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NAME:		**GRADE & STRAND:**		**2ⁿᵈ Semester**
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SUBJECT TEACHER:		**SECTION:**		**3ʳᵈ Quarter**

Subject Description:

Lesson/Topic:
- Language Used in Academic Texts from Various Disciplines
- Text Structures
- Summarizing

Learning Outcomes:
- Identify language used in the essay/article/selection.
- Distinguish the general, specific and operational meaning of the language used in academic texts.
- Create flyers using language from various disciplines.
- Identify the text structure used in the academic texts.
- Write essays and/or articles using specific text structure.
- Use different text structures for blogging on important events, places, concepts and ideas.
- Explain what summarizing is.
- Give the importance of summarizing in academic writing.
- Summarize an academic text.

What you already know-(Pretest)

Directions: Read each question carefully. Choose the letter of the correct answer and write it on a separate sheet of paper.

1. This refers to the method of human communication consisting of the use of words in a structured and conventional way.
a. vocabulary
b. texts
c. language
d. academic

2. This is defined as critical, objective, specialized texts and relatively formal in structure and style.
a. academic text
b. language
c. comprehension
d. structure

3. The following are characteristics of academic text, except;
a. direct
b. figurative
c. exact
d. researched

4. Which of the following characteristics of language is NOT true?
a. systematic
b. conventional
c. arbitrary
d. arbitrary

5. The following are functions of language, except;
a. communication
b. expression of identity
c. emotional release
d. respiration

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What you need to know- (Lesson Proper)

Language Used in Academic Texts from Various Disciplines

Language plays a vital role in our daily conversation. This language may be used in communicating with other people either spoken or written. Taking into accounts, academic language takes place in our professional dealings. This language varies especially when used in various disciplines. For instance, the word 'division' may be used differently in parliament, mathematics and sports. Read and analyze the short text below to learn about this matter.

Academic language represents the language demands of school (academics). Academic language includes language used in textbooks, in classrooms, on tests, and in each discipline. It is different in vocabulary and structure from the everyday spoken English of social interactions. Each type of communication (both academic and social) has its purpose, and neither is superior to the other.

Academic vocabulary is used in all academic disciplines to teach about the content of the discipline, e.g., a water table is different from a periodic elements table. Before taking chemistry, for example, some students know the technical words used in chemistry, while others do not. Pre-teaching of vocabulary and subject-specific terminology helps to address that need. Teaching academic language can be challenging because struggling readers and English learners do not always know the vocabulary used to learn specific academic terms or key concepts.

Academic structure also includes the established ways of organizing writing (which can affect how one reads) in a discipline. Different genres, paragraph/sentence structure, level of text difficulty, purpose, intended audience, overall organization, and knowledge of outside resources for the text all affect how one writes and reads in that discipline.

In determining the language used in academic text from various discipline, be reminded of the following:

- **Identify the text and then analyze the genre, academic structure and academic vocabulary.** For example, a lab report for chemistry requires different academic structure and vocabulary than a newspaper article for social studies or a food recipe for home economics.
- **Identify and analyze the explicit instruction/deconstruction concerning the text; consider multiple models if necessary.** Example: Deconstruct a word problem in algebra that requires different academic language from deconstructing a proof in geometry, a poem in English, or a musical symphony. Use textual evidence to support their ideas in speaking and writing.
- **Use explicit, scaffolded instruction: a clear instructions, both auditory and visual, and make models of expected or possible outcomes.**
- **Bring academic language to the surface: identify its usage to a particular discipline.**

Text Structures

While most pieces of non- academic texts follow the same or similar general organizational patterns, different academic texts can have different text structures. An academic text may present a main idea and then details, a cause and then its effects, an effect and the causes, two different views of a topic, etc. Therefore, it is important that you can recognize common text structures found in academic texts. Recognizing common text structures found in academic texts helps you monitor your comprehension.

Common Text Structures

Text structure is how information in a text is organized. Being able to identify the structure of a text can greatly increase students' comprehension of the material being read. According to Taylor (1992), students who are taught to identify the structure of expository and narrative texts have been found to have better comprehension than students who have not received such instruction. The following are the six basic structures that are commonly found in textbooks and/or academic texts.

1. Compare-Contrast Structure. This type of text structure examines the similarities and differences between two or more people, events, concepts, ideas, etc. The selection below uses compare and contrast sentence structure.

