

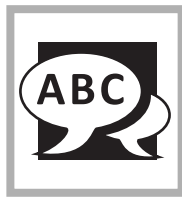
# LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

MODULE 1: I GET IT (RECOGNIZING THE MAIN IDEA)

ALS Accreditation and Equivalency Program: Junior High School







**I GET IT**  
RECOGNIZING THE MAIN IDEA

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**COMMUNICATION SKILLS IN ENGLISH**  
**MODULE 1**

**ALS Accreditation and Equivalency Program:** Junior High School  
**Learning Strand 1:** Communication Skills in English  
**Module 1:** I Get It (Recognizing the Main Idea)

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# User's Guide

## *For the ALS Learner:*

Welcome to this Module entitled I Get It (Recognizing the Main Idea) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education (BEC).

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:



### *Let's Get to Know*

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



### *Pre-assessment*

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



### *Setting the Path*

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



### *Trying This Out*

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.



### *Understanding What You Did*

This includes questions that process what you learned from the lesson.



### *Sharpening Your Skills*

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



### *Treading the Road to Mastery*

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



### *Don't Forget*

This part serves as a summary of the lessons in the module.



### *Explore More*

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.



### *Reach the Top*

This part will assess your level of mastery in achieving the learning competencies in each lesson in the module.

### *Answer Key*

This contains answers to all activities in the module.

### *Glossary*

This portion gives information about the meanings of the specialized words used 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 of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer the Pre-assessment before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning 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 ALS Teacher/Instructional Manager/Learning 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!

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## MODULE 1

# LET'S GET TO KNOW



**L**istening is the ability to accurately receive and interpret messages in the communication process. Listening comprehension is key to a productive communication. Without the ability to listen effectively, messages are easily misunderstood. As a result of this, communication might break down and both parties involved can become easily frustrated at the failure of sending and receiving the message across accurately. If there is one communication skill you should aim to master first, it is listening.

This module on listening is divided into two parts. This first part covers **recognizing the main idea and its supporting details** while the second part discusses **how to distinguish facts from opinions**. Determining and knowing where to find the main idea is important in understanding the message of the communicator. It is also essential in summarizing the writer's or speaker's message. Sequencing, a process of extracting and organizing the ideas and its supporting information, is a key component in your **reading and listening comprehension**. It allows you to synthesize information and arrange it accordingly.



## MODULE 1

# PRE-ASSESSMENT



When listening to someone speak, can you immediately tell what his/her speech is about? Or do you listen first to the whole speech in order for you to understand the speaker's message?

As you listen to the speaker, you shall constantly ask yourself, what's the big idea here?



# WHAT'S THE BIG IDEA?

At the end of this lesson, you will be able to:



recognize main/key ideas (LSICS/EN-L-PSA-JHS 22);



recognize main points/key sentences and supporting ideas/details in text listened to (LSICS/EN-L-PSA-JHS-23);



identify and write the key ideas and supporting details (LSICS/EN-W-PSE-JHS-17); and



identify supporting details (LSICS/EN-W-PSE-JHS-18).



## LESSON 1

# TRYING THIS OUT

---

**Directions:** Which of the statements below best describe the main idea and the supporting details of a written or spoken text? Write your answers on a separate sheet of paper.

- A. The main idea of a paragraph \_\_\_\_\_.
1. is the most important point of a text
  2. is the least important point of a text
  3. may be found in the title of the text
  4. may be found as part of an introduction to a text
- B. The supporting details \_\_\_\_\_.
1. support the main idea
  2. support other supporting details
  3. have exactly the same meaning as the main idea
  4. may be found in additional data
  5. may be found in further description



## LESSON 1

# UNDERSTANDING WHAT YOU DID



## THE MAIN IDEA

Knowing how to listen for the **main idea** is key to understanding what the other person is trying to say. The main idea is the most important point of a written or spoken text.

It is usually found in three places: in the title, at the beginning, or at the concluding part of a text or speech. You will also easily recognize the main idea because commonly it is mentioned repeatedly in the text.

**Supporting details**, on the other hand, help clarify the main idea. They may come in the form of examples or additional information given by the writer or the speaker.

## LESSON 1

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The following are some of the effective ways or steps in finding the main idea:

**1. Look at the title.**

Often, the title provides a good indication of the main idea of a written or spoken text. It helps orient the reader or the listener on what is being talked about in the text or speech.

**2. Look at the first and last sentences.**

Usually, the main idea is introduced in the first sentence of a written or spoken text. Pay attention to what the first sentence is describing. The main idea may also be found in the concluding part or summary of a text. Read or listen carefully to what the last two or three sentences are talking about.

**3. Look for repeated words or phrases.**

The frequency with which a word or phrase occurs is an indication of its relative importance.

## THE SUPPORTING DETAILS

The supporting details support the main idea. They can take the form of facts, examples, data, and testimonies that can help you understand the main idea better. They help clarify, illuminate, describe, and illustrate the main idea.

