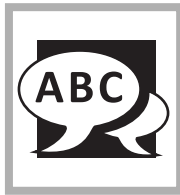


LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

MODULE 5: WHAT IS THE MEANING OF THIS? (DRAWING GENERALIZATIONS)

ALS Accreditation and Equivalency Program: Junior High School





**WHAT IS THE
MEANING OF THIS?
DRAWING GENERALIZATIONS**

**COMMUNICATION SKILLS IN ENGLISH
MODULE 5**

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 1: Communication Skills in English
Module 5: What is the Meaning of This? (Drawing Generalizations)

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DEVELOPMENT TEAM



Jenelyn Marasigan Baylon	Master Teacher I, ALS Task Force (On-detail)
Kristine Lee S. Lumanog	Education Program Specialist II, ALS Task Force (On-detail)
Judy R. Mendoza	Project Development Officer III, Bureau of Learning Resources
Reyangie V. Sandoval	Education Program Specialist II, Bureau of Learning Resources
Josephine C. Intino	Senior Education Program Specialist, Bureau of Curriculum Development
Eric U. Labre	Senior Education Program Specialist, Bureau of Learning Resources
Roderick P. Corpuz	Supervising Education Program Specialist, ALS Task Force
Daisy Asuncion O. Santos	Chief Education Program Specialist, Bureau of Learning Resources
Marilette R. Almayda	Director III/Head, ALS Task Force
Ariz Delson Acay D. Cawilan	Officer-In-Charge, Office of the Director IV, Bureau of Learning Resources
G. H. S. Ambat	Assistant Secretary for Alternative Learning System Program and Task Force
Tonisito M. C. Umali	Undersecretary for Legislative Liaison Office, External Partnership Service and Project Management Service
Leonor Magtolis Briones	Secretary



Jaime Daroy	Author
Elizabeth Reyes	Content Expert
Bernadette Sison	Admin and Finance Staff
Mildred Parbo	Project Lead
Ma. Teresita Medado	President

Content and Language Evaluators and Instructional Design Reviewer

Jonathan V. Gochuico	De La Salle University – Dasmariñas
Julie Lumogdang	Regional Office XII – SOCCSKSARGEN, Department of Education
Maria Teresa E. Prieto	Schools Division Office of Kalinga, Department of Education



United Nations
Educational, Scientific and
Cultural Organization

Ade Sandra	Admin and Finance Assistant
Rusyda Djamhur	Project Assistant
Marmon Abutas Pagunsan	National Project Consultant
Remegio Alquitran	National Project Officer
Maria Karisma Bea Agarao	National Programme Coordinator
Mee Young Choi	Head of Education Unit
Shahbaz Khan	Director and Representative

User's Guide

For the ALS Learner:

Welcome to this Module entitled What is the Meaning of This? (Drawing Generalizations) 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 5

LET'S GET TO KNOW

Media viewing is a fun and exciting activity. In this module, we shall have a short review on getting the main idea of a message - whether written, delivered speech, or viewed material. The technique is basically the same: watch out for the most important idea first, then, get the supporting details. This is followed by distinguishing examples and situations that illuminate the main idea or message.



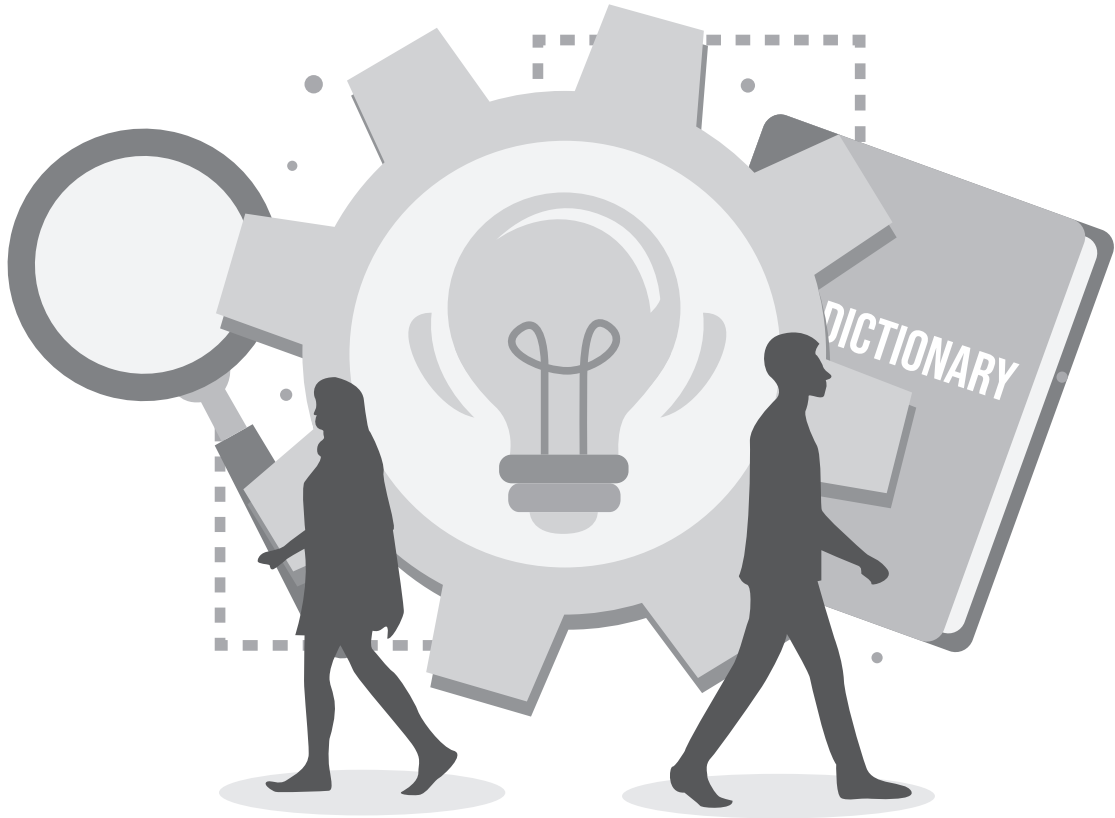
Getting the main idea is pretty simple if it is directly stated. However if it is not directly stated, then, we have to make inferences and draw conclusions from indirect or implied statements. Learning to make inferences and draw conclusions is also very useful in determining the meaning of unfamiliar words and phrases. It is a good practice for critical thinking. Don't immediately turn to the dictionary yet!

