

LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

MODULE 2: IN OTHER WORDS (RESTATING INFORMATION)

ALS Accreditation and Equivalency Program: Junior High School





IN OTHER WORDS

RESTATING INFORMATION

COMMUNICATION SKILLS IN ENGLISH
MODULE 2

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 1: Communication Skills in English
Module 2: In Other Words (Restating Information)

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization
UNESCO Office, Jakarta
Jalan Galuh II No. 5, Kebayoran Baru, Jakarta, Indonesia

and

Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines

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This educational resource material was developed and printed through the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” with financial support from Korea International Cooperation Agency (KOICA).

Printed by APC Printers Corporation
Printed in Makati City, Philippines

ISBN 888-888-8888-88-8

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User's Guide

For the ALS Learner:

Welcome to this Module entitled In Other Words (Restating Information) 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 2

LET'S GET TO KNOW



Simply stated, a fact is a truth. A **S**fact is a statement of truth that can be objectively verified, and can be proven as true. Opinions, on the other hand, can be accurate and true, but they may also be completely false and untrue. Confusing? That is because an **opinion** is a statement that reflects a speaker's point of view, beliefs, perspective, personal feelings, and values. They cannot be verified and proven to be true or false, unlike a fact.

This is the second part of the module on listening. And that is a fact!

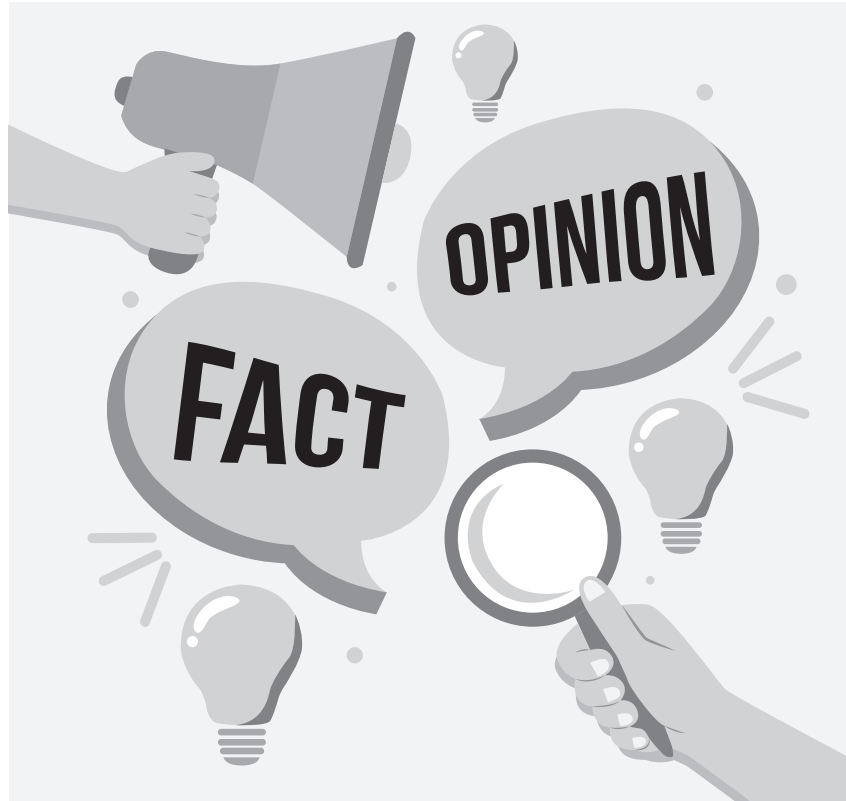
Viewpoints, meanwhile, are examples of opinions too. A **viewpoint** is a way of looking at or thinking about something. A speaker's viewpoint is another way of looking at a topic or the ideas being discussed. And how about opposing viewpoints? Don't we feel upset when somebody contradicts what we have to say? This module will explain why it is perfectly okay, in fact recommended, to listen to an opinion that may be the opposite of yours.

Lastly, we tackle paraphrasing. We recount our opinions, we give our viewpoints after listening to what we just heard or read, be they from news or personally sourced. We want to tell our families and friends about what, how, and why something happened. In fact, we recount the story, its main characters, and events in our own words. By that, we have just paraphrased our story without even realizing it.



MODULE 2

PRE-ASSESSMENT



As we listen to a speaker, we may constantly ask ourselves: is he/she telling us the truth?

Well, he/she may not be exactly telling us lies. After all there is such a thing as half-truths or half-lies.

Or is it just an opinion? Are opinions really half-truths/half-lies?

We have no right to condemn beliefs as such. What is important is that we are **aware** of what the truth is, or a fact, and we can distinguish it from viewpoints, or an opinion.



LESSON 1

SETTING THE PATH

IN MY HUMBLE OPINION

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



distinguish fact from opinion (LS1CS/EN-L-PSA-AE/JHS-18); and



infer speaker's dominant thoughts and feelings in a narrative/news report or cited in the text listened to (LS1CS/EN-L-PSA-AE/JHS-11).