To help you identify the supporting details, look for:

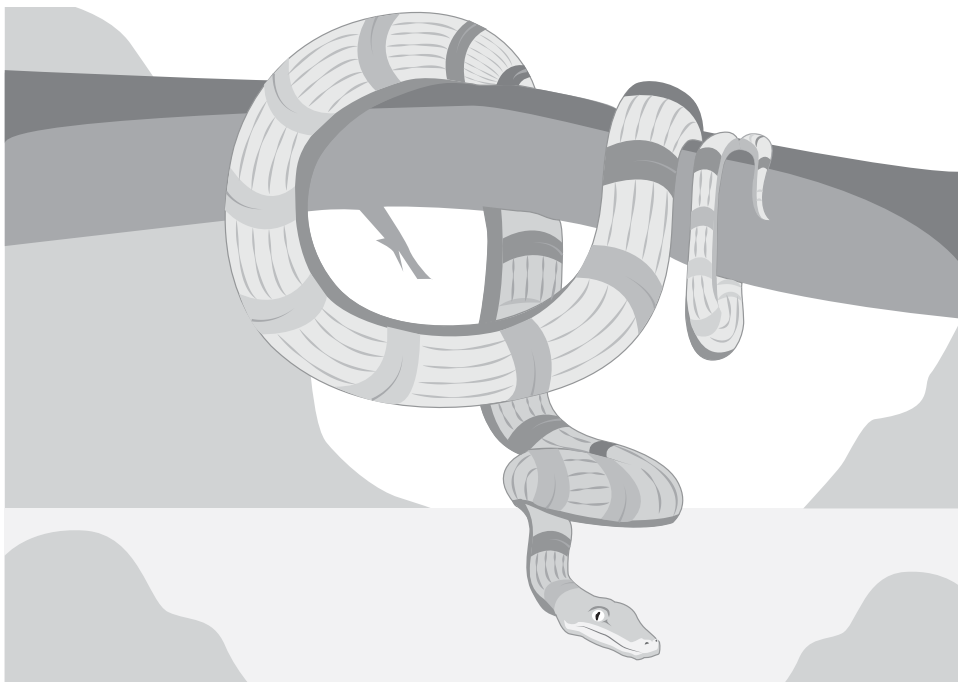
- statistical data
- further descriptions
- additional data
- expert testimonies
- examples
- clarifications, etc.



## ACTIVITY

**Directions:** Read the following paragraph. Notice how the paragraph is analyzed in order to identify the main idea and its supporting details.

### Why Snakes Shed Skin



Snakes shed their skin to allow for further growth. The top layer of a snake's skin doesn't grow, but its body does. So as a snake gets bigger during its life, it has to get rid of the top layer and leaves it behind. They scrape their bodies against rocks, trees, the ground, and many other things until they can slither out of their old skin. When they're ready to shed the old layer, they create a rip in the old skin, usually in the mouth or nose area. They often do this by rubbing against a rough, hard object, such as a rock or a log. The snake repeats this process of skin shedding until it has stopped growing (Wonderopolis.org, 2020).

# LESSON 1

---

Let's look at the main idea and its supporting details:

<b>Main Idea</b>	Why snakes shed skin
<b>Three details</b>	<ul style="list-style-type: none"><li>• As they grow, they get rid of the top skin and leave it behind.</li><li>• They create a rip in the old skin, around the mouth or nose area.</li><li>• They do this by rubbing against a rough, hard object, such as a rock.</li></ul>
<b>Back to main idea</b>	So why does a snake shed its skin?

Do you remember the effective ways when looking for the main idea?

- Look at the title** : It's right there: Why Snakes Shed Skin
- First Sentence** : Snakes shed their skin to allow for further growth.
- Last Sentence** : The snake repeats this process of skin shedding until it has stopped growing.



## Understanding What You Did

- The main idea is the most important idea of the written or spoken text.
- The supporting details describe or support the main idea.



## LESSON 1

# SHARPENING YOUR SKILLS

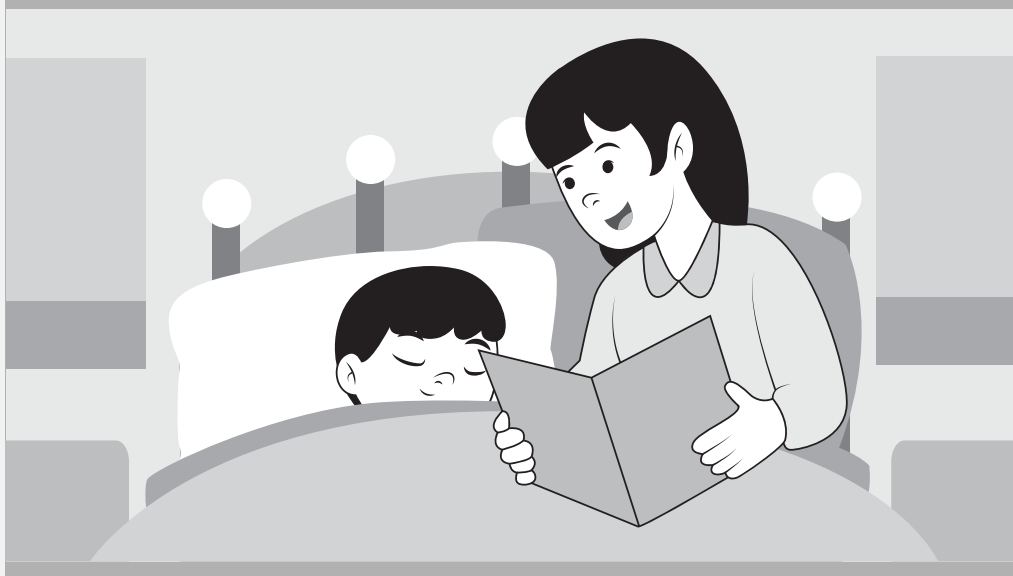
**Directions:** Identify the main idea and at least three of its supporting details in the paragraphs below. Write your answers on a piece of paper.



