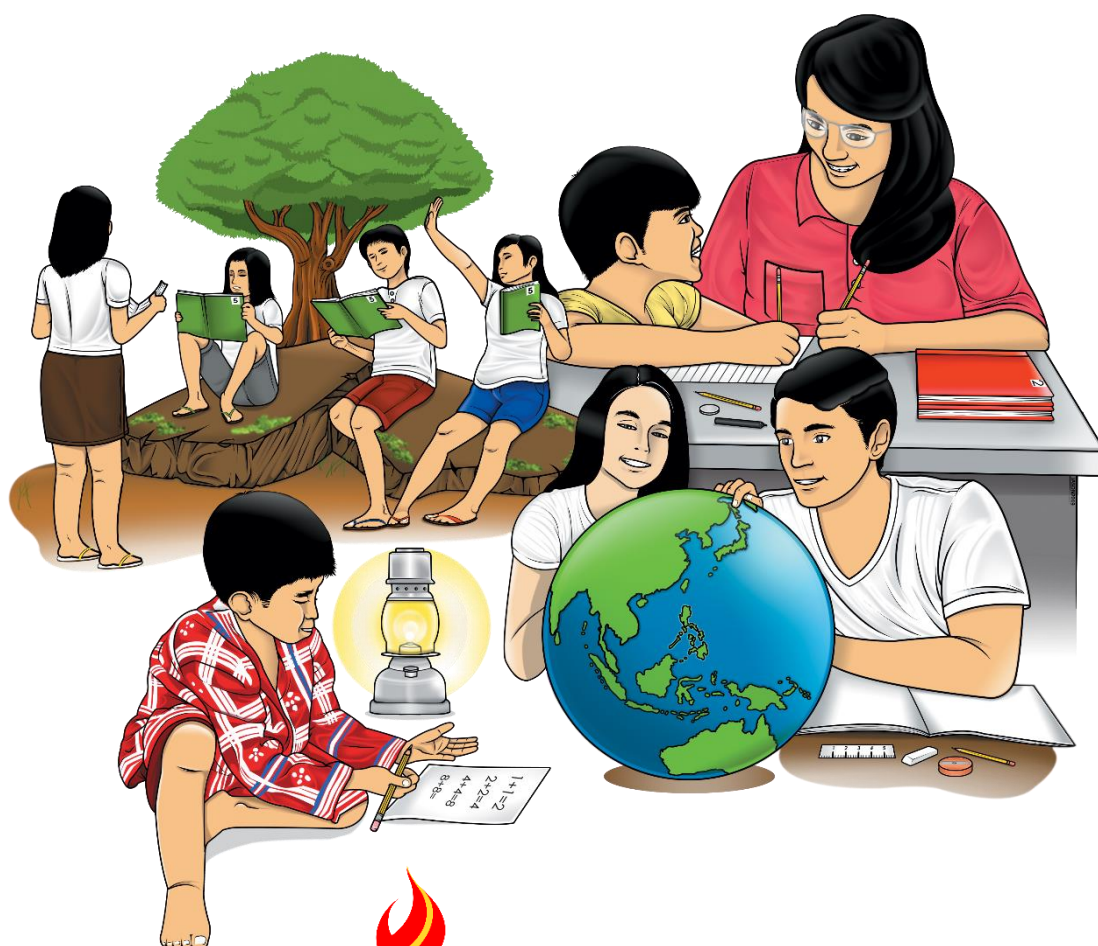


Senior High School

English for Academic and Professional Purposes

Quarter 1 – Module 1: Reading Academic Texts



English for Academic and Professional Purposes – Grade 11
Alternative Delivery Mode
Quarter 1 – Module 1: Reading Academic Texts
First Edition, 2020

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English for Academic and Professional Purposes

**Quarter 1 - Module 1:
Reading Academic Texts**

Introductory Message

For the facilitator:

Welcome to the English for Academic and Professional Purposes Alternative Delivery Mode (ADM) Module on Reading Academic Texts!

This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into 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.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a 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 own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the English for Academic and Professional Purposes Alternative Delivery Mode (ADM) Module on Reading Academic Texts!

Academic language represents the language of the discipline that students need to learn. It helps develop their content understandings and a means to participate in the content area in meaningful ways. While some features of academic language may vary, it is also important to note that academic or informational texts are also different to a certain extent depending upon the author's purpose, the topic and the genre.

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:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

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.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

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.



Answer Key

This contains answers to all activities 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 *What I Know* 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 teacher/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 teacher or 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!



