



## What Is This Module About?

Sometimes we are asked to speak or to write on a specific topic. Many of us find difficulty even in starting it because we do not know where and how to begin. We cannot decide which ideas to discuss first or how to proceed with our discussion. Would you like to overcome this problem?

In this module, you will learn how to organize and present your ideas in an **outline**. An outline will help you organize your ideas.

This module is made up of two lessons:

Lesson 1 – *Classifying Concepts/Relationships and Picking Out Key Ideas*

Lesson 2 – *Identifying Supporting Details*



## What Will You Learn From This Module?

This module will teach you how to prepare an outline. An **outline** is a plan you follow when you write. It can be developed through careful planning and gathering of facts and ideas. It can also help you avoid saying too much or too little about a given topic.

After studying this module, you should be able to:

- ◆ organize your thoughts carefully; and
- ◆ express your ideas and feelings clearly both when speaking and writing.



## Let's See What You Already Know

Before you start studying this module, take this simple test first to find out what you already know about the topic.

- A. Match the definition in Column A with the word that is referred to in Column B. Write the letter only.

A	B
_____ 1. A list of ideas arranged systematically to show the relationship of ideas in a composition	a. outlining
_____ 2. The process of classifying information or data	b. outline
_____ 3. The arrangement and division of things and people into classes	c. classification
	d. key words

- B. Write a heading for each group of words.

1. \_\_\_\_\_

lettuce  
eggplant  
string beans  
cabbage

2. \_\_\_\_\_

tissue paper  
toothpaste  
soap  
shampoo

3. \_\_\_\_\_

horizontal  
diagonal  
curved  
vertical

4. \_\_\_\_\_

stars  
moons  
sun  
planets

5. \_\_\_\_\_

cellphone  
pager  
fax-machine  
telephone

C. Given are some general statements. Supply 2–3 supporting details or statements under each.

1. My family is the best gift I have.

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2. My family and I spend vacation wisely.

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3. The Philippines has many beautiful places to be proud of.

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Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 21 to find out.

If all your answers are correct, very good! This shows that you already know much about the topic. However, you may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand some important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may go now to the next page to begin with Lesson 1.

## Classifying Concepts/Relationships and Picking Out Key Ideas

There are two basic types of outlines. The first is an outline of what one has read and the other is an outline that helps you express your ideas in writing. I want you to discover first how ideas are expressed and organized in some writings. Later, I hope you will have an idea on how to do this on your own.

In this lesson, you will learn to identify how a given set of words and ideas are related. Then you will learn how to classify them according to their similarities.



### Let's Try This

The first step in outlining is, of course, deciding what topic you are going to write about. Say for example, you decided to write about animals. But you don't know exactly what you will write about them. You then list down all the animals that come to your mind.

Study the sample list below.

dog	cat	horse
worm	monkey	orangutan
milkfish	fish	oyster
chimpanzee	centipede	hen

Can you find similarities among them? Group them according to their common features. Then, give general description for each group. If you see more divisions under each group, divide it further into subclasses or smaller groups.

Try doing this with the sample list. Compare your answers with mine.

◆ four-legged animals

- dog
- cat
- horse

◆ animals without legs

- worm
- oyster
- milkfish
- fish

◆ two-legged animals

- hen
- monkey
  - ◆ chimpanzee
  - ◆ orangutan

◆ crawling animals

- worm
- centipede

How are the animals grouped?

Answer: *The animals are grouped according to the number of their legs.*

Did you get the same answer? If you did, that's good. But that is not the only answer. There are some others. You should remember that key ideas are used when creating headings.

Under the word **monkey** are two other words: **orangutan** and **chimpanzee**. How are they related to the word **monkey**? They are types or subclasses of monkeys.

There may be other types but there are only two in your list.



## Let's Try This

Now, practice choosing the heading in each set of words by underlining the key word. The first number has already been done for you.

1. guitar	violin	<u>musical instruments</u>	drums
2. officials	mayor	governor	senator
3. Tuesday	Wednesday	days	Monday
4. medicine	education	law	courses
5. reading materials	newspaper	book	magazine
6. truck	train	car	vehicles
7. hammer	tools	pliers	saw
8. furniture	table	chair	dresser
9. doll	top	toys	marbles
10. telephone	computer	television	electrical equipment

Compare your answers with those in the *Answer Key* on page 22. How did you find this activity? Did you get a perfect score? If you miss more than three items, go over the list once more.