Lastly, there are ways of organizing information gathered from viewed materials. From noting details in materials, to noting sequences involved, the last lesson involves arranging actions chronologically. Don't forget to note details when using description and determine cause and effect—the ultimate in describing sequential events.



MODULE 5

PRE-ASSESSMENT



Do you remember the first thing you did when confronted with unfamiliar terms?

Check the dictionary, of course (whether electronic or not). There's a long cut to the short cut. It's called looking for context clues. Well, you'll probably say 'But it's just a waste of time!' It may be. However, it contributes to what we call **critical thinking**.

Clues are present. If only we'd take the time to search for it. It takes practice, this thing called looking for context clues. And it takes getting used to, this thing called critical thinking. Think about it.

2 WHAT IS THE MEANING OF THIS?



LESSON 1

SETTING THE PATH

I SEE, YET I DON'T SEE

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



determine the key message conveyed in the material viewed (LS1CS/EN-V-PSC-JHS-19); and



infer thoughts, feelings, and intentions from a material viewed (LS1CS/EN-V-PSC-LE/JHS-14).



LESSON 1

TRYING THIS OUT

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

1. The main idea is the author's message.
2. The key idea is the author's message.
3. The author's main idea is the key message.
4. The author's main idea are oftentimes directly stated.
5. Inferences are made from directly stated ideas.
6. Inferences are made from indirectly stated ideas.
7. Making an inference involves "reading between the lines."
8. It is easy to identify a main idea when it is inferred or implied.
9. Inferences are using clues from the text, coupled with own experiences to draw logical conclusion.
10. Several sentences in a paragraph can imply the main idea by introducing facts about the topic before stating the topic.

The author's main idea, or key idea, is also the author's key message. Oftentimes, the author's key message is directly stated. There is no room for doubt on what the author is trying to say. Sometimes, ideas are indirectly stated. They are not clearly spelled out. In that case, it calls for making inferences. Inferences are made from indirectly stated ideas. It involves reading between the lines or looking for what is hidden or implied in indirectly stated ideas.

4 WHAT IS THE MEANING OF THIS?



LESSON 1

UNDERSTANDING WHAT YOU DID



FINDING THE KEY MESSAGE

The main idea of a given text—be it a passage from a novel, an item from a newspaper, or a film clip—is also the author's key message about the topic. It is often expressed directly. It may also be expressed indirectly (implied). This can sometimes be a challenge to the viewer.

Where are the main ideas found?

Ideas *directly* stated

It is easy to identify a main idea that is directly expressed or explicitly stated in a given text. Even if this module is on viewing media, we shall use the term text—often associated with what's written—as an encompassing term that includes all messages transmitted by a sender.

- Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
- Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in a paragraph. It can also serve as a link to the information in the next paragraph.



Ideas *indirectly* stated

At times, the main idea is not always clearly stated. This is referred to as an idea that is implicitly stated. You have to make an inference to understand implicitly stated ideas.

It is more difficult to identify a main idea when it is implied. It can be implied through other words in the paragraph.

An implied main idea can be found in several ways:

- Several sentences in a paragraph can imply the main idea by introducing facts before stating the topic.
- Implied ideas can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea or message. This is called inference making.

These hints will be clues leading you to discover the main idea in the selected text. Try the passage on page 7 to see if you can pick out the main idea of this online news item.

“Downpour topples 2 electric posts, cuts power in Sta. Rosa City”

By: Maricar Cinco - **Reporter**

Inquirer Southern Luzon / 05:11 PM October 02, 2019

SAN PEDRO CITY — Heavy rains on Wednesday afternoon toppled two electric posts, cutting power supply in the city proper of Sta. Rosa, Laguna.

Lt. Col. Eugene Orate, Sta. Rosa City police chief, said in a phone interview that no one was reported injured, although photos of the scene shared by netizens showed a motorcycle covered with electric wires from a toppled post on the road.

Orate said the posts fell around 2:45 p.m. both in Barangay Malusak, where the city hall was located nearby.

As of 4 p.m., he said power remained out.

Source: <https://newsinfo.inquirer.net/1172630/heavy-downpour-topples-2-electric-posts-cuts-power-in-sta-rosa-city#ixzz61Be6rRIc>

Use the hints below to determine the main idea of this paragraph.

After reading a paragraph ask, “*What is the point that the author is trying to make in this passage?*”

ASKING THE FOLLOWING QUESTIONS WILL START YOU ON THE RIGHT TRACK:

1. **What.** Does the passage talk about a particular event?
2. **Who.** Does this passage refer to a person or group of people?

LESSON 1

3. **When.** Does the information contain a reference to time or situation?
4. **Where.** Does the text name a specific place?
5. **Why.** Do you find a reason or explanation for the passage written?
6. **How.** Does this passage state a fact or an opinion?

ACTIVITY

Directions: Let us answer each item as concisely as possible:

1. **What** - Does the passage talk about a particular event?
Yes. It is about the toppling of two electric posts.
2. **Who** - Does this passage refer to a person or group of people?
If yes, who?
The Sta. Rosa Police Chief is the resource person regarding the situation.

Now it's your turn to answer.

3. **When** - Does the information contain a reference to time or situation? If yes, when?
4. **Where**- Does the text name a specific place? If yes, where?
5. **Why** - Why did the power supply cut off?
6. **How**- Does this passage state a fact or an opinion? If yes, how?