What I Need to Know

This module is solely prepared for you to access and acquire lessons befitted in your grade level. The exercises, drills and assessments are carefully made to suit your level of understanding. Concepts like the structure, language used from various disciplines, ideas contained in various academic texts, knowledge of the text structure to glean information that is needed, various techniques, and outlining reading text in various disciplines are discussed in the following lessons:

- **Lesson 1** – **Academic Language used from Various Disciplines**
- **Lesson 2** – **Text Structure**
- **Lesson 3** – **Techniques in Summarizing Variety of Academic Texts**

To accomplish the desired performance stated, please be guided with the following learning competencies as anchor:

- Differentiates language used in academic texts from various disciplines
- Uses knowledge of text structure to glean the information he/she needs
(CS_EN11/12A-EAPP-Ia-c-4)
- Uses various techniques in summarizing a variety of academic texts
(CS_EN11/12A-EAPP-Ia-c-4)

Learning Objectives:

At the end of the lessons, you will be able to:

1. Differentiate language used in academic texts from various disciplines.
2. Determine the structure of a specific academic text.
3. Explain the specific ideas contained in various academic texts.
4. Use knowledge of text structure to glean the information he/she needs.
5. Use various techniques in summarizing a variety of academic texts.



What I Know

To be guided with your journey in this module, let us start by working on this pre-test.

Test I. Direction: Categorize the information based on their characteristics below by filling in the table to differentiate academic text from non-academic text. Write your answer on a separate sheet of paper.

Everyday Events	To inform and/or validate idea	To entertain
Scholarly audience	Contains slang and colloquialisms	Subjective
Related literature	Introduction-Body-Conclusion	No fixed structure
Research papers, Reports	Diaries, Informal essays	Objective
Public	Formal	

Characteristics	Academic Text	Non-Academic Text
Audience		
Purpose		
Structure		
Language		
Style		
Source of content		
Examples		

Test II. Direction: Read the passages and determine how the information is being organized. Choose your answer from the list of words below. Write the letter of your choice on a separate sheet of paper. (ereadingworksheets.com)

- | | | |
|----------------|---------------------|---------------------------|
| a. Narrative | b. Cause and Effect | c. chronological/sequence |
| d. Descriptive | e. Problem-Solution | f. Compare & Contrast |

- _____ 1. Ice-cream is a delicious frozen treat that comes in a many different colors and flavors. Two of my favorite flavors are strawberry and chocolate. Though both of these flavors are delicious, strawberry may contain pieces of fruit while chocolate usually will not. Even though more chocolate ice-cream is sold across the country annually than strawberry, each flavor tastes great inside of a milk shake.
- _____ 2. The ice-cream shop around the corner from my house has the best ice-cream in the city. When you first walk inside, there is a long chrome counter with matching stools extending to alongside the far wall. Right where the counter stops, the booth seating begins. There are lots of old-timey knickknacks on the walls and chrome napkin holders on all the tables. My favorite part of the shop is behind the counter glass, where they keep all of the ice-cream flavors. A rainbow of delicious sugary flavors is kept cool and delicious behind the counter glass.
- _____ 3. Freezer burn may have wasted more ice-cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice-cream. These ice crystals can ruin the texture and flavor of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice-cream is refrozen,

rather than eating your ice-cream from the container as it melts, scoop your ice-cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn.

- ___4. Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.
- ___5. One time my mom and I made ice-cream. We added sugar and cream into a big glass bowl. We kept it frozen in the middle of a bigger glass bowl. While it froze, I stirred the mixture with a hand mixer. It was the first time that had I used one and it splattered ice-cream mixture all over the kitchen. The rest of the mixture finally froze, so we ate some ice cream, and then put the remaining portions in the freezer so that it wouldn't get freezer burned. That was a good day.

Test III. Direction: Summarize the paragraph below in 2-3 sentences.

"The Northern Lights"

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Long Beach City College WRSC

SUMMARY



Key to answers on page 27

Lesson 1

Academic Language used from Various Disciplines



What's In

A. Direction: Read the passages below. Then, identify whether each passage can be an academic text or non-academic text. Write **A** if it is academic and **N** if it is non-academic.

- ___ 1. Some educators suggest that the distinction between conversational and academic language is somewhat arbitrary and that it is the situation, community, or context that is either predominantly social or academic.
- ___ 2. The current study showed that COVID-19 pandemic lockdown affected the academic performance of most participants with varying degrees.
- ___ 3. In his reverie he remembers how nature marked the season it happened.
- ___ 4. I believe they are the first and last and the closest things I have to say about my own life.
- ___ 5. The current study showed that the most popular device that students used to access the online materials was the smart phone followed by laptop, while the least used tool was the personal computer.



What's New

Direction: Read and answer the questions below. Write your answers on a separated sheet of paper.

- 1. What is the easiest writing assignment you have done so far?
- 2. How about the most difficult writing assignment you have done?
- 3. Based on your answer, what do you think is academic writing and its differences from other kinds of writing?



What is it

Nature and Characteristics of an Academic Text

An *academic text* is a written language that provides information, which contain ideas and concepts that are related to the particular discipline. Essay, Research Paper, Report, Project, Article, Thesis, and Dissertation are considered as academic texts.

Structure

The basic structure that is used by an academic text is consist of three (3) parts introduction, body, and conclusion which is formal and logical. This kind of structure enables the reader to follow the argument and navigate the text. In academic writing a clear structure and a logical flow are imperative to a cohesive text.

Tone

This refers to the attitude conveyed in a piece of writing. The arguments of others are fairly presented and with an appropriate narrative tone. When presenting a position or argument that disagrees with one's perspectives, describe the argument accurately without loaded or biased language.