## Let's Learn

How would the words look when placed on a list? Take number one, for example:

### Musical instruments

- guitar
- violin
- drums

What do you notice?

The classification of **musical instruments** serves as the heading and the others: **guitar**, **violin** and **drums** are items in your list. Is this your answer? If yes, very good!

Itemizing the words under a heading is actually a sample of a very simple outline.



## Let's Try This

Refer to the items in the box on page 7. Do the same thing we did in the example.

Compare your answers with those in the *Answer Key* on pages 22 and 23.



## Let's Remember

- ◆ To prepare an outline, first ask yourself how you can group together or classify the key ideas (headings or main topics) that come to your mind.
- ◆ Then expand them by giving more specific details about them (subtopics).
- ◆ The key ideas pool together all related data or information.



## Let's Try This

Imagine that you have to welcome a group of visitors in school. You are asked by your teacher to brainstorm on the things you want to tell them about your school. You came up with the following ideas. Classify them accordingly. Think of your own headings. Write your answers on a separate sheet of paper.

- |  |   |
|--|---|
| – physical description of the school               | – known for having quality teachers and students                          |
| – location   | – produces smart graduates  |
| – previous accomplishments                         | – passed the Level II accreditation                                       |
| – present status                                   | – earned the title “Center for Excellence in the National Capital Region” |
| – three-time winner in the Cleanest School Contest |   |
| – consistent top-notch in the NEAT and NSAT        |   |

Refer to the possible answers in the *Answer Key* on page 23.





## Let's Study and Analyze

Study the following groups of words:

1. fruits
  - atis
  - melon
  - banana
2. vegetables
  - pechay
  - sitaw
  - eggplant
3. four-legged animals
  - dog
  - cat
  - horse
4. two-legged animals
  - hen
  - monkey
  - bird

What do you notice about them? What kind of word grouping do the words in the list belong? Are they phrases? clauses? sentences?

The words in the list take the form of phrases.

If your answer is similar to this, then you got it right!

Look at the next set of words. Read them carefully. Notice how they are formed.

Our country is known for its rich natural resources and beautiful places.

- ◆ It has clean and beautiful beaches.
- ◆ It is rich with pearls and other minerals.
- ◆ It has beautiful forests.

Our country is also known for its rich cultural heritage.

- ◆ It has rich folktales, legends and myths that equal those of other countries.
- ◆ It has many traditions and rituals known for their uniqueness.

What do you notice? This list is made up of sentences unlike the first which was only made up of phrases.



## Let's Try This

Pick out the key ideas in the following paragraphs and make an outline for each. Your outline may be made up of either phrases or sentences. The first one has already been done for you.

1. There are many kinds of people in the world: those with white skin, black skin, brown skin and others.

Different kinds of people in the world

- People with black skin
- People with white skin
- People with brown skin

2. There are many kinds of geometrical figures. Some have four sides such as squares, rhombuses, rectangles, and trapezoids. The triangle, a figure with three sides can be right, isosceles or equilateral.
3. Have you seen the religion, mythology and philosophy books I placed on the study table? I have other references on the shelf like an atlas, a dictionary and an almanac. The other reading materials on the floor are newspapers and magazines.
4. Mother bought us a lot of *pasalubong*. She brought native delicacies such as *puto*, *suman*, *palitaw*, and *sapin-sapin*. She also brought us drinks, like *sago't gulaman* and iced tea.
5. Luzon, Visayas and Mindanao are the three big island groups that make up the Philippine archipelago.

Compare your answers with those in the *Answer Key* on pages 24 and 25. If you got all the answers right, you are ready to move on with the rest of the lesson. If not, go over the parts that were unclear to you and figure out why you made mistakes.



## Let's Think About This

Everyday, we sort out things according to different criteria. When we wash our clothes, for example, we separate the white ones from the colored ones. We protect the whites from getting stains.

Our local officials have also mandated us to separate our household wastes into biodegradable (things that can rot or decay) and nonbiodegradable (those that do not easily decay like plastic) materials.