LESSON 1

- Inference** : The police chief was not being entirely truthful.
Reason : Probably, to lessen the fears or worries of the residents.

So, with all these answered questions, which do you think is the article's main idea?

- A. The local Police Chief doesn't have a "real" grasp of the situation.
- B. The toppled posts are near the City Hall.
- C. Heavy rains in Sta. Rosa, Laguna resulted in toppled posts and power outage.

If you chose letter C, you are correct. Remember the statement earlier? Let's go back to it:

- 'Main ideas are often found at the beginning of paragraphs.'

Let's see if this case applies to the news article. Let's quote the beginning of the article:

'SAN PEDRO CITY – Heavy rains on Wednesday afternoon toppled two electric posts, cutting power supply in the city proper of Sta. Rosa, Laguna.'

Are the bits of information found in letter C found in the quoted part?

- Yes. So indeed, the general rule that 'main ideas are often found at the beginning of paragraphs' applies to this news article.

LET'S PRACTICE

Directions: Give the main idea of the following paragraphs. Write your answers on a separate sheet of paper.

1. As bats fulfill their ecological roles, they provide many economically important services. For example, bats serve as essential pollinators for various types of commercially valuable crops, including bananas, mangos and guavas. In addition, bats consume many crop-eating insects and thereby reduce farmers' need for pesticides.

Source: Research News Lily Whiteman, National Science Foundation (703) 292-8310 lwhitema@nsf.gov

2. Severe weather including hail storms, tornadoes, floods, and hurricanes cause billions of dollars in damage in the United States every year. When big storms hit, many families find themselves disorganized and unprepared. When preparing for a storm, it is important to have a storm plan and make sure everyone in your home knows the plan, in case of emergency.

Source: <https://www.stormdamagecenter.org/preparing-for-a-storm/>

3. Smoking harms nearly every organ in your body, including your heart. Smoking can cause blockages and constrict your arteries, which means less blood and oxygen flow to your heart. When cigarette consumption in the U.S. decreased, so did the rates of heart disease. Yet, heart disease remains the number one cause of death in the U.S. Because smoking affects your arteries, it can trigger a stroke.

Source: <https://www.lung.org/research/sotc/by-the-numbers/10-worst-diseases-smoking-causes>

MAKING INFERENCES FROM IDEAS



Making an *inference* involves using what you know to make a guess about what you don't know. This is what is known as “*reading between the lines.*”

Those who make inferences use the clues in the context, along with their own experiences and stock knowledge, to help them figure out what is not directly said. It also makes the experience open to the reader's personal thoughts and feelings.

Examples of real-life inferences:

1. A person uses words like “medication,” “emergency” and “operation.”
You can infer that this person works in the medical field.
2. A police investigator enters the house, which has been broken into. He sees blood on the floor, and things have been ransacked.
You can infer that a crime has occurred in the house.
3. Your friend walks by and doesn't smile. She wipes a tear away from her eye, and looks at her report card.
You can infer that your friend did not have good grades on her report card.

LESSON 1

4. A boy attends school. He goes outside and puts on a raincoat and get an umbrella.
You can infer that it is raining.
5. You go to school, but it's closed. Nobody is there.
You infer classes have been suspended. (Or it's a holiday, and you just forgot!)

Making sense of these real-life scenarios gives you a concrete way to practice combining context clues with background knowledge.



Understanding What You Did

- The main idea is the author's message.
- The author's message can be directly or indirectly stated.
- Making an inference involves using what you know to make a guess about what you don't know.



LESSON 1

SHARPENING YOUR SKILLS

Write your answers on a separate sheet of paper.

I. Read the passage below and answer the questions that follow.

Retirement as a Recent Concept

The very idea of retirement is relatively new. For most of human history, people worked until they died or they worked until they were too weak. They worked and worked, day and night, until they could no longer do so. It was the German statesman Otto Von Bismarck who first brought up the concept of retirement in 1883. He proposed people who are no longer working over the age of 65 be given a pension.

Retirement as a government policy began to be adopted by countries during the late 19th century and the 20th century. Those countries took Bismarck's remarks seriously when he said at that time: "Those who are disabled from work by age and invalidity have a well-grounded claim to care from the state."

Choose the main idea from the statements below.

- A. People worked until they were too weak.
- B. People worked until they died.
- C. The idea of retirement is relatively new.

Make inferences from the text:

- A. Why do you think Bismarck brought up the concept of retirement?
- B. Why do you think other countries adopted the concept of retirement?
- C. At what age do you think people should retire? Explain why.

LESSON 1

II. Make an inference by identifying () and what it represents.

1. I took my () for a walk. He likes to bark at people and keeps pulling on the leash.
() = _____
2. Anita took out her () since it started to rain. She doesn't like to get wet.
() = _____
3. I brought my () with me and I am going to eat it at the cafeteria, not in the classroom.
() = _____
4. Oh no. I forgot my () and (). Now I think I will have to eat with just using hands.
() = _____
5. My pet dog ran after the () again, which ran straight up a tree.
() = _____



LESSON 1

TREADING THE ROAD TO MASTERY

Directions: Answer the following questions and write your answers on a separate sheet of paper.

