

# LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

SESSION GUIDES FOR MODULE 2:  
IN OTHER WORDS (RESTATING INFORMATION)

ALS Accreditation and Equivalency Program: Junior High School





LEARNING STRAND 1

# SESSION GUIDES

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Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

**JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH**  
SESSION GUIDES FOR MODULE 2 (IN OTHER WORDS. (RESTATING INFORMATION))

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

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*and*

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# User's Guide

*For the ALS Teacher/Instructional Managers/Learning Facilitator:*

Welcome to the session guides of this module entitled In Other Words (Restating Information) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in 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.

As an ALS Teacher/Instructional Manager/Learning 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 learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.







## IN MY HUMBLE OPINION Session Guide No. 1

I. **Duration:** 3 hours

II. **Key Understandings to be Developed**

- Fact
- Opinion
- Inference

III. **Learning Objectives**

1. distinguish facts from opinions  
(LS1CS/EN-L-PSA-AE/JHS-18)
2. infer the 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)

IV. **Resources**

- Communications Skills in English Module 2
- Pieces of Paper

V. **Procedures**

1. **Preliminary Activity**

Activate the learners' prior knowledge about facts and opinions by asking them to do the activity in *Trying This Out*.

**TRYING THIS OUT**

**Directions:** Identify which statements below are TRUE and which ones are FALSE. Write your answers on a separate sheet of paper.

1. Facts are always true. (T)
2. Facts are probably verifiable. (F)

3. Facts are probably true. (F)
4. Facts may be verifiable. (F)
5. Opinions are always true. (T)
6. Opinions are verifiable. (T)
7. Opinions are a reflection of one's beliefs. (T)
8. We make inferences from statements explicitly stated. (F)
9. We make inferences based on evidences and reasoning. (T)
10. Making inferences is similar to drawing conclusions. (T)

### 2. Presentation

- A. 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 a reflection of one's beliefs. Inferences, on the other hand, are made from *implicit*, not explicit, statements.
- B. Explicit statements are direct statements. Implicit statements are indirect or implied statements. Their meanings may be based on evidences and reasoning from which one can draw conclusions.
- C. For higher level reading and listening comprehension, it is important for learners to be able to accurately distinguish between facts and opinions. To do this successfully, students must begin with solid definitions of the two concepts.
- D. Explain to the learners the difference between facts and opinions by giving examples.

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.
- 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.

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 through evidences.

*Examples of opinion:*

- Hearing is more important than seeing.
- Dogs are better pets than cats because of their loyalty.
- The morning sun provides people a 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 transformed from a caterpillar.

- E. Help the learners develop their critical and analytical skills in both reading and listening comprehension by teaching them to distinguish between facts from opinions because the learners will then learn to determine what is true from what is mere belief.
- F. Let the learners ask questions and clarify the points that they did not understand well.
- G. Encourage the learners to give examples of facts and opinions based on their experiences.
- H. Clarify to the learners that there are signal words and phrases that will help them distinguish between facts and opinions.
- I. Have the learners examine the examples of signal words and phrases used to express facts and opinions.

### *Fact*

- The annual report **confirms**...
- Astronomers have recently **discovered**...
- **According** to the results of the medical tests...
- The investigation **demonstrated**...

### *Opinion*

- He **claimed** that...
- It is the police officer's **view** that...
- The news report **argues** that...
- Many scientists **suspect** that...

### ACTIVITY

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.

- J. After taking the result of the activity, proceed to the next topic:  
**Inference**

### ***Explain:***

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

Making inferences is important in daily life because it helps people make sense of the things that others say and do. It is also helpful in the perception of implicit meanings; thus, enhancing the overall quality of communication.

*Here are examples of inferences:*

- It is raining when suddenly a woman walks into a store soaking wet.  
*It can be inferred that she does not have an umbrella.*
- 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.*
- 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.*
- A baby makes a horrible expression after eating something.  
*It can be inferred that the baby does not like what he/she just ate.*
- 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.*

From the examples above, inference is using observation and data to reach a logical conclusion. Inference is always based on observations, knowledge, and experience.

### 3. Analysis

Write **F** if the statement is a **FACT**, and **O** if the statement is an **OPINION**. Use a separate sheet of paper for your answers.

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

### 4. Abstraction/Generalization

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

### 5. Application

Make inferences from the following: (Open Answers)

1. You come home and there is loud music and there are people chattering inside.  
*Possible Answer:* There is an ongoing party inside the house.
2. Your sister answered her cellphone and she got angry and started to cry.  
*Possible Answer:* Your sister received an upsetting phone call.
3. Linda couldn't help feeling sad when she received her report card.  
*Possible Answer:* Linda got failing grades.
4. Two best friends are not speaking to each other.  
*Possible Answer:* The two best friends must have had a disagreement.

