

LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

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

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

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

JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH
SESSION GUIDES FOR MODULE 5 (WHAT IS THE MEANING OF THIS? (DRAWING GENERALIZATIONS))

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

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of 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 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.

I SEE, YET I DON'T SEE Session Guide No. 1

I. Duration of Session: 2 hours

II. Key Understandings to be Developed

- Getting the Main Idea
- Making Inferences

III. Learning Objectives

1. Determine the key message conveyed in material viewed (LS1CS/EN-V-PSC-JHS-19)
2. Infer thoughts, feelings, intentions of material viewed (LS1CS/EN-V-PSC-LE/JHS-14)

IV. Resources

- Communication Skills in English Module 5
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Assess learners familiarity with the topic by going over the activity in Lesson 1 – *Trying This Out* with them on page 4.

Let the learners read the text **Where are the Main Ideas Found?** on page 5.

Instruct the learners to read the news report on “Downpour topples 2 electric posts, cuts power in Sta. Rosa City” found on page 7. If they have access to internet ask them to view the news using the link: <https://newsinfo.inquirer.net/1172630/heavy-downpour-topples-2-electric-posts-cuts-power-in-sta-rosa-city#ixzz61Be6rRIc>.

Use the hints found on page 7 to determine the main idea of the paragraph.

SESSION GUIDE 1

Ask this question: *What is the point that the author is trying to make in this passage?*

Then, use the hints found on page 8 to determine the main idea of the paragraph.

What. Does the passage talk about a particular event?

Who. Does this passage refer to a person or group of people?

When. Does the information contain a reference to time or situation?

Where. Does the text name a specific place?

Why. Why did the power supply cut off?

How. Does this passage state a fact or an opinion?

Read examples on Activity found on page 8.

Answer items 3, 4, 5, and 6.

2. Analysis

Discuss how to get main ideas. Use the discussion on page 9 of the module. Let the learners answer *Let's Practice* on page 10. Continue the discussion on **Making Inferences** on pages 11–12. Then, ask the learners to answer the following questions:

- Where do main ideas usually found in the paragraph?
- How do you express main ideas?
- How do you make inferences?

3. Abstraction

Emphasize to the learners that in getting the main idea or key idea, they have to consider the following:

- 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.

Let the learners read the text in *Understanding What You Did* on page 12.

4. Application

Present the *Sharpening Your Skills* and *Treading the Road to Mastery* assessments on pages 13–15. *Sharpening Your Skills* Activity 1 focuses on getting the main idea while Activity 2 is for making inferences. Proceed to page 15 and answer the *Treading the Road to Mastery*. Tell the learners to follow the instructions.

After answering the activities, direct the learners to see the *Answer Key* on pages 43–44 for the assessment of learning.

VI. Concluding Activity

End the session by reviewing key concepts and encourage the learners to share their learning on the topics presented.

Encourage them also to share which part of the lesson they find difficult to understand.

I THEREFORE CONCLUDE Session Guide No. 2

I. Duration of Session: 2 Hours

II. Key Understanding to be Developed

- Meaning of Unfamiliar Words and Expression
- Drawing Conclusions
- Expressing Insights and Ideas

III. Learning Objectives

1. Determine the meaning of unfamiliar words or expressions (LS1CS/EN-V-PSC-JHS-10)
2. Express insight based on ideas presented (LS1CS/EN-V-PSC-JHS-25)
3. Draw generalizations and conclusions based on material (LS1CS/EN-V-PSC-JHS-26)

IV. Resources

- Communication Skills in English Module 5
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Assess learners familiarity with the topic by going over the activity in Lesson 2 – *Trying This Out* on page 17.

Present the discussions on the following topics under *Understanding What You Did*:

- Drawing Conclusions on page 18
- Inferences and Conclusions on page 19

Emphasize that there are times that the information is not 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.

Infer the meaning of the unfamiliar words by choosing from the two options. Let the learners answer the *Activity* on page 21 of the module.

Present the principles in giving opinion on page 22. Continue discussing the **Useful Expressions to Voice Opinion** and on **Disagreeing Politely**.