1. What are ideas that are directly stated?

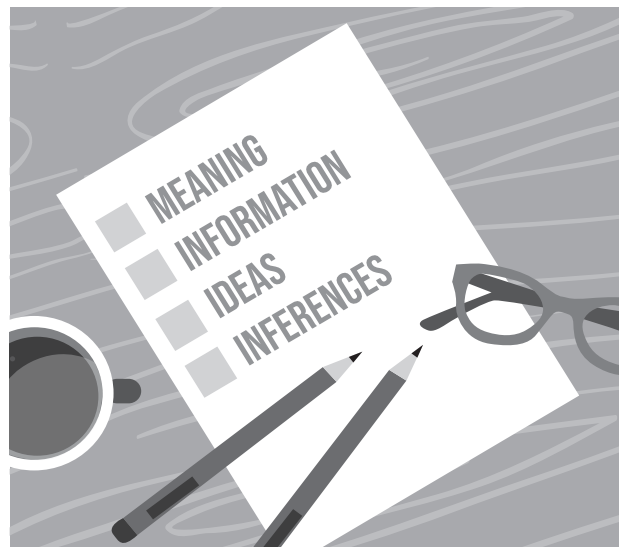
Clues: easy to identify, directly expressed, explicitly stated

2. What are ideas that are indirectly stated?

Clues: not clearly stated, implicit expression, inference

3. What is the relationship between indirectly stated ideas and making inferences?

Clues: hints, implied, making conclusions





LESSON 2

SETTING THE PATH

I THEREFORE CONCLUDE

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



determine the meaning of unfamiliar words or expressions from the material viewed (LS1CS/EN-V-PSC-JHS-10);

express insights based on the ideas presented in the material viewed (LS1CS/EN-V-PSC-JHS-25); and

draw generalizations and conclusions based on the materials viewed (LS1CS/EN-V-PSC-JHS-26).



LESSON 2

TRYING THIS OUT

Directions: Identify which of the following statements are True and which are False. Write your answers on a separate sheet of paper.

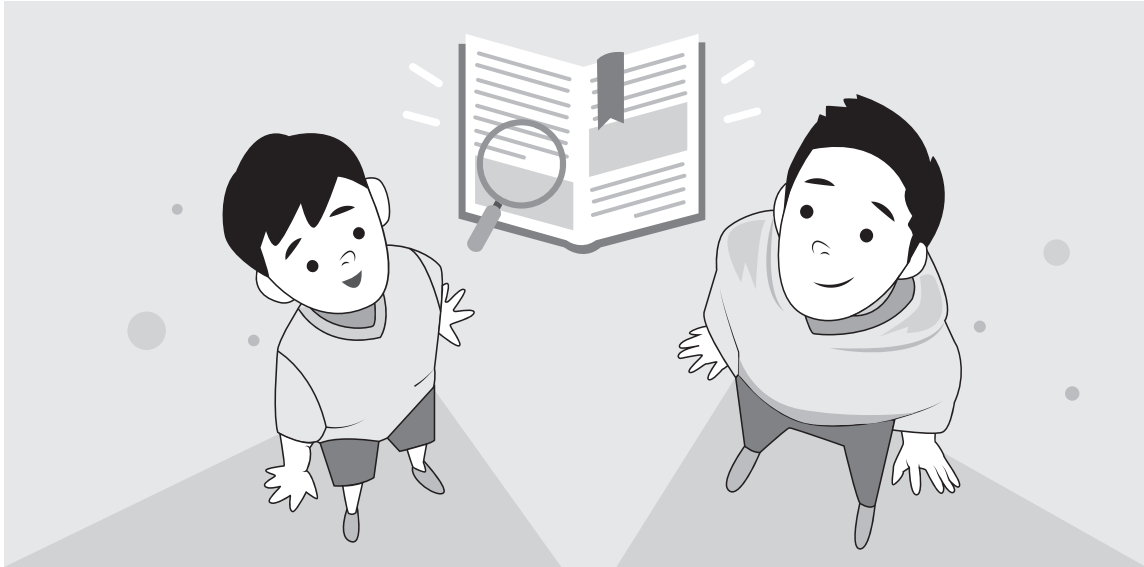
1. You draw conclusions by using information that is implied or inferred.
2. Information that is implied or inferred means they are not directly stated.
3. You can determine the meaning of unfamiliar words through inference.
4. The meaning of a word may be implied by the general sense of its context.
5. The meaning of a word may not be implied by giving specific examples.

All the statements above are true, except number 5. It is not true that the meaning of a word *may not* be implied by giving specific examples. Aside from the general sense of its context, the meaning of a word may be inferred from given examples.



LESSON 2

UNDERSTANDING WHAT YOU DID



DRAWING CONCLUSIONS AND GENERALIZATION

Drawing conclusions and generalizations is using information that is implied or inferred to make meaning out of what is not clearly stated. Writers give readers hints or clues that help them read between the lines. Not everything is explicitly stated or spelled out all the time.

Drawing conclusions refer to information that is implied or inferred. This means that the information is never clearly stated. Writers often tell you more than they say directly. They give you hints or clues that help you “read between the lines.”

Using these clues to give you a deeper understanding of your reading is called inferring. When you *infer*, you go beyond the surface details to see other meanings that the details suggest or *imply* (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied—that is, suggested or hinted at. When meanings are implied, you may *infer* them.

INFERENCE AND CONCLUSIONS



Inference is just another word for *conclusion*.

If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened. You make inferences every day. Most of the time you do so without thinking about it.

Here are three ways to help you draw conclusions from what an author may be implying. The following are descriptions of the various ways to aid you in determining the meaning of unfamiliar words or expressions, and therefore, reach a conclusion.

1. General Sense

The meaning of a word may be implied by the general sense of its context. Let's infer the meaning of the word **vital** in the following sentence:

"All animals share the same vital needs, such as food, water, and shelter."

You may infer the meaning of **vital** by answering the question:

What do we know about food, water, and shelter and their relationship with animals?

What have you inferred as the meaning of the word **vital**? *If you answered important or necessary for they can't live without food, water, and shelter, you've correctly inferred the meaning of vital.*

2. Examples

When the meaning of the word is not implied by the general sense of its context, it may be implied by examples. For instance,

“Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries.”

You may infer the meaning of *celestial* by answering the question:

Where can you find the sun, moon, and stars?