Gina loves Sundays. In the morning, she goes out of the house to check her plants. It makes her happy to see how they grow day by day. She also spends time to play with her dogs. She is so busy from Monday until Saturday that she can only have time for them on Sundays. After playing with her beloved pets, she goes back inside the house to prepare her breakfast. She takes time to eat and relax on Sundays because she knows how she is always in a hurry on the other days of the week. When evening comes, it is time to prepare for another week ahead. Despite the challenges she faces from Monday to Saturday, she manages to survive because she knows she can always have her Sundays to look forward to.

# LESSON 1

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Storytelling is an important activity. It can be entertaining and educational at the same time. We tell our younger siblings some stories to help them go to sleep. We tell stories to our friends and family when we get together. We also use stories to teach valuable lessons in life. We use stories to make sense of our world and to share that understanding with others (Rose, 2011). We may not notice it, but the stories we heard while we were growing up had a huge impact on who we are and what we believe in.

*Follow the template below for your answers.*

<b>MAIN IDEA</b>	
<b>SUPPORTING DETAILS</b>	A.
	B.
	C.



## LESSON 1

# TREADING THE ROAD TO MASTERY

*Write your answers on a separate sheet of paper.*

- I. Read the following paragraph taken from a research conducted by S. Thanuskodi in 2017. Identify the main idea and the supporting details using the given format.

A modern saying goes, “Today’s readers are tomorrow’s leaders.” One should read books and other materials to acquire knowledge. Unless one reads and gets in touch with the mass media, it is difficult to know what is going on around us. Not only that, a student has to read books, other than his/her textbooks, so that his/her area of thinking and acting will become broader.

<b>MAIN IDEA</b>	
<b>SUPPORTING DETAILS</b>	1.
	2.
	3.

- II. Write a paragraph using the information below. As you develop your paragraph, be guided by the rubric on page 12.

**Main Idea:** Exercising is good for your health.

**Supporting Details:**

1. Exercising prevents heart disease.
2. It keeps you fit.
3. It makes you happier.

CRITERIA	EXCEEDING (5)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Presented contents extensively. The general content excellently responded to the task given.	Presented contents adequately. The general content directly responded to the task given.	Presented contents in a limited manner. The general content was confusing and weakly responded to the task given.	Presented few or no elements; The general content did not respond to the task given.
ORGANIZATION	Communicated central message in a logical and interesting order. Connection between ideas was well-established in a clear and detailed way.	Communicated central message in a logical order. Connection between ideas is observable.	Communicated the central message with inconsistencies. The flow of ideas at times veered away from the main idea.	Communicated the central message in no clear order.



# THIS IS WHERE I STAND.

At the end of this lesson, you will be able to:



summarize the information from a text heard;



summarize important points/information discussed from various text types listened to (LSICS-EN-L-PSA-AE/JHS-20); and



determine the stand of the speaker on a given text listened to/explicit in statements made (LSICS/EN-L-PSA-JHS- 31).



## LESSON 2

# TRYING THIS OUT

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**Directions:** Write **T** if the statement is true, and **F** if false. Write your answers on a separate sheet of paper.

1. The summary is longer than the original text.
2. The summary is shorter than the original text.
3. The summary and the original text are of the same length.
4. An explicit statement directly gives the speaker's stand.
5. An explicit statement implies the speaker's stand.

Summarizing comes after getting the main idea and its supporting ideas. To summarize is to get the main idea and to express it using your own words. But here is the thing to remember: the summary is always **shorter** than the original text. If you are able to summarize the main idea, you will be able to get the speaker's stand, especially if it is explicitly stated.





## LESSON 2

# UNDERSTANDING WHAT YOU DID



## THE SUMMARY

A summary tells the main idea of a piece of written or spoken text. It is always shorter than the main text because it leaves out supporting details such as statistics, further description, additional data, examples, or testimonials.

To summarize a text or speech, you must read or listen to a passage very closely. You have to determine which are the main ideas and which are the supporting details. Then you must briefly write down the main ideas in your own words.

### HOW TO WRITE THE SUMMARY OF A WRITTEN TEXT OR A SPEECH

- Step 1.** Read the text or listen to the speech carefully.
- Step 2.** Underline or write down the ideas or points that you will find or hear.
- Step 3.** Re-read the ideas or points you have written or underlined and identify the main idea.
- Step 4.** Re-write the main idea in your own words.

#### REMEMBER

- A summary should be written in complete sentences.
- A summary should be written in your own words.
- A summary contains only the ideas of the original text.
- Do not insert any of your own opinions, interpretations, or comments into the summary.

**EXPLICIT STATEMENTS AS MAIN IDEAS**

Ideas can be expressed clearly and directly through explicit statements. In these statements, ideas are exactly spelled out, leaving no room for confusion or doubt on what is being said.

Often, authors or speakers express their stand about a certain topic explicitly to make sure that their readers or listeners clearly understand what they are trying to say. These statements can be helpful to you when identifying the main ideas of a text. When reading a text or listening to a speech, pay attention to explicit statements to locate the main ideas.