Language

It is important to use unambiguous language. Clear topic sentences enable a reader to follow your line of thinking without difficulty. Formal language and the third person point-of-view should be used. Technical language appropriate to area of study may also be used, however, it does not mean using "big words" just for the sake of doing so.

Citation

Citing sources in the body of the paper and providing a list of references as either footnotes or endnotes is a very important aspect of an academic text. It is essential to always acknowledge the source of any ideas, research findings, data, or quoted text that have been used in a paper as a defense against allegations of plagiarism.

Complexity

An academic text addresses complex issues that require higher-order thinking skills to comprehend.

Evidence-based Arguments

What is valued in an academic text is that opinions are based on a sound understanding of the pertinent body of knowledge and academic debates that exist within, and often external to a specific discipline.

Thesis-driven

The starting point of an academic text is a particular perspective, idea or position applied to the chosen research problem, such as establishing, proving, or disproving solutions to the questions posed for the topic.

Features of Academic Texts:

1. Complex
 - Written language has no longer words, it is lexically more varied vocabulary.
 - Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.
2. Formal
 - Should avoid colloquial words and expressions.
3. Precise
 - Facts are given accurately and precisely.
4. Objective
 - has fewer words that emphasize on the information you want to give and the arguments you want to make
 - mostly use nouns (adjectives), rather than verbs (adverbs)
5. Explicit
 - It is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related.
6. Accurate
 - Uses vocabulary accurately
 - Most subjects have words with narrow specific meanings.
7. Hedging
 - It is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making.
8. Responsible
 - You must be responsible for and must be able to provide evidence and justification for any claims you make.
9. Organize
 - Well-organized.
 - It flows easily from one section to the next in a logical fashion.
10. Plan
 - Well-planned.
 - It usually takes place after research and evaluation, according to specific purpose and plan.

Purposes in Reading an Academic Text

1. To locate a main idea;
2. To scan for information;
3. To identify gaps in existing studies;
4. To connect new ideas to existing ones;
5. To gain more pieces of information;
6. To support a particular writing assignment; and,
7. To deeply understand an existing idea.

Factors to Consider in Writing Academic Text

1. State critical questions and issues;
2. Provide facts and evidence from credible sources;
3. Use precise and accurate words while avoiding jargon;
4. Take an objective point of view;
5. List references; and,
6. Use cautious language.

Academic Language

Academic language is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue.) Students who master academic language are more likely to be successful in academic and professional settings.

Social language is the set of vocabulary that allows us to communicate with others in the context of regular daily conversations.

Here are some of the differences between social and academic language includes:

Social Language	Academic Language
In everyday interactions in spoken/written form	In textbooks, research papers, conferences in spoken/written form
For everyday conversation	Used in school/work conversations
Used to write to friends, family, or for other social purposes	Appropriate for written papers, classwork, homework
Informal, such as words like "cool," "guy," "kidding")	Very formal and more sophisticated in its expressions, such as words like "appropriate," "studies," "implementation"
Can use slang expressions	Don't use slang
Can be repetitive	Uses a variety of terms
Can use phrases	Uses sentences
Sentences don't follow grammar conventions necessarily, with phrases like, "you're hungry?"	Sentences begin with appropriate transitions, like, "moreover" or "in addition")

(Social & Academic Language Acquisition: Differences & Characteristics, 2020)

Characteristics of Academic Language

A. Formal

- It should not sound conversational or casual. Colloquial, idiomatic, slang or journalistic expressions should particularly be avoided.

Examples:

Use...

Consider, monitor

Revise, review

Solve, repair, amend

Instead...

Look at

Go over

Fix

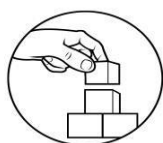
B. Objective

- This means it is unbiased. It should be based on facts and evidence and are not influenced by personal feelings.

C. Impersonal

- This involves avoiding the personal pronouns 'I' and 'we'. For example, instead of writing 'I will show', you might write 'this report will show'. The second person, 'you', is also to be avoided.

Let us see now how well you know about the structure of an academic text. Below is the activity that you are going to do.



What's More

Instruction: Write TRUE if the statement is correct and FALSE if is not.

- _____ 1. Students who master academic language are more likely to be successful in academic and professional settings.
- _____ 2. An academic text makes use of complex jargons to promote a higher level of comprehension.
- _____ 3. Academic text uses words which tones up claims expressing certainty.
- _____ 4. Both academic and non-academic texts can be used to inform.
- _____ 5. The language used in academic texts should be conversational.
- _____ 6. In reading an academic text, it helps acquire new information.
- _____ 7. An academic text needs less concentration and focus because the terms are simple.
- _____ 8. It is in academic text that issues are stated to provoke information discussion.
- _____ 9. A magazine is an academic text.
- _____ 10. Academic language should be objective, precise, impersonal and formal.

(Accessed from: <https://www.slideshare.net/jellianerosedinorog/academic-text-style-and-structure>)



Key to answers on page 27



What I Have Learned

An academic text is a reading material that provides information which include concepts and theories that are related to the specific discipline. Common text includes *introduction, body, and conclusion*. On one hand, students who master academic language are more likely to be successful in academic and professional settings.