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

*Possible Answer:* Your classmate must not be feeling well.

### VI. Concluding Activity

Write your answers on a separate sheet of paper.

1. State three (3) facts about yourself.
2. With those three (3) facts, construct one (1) opinion about yourself as a person.
3. Taking another person's perspective, what do you think would another person infer about you based on the facts you stated about yourself?

### **OH, I SEE** **Session Guide No. 2**

**I. Duration of Session:** 3 hours

**II. Key Understandings to be Developed**

- Facts
- Opinions
- Viewpoint Formation

**III. Learning Objectives**

1. determine different sides/viewpoints on an issue (LS1CS/EN-L-PSA-JHS-33)
2. define viewpoint
3. recognize different viewpoints on an issue
4. recognize how facts and opinions shape viewpoint

**IV. Learning Resources**

- Communication Skills in English Module 2
- Pieces of Paper

**V. Procedures**

**1. Preliminary Activity**

Review the learners on distinguishing facts from opinions in order to effectively introduce the new lesson about viewpoints. State that a viewpoint is similar to an opinion.

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

1. A viewpoint is an author's way of looking at a topic. (T)



2. A viewpoint is similar to an opinion. (T)
3. An opposing viewpoint runs contrary to your held viewpoint. (T)
4. Listening to an opposing viewpoint is unhealthy because it makes people argue. (F)
5. There are some benefits in listening to opposing viewpoints. (T)
6. Opinions can be stated in a way that makes it sound like facts. (T)
7. An author's viewpoint is mixed with facts and opinions. (T)

### 2. Presentation

- A. Explain that 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 an idea that is being discussed and an opposing viewpoint is a viewpoint that is the opposite of one's own. It is a disagreement with someone's opinion.
- B. Discuss **Viewpoints on Facts Mixed with Opinions** and give details on the importance of being an active listener to recognize the difference between facts and opinions in a spoken text.
- C. Simplify the issue in **Challenging Opposing Viewpoints** to have an opinion that may be the opposite of another such as: **Agree to Respect, Look into the Other Side, Discuss in Private, No to Anger, Yes to Patience, and No to Social Media.**
- D. Give exercises to the learners on giving opinions to develop their critical and analytical thinking on matters they may have seen or experienced in their lives.

### ACTIVITY

Give your opinions on the following statements. Use a piece of paper for your answers.

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?

E. Strengthen the learners' understanding of viewpoints. Ask them to look at situations, events, and interpret what other people say and do. Have them do this according to their own set of past experiences, culture, faith, values. All of these will help them to form their beliefs about themselves, about others, and about the world in general.

### 3. Analysis

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

1. How can you determine if facts are mixed with opinions?
2. Can an author's viewpoint be mixed with facts and opinions?  
How?
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?

### 4. Abstraction/Generalization

- 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.

### 5. Application

Answer the questions based on our discussion in this lesson. What are your viewpoints on the following issues?

1. Can opposing viewpoints be handled easily? Why? Explain your answer.
2. What is meant by, "Honesty is the best policy"?
3. Explain this saying, "Blood is thicker than water."

### VI. Concluding Activity

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

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

### IN MY OWN WORDS Session Guide No. 3

I. **Duration:** 3 hours

II. **Key Understandings to be Developed**

- Paraphrasing
- Restating Sentences
- Reacting to Issues
- Start-up Phrases

III. **Learning Objectives**

1. paraphrase information
2. restate sentences in one's own words
3. express reactions and opinions to an issue

IV. **Learning Resources:**

- Communication Skills in English Module 2
- Bond paper

V. **Procedure**

1. **Preliminary Activity**

Test the learners' understanding of paraphrasing or "rewording" in a statement by letting them answer the exercises given below:

*Directions:* Identify which of the statements below does not pertain to paraphrasing.

1. It is restating original statements or ideas using a different set of words.
2. It means rewording an original statement or idea 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.

**Directions:** Identify which of the following statements 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.

Record the results of the test to determine the learners' readiness to proceed to the new lesson.

### 2. Presentation

- A. Begin the lesson by saying this statement: 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**.
- B. Discuss this: "To paraphrase is to express an idea or somebody's message in our own words," but the meaning of the original material should be maintained. To paraphrase is to "say or express" a statement in words different from the original text. It involves taking a passage—either spoken or written—and rewording it. When paraphrasing, it is important to keep the original meaning so that the facts remain intact.
- C. Explain to the learners to express important ideas in their own writing style and focus on the information that is most useful in making their point.
- D. Enumerate the steps involved in paraphrasing:  
(1) Read the original text; (2) Note down key concepts; (3) Write down their version of the text; and (4) Make sure the original meaning is retained.

## SESSION GUIDE 3

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Cite examples so that the learners will be guided in correct paraphrasing.