**ACTIVITY**

**Directions:** Read the paragraph below. Try summarizing it using the steps that follow.



Good morning to all of you. I am Mr. Santos. Today, I will talk about the great loves of my life. I am a pet lover. I own three dogs and a cat. They are so special that they are everything to me. My dogs' names are *Askal*, *Puti*, and *Dilaw*. My cat's name is *Bowow*. I treat

my pets like my own family members. They are not just animals kept on a leash or in a cage. They are so special to me that I look forward to each day when I can go home to be with them.

## LESSON 2

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Now, try to summarize the paragraph:

**Step 1.** Read the paragraph carefully.

**Step 2.** Underline the ideas or points that you find in the text or write them on a separate piece of paper.

I am a pet lover.

I treat my pets like my own family members.

They are not just animals kept on a leash or in a cage.

I look forward to each day when I can go home to be with them.

**Step 3.** Re-read the underlined parts and identify the main idea.

In the paragraph, Mr. Santos' explicit stand reveals the main idea. He states it simply and clearly:

*I am a pet lover.*

**Step 4.** Re-write the main idea in your own words.

*Mr. Santos loves his pets.*



### Understanding What You Did

- A summary tells the main idea of a piece of written or spoken text.
- Speakers can give explicit statements as their main idea.



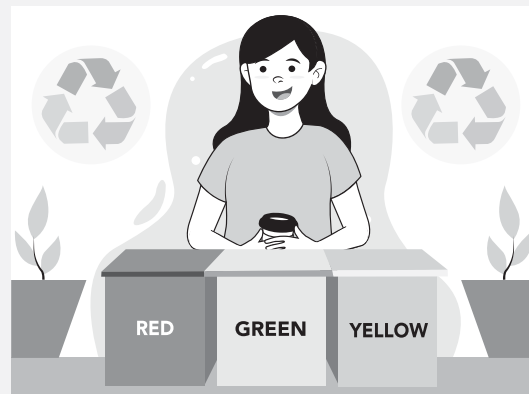
## LESSON 1

# SHARPENING YOUR SKILLS

**Directions:** Write the summary of the paragraph below by answering the questions that follow. Write your answers on a piece of paper.

Hi! I am Laura.

Recently, I learned to love Mother Nature. I realized how much she has provided for our needs. Sadly, we have been doing a lot of things that hurt her like not disposing our garbage properly or not replacing the



trees that we cut. I also realized that when we do these things, we are actually hurting ourselves. By not taking care of Mother Nature, we are destroying the source of the things that we need to survive like the air we breathe, the water we drink, and the land we live in. I believe that we can do something about this in our own simple way. Lately, I started waste segregation. I know it is challenging if you are not used to it, but it is not impossible to do. If we change our habits little by little each day, we can eventually make that difference. I may be an ordinary citizen, but I play an important role in helping save Mother Nature. You can, too.

1. What are the ideas or points that you have noted from the paragraph?
2. Based on the points that you have noted, what do you think is the main idea?
3. How would you write the main idea in your own words?  
Re-write the main idea.



## LESSON 1

# TREADING THE ROAD TO MASTERY

**Directions:** Read the following paragraphs taken from the *Keynote Speech of Secretary Roy A. Cimatu* during the 3rd Philippine Environment Summit ([www.denr.gov.ph](http://www.denr.gov.ph), 2020). Try summarizing each paragraph by identifying the main idea and the supporting details. Follow the format below:

<b>MAIN IDEA</b>	
<b>SUPPORTING DETAILS</b>	1.
	2.
	3.
<b>SUMMARY</b>	

### *Paragraph 1.*

Our environment is what we make it. Unfortunately, we have not yet achieved that level of united consciousness needed to save our environment from the problems that humanity has caused. Some simply don't care. They dump their wastes anywhere convenient or tolerate others who do so. They waste water, mindless that many others lack access to water. Worse, some oppose measures to enforce environmental laws, and belittle government achievements in rehabilitating our damaged environment—achievements that did not come cheap, because we have lost the lives of forest rangers and other officials in the process.

### *Paragraph 2.*

This 3rd Philippine Environment Summit hopes to address this divisiveness—by building unity among all stakeholders of the environment. Unity is crucial. This 3rd Environment Summit’s call for unity is not new. It was made during the First Summit in February 2016 in Metro Manila, and at the Second Summit in March 2018 in Cebu City. Our envisioned unity is taking quite long to achieve that is why we are intensifying this call.

### *Paragraph 3.*

It must be stressed that environmental problems do not choose their victims. Everyone is vulnerable, regardless of political party, ideology, religion, gender, age, race, nationality, or ethnicity. Hence, we should all join hands in facing these problems.



## LESSON 3

# SETTING THE PATH

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## JUST FOLLOW ME.

At the end of this lesson, you will be able to:



sequence a series of events/at least 3 events using signal words/mentioned in the text listened to (LSICS-L-PSA-BL/LE/AE/JHS 3);



follow a set of oral/verbal instruction/direction (2-3 steps) in a process in everyday life situations (LSICS-L-PSA-LE/JHS 15); and



sequence steps in stories read or events in written materials (e.g., preparing land for planting, following a recipe, arranging historical events, and implementing a project) (LSICS-EN-R-PSD-LE-JHS-19).



