesopotamia, China, and Mesoamerica.

I. Ancient Sumerian in Mesopotamia
        A. Recording of property ownership
            1. Clay tokens
            2. _____
            3. _____
            4. _____
II. Oldest form of Chinese writing
        A. _____
            1. Used for predicting the future
        B. _____
            1. Basis for Japanese and Korean writing systems
  III. Writing systems in Mesoamerica
        A. _____
            1. Temple walls and religious structure inscriptions
            2. Used a system of symbols
        B. Zapotec Culture
            1. Writing around 400 B.C.
        C. _____
            1. Developed earlier a writing system

✓ Key to answers on page 16

What I Have Learned

Thesis statement is the controlling idea that you will develop in your paper. Outlining is done at the start of constructing or structuring any written texts to give you the direction on how your written article will look like.

GETTING DEEPER!

Lesson:
_____
_____

What I want to say about the lesson:
_____
_____
_____

What I found out:
_____
_____

What I Can Do

Activity 6. Direction: Read the essay below and pay careful attention to how it is organized. Identify the thesis statement and make an outline for this essay. You may modify the sample outline format

The Golden Age of Comics

(1) The period from the late 1930s to the middle 1940s is known as the golden age of comic books. The modern comic book came in the early 1930s in the United States as a giveaway premium to promote the sale of the whole range of household products such as cereal and cleanser. The comic books, which are printed in bright colors to attract the attentions of potential customers, proved so popular that some publishers decided to produce comic books that would come out on a monthly basis and would sell for a dime each. Though comic strips had been reproduced in publications prior to this time, the Famous Funnies comic book, which was started in 1934, marked the first occasion that a serialized book of comics was attempted.

(2) Early comic books reprinted already existing comic strips and comics based on known characters, however, publishers soon began introducing original characters developed specially for comic books. Superman was introduced in Action Comics in 1938, and Batman was introduced a year later. The tremendous success of these superhero comic books led to the development of numerous comic books on a variety of topics, though superhero comic book predominated. Astonishingly, by 1945, approximately 160 different comic books were being published in the United States each month, and 90 percent of US children were said to read comic books on a regular basis.

Assessment

Activity 7. Direction: Read the short passage below and do the instructions that follow.

The Psychology of Fame

Until the beginning of the 1990s western psychologists had not systematically studied the human desire to be famous. However, in the few years up to this time, the amount of celebrity news in the media had been increasing dramatically. Scientists at various US universities then started to investigate the reasons why some humans seem to be driven to become famous, while others have no interest in attracting the limelight. Extensive research with people from different cultures led to the conclusion that people who desire fame are not the same people who want to be rich. The former group

may have some desires for social acceptance based on previous experiences in their lives.

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It seems that many of these people used to find it difficult to make friends when they were younger, or they didn't use to receive praise or recognition from their parents. The psychologists believe that it is likely that these people would often demand attention from others as teenagers and this desire has remained in adulthood and is now expressed as a longing to be famous. Conversely, those who want to be rich are much more focused on the future than the past; in contrast to the former group, the study found that many of this group had learned from their parents that success is generated by hard work and that their friends and family had always encouraged them to strive for the best in life. These conclusions suggest that there is a link between our upbringing and how we measure success.

Source: Leahdeoferio11

Fill out the topic outline based on the short passage *The Psychology of Fame*, choices are provided below.

Thesis Statement: _____

I. _____
        A. _____
        B. _____
        C. _____
        D. _____
II. _____
        A. _____
        B. _____
        C. _____

Select your answer from the following choices.
- People who desires to be famous
- Learned from their parents about success
- Scientists investigate the reasons why some humans want to be famous while some wants to be rich.
- Difficult to make friends when they were younger
- Friends and family encouraged them
- Demand attention from others
- People who want to be rich
- Didn't use to receive praise or recognition from their parents
- Focused on the future than the past
- Desire for social acceptance

✓ Key to answers on page 16

Additional Activities

Activity 8. Direction: Read the article and make an outline. Be guided by the rubric for outlining. Write your answer on a separate sheet of paper.

Wrigley's Chewing Gum

(1) Wrigley's chewing gum was actually developed as a premium to be given away with other product rather than as a primary product for sale. As a teenager, William Wrigley Jr. was working for his father in Chicago selling soap that has been manufactured in his father's factory. The soap was not very popular with merchants because it was priced at 5 cents, and this selling price did not leave a good profit margin for the merchants. Wrigley convinced his father to raise the price to then cents and to give away cheap umbrellas as a premium for the merchants. This worked successfully, confirming to Wrigley that the use of premium was an effective sales tool.

(2) Wrigley then established his own company, in his company he was selling soap as a wholesaler, giving baking soda away as a premium, and using a cook book to promote each deal. Over time, the baking soda and cook book became popular than the soap, so Wrigley began a new operation selling baking soda, he soon decided on chewing gum. Once again, when Wrigley realized that the demand for premium was stronger than the demand for the original product, he created the Wm. Wrigley Jr. Company to produce and sell chewing gum.

(3) Wrigley started out with two brands of gum, Vassar and Lotta gums, and soon introduced Juicy Fruit and Spearmint. The latter two brands grew in popularity, while the first two were phased out. Juicy Fruit and Spearmint are two of Wrigley's main brands to this day.

Rubric for grading:
Format   - 10
Organization/Development   - 10
Focus and Quality of Presentation - 10
Total   - 30

Answer Key

What I Know
1. A
2. A
3. B
4. B
5. B

What's In
Activity 1.
Answer may vary.

Summarizing Technique:
Somebody, Wanted, But, So, Then
Somebody: Calorie
Wanted: represents the energy required
But: heat a kilogram of water on degree Celsius
So: a unit of measurement
Then: composed of 8200 calories

Sentence Summary:
A calorie is a unit of energy that represents the energy required to heat a kilogram of water on degree Celsius. This is also a unit of measurement where 1 liter of gasoline is composed of 8200 calories.

What's New
Activity 2.
1. Thesis Statement:
Education is important to have because it could enable one to get a better paying job, make a person become a more interesting individual and informed citizen.

2. Thesis Statement:
Bowling is a sport for everyone because it is not limited to any age group, it can be played at any time, and it does not require any expensive equipment.

What I Can Do
Answer may vary

Assessment:
Thesis Statement: Scientists investigate the reasons why some humans want to be famous while some wants to be rich.
I. People who desires to be famous
 A. Desire for social acceptance
 B. Difficult to make friends when they were younger
 C. Didn't use to receive praise or recognition from their parents
 D. Demand attention from others as teenagers
II. People who want to be rich
 A. Focused on the future than the past
 B. Learned from their parents about success
 C. Friends and family encouraged them

Activity 3.
I. Prewriting
 A. Define topic
 B. Generate Ideas
 C. Organize Ideas
II. Writing the first draft
 A. Write topic sentence
 B. Develop supporting details
 C. Write Conclusion
III. Editing and Revising
 A. Review and evaluate
IV. Writing the final draft
 A. Proofread
V. Publishing
 A. Publish and share

What's More
Activity 4.
1. Thesis Statement:
Birth order can strongly affect one's relationship with parents, relationships with others, and how one views responsibility as an adult.

2. Thesis Statement:
a woman can sometimes recognize the early signs and symptoms of pregnancy.

What's More
Activity 5.
I.
 A.
  1.
  2. Clay tablets
  3. Reeds
  4. Cuneiform
II.
 A. Orade bone Script
  1.
 B. Chinese writing system
  1.
III.
 A. Ancient Mayans
  1.
  2.
 B.
  1.
 C. Olmec culture
  1.

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Lesson 1

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