Example:

Most mobile phones sold today have an operating system that is either designed by Apple or Google. Both of these operating systems allow users to connect to application stores and download

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applications. However, one major difference between these two operating systems is that Apple makes the iOS operating system powering their iPhones and iPads. In other words, the iOS operating system only appears on products created by Apple. On the other hand, Google makes the Android operating system that can be found on many different mobile phones and tablets like Samsung, Sony and LG. So, which operating system do you prefer - Android or iOS?

Obviously, the sample text presents a compare - contrast structure. How do the signal words help in developing the structure of the text? How are the similarities and differences of mobile phone's operating system elaborated? Analyze the graphic organizer that follows to further understand the structure of the text.
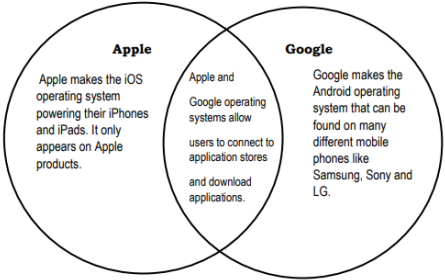
2. Cause-Effect Structure. This structure presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow. An action and its results are explained.
Example:

In the Philippines, it is the brown race that constitutes the majority and the white or mestizo is the minority. It follows, therefore, that the mean and measure in judging beauty is the Malay skin, hair, eyes, nose, lips, body, and stance. As a result, film producers and directors consciously build up stars whose dominant features are Malay like Nora Aunor, Angel Locsin, John Lloyd Cruz and Daniel Padilla.

If the text uses cause – effect structure, what do you think is the cause? How about the effect? Have you spotted some signal words which help to elaborate the causal relationship of ideas? The causal relationship presented in the text is simplified in the following graphic organizer:
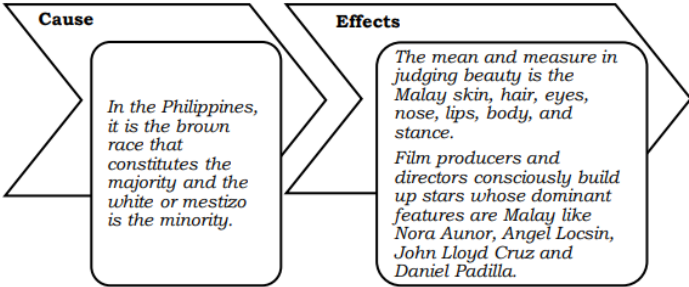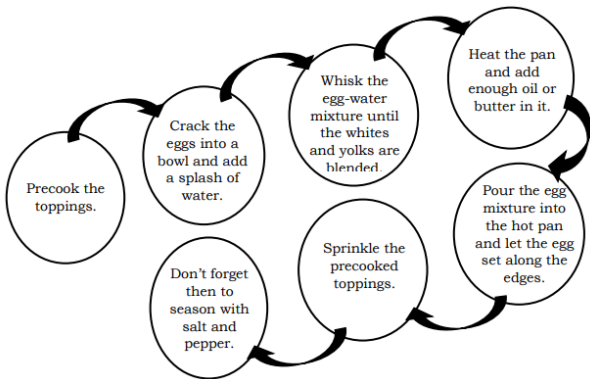
3. Sequence Structure. This text structure gives readers a chronological order of events or a list of steps in a procedure.
Example:

Egg is good for our health. One of the simplest recipes for egg is omelet. It sounds like an expensive dish but actually it is very affordable and easy to cook. To make an omelet like a pro, precook the toppings such as minced onions and garlic, shredded cheese, sliced tomatoes and other fresh herbs. Next, crack the eggs into a bowl and add a splash of water. The steam from the water makes the omelet light and fluffy. Then, whisk the egg-water mixture vigorously with a fork until the whites and yolks are completely blended. After that, heat the pan and add enough oil or butter in it. Pour the egg mixture into the hot pan and let the egg set along the edges. After few seconds, sprinkle the precooked toppings. Don't forget then to season with salt and pepper. That's it! You have made the perfect omelet for breakfast.

How is the text mainly structured? Yes, you are right! The text uses sequence structure. It presents the list of steps on how to make a perfect omelet for breakfast. Take a look in the following graphic organizer to learn sequence structure in details.

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4. Descriptive Structure. This type of text structure describes something in order of space and how something looks. It features a detailed description of something to give the reader a mental picture.