**Original** : She gave a few remarks about the speaker so that the audience will become familiar with him/her.

**Paraphrase** : She introduced the speaker.

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

**Paraphrase** : He has a headache.

**Original** : Snakes shed their skin as part of regrowth.

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

### 3. Activity

*Paraphrase the following:*

1. The top layer of a snake's skin doesn't grow, but its body does.  
*Paraphrase:* A snake's body continues growing unlike its top skin layer.
2. They scrape their bodies against rocks, trees, the ground, and many other things, until they can slither out of their old skin.  
*Paraphrase:* They rub their bodies against many things such as rocks, trees, etc., so they can crawl out of their former skin.
3. The snake repeats this process of skin shedding until it has stopped growing.  
*Paraphrase:* The snake keeps doing this process until it has reached its maximum growth.

### 4. Analysis

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.

### **Guide**

- A. Successful paraphrasing requires the use of multiple techniques. There is the order in which information is presented, then there is the use of different word forms, and finally, there is the use of synonyms.
- B. Just remember it is not simply sufficient to replace key words with similar words. In fact it is a common mistake among students who are learning to paraphrase.
- C. Changing the structure of a sentence is also important in making a sentence fit a paragraph effectively.
  - Continue the lesson by teaching the students to express their opinions using the following:
    - *I think ...*
    - *I believe ...*
    - *I feel ...*
    - *In my opinion ...*
    - *I would say ...*
  - Have the learners practice asking others' opinions by using the following:
    - *What do you think of ...?*
    - *What are your thoughts on ...?*
    - *How do you feel about ...?*
    - *What's your opinion on ...?*

Explain to the learners that in expressing their agreement with someone's opinion, they may use a number of short and clear

statements. For example, to a friend who says, “I think swimming in the river is more fun than mountain hiking!” they might want to give one of these possible responses:

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

Discuss also with the learners that in expressing their disagreement with another person’s opinion, they can use the following:

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

Explain further that there are ways to disagree politely, which is another way of telling another person that you respect his/her opinion but that you have a different opinion. The polite expressions are as follows:

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

### 5. Abstraction/Generalization

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

### 6. Application

*Paraphrase the following. Use a separate sheet of paper for your answers.*

1. She arrived two hours after the appointed time.

*Paraphrase:* She was two hours late for the appointment.



## SESSION GUIDE 3

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2. The waiter wrote down what I wanted to eat.  
*Paraphrase:* The waiter took down my order.
3. The night before, she was still watching TV until 3 am.  
*Paraphrase:* She stayed up late watching TV the night before.
4. He felt the need to eat something.  
*Paraphrase:* He was hungry.
5. She wanted to take the time and have some sleep.  
*Paraphrase:* She felt sleepy.

*Share your viewpoint by agreeing. Write your answers on a piece of paper.*

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.*

*Disagree with each of the statements below. State your reasons and use polite language:*

1. I think having a curfew for people below 18 years is good.  
*I don't agree with the imposition of a curfew. Let them have their freedom.*
2. Our school project should be done individually not by group.  
*I'm sorry but I don't agree. We'll be working faster when we work in groups.*
3. Let's reset our meeting for next week.  
*I see your point in resetting the meeting, but this is a matter of utmost importance.*

### **Guide**

- A. Disagreeing politely can be a tricky situation.
- B. A strong argument is one that uses facts over opinions.

- C. A respectful—not to mention compelling—disagreement is one that prioritizes logic over one’s emotions about the situation.
- D. Do not forget to place emphasis on the logic and factual information to support your disagreement.
- E. Not only will the use of facts and logic make you much more convincing, but it will also clarify that your disagreement is not personal.
- F. Getting personal, it is something that you want to avoid at all cost when disagreeing with someone.
- G. You should not put down the other person, or attack his or her ideas and beliefs.
- H. Learn to accept the fact that people have opposing viewpoints. Getting personal is not helpful or productive.

### VI. Concluding Activities

#### *More Paraphrasing.*

Restate the following: (Suggested answers)

**Directions:** Read an editorial from a newspaper. Write your answers to the following on a piece of paper.

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

#### *Supporting Viewpoints.*

Write down your viewpoint on a certain social issue and present them in class.

- 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.

## SESSION GUIDE 3

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

### ***Guides***

- A. Social media, and the internet as a whole, have provided people with more and quicker access to information than they have ever had before.
- B. Anyone with a mobile device can search for virtually any information they need, at any time.
- C. So, is social media basically good, or does it have a negative impact on society?
- D. We all basically already know the answer: social media is what you make of it.
- E. Like so many other things in life, both online and off, you get what you put into it.
- F. Let us take this chance to hear the students air their opposing viewpoints.

## 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.

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.

## 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.

## 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.*

## 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.*





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