What have you inferred as the meaning of the word *celestial*? *If you answered something placed in the sky or relating to heaven, you correctly inferred the meaning of celestial.*

3. Antonyms and Contrasts

Antonyms are words that have opposite meanings, such as thin vs. thick.

When the definition of a word is not understood by the examples or background provided, an antonym or a contrasting thought in context may be used to infer the definition of the word.

Antonyms are words with opposing meanings. For example,

“Arthur is gregarious, but his brother Anton is *timid*.”

You may infer the meaning of *timid* by answering the question:

If Arthur is gregarious (therefore, likes to socialize with other people,) and Anton is very different from Arthur with regard to facing other people, then what word describes Arthur’s brother?

What have you inferred to be the opposite or antonym of gregarious? *If you answered shy, then you are correct.*

ACTIVITY

Directions: Infer the meaning of the unfamiliar words by choosing from the two options. Write your answers on a separate sheet of paper.

1. Exercising regularly, eating healthy foods, and lessening stress can have **salubrious** effects.

Salubrious means *beneficial* or *non-beneficial*?

2. Not exercising regularly, eating fatty foods, and letting stress rule your life can all lead to **deleterious** health.

Deleterious means *harmful* or *harmless*?

3. **Crustaceans**, such as lobsters, crabs and shrimps, are delicious but can be expensive.

Crustaceans means *hard-shelled seafoods* or *underground vegetables*?

4. **Somnambulists** are not even aware of the fact that they walk around while they are asleep.

Somnambulist means *sleepwalker* or *sleep talker*?

5. **Nocturnal** animals, as opposed to those active at daytime, can see very well at night so they can hunt prey.

Nocturnal means *active at night* or *asleep at night*?

Expressing own ideas, insights and opinions



Here are some suggested guidelines to follow if you want to give your opinion:

1. **First, make sure that opinion is asked for.** There are many cases where keeping quiet would be a better option than voicing what you think.
2. **Reflect on whether you are the best candidate for the job.** People are always welcome to seek your advice. However, it is possible that someone else is more suitable to respond. In certain situations, endorsing someone else rather than voicing out your own viewpoint increases your personal credibility.
3. **Listen with the intent to understand.** Make sure to listen before expressing your own thoughts so you will understand exactly what's expected of you. In the process, you might discover more about the problem. If necessary, ask questions politely and without interrupting. This can make the individual who is asking to be more interested and responsive to what you will likely say.

- 4. Think before saying anything.** Consider your words before voicing them. Take into account your tone and make sure your word choices are precise. This gives as little potential for misinterpretation as possible. Maintain a courteous demeanor and be aware of your body language.
- 5. Do your research and know the facts first.** Make sure you have all the information first before expressing your opinion. The more factual foundation you have for what you know, the easier it will be to communicate into words what you mean. You also develop credibility when your opinion is backed up by facts and evidence.
- 6. Say what you think in a detailed, straightforward manner.** Provide as many relevant specifics as possible when you give an opinion. This guarantees that people really understand your point of view. Ensure to include details of the *who*, *what*, *when*, and *where* of the situation.
- 7. Own your words by using “I” in your statements.** “I” sentences are effective for expressing your own thoughts, observations, and opinions. You can start articulating your opinion by stating “I believe...” or “In my experience...”.
- 8. Provide the reasons for your point of view.** Provide reasons and build a case to support your point of view. Your opinion gains credibility when it’s backed up with solid data.

Useful Expressions to Voice Opinion

- In my opinion, ...
- To my mind, ...
- As far as I am concerned, ...
- From my point of view, ...
- As for me...
- My view/opinion/belief...
- I would say that ...
- My impression is that ...
- I have the feeling that ...
- I have no doubt that ...

Disagreeing Politely

- I see, but that's different ...
- Sorry, I don't agree with you ...
- That's partly true but ...
- I see your point but ...
- I'm sorry to disagree with you but ...
- Yes, but don't you think ...?
- On the contrary ...
- Well, I'm not so sure about that ...
- Well, I think it's not as simple as that ...

LET'S PRACTICE

Directions: Complete the statements below by choosing the appropriate expressions listed above. Write your answers on a separate sheet of paper.

1. "Books are a thing of the past. The future is in online publications."
"_____—a lot of people still prefer to have a book in their hands rather than read on a screen."
2. "Globalization is just another way for rich countries to exploit poor countries." "_____. I think it's a mutually beneficial relationship, and in fact a lot of developing countries have benefited quite a bit."
3. "I think we should completely change the packaging of our product—it really needs a more modern look."
"_____. If we change our product's appearance, our current customers won't recognize it anymore."

Source: <https://www.espressoenglish.net/practical-english-speaking-how-to-disagree-politely/>



Understanding What You Did

- Drawing conclusions is using information that is implied or inferred to make meaning out of what is not explicitly stated.
- You can determine the meaning of unfamiliar words or expressions through drawing conclusions.
- You can give your own insights and opinions through the use of common start-up phrases.



LESSON 2

SHARPENING YOUR SKILLS

Write your answers on a separate sheet of paper.

I. Derive conclusions from the following.

1. Sally arrives at home at 5:30 and knows that her mother gets off of work at 5. But Sally also notices that the lights are off in their house.

Conclusion: _____

2. Jennifer hears her gate close and her dog bark.

Conclusion: _____

3. Julia works at a pet store and owns four cats, two dogs, and a rabbit.

Conclusion: _____

4. We have an appointment at 4:00 PM. You arrive at 4:15 and I am not there yet.

Conclusion: _____

5. A man talking on the cellphone suddenly starts laughing.

Conclusion: _____

II. With the topics below, practice disagreeing politely.

1. Dogs are better pets compared to cats.
2. Breakfast is not the most important meal of the day.
3. Females are better students than males.
4. When learning English, listening is more difficult than speaking.
5. People should be older than twenty to have a driver's license.