GETTING DEEPER!

Lesson:

What I want to say about the lesson:

What I found out:



What I Can Do

Test I. Instruction: Using the criteria given, evaluate the language of the following sample academic texts from various disciplines. Write your answer on a separate sheet required by the teacher.

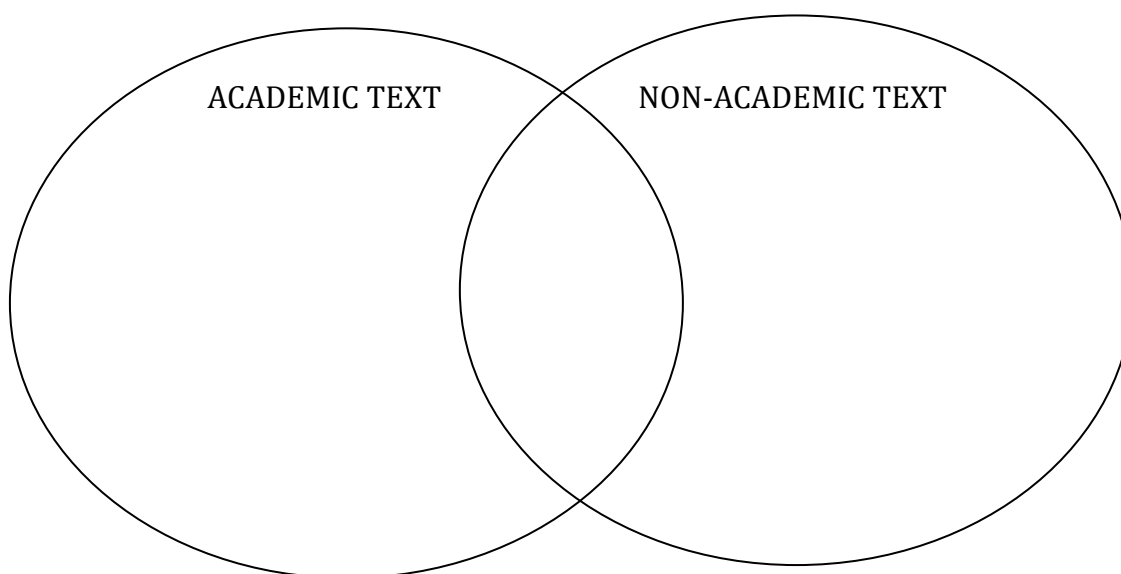
- A. This essay intends to investigate whether there is a causal relationship between music listened to and the mood of individuals. Additionally, it will seek to explore whether this relationship is used in advertising to encourage people to spend money.
- B. This essay intends to investigate whether there is a causal relationship between music listened to and the mood of individuals. Additionally, it will seek to explore whether this relationship is used in advertising to encourage people to spend money.
- C. This essay intends to investigate whether there is a causal relationship between music listened to and the mood of individuals. Additionally, it will seek to explore whether this relationship is used in advertising to encourage people to spend money.
- D. This essay is focused on investigating the photo tactic responses of three different species of fish that occupy different areas of an aquarium: danios (*Danio rerio*), which group near the surface of the water, black skirt tetra (*Gymnocorymbus ternetzi*),

which swim in the middle of the tank, and kuhli loach (*Pangio kuhlii*), which swim near the bottom of tank. It is anticipated that they will respond differently to light according to their niche with the tank.

- E. This essay is focused on investigating the photo tactic responses of three different species of fish that occupy different areas of an aquarium: danios (*Danio rerio*), which group near the surface of the water, black skirt tetra (*Gymnocorymbus ternetzi*), which swim in the middle of the tank, and kuhli loach (*Pangio kuhlii*), which swim near the bottom of tank. It is anticipated that they will respond differently to light according to their niche with the tank.

Characteristics of Academic Language	A	B	C	D	E
Does the text use a formal language? (Yes/No)					
Is the language impersonal? (Yes/No)					
Are the choice of words appropriate for an academic text? (Yes/No)					
Does the text use technical terms? (If yes, write 1 term found in the text./No)					
Is the academic text objective? (Yes/If No, write 2 phrases that indicate subjectivity.)					

Test II. Instructions: Using the Venn diagram, compare and contrast the characteristics of academic texts from non-academic texts.



Lesson

2

Text Structure



What's In

From the past lesson, you have learned:

- To differentiate language used in academic texts from various disciplines.
- Academic language is the language needed by students to do the work in schools.
- Academic language and social language have its own purpose.

Activity 1. Direction: Match the informal vocabulary in the list below with the more appropriate formal options from the box.