## LESSON 3

# TRYING THIS OUT

**Directions:** Choose the letter of the correct answer. Write your answers on a piece of paper.

1. Complete the statement below:  
*Events in a sequence series appears \_\_\_\_\_.*
  - A. chronologically
  - B. in any order
2. Which is not a term that denotes sequence?
  - A. Initially
  - B. At the beginning
  - C. Subsequently
  - D. Thoroughly
  - E. Finally
  - F. Ultimately
3. Which of these sentences is in imperative form?
  - A. Are you quiet?
  - B. You be quiet.
  - C. You are quiet.
4. Complete the statement below:  
*The imperative form \_\_\_\_\_.*
  - A. gives instructions
  - B. expresses a surprise
  - C. makes statements

Things or events, if they are to appear sequentially, has to happen chronologically or in order. There are words used to signal a sequence series, such as *firstly* and *finally*. *Thoroughly* is not a sequence word. It does not signal an order of a sequence. It signifies something to be done in *depth*. 'You be quiet' or 'Be quiet', 'You sit down' or 'Sit down' are in the imperative form of the sentence. They instruct you to do something.





## LESSON 3

# UNDERSTANDING WHAT YOU DID



## SEQUENCING EVENTS

Sequence or arrangement of events is the order of events as they occur in a process or narrative. To find the correct sequence of events, you should think about what happens in the beginning, middle, and end. Once you can identify each of these core components, you can retell the events in the order in which they occurred. Sequencing is a key component in your reading and listening comprehension. It also allows you to synthesize information and arrange it accordingly.

### Using Sequence Words

You should also look for transition words to better understand the order of events. *First* and *today* are examples of sequence words found at the beginning. These words are signals that tell you an event is starting. *Then*, *later*, *after*, and *suddenly* are sequence words that might be found in the middle of a narrative. They signal that a new event is being described. *Lastly* and *finally* are two examples for ending the sequence of events.

## LESSON 3

---

More sequence words as used in sentences:

- *Earlier*, I saw you sitting in the garden, but then you disappeared.
- *In the end*, it wasn't meant to be. They *finally* went their separate ways.
- Riding a bike is difficult at the *beginning*, but *consequently*, it becomes very easy.
- I find that, *every now and then*, we should be thankful for what we have.
- *Ultimately*, life is what we make of it.
- Now we are free, at *last*.

### THE IMPERATIVE: Giving Verbal Instructions

The sentence which is used to give a command, a request, or a warning is called an **imperative sentence**. They are also known as **directives** because they provide direction to the one being addressed.

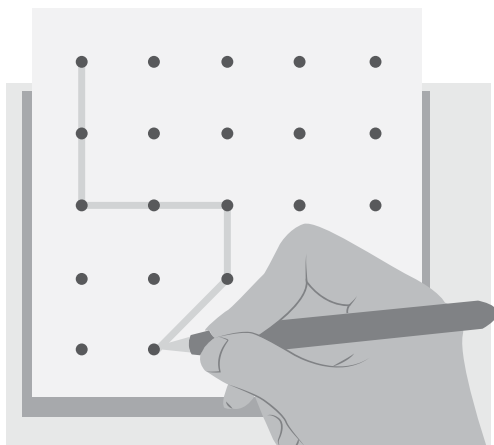
An imperative sentence usually ends with a period but depending upon its delivery, it can also end with an exclamation mark or a question mark. This type of sentence always takes the second person (you) for the subject. Most of the time the subject remains hidden. *Example*: '(You) Please take a seat.'

Some of the uses of the imperative sentences are as follows:

**a. To give an order:**

- *Pick up that piece of paper.*
- *Stop doing that!*
- *Please keep quiet and remain seated.*





**b. To give instructions:**

- *Don't use this spray near a burning flame.*
- *Apply the glue thinly and leave it for ten minutes before reapplying.*
- *Connect the dots.*



**c. To give advice or warnings:**

- *Don't forget to take your passport with you.*
- *Be careful with that sharp knife!*
- *Don't go near that dog.*



**d. To make an offer or extend an invitation:**

- *Have a piece of cake and some iced tea.*
- *Come drop by and see me some time.*
- *Why don't you stay longer?*

## LESSON 3

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### Simple Instructions With or Without Sequence Words

When used to give instructions, imperative sentences may include sequence words.

*Example:*

#### To change a light bulb...

- Firstly*, turn off the electricity.
- Secondly*, remove the busted light bulb.
- Then*, put in the new light bulb.
- Finally*, switch on the light.



Some imperative sentences used to give instructions do not include signal words.

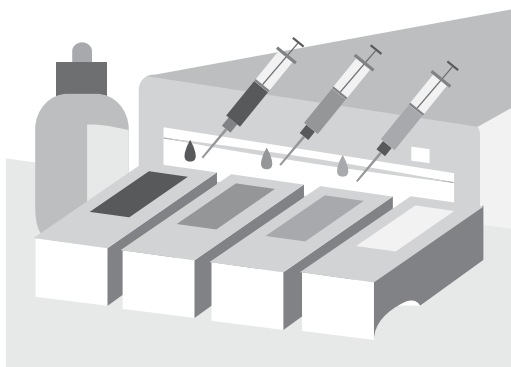
*Examples:*

#### 1. Instructions found in cookbooks:

- Measure one cup of flour.
- Put the flour in a medium-sized bowl.
- Blend but do not overmix the flour.