LESSON 2

TREADING THE ROAD TO MASTERY

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

1. What does it mean to draw conclusions?
Clues: hints, clues, reading between the lines
2. What does it mean to make inferences?
Clues: hints, clues, reading between the lines
3. Is there a connection between drawing conclusions and making inferences? Explain.
4. Can you determine meanings of unfamiliar words through making inferences? Explain.



LESSON 3

SETTING THE PATH

I AM THE CAUSE

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



organize information from material viewed (LS1CS/EN-V-PSC-JHS-13);



note details in materials viewed (LS1CS/EN-V-PSC-JHS-15); and



sequence events based on materials viewed (LS1CS/EN-V-PSC-JHS-16).



LESSON 3

TRYING THIS OUT

Directions: Try answering the following questions as best as you can. Write your answers on a separate sheet of paper.

1. What does organizing information in chronological order mean to you?
2. Do you include details when you do description?
3. What do you call the sequencing of events where an action produces a reaction?

Organizing information in **chronological order** means arranging what happens from the *start*, *middle*, then to the *last*. Arrangement through time occurrence is crucial here. When you describe, you give the general appearance, the general account, or illustration of something. Plus, you include details to give specifics on the general account. Speaking of organizing information chronologically, the sequencing of events to produce a reaction from an action is called *cause and effect*.



LESSON 3

UNDERSTANDING WHAT YOU DID

ORGANIZING INFORMATION

There are many ways of organizing information from viewed materials and turning them into written form. They basically involve writing down ideas and then making connections. Three of the most common are:

CHRONOLOGICAL ORDER: Arranged Action

You develop the paragraph by arranging the information chronologically from start to finish. This format presents the facts in the order in which they happened. Many case histories, feature stories, and biographies are written this way.



Chronological order is a way of arranging actions, events, or things according to the time they occurred. It is demonstrated by showing what happened first, what went on next, what came about in the succeeding occurrences, and until what took place last.

Sequential Order

This manner of presentation is also called time or linear order. This technique is crucial in history and social studies. Events are presented from how something began until how it ended. Biographies of key people are often arranged from childhood up to one's passing. Sequential order is also essential in how-to videos, recipes, do-it-yourself projects, and other articles that need step-by-step guide.

Let us say you want to show someone how to cook hot cakes. You can present it this way:



1. *First*, prepare all the ingredients such as all-purpose flour, baking powder, salt, sugar, milk, egg, and butter.
2. *Second*, strain all the dry components in a large bowl.
3. *Then*, pour in the rest of the fixings.
4. Mix all together until smooth.
5. *After that*, heat a lightly oiled frying pan over medium-high temperature.
6. Scoop one-fourth cup of batter onto a hot, metal plate.
7. Cook until brown on both sides, and
8. *Finally*, serve hot.

Giving detailed instructions chronologically makes it easier for a person to follow the procedure and produce a desirable outcome.

LET'S PRACTICE

I. Below are the steps in washing the dishes. Arrange the steps on a separate sheet of paper.

- Fill - get some clean, hot, soapy water.
- Rinse - wash off all suds and residue.
- Dry - air dry or towel dry.
- Wash - scrub them, under the water.
- Preparation-scrape off food.

II. Inside the box are steps in scientific research from Sciencing.com. These steps are not arranged in sequence. Arrange these steps in logical order. Write your answers on a separate sheet of paper.

Asking a question	Observation	Making conclusions	Gathering information
Forming a hypothesis	Reporting and evaluating	Testing the hypothesis	

Source: <https://sciencing.com/what-are-the-8-steps-in-scientific-search-12742532.html>

DESCRIPTION: Noting Details



In a description, you give a general definition, then you provide specific details about the topic, discussing its distinguishing characteristics.

Start with a generalization—a theme you want to support or a point you want to make—then supply with details. Give as many facts and observations as possible.

Description is a very important, effective, and widely used technique in writing which allows the writer to “paint a picture with words” for the reader. Instead of simply telling the reader how something looked, the writer shows the reader by using the various types of description techniques, such as

What types of things can be described?

- **Things and objects.** Tell their size, shape, color, material, weight, and so on.
- **People.** Describe their physical characteristics, their personalities, and attitudes.
- **Places.** Describe the physical attributes of the location and the emotional responses that it evokes in you.
- **Emotions.** Try to let the audience in on your innermost feelings at a time when you experienced one emotion very strongly.

What is the main technique used in description?

Use specific details. By its very nature, description must use lots of specific details. Try to answer the questions of *who*, *what*, *when*, *where*, *why*, and *how* as you write. Use exact numbers or estimated figures, rather than general statements.

ACTIVITY I

Directions: Note details on this selection by matching Column A with Column B. Write your answers on a separate sheet of paper.

Exercise is defined as any movement that makes your muscles work and requires your body to burn calories. There are many types of physical activity, including swimming, running, jogging, walking and dancing, to name a few.

Being active has been shown to have many health benefits, both physically and mentally. It may even help you live longer. Exercise has been shown to improve your mood and decrease feelings of depression, anxiety, and stress. It produces changes in the parts of the brain that regulate stress and anxiety. It can also increase brain sensitivity for the hormones serotonin and norepinephrine, which relieve feelings of depression. Additionally, exercise can increase the production of endorphins, which are known to help produce positive feelings and reduce the perception of pain.

- | | |
|----------------------------------|---|
| ___ 1. Exercise | A. running, walking,
and dancing |
| ___ 2. Types of exercise | B. endorphins |
| ___ 3. Benefits of exercise | C. serotonin and
norepinephrine |
| ___ 4. Brain hormones | D. increase the
production of
endorphins |
| ___ 5. Produce positive feelings | E. any movement that
makes your muscle
work |

Source: https://www.healthline.com/nutrition/10-benefits-of-exercise#TOC_TITLE_HDR_2

ACTIVITY II

1. Pick any object within the classroom. Describe it in terms of size, shape, color, etc.
2. Describe the person seated next to you. If you know the person well enough to describe the personality and attitudes, even better.
3. Describe a place with an emotional meaning to you.