LESSON 1

TRYING THIS OUT

Directions: Identify which statements are TRUE (T) and which ones are FALSE (F). If the statement is true, then give a sample situation to exemplify the statement. Write your answers on a separate sheet of paper.

1. Facts are always true.
2. Facts are probably verifiable.
3. Facts are probably true.
4. Facts may be verifiable.
5. Opinions are always true.
6. Opinions are verifiable.
7. Opinions are a reflection of one's belief.
8. We make inference from statements explicitly stated.
9. We make inference from evidence and reasoning.
10. Making inference is similar to drawing conclusion.

Facts are always true, always verifiable. Meanwhile, opinions are not probably true nor objectively verifiable for they come from personal viewpoints. Opinions are not facts; they are reflection of one's beliefs. Inferences, on the other hand, are made from implicit statements; not explicit. Explicit statements are direct statements. Implicit statements have to be made from evidence and reasoning. They have to be drawn into conclusion.

4 IN OTHER WORDS



LESSON 1

UNDERSTANDING WHAT YOU DID



DISTINGUISHING BETWEEN FACT AND OPINION

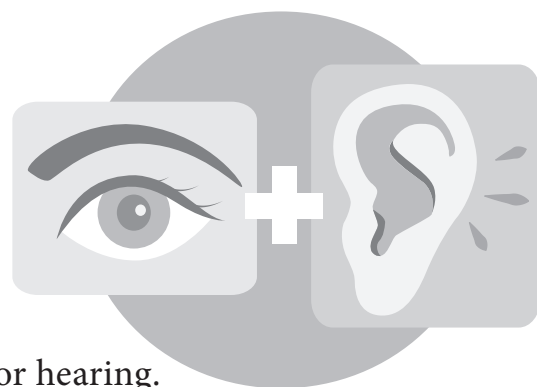
For higher level reading and listening comprehension, it is important for you to be able to accurately distinguish between **fact and opinion**. To do this successfully, you must begin with solid definitions of these two concepts.

Fact and Opinion

A **fact** is a statement that is true. It can be verified objectively, or proven with evidence.

Examples of facts:

- The eyes are for seeing, the ears for hearing.



LESSON 1

- Dogs belong to the canine family, while cats belong to the feline family.
- The earth revolves around the sun approximately every 365 days.
- Antarctica is found in the South Pole.
- A butterfly emerges from a pupa.

An **opinion**, however, is a statement that holds an element of belief. It tells how someone feels. It is a viewpoint. Opinions are often personal interpretations and cannot be verified by evidence.

Examples of opinion:

- Hearing is more important than seeing.
- Dogs are better pets than cats because of their loyalty.
- The morning sun provides reason to wake up.
- It is more exciting to travel in the North Pole than in the South Pole.
- A butterfly turns out to be more beautiful since it transforms from a caterpillar.



Distinguishing Fact from Opinion

The ability to distinguish between fact and opinion helps you develop your critical and analytical skills in both reading and listening comprehension. Fact and opinion are often mixed together in texts and speeches. It is therefore important that learners are able to distinguish what is true from what is mere belief. Then will you be able to successfully navigate through the amount of information you will encounter in your lifetime.

Just remember these:

- ✓ Be able to discern the differences between fact and opinion. It will help you evaluate the reliability and usefulness of texts you encounter.

LESSON 1

- ✓ Critical thinking is your best weapon in determining which statements are fact and which statements are opinion.
- ✓ It may seem at first that the differences between fact and opinion are easy to see. However, not everything is as black and white as it first seems. So, be careful!

Signal Words and Phrases

As mentioned, speakers and writers often mix their facts with a sprinkle of opinion. Unfortunately, it can at times be difficult to differentiate plain truth from the author's preferences and opinions. Luckily, the language used itself often gives helpful clues. These are in the forms of words and phrases that assist us in identifying statements as fact-based or opinion-based.

Let us now take a look at some examples of those signal words and phrases being used:

FACT	OPINION
The annual report confirms ...	He claimed that...
Astronomers have recently discovered ...	It is the police officer's view that...
According to the results of the medical tests...	The news report argues that...
The investigation demonstrated ...	Many scientists suspect that...

LESSON 1

ACTIVITY

Directions: Can you tell which is a fact (F) and which is an opinion (O)? Write your answers on a separate sheet of paper.

1. Whales are mammals too.
2. Filipinos are a breed of hospitable people.
3. Dogs are man's most loyal friends.
4. According to a survey 45% of Filipino adults use internet.
5. Boracay is among the best beaches in the world.
6. The Philippines and Indonesia are archipelagic states.
7. Police discovered that the fire was caused by faulty wiring.
8. Clouds are made of water drops or ice crystals.
9. Most company managers believe that attitude is more important than intelligence.
10. The result of the swab test confirmed that the lady was positive for COVID-19.

