

# LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

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

ALS Accreditation and Equivalency Program: Junior High School





# 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 1 (I GET IT. (RECOGNIZING THE MAIN IDEA))

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

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# User's Guide

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

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







## WHAT'S THE BIG IDEA? Session Guide No. 1

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

**II. Key Understandings to be Developed**

- Main Idea
- Supporting Details

**III. Learning Objectives**

1. recognize main/key ideas;  
(LSICS/EN-L-PSA-JHS 22)
2. recognize main points/key sentences and supporting ideas/details in text listened to;  
(LSICS/EN-L-PSA-JHS-23)
3. identify and write the key ideas and supporting details; and,  
(LSICS/EN-W-PSE-JHS-17)
4. identify supporting details  
(LSICS/EN-W-PSE-JHS-18)

**IV. Resources**

- Communication Skills in English Module 1
- Bond paper

**V. Procedures**

**1. Preliminary Activity**

Assess the learners' familiarity with "main idea" and "supporting details" by asking them to identify which statements in the consequent page best describe these parts of a written or spoken text.

Advise the learners to write their answers on a sheet of paper.

### ACTIVITY

Written in **bold text** are the correct answers.

A. The main idea of a paragraph...

1. **is the most important point of a text**
2. is the least important point of a text
3. **may be found in the title of the text**
4. **may be found as part of an introduction to a text**

In the first item, the numbers of the correct answers are: 1, 3, and 4.

B. The supporting details

1. **support the main idea**
2. **support other supporting details**
3. have exactly the same meaning as the main idea
4. **may be found in additional data**
5. **may be found in further description.**

In the second item, the numbers of the correct answers are: 1, 2, 4, and 5.

## 2. Presentation

A. At this point, simply take note of the learners' scores and go over the descriptions of the main idea one by one:

First, explain that the main idea is the most important point of a written or spoken text. Knowing how to listen for the main idea is key to understanding what the text is trying to say.

Next, inform the learners that there are three places in a written or spoken text where the main idea could be found. It is usually found in three places: in the title, at the beginning, or at the concluding part of a text or speech.

# SESSION GUIDE 1

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Also mention that the main idea is noticeable because it is mentioned repeatedly.

*Suggestion:* Create a PowerPoint slideshow to concretize the following effective ways or steps in finding the main idea:

- **Look at the title.** Often, the title provides a good indication of the main idea of a written or spoken text. It helps orient the reader or the listener on what is being talked about.
- **Look at the first and last sentences.** Usually, the main idea is introduced in the first sentence of a written or spoken text. Pay attention to what the first sentence is describing. The main idea is also found in the concluding part or summary of a text. Listen carefully to what the last two or three sentences are talking about.
- **Look for repeated words or phrases.** The frequency with which the word or phrase occurs is an indication of its relative importance.



## SESSION GUIDE 1

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- B. Encourage the learners to ask questions if they find anything confusing. You may also ask them to explain in their own words what a main idea is.
- C. This time, go over the descriptions of the supporting details one by one:

First, emphasize that supporting details describe the main idea. They are there to make the main idea easier to understand. They can take the form of facts, examples, data, and testimonies that can help clarify the main idea. They help clarify, illuminate, describe, and illustrate the main idea.

You can show them examples of the following to help them identify the supporting details in a written or spoken text:

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

Remind them that supporting details can also make other supporting ideas or details appear clearer.

### 3. Activity

- A. Use the following paragraph to enhance the learners' ability to locate the main idea and the supporting details.
- B. Ask the learners to read the following paragraph. You may assign one learner to read the first two sentences, and another learner to read the next two, and so on.

**Why Snakes Shed Skin**

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

C. Ask the learners to look at the main idea as shown below. Ask them to explain what signs or clues they used to determine that this is the main idea of the paragraph. You can do the same for the supporting details.

**4. Analysis**

A. Direct the learners’ attention to the matrix below. Use their own explanation as basis for discussing what makes “Why Snakes Shed Skin” the main idea of the paragraph. Do the same in discussing how the three details below serve as supporting details to the main idea.