Let the learners answer *Let's Practice* on page 24. Complete the statements by choosing the appropriate expressions listed.

2. Analysis

After the activity, ask the learners to answer the following questions:

- How do you determine the meaning of unfamiliar words?
- How do you make generalizations and conclusions?
- How do you express your insights and ideas politely?

3. Abstraction

Emphasize the following key concepts:

- The meaning of a word may be implied by the general sense of its context. When the meaning of the word is not implied by the general sense of its context, it may be implied by examples. When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting thought in context.

- 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.
- If you want to give your opinion and you want to be heard, you must follow some principles. Use polite expressions when you voice your opinion.

Let the learners read the key concepts on *Understanding What You Did* on page 25.

4. Application

Present the *Sharpening Your Skills* and *Treading the Road to Mastery* assessments on pages 26 and 27. Require the learners to follow the instructions of the learning tasks.

After answering the learning tasks direct the learners to see the *Answer Key* on page 45 for the assessment of their learning.

VI. Concluding Activity

End the session by reviewing key concepts and encourage the learners to share their learning on the topics presented.

Encourage them also to share which part of the lesson they find difficult to understand.

I AM THE CAUSE **Session Guide No. 3**

I. Duration of Session: 3 Hours

II. Key Understanding to be Developed

- Organizing Information
- Noting Details
- Sequencing Events

III. Learning Objectives

1. Organize information from viewed material
(LS1CS/EN-V-PSC-JHS-13)
2. Note details in viewed material
(LS1CS/EN-V-PSC-JHS-15)
3. Sequence events based on viewed material
(LS1CS/EN-V-PSC-JHS-16)

IV. Resources

- Communication Skills in English Module 5
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Assess learners familiarity with the topic by going over the activity in Lesson 3 – *Trying This Out* on page 29.

Present the discussions on the following topics under *Understanding What You Did*:

- **Organizing Information**
- **Sequential Order** found on page 31

Ask the learners to enumerate the steps on how to cook hot cakes. Emphasize the importance of following the steps.

Direct the learners to answer *Let's Practice* on page 32. Follow the instructions on *Activity 1*: Inside the box are the steps in washing the dishes. Arrange the steps by writing the numbers from 1 to 5 on the space before each step.

Answer *Activity 2*: A scientific research method has eight steps. Arrange the steps in logical order by writing the steps in the box. Use a separate sheet of paper for their answers.

Present the discussion on noting details found on page 33. Then let the learners answer *Activity 1* on page 34. Follow the instructions: Note details on this selection by matching Column A with Column B. Write the letters of the corrects answer on separate answer sheet.

Discuss **Cause and Effect: Events Sequencing** on page 35. After the discussion, task the learners to identify which among the statements is a cause and which one is an effect on the same page.

2. Analysis

After the series of learning activities, ask the learners to answer the following questions:

- What are the three common ways of organizing information?
- Why do we need to follow the steps or sequence of doing things?
- How do you differentiate cause from effect?

3. Abstraction

Emphasize to the learners the following key concepts.

- There are many ways of organizing information from viewed materials and turning them into written form. Three of the most common are: arranging the information chronologically from start to finish, noting details or giving descriptions, and establishing cause and effect relationship.
- Chronological order is a way of arranging actions, events, or things according to the time they occurred.

- You give a general definition, then provide specific details about the topic in a description.
- Cause and effect shows the relationship between things where one is the result of the other.

4. Application

Present the *Sharpening Your Skills* on page 38 and *Treading the Road to Mastery* assessments on page 39. Require the learners to follow the instructions of the learning tasks.

Perform the task on *Explore More* on page 41: **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. Please be guided by the rubric on page 41 .

Write a short autobiography. Follow the turn of events in chronological order. Start to where and when you were born, where you spent your elementary years up to the present. Please be guided by the rubric on page 42 .

VI. Concluding Activity

End the session by reviewing key concepts and encourage the learners to share their learning on the topics presented.

Encourage them also to share which part of the lesson they find difficult to understand.

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.

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 or raincoat (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.

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

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

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.

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.

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