WHAT IS AN INFERENCE?

Listeners who make inferences use the context clues in the text along with their own personal experiences. This helps them figure out what is not directly said, making the text personal and memorable.

An **inference** is an idea or conclusion that's drawn from evidence and reasoning. We infer by using observation and background knowledge to determine a conclusion that makes sense. When we make inferences while listening, we are using the evidence that is available in the text to draw a logical conclusion.





Function of Inference

The function of inference is important in our daily lives to make sense of the things people say and do. The skills inference teaches us are not only required to make out the underlying meanings of phrases

and arguments. It is also to perceive the implicit meanings that enhance the overall quality of communication.

Drawing Inferences from Speakers

Students begin the process of learning to read with simple decoding or understanding of what a text means or stands for. From there, they work towards full comprehension of the text by learning to understand what has been said. This not only through what is explicitly stated. It is also through what the speaker has implied. It is this ability to read what has been implied that the term *inference* refers to.

HOW DO WE INFER?

- We need to find clues to be able to make an inference.
- We need to add those clues to what we already know or have read.
- We need to be able to support inferences from gained knowledge.
- There can be more than one inference drawn.

The ability to make inferences helps you develop an understanding of the author's perspective. This is by grasping the implied meanings in a text. Implied meanings are those that are not clearly and explicitly stated.

LESSON 1

There are certain concepts and feelings that we understand better when we associate them with our own experiences.

Here are examples of inferences:

1. It is raining when suddenly a woman walks into a store soaking wet.
It can be inferred that she does not have an umbrella.
2. Ivan was surprised to see that his room was in apple pie order.
It can be inferred that someone entered his room and fixed it.
3. When the phone rang and Liza picked it up, she was all smiles.
It can be inferred that Liza was pleased to receive the phone call.
4. A baby makes a horrible expression after eating something.
It can be inferred that the baby does not like what he/she just ate.
5. Your child is playing just outside, and you hear a crash and then crying.
It can be inferred that the child got hurt in an accident.

As you can see from the examples above, inference is about using observation and background to reach a logical conclusion. You practice inference every day. Without being conscious of it, you infer always based on your observations, knowledge, and experience.



Understanding What You Did

- A **fact** is a statement that is true and can be verified objectively, or proven with evidence.
- **Opinions** are often personal interpretations and cannot be verified by evidence.
- An **inference** is an idea or conclusion drawn from evidence and reasoning.



LESSON 1

SHARPENING YOUR SKILLS

Write your answers on a separate sheet of paper.

I. Write F if the statement is a FACT, and O if the statement is an OPINION.

- _____ 1. The police investigation revealed that the crime was committed last night.
- _____ 2. I believe that he was the one who made that anonymous phone call.
- _____ 3. She claims to know who took the juice out of the refrigerator.
- _____ 4. According to a study, the ozone layer is slowly being depleted.
- _____ 5. He thinks he knows the answer to all your questions.

II. Make inferences from the following.

- 1. You come home and there is loud music and there are people chattering inside.
- 2. Your sister answered her cellphone and she got angry then started to cry.
- 3. Linda couldn't help feeling sad when she received her report card.
- 4. Two best friends are not speaking to each other.
- 5. Your classmate asked you to help her go to the school clinic.

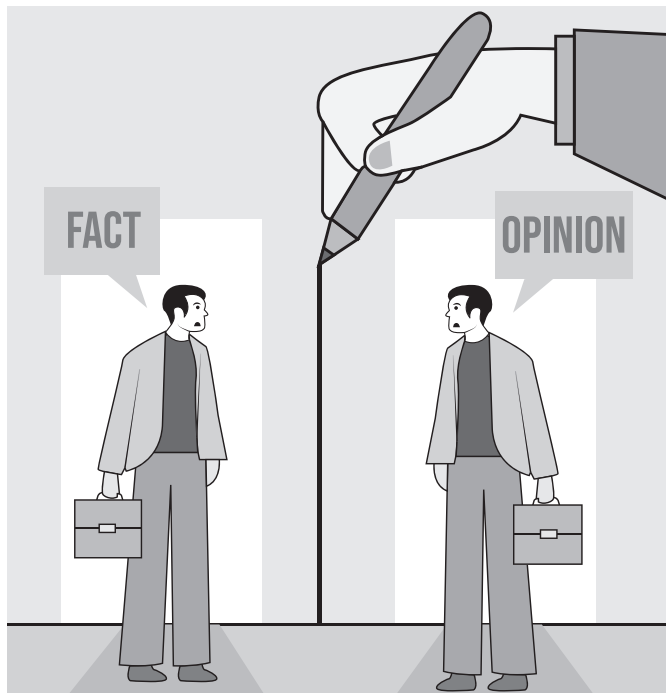


LESSON 1

TREADING THE ROAD TO MASTERY

Directions: Write your answers on a separate sheet of paper.