#### 2. Instructions on how to operate a device:



- To change the ink cartridges in your printer, first open the door indicated on the diagram.
- Remove the empty cartridge.
- Replace it with a new one.
- Close the compartment lid.



### 3. When giving directions:

- Go straight on until you see the hospital, then turn left.
  - Turn right at the end of the road, and my house is number 67.
  - Enter the hospital opposite the bus station.
  - Check out the drug store in front of the hospital.
- Stop by the shop between the drugstore and the fast-food chain.

### ACTIVITY

**Directions:** Read the following steps in planting a tree. Take note that these are not arranged in order yet.

- \_\_\_\_\_ Next, plant your tree in the hole.
- \_\_\_\_\_ Before anything else, find the right spot where your tree can grow.
- \_\_\_\_\_ Then, put the soil back into the hole to cover the roots of your tree.
- \_\_\_\_\_ After finding the right spot, dig a hole.
- \_\_\_\_\_ Finally, water your tree.
- \_\_\_\_\_ Once you have dug the hole, prepare the pre-planted tree by detangling the roots.

Using the sequence words and other clues found in each sentence, arrange the steps in the correct order.



The first sentence in the sequence should be:

**Before anything else, find the right spot where your tree can grow.**

The clue for this is the phrase, *before anything else*. This means that there are no steps before this one.



The next in the sequence is:

**After finding the right spot, dig a hole.**

The words, *after finding the right spot* serve as hint that this step follows the first step because it uses the sequence word *after* and it mentions the previous step: *find the right spot*.



This is followed by the sentence:

**Once you have dug the hole, prepare the pre-planted tree by detangling the roots.**

This sentence mentions the previous step, *dig the hole* and the sequence word *once*, which gives the idea that this step can only be done if the previous step is completed.



The fourth in the sequence is:

**Next, plant your tree in the hole.**

The sequence word *next* and the mention of the previously used word *hole*, serve as clues that this step follows the step of digging the hole.



The next sentence in the sequence is:

**Then, put the soil back into the hole to cover the roots of your tree.**

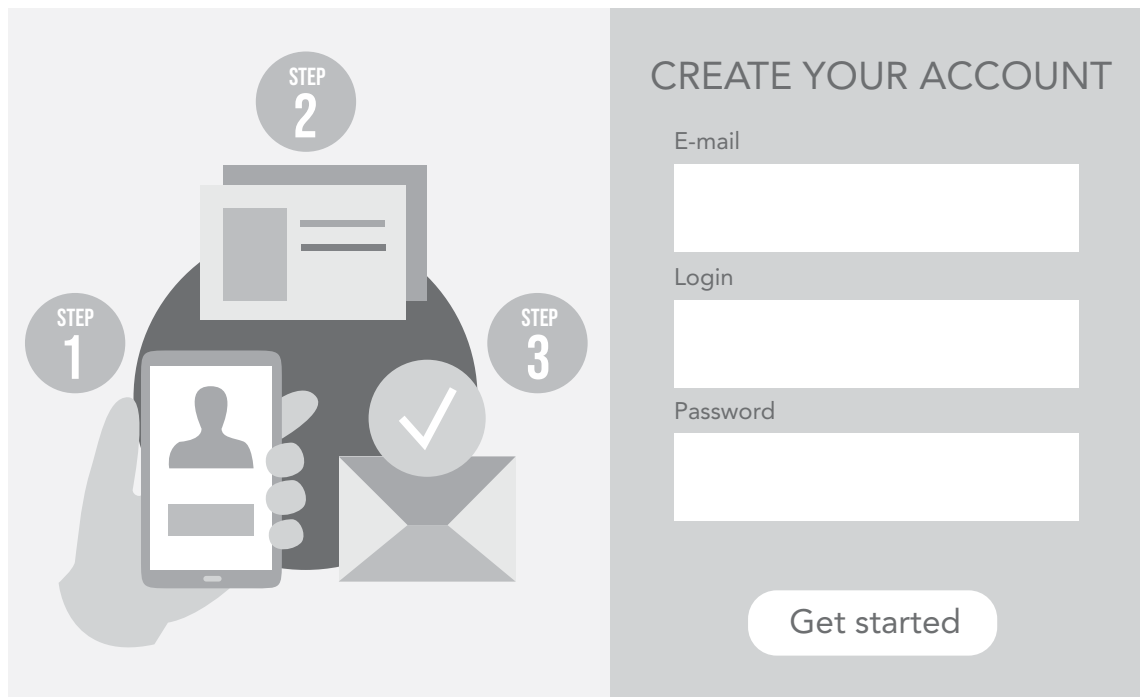
Notice the words *then*, *cover*, *hole*, and *tree*. These words hint that this step comes after the tree has been placed in the hole.



Finally, the last sentence in the sequence is:

**Finally, water your tree.**

The clue here is the sequence word *finally* that signals that nothing follows this step.