CAUSE AND EFFECT: Events Sequencing

Cause and effect is another common way to organize information into writing. Paragraphs structured as *cause and effect* explain reasons why something happened. It shows the effects of something. This shows the relationship between things, or a sequence of events, where one is the result of the other. Below are examples of cause and effect sentences.

Cause and Effect Examples in Sentences

Because the alarm was not set, we were late for work.

CAUSE

EFFECT

John made an unpleasant comment, so Elise hit him.

CAUSE

EFFECT

I had to get the mop since I spilled my juice on the floor.

EFFECT

CAUSE

Take note that in the above examples, causes are underlined once while effects are underlined twice.

ACTIVITY III

Identify which one is a cause and which one is an effect. Write your answer on a separate sheet of paper.

1. Tsunamis happen when tectonic plates shift.
2. Because of changes in classifications, Pluto is no longer a planet.
3. The weather forecast called for rain, so he took his umbrella with him.
4. Because of a price increase, sales are down.
5. The children shrieked because of the loud thunder.

USE LINKING LANGUAGE

Make your cause and effect organization more coherent with linking language or sentence connectors. They make the relationships between causes and effects crystal clear. Here are some **signal words** that may indicate that information in a paragraph is organized as cause and effect: *because, as a result, resulted, caused, affected, since, due to, effect, etc.*

USE OF CONJUNCTIVES FOR TRANSITION

Use the following conjunctives to smoothly transition from one idea to the next in your cause and effect writing: *also, too, in addition to, thus, therefore, consequently, etc.*

ACTIVITY IV

Directions: Draw an inference based on the given details to complete each statement. Write your answers on a separate sheet of paper.

1. Since I didn't take breakfast this morning _____.
2. I didn't go home last night, that's why _____.
3. I overslept last time, thus _____.
4. As a result of my working too hard _____.
5. Because of my love for my family _____.



Understanding What You Did

- Chronological order is a way of arranging actions, events, or things according to the time they occurred.
- In a description, you give a general definition, then provide specific details about the topic.
- Cause and effect shows the relationship between things, where one is the result of the other.



LESSON 3

SHARPENING YOUR SKILLS

Write your answers on a separate sheet of paper.

I. Do the following.

1. Describe in chronological order your morning activities from waking up to going to school.
2. In strict chronological order, describe how hard-boiled eggs are cooked.

II. Do the following.

1. Describe yourself. Include your physical characteristics, your personality, and attitudes.
2. Describe your best friend. Include the physical characteristics, personality, and attitudes.
3. What do you think are the effects of too much social media usage?
4. What do you think are the effects of finishing ALS?



LESSON 3

TREADING THE ROAD TO MASTERY

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

1. What are the three ways to organize information from viewed material?
2. Briefly describe each.
 - A. Chronology
 - B. Sequence
 - C. Description



MODULE 5

DON'T FORGET

“

- Not everything is explicitly stated or spelled out all the time. By drawing conclusions, you use information that is implied or inferred to make meaning out of what is not clearly or explicitly stated. Inference is just another word for drawing conclusion. There are ways to help you draw conclusions from what an author may be implying.
- There are various ways to aid you in determining the meaning of unfamiliar words or expressions, and therefore, reach a conclusion. You could infer the meaning of unfamiliar words and expressions through the general sense, examples, or through antonyms and contrast.

”



MODULE 5

EXPLORE MORE

Inference from songs. Look into the lyrics of your favorite song. Infer meaning based on what you know about the songwriter, the text, and your personal connection to the text. Be guided through the rubrics below.

PERFORMANCE TASK RUBRIC

POINTS	INDICATORS
4	Develops thoughtful interpretations, and/or conclusions about the song with depth and understanding.
3	May develop interpretations, and/ or conclusions about the song with minor errors.
2	Attempts to make an interpretation or draw a conclusion about the song.
1	No evidence of inference (interpretation or conclusion) about the song.



MODULE 5

REACH THE TOP

Write a short autobiography. Follow the turn of events chronologically. Start to where and when you were born, where you spent your elementary years, up to the present. Be guided through the rubrics below.

PERFORMANCE TASK RUBRIC

POINTS	INDICATORS
4	Events are placed in a logical order and the way they are presented effectively keeps the interest of the reader.
3	Events are placed in a logical order, information is clear and easy to follow.
2	Some events are not in a logical order, and distracts the reader.
1	Most of the events are not in a logical order. There is little sense that the writing is organized.

ANSWER KEY

LESSON 1: I SEE, YET I DON'T SEE

TRYING THIS OUT

PAGE 4

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

UNDERSTANDING WHAT YOU DID ACTIVITY

PAGE 8

1. Yes. It is about the toppling of two electric posts.
2. The Sta. Rosa Police Chief is the resource person regarding the situation.
3. The toppling of the posts happened Wednesday, Oct. 2, 2019 at 2:45 PM.
4. Yes. Barangay Malusak, Sta. Rosa, Laguna.
5. The toppling of posts was a result of the heavy rains.
6. Although the toppling of the posts is factual, the Police Chief's assurance that no one was injured was contradicted by a netizen's photo showing otherwise.

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 13

Choose the main idea from the statements below

- A. People worked until they were too weak.
- B. People worked until they died.
- C. The idea of retirement is relatively new.

ANSWER KEY

Make inferences from the text: **Open-ended answer**

- Why do you think Bismarck brought up the concept of retirement?
- Why do you think other countries adopted the concept of retirement?
- At what age do you think people should retire? Explain why.

ACTIVITY II

PAGE 14

1. dog
2. umbrella, raincoat, or rain gear
3. lunch
4. spoon, fork
5. cat

TREADING THE ROAD TO MASTERY

PAGE 15

1. What are ideas that are directly stated?

These are ideas directly expressed, or explicitly stated in a given text.