1. State three (3) facts about yourself.
2. With those three facts, construct one opinion about yourself as a person.
3. Look of another person's perspective: What do you think another person can infer about you, based from the stated facts alone?









LESSON 2

SETTING THE PATH

OH, I SEE

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

-  determine different sides/viewpoints on an issue (LS1CS/EN-L-PSA-JHS-33);
-  define a viewpoint; (LSICS-EN-L-PSA-JHS-30);
-  recognize different viewpoints on an issue (LSICS-EN-L-PSA-JHS-30); and
-  recognize how facts and opinions shape a viewpoint (LSICS/EN-R-PSD-JHS-26).



LESSON 2

TRYING THIS OUT

Directions: Identify which of the following statements are true or false. Write **T** if the statement is TRUE, write **F** if the statement is FALSE. Place your answers on a separate sheet of paper.

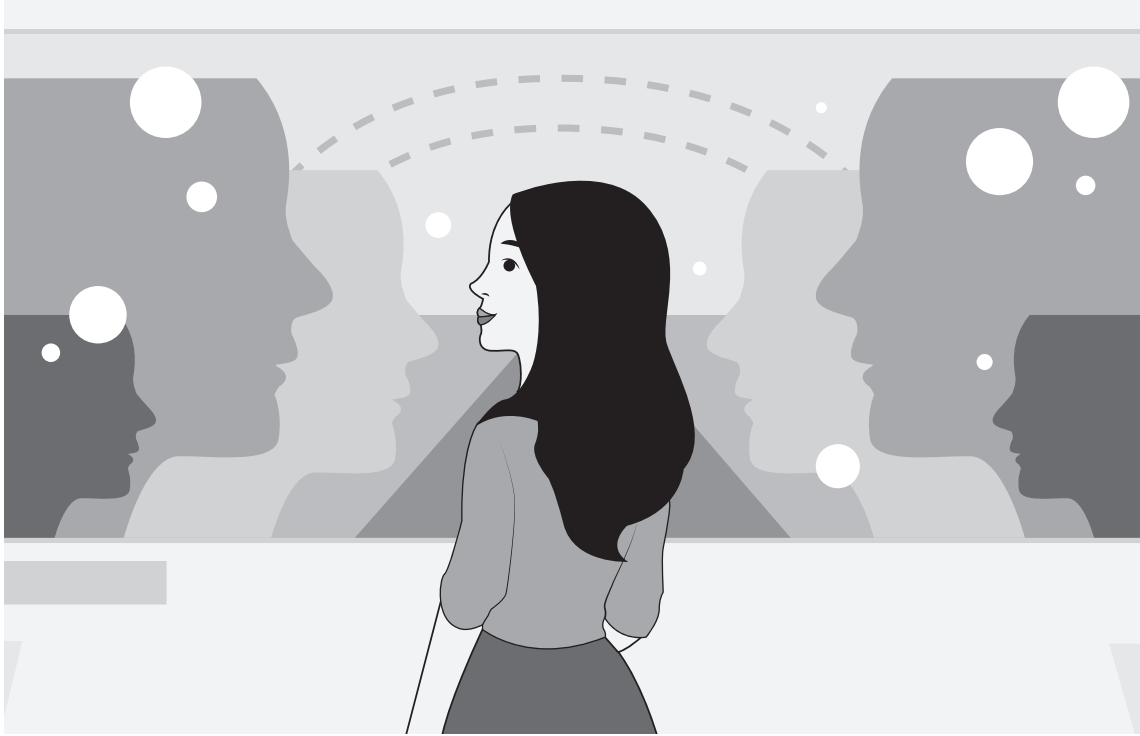
1. A viewpoint is an author's way of looking at a topic.
2. A viewpoint is just similar to an opinion.
3. An opposing viewpoint runs contrary to your held viewpoint.
4. Listening to an opposing viewpoint is unhealthy because it makes people argue.
5. There are some benefits to listening to opposing viewpoints.
6. Opinions can be stated in a way that makes it sound like facts.
7. An author's viewpoint is mixed with facts and opinions.

A **viewpoint** is a person's way of looking at a topic. It is similar to an opinion. Listening to an opposing viewpoint or a contrary opinion—can be healthy since it lets you open your mind to new possibilities and new beliefs. Opinions and facts are not always very clearly distinguishable. They can be mixed up on purpose, to produce a person's viewpoint.



LESSON 2

UNDERSTANDING WHAT YOU DID



VIEWPOINT AND OPPOSING VIEWPOINTS

A **viewpoint** is defined as a way of looking at or thinking about something. An **author's viewpoint** is the way an author looks at a topic or the ideas being described.