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

- B. Remind the learners about the effective ways or steps in finding the main idea:

**Look at the title:** It's right there: Why Snakes Shed Skin

**First Sentence:** Snakes shed their skin to allow further growth.

**Last Sentence:** The snake repeats this process of skin shedding until it has stopped growing.

### 5. Application

- A. Ask the learners to identify the main idea and at least three supporting details from the given paragraphs. Instruct them to write their answers on a piece of bond paper.
- B. Present the *Sharpening Your Skills* and *Treading the Road to Mastery* assessments which aim to hone the learners' skills in identifying the main idea and the supporting details of the paragraphs. For **Part II** of *Treading the Road to Mastery*, use the rubric on the next page to assess the paragraph composed by the learners.
- C. Process the activity by asking the learners to explain their answers.

### VI. Concluding Activity

End the session by reviewing the key understandings that the learners have developed and encourage them to give samples of a written or spoken text. See if they could identify the main idea and the supporting details.

Encourage the learners to share areas or points they find quite difficult to understand.

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

### **THIS IS WHERE I STAND** **Session Guide No. 2**

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

**II. Key Understandings to be Developed**

- Summary
- Explicit Statements

**III. Learning Objectives**

1. summarize the information from a text heard;
2. summarize important points/information discussed from various text types listened to; and, (LSICS-EN-L-PSA-AE/JHS-20)
3. determine the stand of the speaker presented in the text listened to/explicit in statements made (LSICS/EN-L-PSA-JHS-31)

**IV. Resources**

- Communication Skills in English Module 1
- Bond paper

**V. Procedure**

**1. Preliminary Activity**

**A.** Assess the learners' familiarity with "summary" and "explicit statements" by asking them to identify which statements are true and which are false.

**B.** Advise the learners to write the number of their answers on the piece of bond paper.

False 1. The summary is longer than the original text.

True 2. The summary is shorter than the original text.

False 3. The summary and the original text are of the same length.



- True 4. An explicit statement directly gives the speaker's stand.  
False 5. An explicit statement implies the speaker's stand.

### 2. Presentation:

- A. Go over items 1–3 from the previous activity and ask the learners to explain their answer for each item.
- B. Transition from their explanation to your introduction about **summary**. Point out that summary tells the main idea of written or spoken text and that it is always shorter than the main text. It leaves out supporting details such as statistical data, further description, additional data, examples, or testimonials.
- C. Explain that to summarize, learners must read or listen to a passage very closely. Connect the topics from Lesson 1 to the current discussion by emphasizing that determining the main idea and the supporting details is an important step in summarizing a text.
- D. Draw their attention to the steps in writing a summary of a written text.

**Step 1.** Read the text carefully.

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

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

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

### E. Remind them that:

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

- F. Encourage the learners to ask questions about **summarizing**. You may also ask them to explain in their own words why and when it is important to summarize a written or spoken text.
- G. At this point, go over items 4–5 of the previous activity. Explain that ideas can be expressed clearly and directly through explicit statements. Elaborate that in these statements, ideas are exactly spelled out, leaving no room for confusion or doubt about what is being said.
- H. You may ask the learners why they think some authors or speakers express their stand on a certain topic or issue explicitly. Relate the learners' responses to your explanation that expressing one's stand explicitly helps make sure that the authors or speakers are clearly understood by their audience. Point out that these statements can be helpful for learners when identifying the main ideas of a text. Remind them that when reading a text or listening to a speech, they should pay attention to explicit statements to locate the main ideas.

### 3. Activity

- A. Use the following paragraph to enhance the learners' ability to locate the main idea and the supporting details of a text.
- B. Ask the learners to read the following paragraph. You may assign one learner to read the first two sentences, and another learner to read the next two, and so on.

Good morning to all of you. I am Mr. Santos. Today, I will talk about the great loves of my life. I am a pet lover. I own three dogs and a cat. They are so special; they are everything to me. My dogs' names are *Askal*, *Puti*, and *Dilaw*. My cat's name is *Bowow*. I treat my pets like my own family members. They are not just animals kept on a leash or in a cage. They are so special to me that I look forward to each day when I go home to be with them.

- C. Ask one of the learners to try summarizing this paragraph. You may take note of that learners' answer, then ask two more learners to do the same. Encourage the rest of the class to write down their own summary of the paragraph.