Revise, review	Commence, initiate, undertake	Solve, repair, amend
Confirm, determine	Satisfactorily, positive, favorable	Consider, monitor, analyze
Somewhat, fairly	Demonstrate, indicate, illustrate	A great deal of, many
Reasonable		

- | | |
|--------------------|-----------------------|
| 1. Go over - _____ | 6. A lot of - _____ |
| 2. Show - _____ | 7. A bit - _____ |
| 3. Begin - _____ | 8. Fix - _____ |
| 4. Good - _____ | 9. Make sure - _____ |
| 5. Look at- _____ | 10. Quite good- _____ |

(Research & Learning Online, 2020)



What's New

In module 1, you have learned that the means to glean information is to understand the meaning of the words on how it is used in the context. At this point, you will be learning more techniques of understanding and appreciating academic texts. Let us begin our journey in learning from Module 2!

Activity 2. Direction: Classify the signal words given below based on how they are used.
Write your answers on a separate sheet of paper.

Since	because	however	for instance
Such as	although	so that	important
powerful	due to	finally	later

Narrative	Sequence	Cause & Effect	Problem/ Solution	Compare & Contrast	Definition or Description



Key to answers on page 27




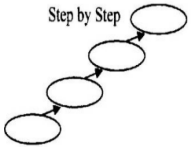
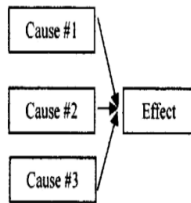
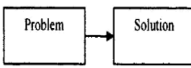
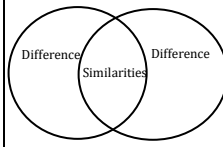
What is it

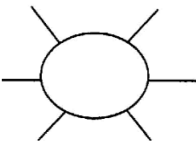
Have you ever wondered how are the thoughts in academic texts organized?
Now, let us learn how academic texts are structured.

Common Text Structures

Text structures (WDPI, 2012) refer to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.

Text Structure	Definition	Graphic Organizer	Transitions/ Signal Words	Questions
Narrative	Narrates an event/story with characters, setting, conflict, point of view, and plot		Descriptive language (adjectives, adverbs, similes, and metaphors)	<ul style="list-style-type: none"> - Who is the narrative about? - Where is it set? - What is the conflict? - Who is telling the narrative? - What is happening?

Chronological, Process, or Sequence	Present ideas or events in the order in which they happen		<ul style="list-style-type: none"> - First, second, third... - Later - Next - Before - Then - Finally - After - When - Since - Now/ previously - Actual use of dates 	<ul style="list-style-type: none"> - What items, events, or steps are listed? - Do they have to/ always happen in this order? - What sequence of events is being described? - What are the major incidents that occur? - How is this structure revealed in the text?
Cause and Effect	Provide explanations or reasons for phenomena		<ul style="list-style-type: none"> - If/then - reasons why - as a result - therefore - because - consequently - since - so that - for - due to 	<ul style="list-style-type: none"> - What happened? - Why did it happen? - What caused it to happen?
Problem/ Solution	Identify problems and pose solutions		<ul style="list-style-type: none"> - problem is - dilemma is - if/then - because - so that - question/ answer - puzzle is solved 	<ul style="list-style-type: none"> - What is the problem? - Why is this a problem? - Is anything being done to try to solve the problem? - What can be done to solve the problem?
Compare and Contrast	Discuss two ideas, events, or phenomena, showing how they are different and how they are similar		<ul style="list-style-type: none"> - However/yet - Nevertheless - on the other hand - but/ whereas – similarly - although - also/likewise - in contrast/ comparison - different - either/or - in the same way/ just as 	<ul style="list-style-type: none"> - What items are being compared? - In what ways are they similar? - Different? - What conclusion does the author reach about these items? - What conclusion

				does the author reach about these items?
Definition or Description	Describes a topic by listing characteristics, features, attributes, and examples		<ul style="list-style-type: none"> - for example - characteristics - for instance - such as - including - to illustrate 	<ul style="list-style-type: none"> - What are the most important characteristics? - how is it being described (what does it look like, how does it work, etc.)? - What is important to remember about it?

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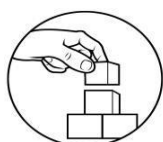
Why is Text Structure Important?

The readers can significantly improve their comprehension and retention of information when they can identify and recognize the text structure of a text. It can also help them:

1. Organize information and details they are learning in their minds while reading.
2. Make connections between the details being presented in a text
3. Summarize the important details shared in a text

At this stage, you should have several ideas on the common text structures used in academic texts. Keep in mind these ideas because you are going to use your knowledge on text structures for enhancing your skills in gleaning information.

Let us see how much you have understood about the topic by answering the activity prepared below.



What's More

Activity 3. Direction: Identify the text structure based on the given statement. Write your answers on a separate sheet.

- _____ 1. This text structure is “how are things in the text similar or different.”
- _____ 2. The text structure that discusses what is specifically being described.
- _____ 3. The text structure that is written in a style that tells what happened and why it happens.
- _____ 4. This text structure tells what the conflict is, or problem, and how it was solved.
- _____ 5. The text structure that shows events taking place over time or gives steps is...

- _____ 6. “Similar, same, alike, both, on the other hand, instead” are signal words for...
- _____ 7. Before putting the model car together, we gathered our supplies. Then we were able to read and follow the directions. Before long, our car was done.
- _____ 8. Which type of text structure answers the question of what happened and why?
- _____ 9. Which type of text structure shows how two or more things are alike and different?
- _____ 10. The sentence structure that narrates a story.