Example:

Galileo was a thoughtful youth and doubtless carried on a rich and varied reverie. He had artistic ability and might have turned out to be a musician or painter. When he had dwelt among the monks at Valambros, he had been tempted to lead the life of a religious. As a boy, he busied himself with toy machines and he inherited a fondness for mathematics. All these facts are of record.

Can you picture out the subject described in the text? How is the subject being described? To answer these questions, let us study the following graphic organizer:
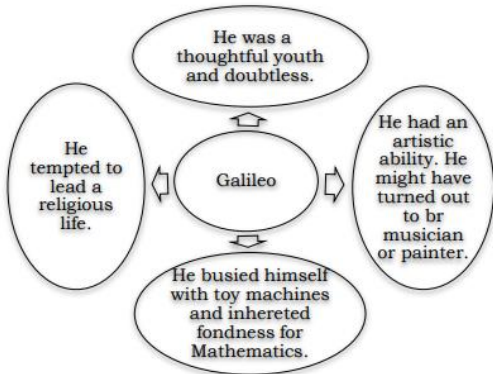
5. Problem-Solution Structure. This type of structure sets up a problem or problems, explains the solution, and then discusses the effects of the solution.

Example:

Dr. Ramos doesn't want the eagles to vanish. These Philippine giant birds are disappearing at an alarming rate. Dr. Ramos thinks that we should demand the government to plan for immediate action in the preservation of this specie. He also thinks that we should donate to Save the Eagles. Our donations will help to support and empower those who are fighting the hardest to preserve the eagles. With this, we can make a difference. We owe it to our helping and caring hands to do something.

Based on the text, what is the problem discussed? What are the recommendations drawn to address the problem? The graphic organizer below shows the specific problem and solutions presented in the text:
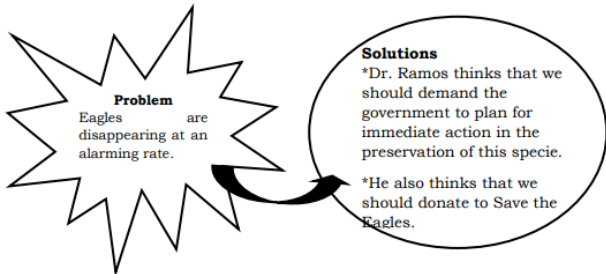

6. Question - Answer Structure. This text structure starts by posing a question then goes on to answer that question.

Example:

Why do we have schools? Schools deal important role in the society and they have three main functions. First, students learn skills that will help prepare them for society. Writing, reading, and mathematics are essential in global market and workplace and individuals likely learn these skills in schools. Second, schools serve communities by providing safe havens for students in temporary living situations. Third, schools provide a conducive environment for children to engage in productive

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activities during many days of the year while their adult caretakers may be working. These are the reasons why we have schools in our society.

Looking closely at the text, have you seen some signal words used in this structure? Have you found these signal words - first, second and third? These signal words are used to enumerate the answers of the question posted. Do the details in the text support and provide answers to the question? Check out the graphic organizer on the next page to help you find answer with the latter.
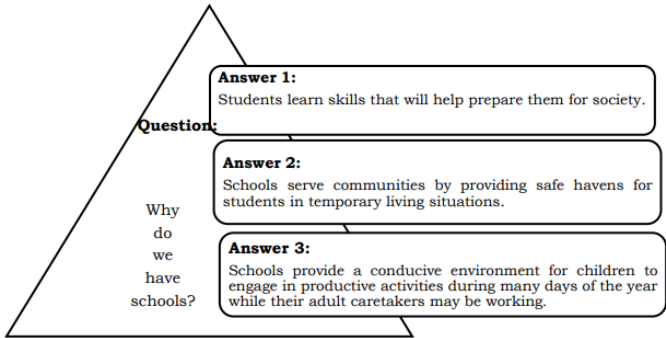
Summarizing

Summarizing is a short restatement of the main idea of the text. The output is called a Summary. It is the shortened version, ideally, only one-third of the original text. It contains the main points and important details of the text and should be written in your own words.

For you to do proper summarizing, there are tips you can follow.

Tips in summarizing:

1. Read the original text not just once but several times. Make sure to comprehend it well.

2. Identify the text structure (compare-contrast, cause-effect, sequence, descriptive, question-answer, and problem-solution) by looking into how the relationships between ideas are established.