#### 4. Analysis

Remind the learners about the steps in summarizing a text that you discussed earlier. Ask them to do it with you as you go over each step one at a time.

**Step 1.** Ask them to read the paragraph again on their own.

**Step 2.** Instruct them to read the points noted below and ask them to explain why these are the only ones underlined.

I am a pet lover.

I treat my pets like my own family members.

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

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

**Step 3.** You may ask them to explain why they think the underlined statement below is an explicit statement. You may also ask them for the other clues that point to this statement as the main idea.

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

I am a pet lover.

**Step 4.** Encourage the learners to rewrite the summarized statement in their own words

*Mr. Santos loves his pets.*

### 5. Abstraction/Generalization

- Speakers can give explicit statements as their main idea. They can support this idea with supporting details.
- A summary tells the main idea of a piece of written or spoken text.

### 6. Application

- A. Ask the learners to summarize the given paragraphs by identifying the main idea and the supporting details. Instruct them to write their answers on a piece of bond paper.
- B. Present the *Sharpening Your Skills* and *Treading the Road to Mastery* assessments aiming to practice the skills on summarizing paragraphs.
- C. Process the activity by asking the learners to explain their answers.

## VI. Concluding Activity

End the session by reviewing the key understandings that they have developed and encourage the learners to give samples of a written or spoken text. See if they could summarize at least one of these examples.

Encourage the learners to share which part they find difficult to understand.

### **JUST FOLLOW ME** **Session Guide No. 3**

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

**II. Key Understandings to be Developed**

1. Sequence Series
2. Imperative Sentences

**III. Learning Objectives**

1. sequence a series of events/at least 3 events using signal words/ mentioned in the text listened to  
(LSICS-L-PSA-BL/LE/AE/JHS 3)
2. follow a set of oral/verbal instruction/direction (2–3 steps) in a process in everyday life situations  
(LSICS-L-PSA-LE/JHS 15)
3. sequence steps in stories read or events in written materials (e.g., preparing land for planting, following a recipe, arranging historical events, and implementing a project)  
(LSICS-EN-R-PSD-LE-JHS-19)

**IV. Resources**

- Communication Skills in English Module 1
- Bond paper

**V. Procedure**

**1. Preliminary Activity**

Assess the learners' familiarity with "sequence series" and "imperative sentences" by asking them to identify the correct answers to the following questions. Advise the learners to write the number of their answers on the piece of bond paper.

## SESSION GUIDE 3

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1. Complete the statement below:  
*A sequence series appears* \_\_\_\_\_.
  - a. chronologically
  - b. in any order
2. Which is not a sequence word?
  - a. Initially
  - b. At the beginning
  - c. Subsequently
  - d. Thoroughly
  - e. Finally
  - f. Ultimately
3. Which of these sentences is in **imperative** form?
  - a. Are you quiet?
  - b. You be quiet.
  - c. You are quiet.
4. Complete the statement below:  
*The imperative form* \_\_\_\_\_.
  - a. gives instructions
  - b. expresses a surprise
  - c. makes statements

### 2. Presentation:

- A. Go over items 1–2 of the previous activity and ask the learners to explain their answer for each item.
- B. Connect points from the learners' explanation to your introduction to a **sequence series**. Describe sequence or arrangement of events as the order of events as they occur in a process or a narrative. Point out that to find the sequence of events, one should think about what happens in the beginning,

middle, and end. Explain that once the learners are able to identify each of these core components, they can retell the event in the order in which it occurred.

- C. Remind them that sequencing is a key component of reading and listening comprehension. You may ask your learners about the things they do to understand what they read and what they heard.
- D. Ask your learners how they know that the speaker or the author is about to tell them a part of a series or order of events. Encourage them to give an example of a simple narration of event or process.
- E. Use the learners' responses to point out that transition words—known as **sequence words**—can help them understand the order of events. Such transition words are *first* and *today* that are usually found at the beginning of a sentence or a narration. Explain that these words are signals that will tell them that an event is starting. Mention other sequence words such as *then*, *later*, *after*, and *suddenly* that might be found in the middle of a narrative. Explain that they signal that a new event is being described. And tell them about *lastly* and *finally*, examples for ending the sequence of events.
- F. You may ask your learners to give you examples of sentences with sequence words. Present to them other sequence words as used in these sentences:
- *Earlier*, I saw you sitting in the garden, but then you disappeared.
  - *In the end*, it wasn't meant to be. They *finally* went their separate ways.
  - Riding a bike is difficult at the *beginning*, but *consequently*, it becomes very easy.
  - I find that, *every now and then*, we should be thankful for what we have.