Activity 4. Direction: Read the passages and determine what sentence structure is used. Choose your answer from the list of words below. Write only the letter of your choice. You may use a separate sheet in writing your answers.

- | | | |
|----------------|---------------------------|---------------------|
| a. Narrative | b. Chronological/Sequence | c. Cause-Effect |
| d. Descriptive | e. Problem-Solution | f. Compare-Contrast |

- _____ 1. There are two popular sports played at Milton, basketball, and volleyball. Both take place inside of the gym at Milton. Also, each sport has two teams of people. In basketball, however, the ball can be played off of the floor, and in volleyball, the ball cannot touch the floor, or it is out of play. Basketball and volleyball are popular sports at Milton. What text structure is this?
- _____ 2. Lots of students fail classes. Some students fail because the work is too hard for them. Other times they may fail because they are lazy, and don't do any work. Another reason why students may fail is if they don't go to school. If you're not in class, you may miss a lot. Many students fail classes every quarter. What text structure is this?
- _____ 3. Dr. Knapp doesn't want people to sit back and let the toad vanish. He believes that everyone is responsible for restoring the toad species. Dr. Knapp thinks we could help restore the toad population if we stop mowing parts of our lawns and let the grass grow wild to reserve space for the toad. He also believes we need to stop using pesticides and fertilizers. The chemicals kill the insects that toads eat. If we preserve some spaces in our lawns and stop using fertilizers, Dr. Knapp believes we can save the toads. What text structure is this?
- _____ 4. Devers experienced the highlight of any sprinter's career, as she stood on the huge platform in the giant stadium and received an Olympic gold medal. Eighteen months earlier she wasn't thinking about running. She was hoping that she would be able to walk again. Just four years earlier, in the summer of 1988, as Devers was training for the Olympic Games, to be held in Seoul, South Korea, she began to feel very tired all the time and failed to make the Olympic finals. What text structure is this?
- _____ 5 The Eiffel Tower is divided into three sections. I. The lowest section of the tower contains the entrance, a gift shop, and a restaurant. II. The middle section of the tower consists of stairs and elevators that lead to the top. III. The top section of the tower includes an observation deck with a spectacular view of Paris.



Key to answers on page 27



What I Have Learned

Text structure refers on how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. This will help students monitor their comprehension.

GETTING DEEPER!

Lesson:

What I want to say about the lesson:

What I found out:



What I Can Do

Activity 5. Direction: Write an essay about your experience during the COVID -19 pandemic using a specific text structure of your choice. Use a separate sheet in writing.

Please be guided by the suggested criteria for scoring.

Criteria for Scoring:

Appropriate Use of Text Structure	-	20 pts.
Convention	-	15 pts.
Creativity and Organization	-	<u>15 pts.</u>
Total	-	50 pts.

(Title)

Lesson 3

Techniques in Summarizing Variety of Academic Texts



What's In

In the previous lesson, you have learned:

- Text Structure refers to the way authors organize information in text.
- There are six commonly used text structures these are: Narrative, Chronological/Sequence, Cause & Effect, Problem-Solution, Compare & Contrast, and Descriptive.
- It helps students monitor their comprehension.

Let's recall how much you've learned in the previous lesson.

Activity 1. Direction: Match the group of words in Column A to their meanings in Column B. Write only the letter of your choice. Use a separate sheet in writing your answers.

Column A

1. Compare – Contrast
2. Cause – Effect
3. Sequence
4. Problem-Solution
5. Descriptive
6. Narrative

Column B

- a. Explains how to do it or how it happens
- b. Specifies only the consequences of the action
- c. Shows what is in common and what is different
- d. Give the reader a mental picture
- e. Narrates a story or an event
- f. presents the action and its result
- g. suggests appropriate actions to address certain issue



What's New

Activity 2. Direction: Try to recall one of the novels or short stories you discussed in one of your previous classes in English; choose one selection out of the several you tackled throughout your school life. Then, on a separate sheet of paper, try to rewrite the story using your own words.

Did you find the retelling of the story difficult? Why or why not?
 What strategies did you employ in order to retell the story? Did you find these strategies helpful? Why or why not?



Key to answers on page 27



What is it

Techniques in Summarizing Academic Texts

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. ("Reading Quest Strategies | Summarizing")

Basic Rules:

- A. **Erase things that don't matter.** Delete trivial material that is unnecessary to understanding.
- B. **Erase things that repeat.** Delete redundant material. In note taking, time and space is precious. If a word or phrase says basically the same thing you have already written down, then don't write it again!
- C. **Trade, general terms for specific names.** Substitute superordinate terms for lists (e.g., flowers for daisies, tulips for roses). Focus on the big picture. Long, technical lists are hard to remember. If one word will give you the meaning, then less is more.
- D. **Use your own words to write the summary.** Write the summary using your own words but make sure to retain the main points.

Techniques:

1. **Somebody Wanted But So.** The strategy helps students generalize, recognize cause and effect relationships, and find main ideas.