### Some Tips on Giving Verbal Instructions

***Break down your instructions and give them one at a time.***

Instructions are better understood if given in steps, and as few as possible. For example, when giving instructions on how to send an email:

*Step one, create an email account. Step two, log in to your email. Step three, type in your recipient's email address. Step four, type in your message. Step five, press send.*

***Be direct and specific.***

Make clear statements, not questions nor vague ideas. For example, “*Please sit down beside him.*” instead of “*Could you please sit down?*” or “*Wait for three minutes.*” instead of “*Wait for a moment.*”

***Use positive language.***

For example, say “*Keep the windows closed.*” instead of “*Do not leave the windows open.*”



## LESSON 3

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***Ask the listener to repeat your instructions in their own words.***

Do not assume that you are understood immediately. Encourage your listener to state your instructions again.



### **Understanding What You Did**

- The sequence of events is the order of events as they occur in a narrative.
- Transition words, known as *sequence words*, help understand the sequence of events.
- Giving verbal instructions also help in understanding the order of events.



## LESSON 3

# SHARPENING YOUR SKILLS

*Write your answers on a piece of paper.*

I. Complete the statements in the series below by providing the beginning, middle, and ending events.

1. First of all, \_\_\_\_\_.
2. Then, all of a sudden, \_\_\_\_\_.
3. Finally, \_\_\_\_\_.

II. Insert the appropriate sequence words from the box below in the following text. You can also use other sequence words that you know. Be guided by the rubric on page 33.

Then	Firstly	Next
Secondly	Thirdly	Finally
Lastly	Consequentially	After

Here are simple steps to begin segregating waste at home:

1) \_\_\_\_\_, place two dustbins in your kitchen, one for dry waste and the other for wet waste. 2) \_\_\_\_\_, mark the bins accordingly. In the wet waste bin, place a black plastic bag. In the dry waste bin, place a white plastic bag. 3) \_\_\_\_\_, throw your wet waste in the bin that is marked as the wet waste bin. 4) \_\_\_\_\_, throw your dry waste in the bin that is marked as the dry waste bin. 5) \_\_\_\_\_, empty both bins on a daily basis (VCAN, 2020).



## LESSON 3

# TREADING THE ROAD TO MASTERY

**Directions:** Insert the appropriate words from the box into the paragraph below. Write your answers on a separate piece of paper.

bike

dispose

practice

conserve

reduce

reuse

recycle

plant

Here are ways you can help save the environment.

First, you can (1) \_\_\_\_\_ to work. You can also (2) \_\_\_\_\_ your garbage properly and (3) \_\_\_\_\_ waste segregation. Then, (4) \_\_\_\_\_ water and (5) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. Finally, \_\_\_\_\_ a tree.



## MODULE 1

# DON'T FORGET



- Knowing how to listen for the **main idea** is key to understanding what the other person is trying to say. The **main idea** is the most important point in a spoken or written text.
- **Supporting details** are any pieces of information used to explain and expand upon the main idea. They make the main ideas stronger and clearer.
- Speakers can give explicit statements as their main idea. Then they can support this idea with supporting details. A **summary**, meanwhile, tells the main idea of a piece of written or spoken text. However, it leaves out supporting details.
- The sentence which is used to give a command, a request, or a warning is called an **imperative sentence**. Imperative sentences are also known as **directives**—giving directions or verbal instructions.





## MODULE 1

# REACH THE TOP

*Write your answers on a separate piece of paper.*

- I. Read the following paragraph taken from the journal, *Frontiers for Young Minds*. Identify the main idea and the supporting details. Follow the format below.

We often forget how much humans depend on nature. Even city-dwellers living in modern skyscrapers need air to breathe, water to drink, and food to eat, all of which are provided by nature. True, you can buy bottled water and ready-to-eat meals in supermarkets, but they were not produced there. Some fruits and vegetables, for example, only grow in tropical countries and cross the globe in refrigerated ship containers, to arrive just ripe to your local supermarket. All drinking water ultimately comes from a natural source, since we still do not have the technology to manufacture large amounts of water in the laboratory. The same applies to the air we breathe, which is purified and oxygenated by plants. So, when we speak about preserving nature, we are really also talking about preserving ourselves.

<b>MAIN IDEA</b>	
<b>SUPPORTING DETAILS</b>	1.
	2.
	3.

## MODULE 1

---

- II. **Directions:** Compose a summary of the paragraph using the main idea and supporting details that you have identified in Part I.

**SUMMARY**

- III. **Directions:** Complete the following statements using sequence words.

1. \_\_\_\_\_, the fruits and vegetables are grown in tropical countries.
2. \_\_\_\_\_, they are shipped across the globe in refrigerated containers.
3. \_\_\_\_\_, they arrive at the supermarket.

# ANSWER KEY

---

## LESSON 1: WHAT'S THE BIG IDEA?

### TRYING THIS OUT

PAGE 4

#### The main idea of the paragraph...

1. is the most important point.
3. may be found at the title.
4. may be found as part of an introduction.

#### The supporting details of the paragraph...

1. support the main idea.
2. support other supporting details.
4. may be found in additional data.
5. may be found in further description.

### SHARPENING YOUR SKILLS

PAGE 9

1. **Main Idea:** Gina's favorite day is Sunday.  
**Supporting Details:**
  - a. Every Sunday morning, she checks her plants and plays with her pets.
  - b. She takes her time to eat and relax every Sunday.
  - c. She is always busy from Monday to Saturday.
2. **Main Idea:** Storytelling is important.  
**Supporting Details:**
  - a. Storytelling can be entertaining and educational at the same time.
  - b. We use stories to make sense of our world and to share that understanding with others.
  - c. The stories we heard had a huge impact on who we are and what we believe in.