- *Ultimately*, life is what we make of it.
  - Now we are free, *at last*.
- G. At this point, encourage your learners to ask questions about sequence series. Ask them to explain in their own words why it is important to be knowledgeable in sequencing an event or ideas.
- H. Try to see if one of your learners can tell you that sequencing is used in giving instructions. If you get this response, use it to transition to the next topic, which is about imperative sentences. If none of the learners give you this answer, just proceed with introducing imperative sentences.
- I. Give examples of **imperative sentences** and ask your learners what they noticed from the examples that you gave. Tell them that those sentences are examples of imperative sentences or the kind of sentence used to give a command, a request, or a warning. Tell them that they are also known as *directives* because they provide direction to the one being addressed.
- J. Point out that an imperative sentence usually ends with a period but depending upon its delivery, it can also end with an exclamation mark or a question mark. Another thing to point out is that this type of sentence always takes the second person (you) for the subject. Most of the time the subject remains hidden. Example: '(You) Please take a seat.'
- K. Ask your learners to give their own examples of imperative sentences in addition to each of the examples given below.
- a. To give an order:
    - Pick up that piece of paper.
    - Stop doing that!
    - Please keep quiet and remain seated.



- b. To give instructions:
    - Don't use this spray near a burning flame.
    - Apply the glue thinly and leave it for ten minutes before reapplying.
    - Connect the dots.
  - c. To give advice or warnings:
    - Don't forget to take your passport with you.
    - Be careful with that sharp knife!
    - Don't go near that dog.
  - d. To make an offer or extend an invitation:
    - Have a piece of cake and some iced tea.
    - Come drop by and see me some time.
    - Why don't you stay longer?
- L. Show them more examples of imperative sentences with and without sequence words.

*Examples with sequence words:*

To change a light bulb...

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

*Examples without sequence words:*

Instructions found in cookbooks:

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

Instructions on how to operate a device:

- To change the ink cartridges in your printer, first open the door indicated on the diagram.

- Remove the empty cartridge.
- Replace it with a new one.
- Close the compartment lid.

When giving directions:

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

### 3. Activity

- A. Use the following exercise to practice the learners' ability to sequence imperative sentences.
- B. Ask them to read the following steps in planting a tree. Emphasize that the steps are not yet arranged in order. Advise them to use the sequence words and other clues found in each sentence to arrange the steps in the correct order.

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

### 4. Analysis

- A. Discuss the following with your learners and constantly ask them to explain how the clues helped them determine the sequence of the sentences:

The first sentence in the sequence should be:

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

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

The next in the sequence is:

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

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

This is followed by the sentence:

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

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

The fourth in the sequence is:

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

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

The next sentence in the sequence is:

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

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

Finally, the last sentence in the sequence is:

**Finally, water your tree.**

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

B. At this point, ask the learners to give their own instructions. Drawing from their responses, proceed to giving them the following **Tips on Giving Verbal Instructions**. Encourage them to give their own examples for each tip.

- **Break down your instructions and give them one at a time.**  
Instructions are better understood if given as steps, and are few. For example, when giving instructions on how to send an email: “*Step one, create an email account. Step two, log in to your email. Step three, type in your recipient’s email address. Step four, type in your message. Step five, press send.*”
- **Be direct and specific.**  
Make clear statements, not questions, nor vague ideas. For example, “*Please sit down beside him.*” instead of “*Could you please sit down?*” or “*Wait for three minutes.*” instead of “*Wait for a moment.*”
- **Use positive language.**  
For example, say “*Keep the windows closed.*” instead of “*Do not leave the windows open.*”
- **Ask the listener to repeat your instructions in their own words.**  
Do not assume that you are understood immediately. Encourage your listener to state your instructions again.

### 5. Application

A. Ask the learners to complete the statements in sequence using the given sequence words or by inserting the appropriate sequence words in each sentence. Instruct them to write their answers on a piece of bond.