An **opposing viewpoint** is a viewpoint that's the opposite of your own. It is a disagreement with someone's opinion. There are many benefits to listening to others with opposing opinions. It is so we can keep our minds open and flexible to new information. This is vital to our wellness and growth.

Opportunity to Challenge Your Beliefs

A strong argument against your opinion expands your knowledge about the subject matter. It also gives you fresh perspective and offers you the chance to re-evaluate your belief. We often identify ourselves with the beliefs we hold. When one disagrees with our belief, we take it personally. We even take it as an insult, but it could simply be a chance for us to grow as human beings.

VIEWPOINT: Facts Mixed with Opinions

It is very important, as an active listener, to recognize the difference between fact and opinion in spoken texts. Facts are true and cannot be argued with. They can be proven and are supported by evidence.

Opinions, meanwhile, vary according to the attitudes of the writer. Remember, however, that facts can be twisted to fit the opinions of the writer. An author's viewpoint is a mixture of facts and opinions. When people write articles or give speeches, they often select facts that support their opinion.

This is how viewpoints are arrived at. When you read this kind of text or listen to this kind of speech, you need to be able to tell the difference between facts that can be supported by evidence and 'facts' that have been made up by the writer.

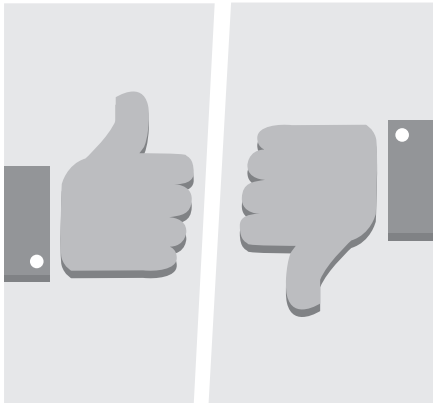
You can do this by:

- checking that any reports quoted actually exist;
- finding other sources that give opposing points of view; and
- watching out for sensationalist words, such as 'horrifying' or 'disgraceful', which might influence readers' opinions.

An objective speech is based on facts and can be supported by evidence. Subjective speech expresses opinions and feelings rather than facts.

Challenging Opposing Viewpoints

It is perfectly alright to have an opinion that may be the opposite of another. But how well you handle an opposing viewpoint takes a lot of practice.



Agree to respect

Disagreement is not the same as disrespect. People are allowed to disagree with each other. But that does not mean that respect disappears too. Just because you and another cannot see eye-to-eye on a topic, doesn't give both of you the right to belittle, shame or disrespect one another.



Look into the other side

When differences of opinion occur, it is all too easy to assume that the other person is wrong. Don't be too rigid in your own beliefs. Try to put yourself in someone else's place. You may come to realize that their experiences, lifestyle, and manner of thinking have led them to this viewpoint.



Discuss in private

When it comes to sensitive matter, it is best that the discussion remains private. You don't want other people joining in since this may only complicate matters. Speak to the person directly. You can approach a third person, if you think you need to, in order to mediate on the matter.



No to anger, yes to patience

Being pleasant and not resorting to any bad behavior are actually actions of resolving differences rather than making them worse. Responding to opposing viewpoints with anger will not get you anywhere. This will only alienate you from others. So, listen. And be patient.



And lastly, no to social media

When you come face-to-face with an opposing viewpoint, it helps to resolve the issue in person. Don't do it on social media. Posting sensitive content on social media is just asking for trouble.

We look at situations, events, and interpret what other people say and do. We do this according to our own set of past experiences, culture, faith, values. All of these help us form our beliefs about ourselves, about others, and about the world in general. The meaning we assign to events and the way we make sense of the world are based upon our viewpoints.



Understanding What You Did

- A **viewpoint** is the way an author looks at a topic or the ideas being described.
- An **opposing viewpoint** is a disagreement with someone's opinion.
- An **author's viewpoints** can be a mixture of facts and opinions.



LESSON 2

SHARPENING YOUR SKILLS

Write your answers on a separate sheet of paper.

I. Answer the following questions by sharing your opinions.

1. What do you think of online dating?
2. What are its advantages?
3. What are its disadvantages?
4. Do you do online dating?
5. Would you recommend online dating to others?

II. Answer the following questions based on our discussion of the lesson.

1. How can you determine if facts are mixed with opinions?
2. Can an author's viewpoint be mixed with facts and opinions?
3. What is meant by "*Disagreement is not the same as disrespect*"?
4. Why isn't it recommended to settle private disputes on social media?



LESSON 2

TREADING THE ROAD TO MASTERY

Directions: Answer the following. Write your answers on a separate sheet of paper.

1. List three issues about the country.
2. Give your own viewpoint about each issue.
3. Give the opposing viewpoint of the issues.
4. What is meant by, “*We often identify ourselves with the beliefs that we hold*”? Give an example.