When we go to the supermarket we can easily see the goods we want to buy because they are grouped together and kept according to kind.

These daily life situations are very similar to what we have learned about outlining so far. They make our tasks easier the way outlining does to our writing.



## Let's See What You Have Learned

Look at the following lists of phrases. The first group lists down the main topics while the second lists down the different subtopics under the given topics. Group the subtopics according to the given main topics. Remember what you have learned so far about outlining. You may also consult a math book if you are not familiar with the topics. (Hint: There are two subtopics for every given main topic.) Write your answers on a separate sheet of paper.

### *Main topics*

Numeration Systems and Whole Numbers

Introduction to Integers

Factors and Primes

Rational Numbers

Ratio and Proportion

Measurements

Graphs

Geometry

Introduction to Algebra

### *Subtopics*

Numbers and Numerals

The Number Line

Divisibility

The Need for Another Number System

Concept of Ratio

Measurements

Interpreting a Pictograph

Points and Lines

Symbols We Use in Algebra

Expanded Form of the Decimal Numeral

Ordering of the Set of Integers

Prime Factorization

Different Names for the Same Number

Proportion

Measures of Areas

Making a Bar Graph

Space

Polynomials

Compare your answers with those in the *Answer Key* on page 25. Did you get all the answers right? If you did, that's very good! If you did not, that's alright, too. Just review the parts you did not understand very well. Afterwards, you may proceed to the next lesson.

## Identifying Supporting Details

In this lesson, you will identify the key ideas and their supporting details from a given set of phrases or sentences.

It is important to learn to identify the supporting details in a paragraph because they help in explaining, describing, expanding and clarifying the main idea of a given passage or paragraph.



### Let's Try This

Read the given paragraph carefully. Identify its main idea. The main idea is the sentence that gives the overall theme of a paragraph. Then, list down the sentences that support that main idea.

(1) Cynthia is an avid fan of Marinella Cruz. (2) She cuts every picture or news article about her favorite movie star. (3) She never fails to watch all her movies. (4) She also buys every poster or calendar that shows Marinella's lovely face.

Which sentence tells us the main idea of the paragraph?

In this case, the sentence *Cynthia is an avid fan of Marinella Cruz* is the **topic sentence** or the main idea of the paragraph.

The following sentences (Sentences 2 to 4) just support what has been mentioned in the first sentence. They are collectively called **supporting details**.



## Let's Learn

A paragraph usually starts with a general statement and continues with specific sentences.

Let us practice some more in identifying the main ideas and their supporting details of the following paragraph.

1. (1) Jaime wakes up very early in the morning to go to the farm. (2) After taking a bath, he immediately goes out of the house without eating breakfast to start working. (3) He works hard to protect his plants from pests by putting ample amounts of pesticides. (4) He waters them regularly. (5) He also puts small amount of fertilizers to these plants so they will grow healthy. (6) Jaime is a good farmer.
2. (1) The early monks kept records about Greek and Roman civilizations in the monasteries. (2) The monasteries are the first schools. (3) Inside the monasteries, the monks cared for the sick and taught the children not only to prepare them for priesthood but also for ordinary life. (4) They wrote, copied, and preserved books. (5) They accepted anyone who came to them for help. (6) They did their work without complaints.

What is the main idea of the first paragraph?

The sentence that tells us what the paragraph is about is not the first one but the last one. This tells us that the topic sentence does not always appear at the beginning of a paragraph. It can actually appear anywhere in the paragraph.

Let us now examine the second paragraph. Which of the sentences gives its main idea?

After careful examination, you will see that none of the sentences directly state the paragraph's main idea. They are all just supporting details to the implied main idea which is "The monks were very important people during the olden days."

We can therefore say that the **main idea** in a paragraph can also be not directly stated, just **implied**. This usually happens when the said paragraph is just an explanation or a continuation of ideas already mentioned in preceding paragraphs especially in longer compositions.



## Le's Try This

Arrange the jumbled sentences in each set to form a meaningful paragraph. Identify the topic sentence. If it is implied, write what you think it is.