3. Take note or highlight the important details in the text.

4. After getting the main idea and important details, write your preliminary summary.

5. Make sure to use your own words.

6. Check if your work does not go stray from the original text.

7. Read it again and make necessary revision or editing.

Aside from the general tips, you must also learn that there are various techniques that you can use in summarizing academic texts.

Techniques in Summarizing:
1. Use of Graphic Organizers

The first technique is using graphic organizers. You may use "Who, What, When, Where, Why, and How" as guide questions in making or using your graphic organizer.

Provided here are three examples of graphic organizers that you can use depending on the kind of text you are going to summarize.

1.1. The first graphic organizer will require you to supply key points from the text as well as the supporting details.
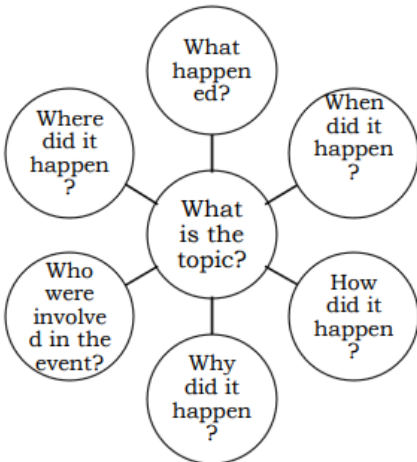

1.2. The second graphic organizer requires you to provide important information from the text by answering the questions written inside the circles.

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1.3. The third graphic organizer will help you identify and organize the main ideas as well as the other supporting details and evidences from the text. Using this will help you write a good summary.

2. Outline (traditional or modern)

The second technique in summarizing is through outlining. Yes, it is also a good strategy that you can use in summarizing.

The sample given shows that through outlining you can easily organize the key points, supporting points, evidences, and other important details needed in making a good summary. You can decide whether to use the traditional format or the modern format. You may use the sentence outline since your objective is to select important details from the text in order to come up with a good summary.

Traditional Outline	Modern Outline

I.
  A.
  B.
    1.
    2.
      a.
      b.
	1.
	  1.1
	  1.2
	    1.2.1
	    1.2.2
	      1.2.2.1
	      1.2.2.2

Example of outlining:

I. Topic
  A. First Key Point
    1. Supporting point
    2. Supporting point
      a. Evidence/Sample
      b. Evidence Evidence/Sample
  B. Second Key Point
    1. Supporting point
    2. Supporting point
      a. Evidence/Sample
      b. Evidence/Sample

Summarizing is a valuable skill needed in academic writing. You should know how to summarize properly the information that you have read, seen, or heard. Most assignments given in school require you to research, read and analyze information from different sources. Hence, it is important that you know how to restate or retell the original text using your own words in order to avoid plagiarism. Also, your knowledge in summarizing is vital in writing your reports and research papers particularly on writing the review of related literature, etc.

How much have you learned- (quizzes, activities)

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A. Directions: Read a feature article from your school paper or from newspaper. Pick out the academic terms used in the article and give their general and specific meaning. Please be guided by the table below.

Discipline	Academic Terms	General Meaning	Specific Meaning (Operational Meaning in the Discipline)

B. Direction: Pick out the signal words from the list and classify them accordingly using the boxes below.

and	similarly	consequently	so	finally
according to	for example	to start with	or	to address

Compare - Contrast

Problem - Solution

Cause - Effect

Descriptive

Sequence

Question - Answer

How do you apply what you have learned - (Performance task- with rubrics)

A. Now, it's about time for you to use your knowledge about language used in academic texts. In the space provided, write a two-paragraph text on the topic that interests you. Please be guided by the suggested criteria for scoring.

Suggested Criteria for Scoring:
Mechanics………….…………...15pts.
Organization……….…………...15pts.
Relevance of Content…….….…20pts.
Total………….………………….50pts.

B. Directions: Read the following article very carefully and identify key points in the text.

Aggressive Driving Should be Avoided

Aggressive driving is a phenomenon, which has only got the public worried. The National Highway Traffic Safety Council (NHTSC) defines aggressive driving as the "operation of a motor vehicle in a manner that endangers or is likely to endanger persons or property". Actions such as running red lights, improper passing, overtaking on the left, improper lane change, failing to yield, improper turns, running stop signs, tail gaiting, careless driving, and speeding are examples of

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aggressive driving. Such actions are dangerous to other road users. Aggressive driving should be avoided because it causes crashes, injuries and fatalities.