LESSON 3

SETTING THE PATH

IN MY OWN WORDS

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



paraphrase information/ideas listened to (LS1CS/EN-L-PSA-AE/JHS-25);



give/share one's reaction/opinion to an issue (LS1CS/EN-L-PSA-AE/JHS-26); and



restate sentences of heard text in one's own words (LS1CS/EN-L-PSA-AE/JHS-28).



LESSON 3

TRYING THIS OUT

Write your answers on a separate sheet of paper.

I. Identify which of the statements below does not pertain to paraphrasing.

1. It is restating the original into different words.
2. It means rewording the original into your own words.
3. It is changing the meaning of the original statement.
4. It means fully understanding the original text.
5. It means retaining the original idea of a text.

II. Identify which of the statements below is not considered a polite way to disagree.

1. I'm sorry, but I don't agree.
2. You have a point there, but ...
3. I understand where you're coming from, however ...
4. No way man, I totally disagree!!!
5. I'm afraid I have to disagree.

Restating or rewording the original into your own words is what defines paraphrasing. But first, you have to fully understand the main idea of the original statement to retain its essence or spirit. Changing its meaning and not fully understanding the main idea is definitely not paraphrasing. Do you agree?

Answering by saying, “*No way man, I totally disagree!!!*” while not exactly prohibited, is definitely not considered a polite way to disagree. Perhaps you can say “*I'm sorry, but I don't agree*” or “*I'm afraid I have to disagree.*” That would be more polite, don't you agree?



LESSON 3

UNDERSTANDING WHAT YOU DID



PARAPHRASING: Restating in One's Own Words

Often when we hear news stories and watch television shows, we want to tell our families and friends about what, how, and why something happened. In fact, we recount the story, its main characters, and events in our own words. This technique is called **paraphrasing**.

To paraphrase is to express an idea or somebody's message in our own words. However, we maintain the meaning of the original material.

How to Paraphrase

To paraphrase is to say or express a statement in different words than the original text. It involves taking a passage—either spoken or written—and rewording it. But keep in mind to retain the meaning and sense of the original source the same.

LESSON 3

When paraphrasing, it is important to keep the original meaning so that the facts remain intact. This allows you to explain important ideas in your own writing style and focus on the information that is most useful in making your point.

STEPS INVOLVED IN PARAPHRASING

We have identified four steps involved with paraphrasing. They include:

- Reading the original text until you fully understand it.
- Noting down key concepts.
- Writing down your version of the text.
- Making sure you retain the original meaning.

ORIGINAL

She gave a few remarks so the audience will be familiar with the speaker.

He is not feeling well. There's a throbbing pain in his head.

Snakes shed their skin as part of regrowth.

PARAPHRASE

She introduced the speaker.

He has a headache.

In order to continue growing, snakes have to discard their outer skin.

ACTIVITY

Directions: Paraphrase the following statements. Write your answers on a separate sheet of paper.

1. The top layer of a snake's skin doesn't grow but its body does.
2. They scrape their bodies against rocks, trees, the ground and many other things until they can slither out of their old skin.
3. The snake repeats this process of skin shedding until it has stopped growing.

Expressing Opinion

Knowing how to express your opinion is valuable, whether you are speaking or writing. Here are some common phrases you can use to share your point of view:

- *I think ...*
- *I believe...*
- *I feel...*
- *In my opinion...*
- *I would say...*



Asking for Other's Opinions

So, imagine you've expressed yourself. But what about the opinion of others? Often, when we express an opinion or suggestion, it's a good idea to ask other people for theirs. Phrases like these help show our desire to hear from others:

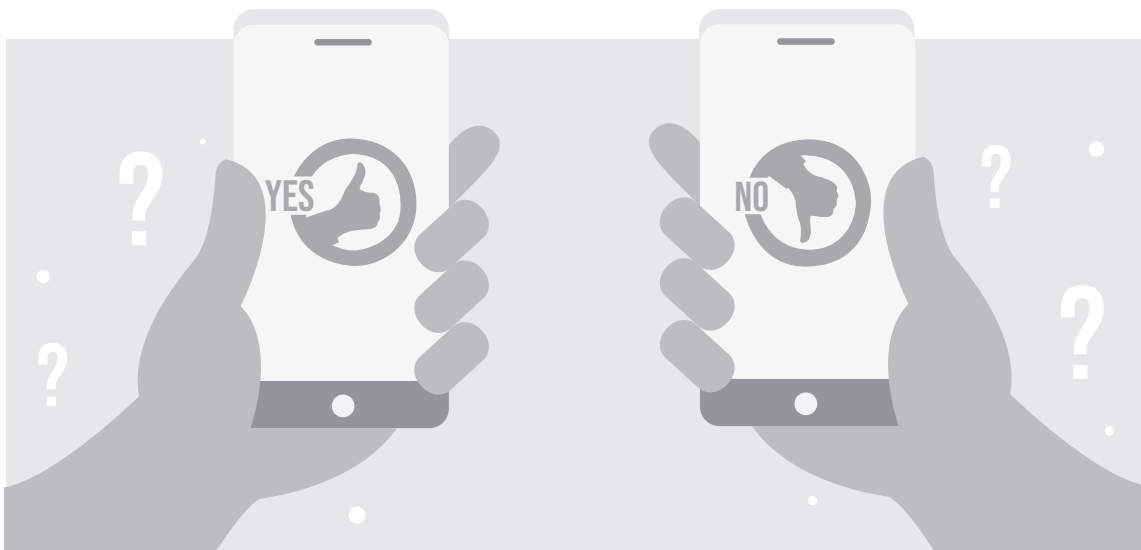
- *What do you think of...?*

LESSON 3

- *What are your thoughts on...?*
- *How do you feel about...?*
- *What's your opinion on...?*

Agreeing and Disagreeing

Finally, let's talk about agreeing and disagreeing.



Agreeing is the easy part. To show agreement, you can use short, clear statements. Suppose a friend says, “I think swimming in the river is more fun than mountain hiking!” You might show you agree by giving one of these responses:

- *So do I.*
- *Me too.*
- *Definitely.*
- *I agree.*

But what if a person says something you disagree with?

With close friends or family, we can use informal, direct phrases to say we disagree. You might say something like:

- *I disagree!*
- *I don't agree.*
- *Yes, but...*

LESSON 3

Suppose people at work or school are sharing opinions about politics or religious beliefs or something equally sensitive. For such times, your language should be more polite. So, instead of saying “*I totally disagree!*” or “*You’re wrong!*” you might say one of these:

- *I’m not sure if I agree with you on...*
- *I’m sorry but I don’t agree.*
- *I’m afraid I disagree.*

Another common way to disagree politely is to tell the person you respect his/her opinion before sharing your own. Try phrases like these:

- *I see what you’re saying, but...*
- *You have a point there, but...*
- *I understand where you’re coming from, but...*



Understanding What You Did

- To **paraphrase** is to restate an original idea into one’s own words.
- To express one’s own opinion is to share one’s personal viewpoint.



LESSON 3

SHARPENING YOUR SKILLS

Write your answers on a separate sheet of paper.

I. Paraphrase the following.

1. She arrived two hours after the appointed time.
2. The waiter wrote down what I wanted to eat.
3. The night before, she was still watching TV until 3 a.m.
4. He felt the need to eat something.
5. She wanted to take the time and have some sleep.

II. Give and share your “viewpoint” by agreeing.

1. Why don't we stay home instead of going out?
2. Let's go eat at the mall instead of at the house.
3. Shall we leave right now?

III. Give and share your reaction by disagreeing politely then give a reason.

1. I think having a curfew for people below 18 years old is good.
2. Our school project should be individual instead of group work.
3. Let's reset our meeting for next week.



LESSON 3

TREADING THE ROAD TO MASTERY

Directions: Read an editorial from a newspaper. Then, do the following on a separate piece of paper.

1. Paraphrase the lead/introduction of the editorial.
2. Give your opinion about the issue at large.
3. Do you agree or disagree with the author's view of the issue?
Justify your answer.





- For higher level reading and listening comprehension, it is important for learners to be able to accurately distinguish between fact and opinion.
- A **fact** is a statement that is true while an opinion is a statement that holds an element of belief.
- A **viewpoint** is defined as a way of looking at or thinking about something. An **author's viewpoint**, or opinion, is the way an author looks at a topic or the ideas being described.
- To make an **inference** is to form an idea or conclusion from evidence and reasoning.
- Meanwhile, to **paraphrase** is to restate a statement in different words than the original text. Just keep in mind to retain the meaning and the sense of the original source.





MODULE 2

EXPLORE MORE

More Paraphrasing. Paraphrase the following on a separate sheet of paper.

1. I was late.
2. He gave the waiter his order.
3. They stayed up late last night.
4. Was I that hungry?
5. You were so sleepy.



MODULE 2

REACH THE TOP

Write down your viewpoints on a certain social issue.

First, make sure your viewpoint is supported by a fact or two.

Then combine it with your belief—your personal, emotional take on the issue. For example, your viewpoint is that social media can be harmful. Support this viewpoint with data.

Then, write down how you feel to support your claim that social media can be indeed be harmful. You can cite your own personal experiences in supporting your viewpoint.

ANSWER KEY

LESSON 1: IN MY HUMBLE OPINION

TRYING THIS OUT

PAGE 4

- | | |
|------|-------|
| 1. T | 6. T |
| 2. F | 7. T |
| 3. F | 8. F |
| 4. F | 9. T |
| 5. T | 10. T |

UNDERSTANDING WHAT YOU DID ACTIVITY

PAGE 8

- | | |
|------|-------|
| 1. F | 6. F |
| 2. O | 7. F |
| 3. O | 8. F |
| 4. F | 9. O |
| 5. O | 10. F |

SHARPENING YOUR SKILLS

PAGE 11

ACTIVITY I

1. F
2. O
3. O
4. F
5. O

ACTIVITY II

1. You come home and there is loud music and the people chattering inside.
Inference: There is a party ongoing inside the house.
2. Your sister answered her cellphone and she got angry and started to cry.
Inference: Your sister received an upsetting phone call.
3. Linda couldn't help feeling sad when she received her report card.
Inference: Linda got failing grades.