### Set 1

- a. Many psychologists believe that children should not be spanked when they commit mistakes.
- b. They perceive that spanking is not the best way to instill discipline in children.
- c. Studies have shown that abused children usually become child abuser themselves.

*Topic Sentence* \_\_\_\_\_

### Set 2

- a. Some say that only poor people eat it.
- b. Not many people know that the sweet potato despite being inexpensive is very nutritious.
- d. It is rich in vitamins that are good for our body.

*Topic Sentence* \_\_\_\_\_

Compare your answers with those in the *Answer Key* on page 26.



## Let's Try This

Below are some general statements. Write three supporting statements for each on a separate sheet to expand them.

- A. The food in the cafeteria looks bland.
- B. There are several things I failed to do this past semester.
- C. My mother is my best friend.

Compare your answers with those in *Answer Key* on page 26.



## Let's See What You Have Learned

Follow the given instructions. As much as possible, answer the questions in complete sentences. Follow the given format.

### Set 1

1. Cite 3 reasons why you decided to continue your studies.
2. Arrange your reasons according to their order of importance.

*Title:* \_\_\_\_\_

*Beginning sentence:* There are several reasons why I decided to continue my studies.

A. *First reason:* \_\_\_\_\_

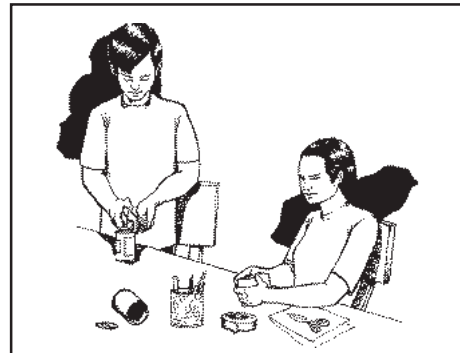
B. *Second reason:* \_\_\_\_\_

C. *Third reason:* \_\_\_\_\_

*Ending sentence:* My studies are very important to me.

### Set 2

1. List down one way of recycling waste materials.
2. Give three steps in doing this.



*Title:* \_\_\_\_\_

*Beginning sentence:* A pencil holder can be made out of an empty can of sardines.

A. *First step:* \_\_\_\_\_

B. *Second step:* \_\_\_\_\_

C. *Third step:* \_\_\_\_\_

*Ending sentence:* We can save money by recycling wastes.



### Set 3

1. Cite one similarity between you and your mother/father.
2. Cite also one difference between the two of you.

*Title:* \_\_\_\_\_

*Beginning sentence:* My mom/dad and I have many similarities and differences.

A. We are alike in many ways.

1. First similarity: \_\_\_\_\_
2. Second similarity: \_\_\_\_\_
3. Third similarity: \_\_\_\_\_

B. We are also different in many ways.

1. First difference: \_\_\_\_\_
2. Second difference: \_\_\_\_\_
3. Third difference: \_\_\_\_\_

*Ending sentence:* We are still different individuals despite our similarities but we love each other despite our differences.

Compare your answers with those in the *Answer Key* on page 27.



### Let's Remember

- ◆ Every paragraph is made up of a topic sentence and statements that support it.
- ◆ The **topic sentence** may be found at the beginning, at the end or anywhere in a paragraph. At times though, it may be implied or not directly stated, this sentence gives the overall theme of the paragraph.

Well, this is the end of the module! Congratulations for finishing it. Did you like it? Did you learn anything useful from it? A summary of its main points is given on the next page to help you remember them better.



## Let's Sum Up

This module tells us that:

- ◆ An **outline** is a plan that you follow when you write.
- ◆ To prepare an outline, first ask yourself how you can group together or classify key ideas (heading or topics) that come to your mind. Then expand them by giving more specific details about them (subtopics).
- ◆ The **key ideas** in an outline pool together all related data or information.
- ◆ Every paragraph is made up of a topic sentence and statements that support it.
- ◆ The **topic sentence** may be found at the beginning, at the end or anywhere in a paragraph. At times though, it may just be implied or not directly stated, this sentence gives an overall theme of the paragraph.



## What Have You Learned?

A. Answer the following questions briefly.

1. What is the process of putting together information or data according to their similarities?
2. How do we group data or information?
3. Why should we learn to group our ideas be it in speaking or writing?