Somebody (Who is the text about?)	Wanted (What did the main character want?)	But (What was the problem encountered?)	So (How was the problem solved?)	Then (Tell how the story ends.)
Little Red Riding Hood	She wanted to take cookies to her sick grandmother.	She encountered a wolf pretending to be her grandmother.	She ran away, crying for help.	A woodsman heard her and saved her from the wolf.

Kris Bales, "5 Easy SUMMARIZING Strategies for Students," ThoughtCo, accessed August 4, 2021, <https://www.thoughtco.com/summarizing-strategies-for-students->

After answering the questions, combine the answers to form a summary:

Little Red Riding Hood wanted to take cookies to her sick grandmother, but she encountered a wolf. He got to her grandmother's house first and pretended to be the old woman. He was going to eat Little Red Riding Hood, but she realized what he was doing and ran away, crying for help. A woodsman heard the girl's cries and saved her from the wolf.

- 2. SAAC Method.** This method is particularly helpful in summarizing any kind of text. SAAC is an acronym for "State, Assign, Action, Complete." Each word in the acronym refers to a specific element that should be included in the summary.

State (the name of the article, book, or story)	Assign (the name of the author)	Action (what the author is doing (example: tells, explains))	Complete (complete the sentence or summary with keywords and important details)
"The Boy Who Cried Wolf"	Aesop (a Greek storyteller)	tells	what happens when a shepherd boy repeatedly lies to the villagers about seeing a wolf

Use the four SAAC cues to write out a summary of "The Boy Who Cried Wolf" in complete sentences:

"The Boy Who Cried Wolf," by Aesop (a Greek storyteller), tells what happens when a shepherd boy repeatedly lies to the villagers about seeing a wolf. After a while, they ignore his false cries. Then, when a wolf really does attack, they don't come to help him.

- 3. 5 W's, 1 H.** This technique relies on six crucial questions: who, what, when where, why, and how. These questions make it easy to identify the main character, important details, and main idea.

Kris Bales, "5 Easy SUMMARIZING Strategies for Students," ThoughtCo, accessed August 4, 2021, <https://www.thoughtco.com/summarizing-strategies-for-students->

Try this technique with a familiar fable such as "The Tortoise and the Hare."

Who is the story about?	What did they do?	When did the action take place?	Where did the story happen?	Why did the main character do what s/he did?	How did the main character do what s/he did?
The tortoise	He raced a quick, boastful hare and won.	When isn't specified in this story, so it's not important in this case.	An old country road	The tortoise was tired of hearing the hare boast about his speed.	The tortoise kept up his slow but steady pace.

4. First Then Finally. This technique helps students summarize events in chronological order.

First: What happened first? Include the main character and main event/action.

Then: What key details took place during the event/action?

Finally: What were the results of the event/action?

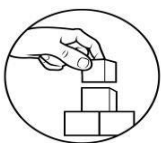
Here is an example using "Goldilocks and the Three Bears."

First, Goldilocks entered the bears' home while they were gone. Then, she ate their food, sat in their chairs, and slept in their beds. Finally, she woke up to find the bears watching her, so she jumped up and ran away.

5. Give Me the Gist. This type of techniques is like giving a friend the gist of a story. In other words, they want a summary – not a retelling of every detail.

Kris Bales, "5 Easy SUMMARIZING Strategies for Students," ThoughtCo, accessed August 4, 2021, <https://www.thoughtco.com/summarizing-strategies-for-students->

You are now equipped on how to summarize. Here is what you should do next.



What's More

Activity 3. Direction: Read the text below. Write a 3-5 sentence summary of the following text using any of the techniques mentioned above. Use a separate sheet in writing your summary.

Understanding Calories

(1) A calorie, also known as kilocalorie, is a unit of energy. This unit represents the energy required to heat a kilogram of water on degree Celsius. While people generally Link the term calorie with food, it is a unit of measurement that can be applied to any substance possessing energy. For instance, there are 8200 calories in a litter (about one quart) of gasoline.

(2) Calories describe the potential energy in food to maintain bodily functions, grow or repair tissue, and perform mechanical work such as exercise. Food calories may take the form of fat, carbohydrates, or proteins. Once consumed, enzymes act on these nutrients through metabolic processes and break them into their perspective categories of fatty acids, glucose, and amino acids. These molecules travel through the blood stream to specific cells where they are absorbed for immediate use or sent on to the final stage of metabolism where they release their stored energy through the process of oxidation.

(3) The number of calories burned during an exercise depends on various factors including body weight and the type of exercise. For example, an individual weighing 59 kilograms (130 pounds) would expend roughly 500calories per hour swimming or playing basketball. However, this same person would burn an estimated 200 walking or playing table tennis. In order to survive and maintain body weight, the average individual requires approximately 2000 to 2500 calories per day. Gaining or losing weight is a simple process. Add and subtract 7,700 calories over the course of time to gain or lose a kilogram. Nutrition has nothing to do with it. It is all about calories.



What I Have Learned

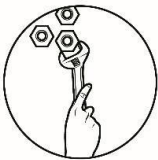
Summarizing is reducing a larger selection but retaining the main points.

GETTING DEEPER!