ANSWER KEY

4. Two best friends are not speaking to each other.

Inference: The two best friends must have had a disagreement.

5. Your classmate asked you to help her go to the school clinic.

Inference: Your classmate must not be feeling well.

TREADING THE ROAD TO MASTERY

PAGE 12

1. A fact is a statement that is true. It can be proven with evidence.
2. An opinion is a statement that holds an element of belief. It is a viewpoint.
3. Because fact and opinion are often mixed together in texts and speeches.
4. An inference is an idea or conclusion that's drawn from evidence and reasoning.

ANSWER KEY

LESSON 2: OH, I SEE

TRYING THIS OUT

PAGE 14

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

SHARPENING YOUR SKILLS

PAGE 20

ACTIVITY II

1. When people write articles or give speeches, they often select facts that support their opinion. You can check that any reports quoted actually exist.
2. An author's viewpoint is a mixture of facts and opinions. When people write articles or give speeches, they often select facts that support their opinion.
3. People are allowed to disagree with each other. But that doesn't mean that respect disappears too.
4. Posting sensitive content on social media is just asking for trouble.

TREADING THE ROAD MASTERY

PAGE 21

Suggested Answers:

1. Any three issues about the country
2. Your own viewpoints about the issues.
3. The opposite viewpoints about the issues.
4. We are who we are because of what we believe in. For example, I think everyone should vote and that means I love my country.

ANSWER KEY

LESSON 3: IN MY OWN WORDS

TRYING THIS OUT

PAGE 23

ACTIVITY I

It is changing the meaning of the original statement.

ACTIVITY II

No way man, I totally disagree!!!

UNDERSTANDING WHAT YOU DID

ACTIVITY

PAGE 26

1. A snake's body continues growing unlike its top skin layer.
2. They rub their bodies against many things—rocks, trees, etc.—so they can crawl out of their former skin.
3. The snake keeps doing this process until it has reached its maximum growth.

SHARPENING YOUR SKILLS

PAGE 29

ACTIVITY I

1. She was two hours late for the appointment.
2. The waiter took down my order.
3. She stayed up late watching TV the night before.
4. He was hungry.
5. She felt sleepy.

ACTIVITY II

Give and share your viewpoint

1. Why don't we stay home instead of going out?
Sure. That would be a great idea.
2. Let's go eat at the mall instead of at the house.
Yes. I think it would be nice to just eat at the house.
3. Shall we leave right now?
Okay. I believe we should be leaving now.

ANSWER KEY

ACTIVITY III

Give and share your reaction by disagreeing politely and give a reason.

1. I don't agree we should impose curfew. Let them have their freedom.
2. I'm sorry but I don't agree. We'll be working faster with our group work.
3. I see your point in resetting the meeting, but this is a matter of utmost importance.

TREADING THE ROAD TO MASTERY

Open-ended answers.

EXPLORE MORE

PAGE 32

Suggested answers:

1. I was late.
Paraphrase: I arrived one hour after the appointed time.
2. He gave the waiter his order.
Paraphrase: He told the waiter what he wanted to eat.
3. They stayed up late last night.
Paraphrase: They were awake until 3 am.
4. Was I that hungry?
Paraphrase: Did I really need to eat that much?
5. You were so sleepy.
Paraphrase: You wanted very much to sleep already.

GLOSSARY

Fact	A fact is a statement that is true, and can be verified objectively, or proven with evidence.
Inference	An inference is an idea or conclusion that is drawn from evidence and reasoning. An inference is arrived at using observation and background knowledge to determine a conclusion that makes sense.
Opinion	An opinion is a statement that holds an element of belief. It tells how someone feels. <i>See Viewpoint.</i>
Opposing Viewpoint	An opposing viewpoint is a disagreement with the prevailing one; a divergent opinion. Allowing opposing viewpoints gives a fresh perspective to opinion.
Paraphrase	To paraphrase is to express an idea or somebody's message into the writer's—the summarizer's—own words. The meaning and intention of the original material should always be retained.
Viewpoint	A viewpoint , similar to an opinion, is an author's way of looking at a topic. It involves elements of belief and feelings.

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The development and printing of this learning resource was made possible with the cooperation of Asia Pacific College. This is a component of the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” implemented by UNESCO Office, Jakarta in partnership with the Department of Education. This initiative received a generous financial support from Korea International Cooperation Agency (KOICA).

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