B. Put a heading for each group of words below.

1. \_\_\_\_\_

Ferdinand Marcos  
Corazon Aquino  
Fidel Ramos  
Manuel Quezon

2. \_\_\_\_\_

Manila  
Makati  
Cavite  
Zamboanga

3. \_\_\_\_\_

Philippines  
Thailand  
Singapore  
Malaysia

4. \_\_\_\_\_

epic  
psalm  
ballad  
ode

5. \_\_\_\_\_

Jose Rizal  
Andres Bonifacio  
Emilio Aguinaldo  
Gabriela Silang

C. Identify the topic sentence in each paragraph below.

### **Paragraph 1**

The word **dictionary** comes from an old Latin word *dictionary* which means “collection of words.” The dictionary is a book containing words of a language arranged alphabetically with their meanings, and sometimes also their pronunciation, grammatical labels, inflections, etymologies, etc. The words in a dictionary come from a variety of sources. Every so often new words are added to those already listed in a dictionary. Some of these words are invented. Some are borrowed from other languages/dialects.

### **Paragraph 2**

The United States Environmental Protection Agency cites evidence that depletion of the ozone layer could reduce crop yield and seriously disturb the balance of the ecosystems of the oceans. The destroyers of the ozone layer are products of man’s ingenuity: chloroflourocarbons or CFCs—chemicals used in air-conditioning, refrigeration, plastic foam, fire extinguishers, aerosol sprays and as solvents.

Source: Vitug, Marites Dañguilan. *Philippine Daily Inquirer*. September 10, 1990.

Compare your answers with the *Answer Key* on page 28. What is your score?

If you get:

- ◆ Less than 4 correct answers, review the module again.
- ◆ 4 to 6 correct answers, review only the parts you missed.
- ◆ More than 7 correct answers, congratulations! You learned a lot from this module. You may now read other modules.



## Answer Key

### A. Let's See What You Already Know (*pages 2–3*)

A. 1. (b)

2. (a)

3. (c)

B. 1. vegetables

2. toiletries

3. lines

4. heavenly bodies

5. communication equipment

C. The answers to this may vary but given below are some possible answers.

1. My family is the best gift I have.

- My brothers and sisters are my best friends.
- My family provides all my needs.
- My family loves me so much.

2. My family and I spend vacation wisely.

- We spent one week last summer in Boracay.
- We spent the Holy Week in Baguio City.
- We went to Tagaytay last Christmas.

3. The Philippines has many beautiful places to be proud of.

- It has numerous beautiful beaches.
- It has picturesque mountains and hills.
- It has a lot of mysterious caves.

## **B. Lesson 1**

*Let's Try This (page 7)*

1. musical instruments
2. officials
3. days
4. courses
5. reading materials
6. vehicles
7. tools
8. furniture
9. toys
10. electrical equipment

*Let's Try This (page 8)*

1. Officials
  - mayor
  - governor
  - senator
2. Days
  - Tuesday
  - Wednesday
  - Monday
3. Courses
  - medicine
  - education
  - law
4. Reading materials
  - newspapers
  - book
  - magazine
5. Vehicles
  - truck
  - train
  - car

6. Tools
  - hammer
  - pliers
  - saw
7. Furniture
  - table
  - chair
  - dresser
8. Toys
  - doll
  - top
  - marbles
9. Electrical equipment
  - telephone
  - computer
  - television

*Let's Try This (page 8)*

Given below is a sample outline for this activity.

- A. Physical description of the school
  - Location
- B. Previous accomplishments
  1. Three-time winner in the Cleanest School Contest
  2. Consistent top-notch in the NEAT and NSAT
  3. Known for having quality teachers and students
  4. Passed the Level II accreditation
  5. Earned the title “Center for Excellence in the National Capital Region”
- C. Present accomplishments
  - Produces smart graduates

*Let's Try This (page 10)*

The answers to this activity may vary but given below are some possible answers.