Lesson:

What I want to say about the:

What I found out:



What I Can Do

Activity 4. Direction: In a paragraph, summarize your personal experiences during the time of COVID-19 pandemic. Use a technique the best fits the nature of the summary you are writing.

Please be guided by the suggested criteria for scoring:

Concept	-	20 pts.
Convention	-	15 pts.
Creativity and Organization	-	<u>15 pts.</u>
Total	-	50 pts.

(Title)



Assessment

Test I. Direction: Read the text entitled “From the Autopsy Surgeon’s Report” and answer the questions that follow. Write your answers on a separated sheet.

From the Autopsy Surgeon’s Report

Death occurred from the effects of asphyxia, cerebral anemia, and shock. The victim’s hair was used for the constriction ligature. Local marks of the ligature were readily discernible: there were some abrasions and a slight ecchymosis in the skin. But I found no obvious lesion in the blood vessels of the neck.

Cyanosis of the head was very slight and there were no pronounced hemorrhages in the galea of the scalp. I should judge that very great compression was affected almost immediately, with compression of the arteries as well as of the vein, and that the superior laryngeal nerve was traumatized in the effect of throwing the victim into profound shock...

The lungs revealed cyanosis, congestion, over aeration, and subpleural petechial hemorrhages...

1. What does the author want to convey to the readers?
2. How does the author present his ideas?
3. What are the signal words used in the text?
4. How do the signal words helped in organizing the author’s ideas?

Test II. Direction: From the same reading text above, titled “From the Autopsy Surgeon’s Report”, write a 2-3 sentences summary using any technique of your choice. Use a separate sheet of paper.



Additional Activities

Test I. Direction: Read the following sentence from a student’s essay:

1. Articles on women’s sports were placed on the left page and often at the bottom, which is **a place skipped by many readers**.

Which two sentences below express the same idea using more formal language?

- a. Articles on women’s sports were placed on the left page and often at the bottom, which is an area most readers jump over.
- b. Articles on women’s sports were placed on the left page and often at the bottom, which is a less prominent position.
- c. Articles on women’s sports were placed on the left page and often at the bottom, which is an area often overlooked by readers.



Answer Key

MODULE 1

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

1. f
2. d
3. e
4. b
5. c

Test II.

Test III.

Examples	Academic Text	Non-Academic Text
Source of content	Research paper, reports	Diaries, Informal essays
Style	Related literature	Everyday events
Language	Objective	subjective
Structure	Formal	Contain slang and colloquialism
Purpose	Introduction-Body-Conclusion	No fixed structure
Audience	To Inform	To entertain/to inform
Characteristics	Scholarly Audience	Public

Test I.

What I Know

Characteristics of Academic Language	A	B	C	D	E
Does the text use a formal language? (Yes/No)	Yes	Yes	No	Yes	No
Is the language impersonal? (Yes/No)	Yes	Yes	No	Yes	No
Are the choice of words appropriate for an academic text? (Yes/No)	Yes	Yes	No	Yes	No
Does the text use technical terms? (If yes, write 1 term found in the text/No)	Yes	No	Maternity leave	Yes	No
Is the academic text objective? (Yes/If No, write 2 phrases that indicate subjectivity.)	Yes	Relationship	No. I think I strongly urged related answers)	Yes	No. I have (Other related answers)

Test I.

What I Can Do

What's New	What's More	What I Have Learned
1. Answers may vary.	1. T 6. T	Answers may vary
2. Answers may vary.	2. F 7. F	
3. Answers may vary.	3. T 8. F	
	4. T 9. T	
	5. F 10. T	

Lesson 1

1. Comparison/Contrast
2. Description
3. Cause and Effect
4. Problem & Solution
5. Chronological/Sequence
6. Comparison & Contrast
7. Chronological/Sequence
8. Cause & Effect
9. Compare & Contrast
10. Narrative

What's More (Activity 3)

1. A
2. A
3. N
4. N
5. A
6. A great deal of, many
7. somewhat, fairly
8. Solve, repair, amend
9. Confirm, determine
10. Reasonable

What's More (Activity 4)

Narrative	Sequence	Cause & Effect	Problem/ Solution/ Compare & Contrast	Description or Definition
powerful	since	because	although	for instance
important	finally	so that	due to	
later	due to	so that	because	
	since	so that	although	

What's New (Activity 2)

What's In (Activity 1)

Lesson 2

1. Revise, review
2. Demonstrate, indicate, illustrate
3. Commence, initiate, undertake
4. satisfactorily, positive, favourable
5. Consider, monitor, analyse
6. A great deal of, many
7. somewhat, fairly
8. Solve, repair, amend
9. Confirm, determine
10. Reasonable

What's In (Activity 1)

1. c 4. g
2. f 5. d
3. a 6. e

What I Have Learned

What I Can Do (Activity 5)

1. c 4. g
2. f 5. d
3. a 6. e

What's New (Activity 2)

What's More (Activity 3)

What I Have Learned

What I Can Do (Activity 5)

What's New (Activity 2)

What's More (Activity 3)

What I Have Learned

What I Can Do (Activity 5)

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