## TREADING THE ROAD TO MASTERY

PAGE 11

### ACTIVITY I

1. **Main Idea:** One should read books and other materials to acquire knowledge.

#### **Supporting Details:**

1. Today's readers are tomorrow's leaders.
2. Reading and getting in touch with mass media help us know what is going around us.
3. Students should read books to broaden their area of thinking and acting.

### ACTIVITY II

Refer to the rubric on page 43 for the assessment of the paragraph that you composed using the following information.

**Main Idea:** Exercising is good for your health.

#### **Supporting Details:**

1. Exercising prevents heart disease.
2. It keeps you fit.
3. It makes you happier.



# ANSWER KEY

---

## LESSON 2: THIS IS WHERE I STAND

### TRYING THIS OUT

PAGE 13

1. F
2. T
3. F
4. T
5. F

### SHARPENING YOUR SKILLS

PAGE 18

1. What are the ideas or points that you have noted from the paragraph?

Laura recently learned to love Mother Nature.

She realized how much Mother Nature provided for us.

We have been doing a lot of things that hurt her.

When we hurt Mother Nature, we hurt ourselves too.

She started waste segregation.

We can make a difference if we change our habit little by little each day.

Even ordinary citizens play an important role in helping save Mother Nature.

2. Based on the points that you have noted, what do you think is the main idea?

**Main idea:** Laura may be an ordinary citizen, but she plays an important role in helping save Mother Nature.

3. How would you write the main idea in your own words?

**Re-write the main idea.**

**Summary:** We play an important role in helping save Mother Nature even if we think we are just ordinary citizens.

## TREADING THE ROAD TO MASTERY

PAGE 19

### *Paragraph 1.*

**Main Idea:** We are responsible for our environment.

**Supporting Details:**

1. We have not yet achieved united consciousness to save our environment.
2. Some don't care.
3. Some oppose measures to enforce environmental laws and belittle government achievements.

**Summary:** We are responsible for our environment, but we are not yet united enough to rescue it.

### *Paragraph 2.*

**Main Idea:** Unity is crucial.

**Supporting Details:**

1. The Summit calls for unity.
2. The call for unity is being intensified.
3. The call for unity is not new.

**Summary:** Unity is very important, and it is promoted more this time.

### *Paragraph 3.*

**Main Idea:** We should join hands in facing these problems.

**Supporting Details:**

1. Environmental problems do not choose their victims.
2. Everyone is vulnerable.

**Summary:** Everyone should work together in solving environmental problems because everyone is affected.

# ANSWER KEY

---

## LESSON 3: JUST FOLLOW ME

### TRYING THIS OUT

PAGE 22

1. A
2. D
3. B
4. A

### SHARPENING YOUR SKILLS

PAGE 32

#### ACTIVITY I

*Open-ended answers.*

#### ACTIVITY II

1. Firstly,
2. Secondly
3. Thirdly
4. Then / Next
5. Finally

### TREADING THE ROAD TO MASTERY

PAGE 32

1. bike
2. dispose
3. practice
4. conserve
5. reduce, reuse, recycle
6. plant

# ANSWER KEY

---

## REACH THE TOP

### ACTIVITY I

PAGE 35

**Main idea:** Preserving nature means preserving ourselves.

**Supporting details:**

1. We depend on nature.
2. We need air to breathe, water to drink, food to eat.
3. All drinking water comes from natural source.

### ACTIVITY II

PAGE 35

**Summary:** Preserving nature means preserving ourselves because we depend on nature for our basic needs in order for us to survive.

### ACTIVITY III

PAGE 36

1. Firstly, the fruits and vegetables are grown in tropical countries.
2. Then / Next / Secondly, they are shipped across the globe in refrigerated containers.
3. Finally, they arrive at the supermarket.

# ANSWER KEY

## LESSON 1: TREADING THE ROAD TO MASTERY — ACTIVITY II

CRITERIA	EXCEEDING (5)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Content is presented extensively. The general content exemplarily responded to the task given.	Content is presented adequately. The general content directly responded to the task given.	Content is presented in a limited manner. The general content was confusing and weakly responded to the task given.	There is few or no elements presented; the general content did not respond to the task given.
ORGANIZATION	The central message is communicated in a logical and interesting order. Connection between ideas was well-established in a clear and detailed way.	The central message is communicated in a logical order. Connection between ideas is observable.	The central message is communicated with inconsistencies. The flow of ideas at times veered away from the main idea.	The central message is communicated without clarity.

# GLOSSARY

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Explicit Statements	These are statements that are directly and clearly expressed by the speaker. These statements are obvious and spelled out exactly as the speaker means it.
Imperative Sentence	This is the type of sentence that is used to give a command, a request, or a warning.
Main Idea	This is the main point that the speaker is trying to convey.
Sequence of Events	This is the chronological order of events as they occur in a process or narrative. It is logically expressed as the beginning, middle, and end.
Summary	It is the shortened version of the original. It tells the main idea of a piece of written or spoken text, minus the supporting information.
Supporting Details	These are pieces of information used to explain and expand upon the main idea. They can be in the form of description, examples, additional data, etc.
Verbal Instructions	These are directives—directions or commands issued verbally. Imperative sentences are directives. They can give command, direction, request, and warnings to do (or not do) something.

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