1. Refer to page 10.
2. Kinds of geometrical figures
  - a. Geometrical figures with four sides
    - squares
    - rhombuses
    - rectangles
    - trapezoids
  - b. Geometrical figures with three sides
    - triangles
      - ♦ right triangles
      - ♦ isosceles triangles
      - ♦ equilateral triangles
3. The reading materials I have in my room
  - a. Books on the study table
    - Religion books
    - Mythology books
    - Philosophy books
  - b. Reference books on the shelf
    - Atlas
    - Dictionary
    - Almanac
  - c. Other reading materials on the floor
    - Newspapers
    - Magazines
4. Mother's pasalubong
  - a. Native delicacies
    - Puto
    - Suman
    - Palitaw
    - Sapin-sapin
  - b. Drinks
    - Sago't gulaman
    - Iced tea



5. Three big island groups that make up the Philippine archipelago
- Luzon
  - Visayas
  - Mindanao

*Let's See What You Have Learned (pages 11–12)*

- A. Numeration System and Whole Numbers
  - 1. Numbers and Numerals
  - 2. Expanded Form of the Decimal Numeral
- B. Introduction to Integers
  - 1. The Number Line
  - 2. Ordering of the Set of Integers
- C. Factors and Primes
  - 1. Divisibility
  - 2. Prime Factorization
- D. Rational Numbers
  - 1. The Need for Another Number System
  - 2. Different Names for the Same Number
- E. Ratio and Proportion
  - 1. Concept of Ratio
  - 2. Proportion
- F. Measurements
  - 1. Measurement
  - 2. Measures of Areas
- G. Graphs
  - 1. Interpreting a Pictograph
  - 2. Making a Bar Graph
- H. Geometry
  - 1. Points and Lines
  - 2. Space
- I. Introduction to Algebra
  - 1. Symbols We Use in Algebra
  - 2. Polynomials

## C. Lesson 2

*Let's Try This (page 15)*

### Set 1

*Topic sentence:* Many psychologists believe that children should not be spanked when they commit mistakes.

### Set 2

*Topic sentence:* Not many people know that the sweet potato despite being inexpensive is very nutritious.

*Let's Try This (page 15)*

The answers to this activity may vary but given below are some possible answers.

- A. The food in the cafeteria looks bland.
  - The ingredients are not complete.
  - The food are not placed in appropriate containers.
  - The menu is always the same.
- B. There are several things I failed to do this past semester.
  - I was not able to finish the book I was reading for our English class.
  - I forgot to send a birthday card to my friend in Mindanao.
  - I was not able to clean my room.
- C. My mother is my best friend.
  - She listens to all my stories.
  - She gives me advice when I have problems.
  - She makes me feel secure.

*Let's See What You Have Learned (pages 16–17)*

The answers to this activity may vary but given below are some possible answers.

**Set 1**

*Title: Why I Continued My Studies*

- A. I want to prove myself to my parents.
- B. I want to have a better life in the future.
- C. I want to satisfy my own desire to learn.

**Set 2**

*Title: Making a Pencil Holder From Scrap Materials*

- A. Clean the empty sardine can properly.
- B. Paint the empty can using spare house paints.
- C. Put more decorations on the can.

**Set 3**

*Title: My Mom/Dad, and I*

- A. We are similar in many ways.
  - 1. We look alike.
  - 2. We are both superstitious.
  - 3. We have the same hobbies.
- B. We are different in some ways.
  - 1. I am very sociable while my mom/dad is very shy.
  - 2. I am spendthrift while my mom/dad is a little tight-fisted when it comes to handling money.
  - 3. I cannot set my priorities straight while my mom/dad is very organized.

#### **D. What Have You Learned?** (pages 18–19)

- A.
  - 1. Classification
  - 2. We group data or information according to their similarities.
  - 3. We should learn to group or classify our ideas, be it in speaking or writing, so that we can express our ideas in a more organized manner.
- B.
  - 1. Former Philippine Presidents
  - 2. Cities
  - 3. Southeast Asian Countries
  - 4. Forms of Poetry
  - 5. Philippine National Heroes
- C.
  - 1. The dictionary is a book containing the words of language arranged alphabetically with their meaning, and sometimes also their pronunciation, grammatical labels, inflections, etymologies, etc.
  - 2. The United States Environment Protection Agency cites evidence that depletion of the ozone layer could reduce crop yields and seriously disturb the balance of the ecosystem of the oceans.



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