The first reason why aggressive driving should be avoided is it causes crashes. According to NHTSC between 78 percent (excessive speed) and 100 percent (improper passing) of the cases of aggressive driving resulted in traffic crashes and 96 percent of the drivers cited for "following too closely" or tail gaiting caused crashes as a result of their aggressive driving. Moreover, 'running red light," "improper passing", and "overtaking on the left" topped other categories of aggressive driving in contributing to traffic crashes.

Another reason why aggressive driving should be avoided is it causes injuries. NHTSC states that the percentages of the injuries caused by aggressive driving are, in almost all categories of aggressive driving, above 100 percent.

Aggressive driving also causes fatalities." Overtaking on the left" appears to be the most important contributing factor in traffic fatalities as it relates to aggressive driving. "Improper lane change," "running stop sign," and "running red light" rank second through four in terms of their contribution to traffic fatalities.

The above evidence shows that aggressive driving causes crash, injuries and fatalities. Hence, aggressive driving should be avoided. Since the opening on the North-South Highway, the number of kilometers of roads in the country has increased by one percent while the number of vehicle miles driven has increased by 35 percent. More cars and more drivers are also on the road leading to more aggressive drivers.

After you have read and comprehended the text above, you are now going to complete the notes of the key points from the text.
1. Aggressive driving is …
2. There are actions considered dangerous to road users such as …
3. Aggressive driving should be avoided because…

Now that you are done identifying the key notes of the text, connect the notes together to make your preliminary summary. Write your answer in a piece of paper.
Revise your work by writing a summary in no more than fifty words.

How well do you perform-(Posttest)
A. Directions: Read the passages and determine how each is mainly structured. Choose your answer from the list of words below and write the letter of your choice on the space provided before the number.

a. cause - effect   b. compare - contrast   c. sequence
d. descriptive   e. question – answer   f. problem- solution

_____1. Apple's newly unveiled flagship is the iPhone XS which comes hot of the heels of Sony's latest contender, the Xperia XZ3. They're both attractive, but which is best? Let's take a closer look. Both phones are prone to cracks and scratches because of all that glass. But, they differ in water-resistant capacity. iPhone XS has IP68 rating allows them to be submerged for up to half an hour in up to 2 meters of water. While, the Xperia XZ3 has an additional IP65 rating which covers jets of water from any direction. With these, Japanese manufacturer Sony has struggled to gain a foothold in the smartphone market, while its American competitor iPhone has dominated.

_____2. Since I made it to the honor roll every quarter this year, my mom is going to buy me a new phone for my birthday. So, I feel so excited whether to get an iPhone or a Galaxy. Getting one would give me a chance to go through my old music collection. That would be cool. It's worth a shot.

_____3. What type of plant is a corn? Corn belongs to a family of grass. It is a grass with seeds called kernels. Very few kernels grew on wild corn grass. It took thousands of years of choosing the corn grass plants with the biggest seeds, or kernels, to make what we enjoy today as corn on the cob. Now, we all know that corn is a grass.

_____4. The foundation of every pizza is the crust, and good crust comes from good dough. In making a dough, start by adding your yeast sachet to a cup of warm water. Let the yeast activate,

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then add two cups of flour, two tablespoons of olive oil, two teaspoons of sugar, and a teaspoon of salt. Mix all of those together and wait half an hour for the dough to rise. Now, you're ready to roll the dough out!

_____5. The purpose of any artwork is to communicate a message - to comment, scream or sing about the world in which we find ourselves in. If there is no emotion behind the work, there is no driving force – nothing to direct and shape your decision making. So, why do you want to create an artwork? What is your purpose in doing such?

B. TRUE or FALSE: Read and analyze the statements below. Write TRUE if it is correct and FALSE if it is not. Write your answer on the space provided before the number.

_____1. A summary is about the author's arguments and details. It is not your personal opinions or judgments.

_____2. In summarizing, the writer must use his own words.

_____3. In summarizing, the writer must restate the most important ideas of the text.

_____4. A summary should be between 10 to 25 percent of the original text's length (1 percent for novels).

_____5. If the summary is more than 25% of the original text's length, the writer needs to delete more details and keep only the important information.

_____6. Summarizing is a short restatement of an original text but not necessarily including the main ideas.

_____7. Summarizing is important in academic writing.

_____8. In summarizing, it is important that the writer should acknowledge the source or author of the information in the original text.

_____9. Comparing your summary with the original text is important.

_____10. Summarizing is similar with paraphrasing.

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