- B. Present the *Sharpening Your Skills* and *Treading the Road to Mastery* assessments aiming to practice the skills on organizing ideas and giving instructions.
- C. Process the activity by asking the learners to explain their answers.

### VI. Concluding Activity

End the session by reviewing the key understandings that they have developed and encourage the learners to give instructions on how to do some of their daily tasks. See if they could apply the techniques in sequencing discussed in this lesson.

Encourage your learners to tell you which part they find difficult to understand.

## **DON'T FORGET & REACH THE TOP**

### **I. Don't Forget**

1. Ask the learners to read the points under this section. You may assign one learner to read the first bulleted statement and ask another one to read the next and so on. Before you dismiss, ask the learners to complete the last exercise—*Reach the Top*.
2. Encourage the learners to ask questions about any part of the lesson before they start the last exercise.

### **II. Reach the Top**

1. Ask the learners to read the paragraph carefully. Point out that there will be three parts for this assessment: (1) identifying the main ideas and supporting details, (2) summarizing the paragraph, and (3) sequencing the given statements using appropriate sequence words. Instruct the learners to write their answers on a piece of bond paper.
2. Present the *Reach the Top* assessment which aims to assess their knowledge on:
  - a. identifying main ideas and supporting details;
  - b. writing a summary of written text; and
  - c. using appropriate sequence words.
3. Process the activity by asking the learners to explain their answers.

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

### TRYING THIS OUT

PAGE 4

The main idea...

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

The supporting details...

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

### SHARPENING YOUR SKILLS

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4. **Main Idea:** Gina's favorite day is Sunday.

#### Supporting Details

- a. Every Sunday morning, she checks her plants and plays with her pets.
- b. She takes her time to eat and relax every Sunday.
- c. She is always busy from Monday to Saturday.

5. **Main Idea:** Storytelling is important.

#### Supporting Details

- a. Storytelling can be entertaining and educational at the same time.
- b. We use stories to make sense of our world and to share that understanding with others.
- c. The stories we heard had a huge impact on who we are and what we believe in.

## TREADING THE ROAD TO MASTERY

PAGE 11

### ACTIVITY I

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

### Supporting Details

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

### ACTIVITY II

Refer to the rubrics on page 29 for the assessment of the paragraph that learners composed using the following information.

**Main Idea:** You should read more.

### Supporting Details

1. Reading helps develop your mind.
2. It helps you see and understand the world around you better.
3. Reading can help you improve your grammar and vocabulary.



## LESSON 2: THIS IS WHERE I STAND

### TRYING THIS OUT

PAGE 13

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

### SHARPENING YOUR SKILLS

PAGE 18

1. Laura recently learned to love Mother Nature.  
She realized how much Mother Nature provided for us.  
We have been doing a lot of things that hurt her.  
When we hurt Mother Nature, we hurt ourselves too.  
She started waste segregation.  
We can make a difference if we change our habit little by little each day.  
Even ordinary citizens play an important role in helping save Mother Nature.
2. **Main idea:** Laura may be an ordinary citizen, but she plays an important role in helping save mother nature.
3. **Summary:** We play an important role in helping save mother nature even if we think we are just ordinary citizens.

### TREADING THE ROAD TO MASTERY

#### *Paragraph 1*

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

#### **Supporting Details**

1. We have not yet achieved united consciousness to save our environment.

2. Some don't care.
3. Some oppose measures to enforce environmental laws and belittle government achievements.

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

## ***Paragraph 2***

**Main Idea:** Unity is crucial.

### **Supporting Details**

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

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

## ***Paragraph 3***

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

### **Supporting Details**

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

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

## LESSON 3: JUST FOLLOW ME

### TRYING THIS OUT

PAGE 22

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

### SHARPENING YOUR SKILLS

PAGE 32

#### ACTIVITY I

*Open-ended answers*

#### ACTIVITY II

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

### TREADING THE ROAD TO MASTERY

PAGE 33

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

**REACH THE TOP**

**ACTIVITY I**

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

**Supporting details**

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

**ACTIVITY II**

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

**ACTIVITY II**

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

LESSON 1. TREADING THE ROAD TO MASTERY – ACTIVITY II

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



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