2. What are ideas that are indirectly stated?

These are ideas not clearly stated. These are also referred to as implicitly stated ideas (ideas not explicit).

3. What is the relationship between indirectly stated ideas and making inferences?

Making inferences involves using what you know from indirectly stated ideas, making a guess, and coming up with conclusions.

ANSWER KEY

LESSON 2: I THEREFORE CONCLUDE

TRYING THIS OUT

PAGE 17

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

UNDERSTANDING WHAT YOU DID

ACTIVITY

PAGE 21

1. beneficial
2. harmful
3. hard-shelled sea foods
4. sleepwalker
5. active at night

LET'S PRACTICE

PAGE 24

All expressions listed above on disagreeing politely are the possible answers for items 1 to 3.

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 26

1. Sally's mother hasn't arrived yet from work.
2. The mailman has just delivered something.
3. Julia is an animal lover.
4. I may be late for our appointment.
5. The person he is talking to said something very funny.

TREADING THE ROAD TO MASTERY

PAGE 27

1. Drawing conclusions and generalizations is using information that is implied or inferred to make meaning out of what is not clearly stated.
2. When you infer, you go beyond the surface details to see other meanings that the details suggest or imply (not stated).
3. Inference is just another word for conclusion. If you infer that something has happened, you do not see, hear, feel, smell, or

ANSWER KEY

taste the actual event. But from what you know, it makes sense to think that it has happened.

4. The meaning of a word may be implied by the general sense of its context. Writers often tell you more than they say directly. They give you hints or clues that help you “read between the lines.” Using these clues to give you a deeper understanding of your reading is called inferring.

LESSON 3: I AM THE CAUSE

TRYING THIS OUT

PAGE 29

1. You develop the paragraph by arranging the information chronologically from start to finish. This format presents facts in the order in which they happened.
2. In a description, you give a general definition, then provide specific details about the topic, discussing its distinguishing characteristics.
3. Cause and effect.

UNDERSTANDING WHAT YOU DID

LET'S PRACTICE I

PAGE 32

1. *Preparation* – scrape off food.
2. *Fill* – get some clean, hot, soapy water.
3. *Wash* – scrub them, under the water.
4. *Rinse* – wash off all suds and residue.
5. *Dry* – air dry or towel dry.

LET'S PRACTICE II

1. Observation
2. Asking a question
3. Gathering information
4. Forming a hypothesis
5. Testing the hypothesis
6. Making conclusions
7. Reporting and evaluating

ANSWER KEY

ACTIVITY I

PAGE 34

1. E
2. A
3. D
4. C
5. B

ACTIVITY II

PAGE 35

1. Pick any object within the classroom. Describe it in terms of size, shape, color, etc.
2. Describe the person seated next to you. If you know the person well enough to describe the personality and attitudes, even better.
3. Describe a place with an emotional meaning to you.

ACTIVITY IV

PAGE 37

Suggested answers

1. **Since I didn't take breakfast this morning...**
I couldn't concentrate in class because I was very hungry.
2. **I didn't go home last night,**
that's why I was not able to have a change of fresh clothes.
3. **I overslept last time, thus...**
I was late for class again.
4. **As a result of my working too hard...**
I suffered a nervous breakdown.
5. **Because of my love for my family...**
I worked very hard to be successful and make them proud of me.

SHARPENING YOUR SKILLS

PAGE 38

ACTIVITY I

1. Describe in chronological order your morning activities—from waking up to going to school.
2. In strict chronological order, describe how to make a hard-boiled egg.

ANSWER KEY

ACTIVITY II

1. Describe yourself. Include your physical characteristics, your personality, and attitudes.
2. Describe your best friend. Include the physical characteristics, personality, and attitudes.
3. What do you think are the effects of too much social media usage?
4. What do you think are the effects of finishing ALS?

TREADING THE ROAD TO MASTERY

PAGE 39

What are the three ways to organize information from viewed material? Briefly describe each

- Chronological order is a way of arranging actions, events, or things according to the time they occurred. It is demonstrated by showing what happened first, what went on next, what came about in the succeeding occurrences, and until what took place last.
- In a description, you give a general definition, then provide specific details about the topic, discussing its distinguishing characteristics.
- Cause and effect is another common way to organize information into writing. Paragraphs structured as cause and effect explain reasons why something happened. It shows the effects of something. This shows the relationship between things, or a sequence of events, where one is the result of the other.

GLOSSARY

Cause and Effect	Cause and effect shows the relationship between two events, or a sequence of events, where one phenomenon is the result of another.
Conclusions and Generalizations	Drawing conclusions and generalizations is using information that is implied or inferred to make meaning out of what is not clearly stated.
Conjunctives	Conjunctives are used to smoothly transition from one idea to the next in cause and effect writing. Examples are <i>also</i> , <i>too</i> , <i>in addition to</i> , <i>thus</i> , <i>therefore</i> , <i>consequently</i> , <i>etc.</i>
Description	In a description a general definition of the topic is given, then provided with specific details while discussing its distinguishing characteristics.
Inference	Making an inference involves using what is known to make a guess about what is not known. Inferences make use of clues in the context, along with the viewer's own experiences and stock knowledge, to help them figure out what is not directly said.
Key Message	The main idea of a given text—be it a passage from a novel, an item from a newspaper, or a film clip—is also the author's key message about the topic.
Sequential Order	Chronological order is a way of arranging actions, events, or things according to the time they occurred.

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For inquiries, please contact:

Department of Education, Bureau of Learning Resources (DepEd BLR)

Office Address : Ground Floor, Bonifacio Building, DepEd Complex,
Meralco Avenue, Pasig City, Philippines 1600
Telefax : +63-2-8631-1072; +63-2-8634-1054; +63-2-8631-4985
Email Address : blr.qad@deped.gov.ph; blr.lrp@deped.gov.ph