



What Is This Module About?

You watch a movie with your friend. When you go home, your brother or sister asks you, “Is it a good movie? What is it all about?” You don’t really want to narrate to your brother or sister the whole story. You start by saying, “Yes, it is a good one. It is about a young scientist who dreamed of discovering a cure for cancer. But instead, he . . .” What you have just done is summarize the story. You gave the most important parts of the movie.

In school, you are likewise asked to summarize. When a teacher asks you to read a paragraph, a story or a selection and she asks, “Tell me, what is the selection about?” sometimes, you find it difficult to give the gist or the summary in your own words. You sometimes go back to the selection, read some sentences and summarize it.

What about when the teacher asks you to read a whole book and write a one-page report on it? You read the whole book and the teacher asks you to summarize it in just one page!

This module will teach you how to state briefly the important points in a selection. It will teach you how to tell what the selections that you read are all about.

You will be using a cassette player in studying this module.

This module is made up of five lessons:

Lesson 1 — *Getting the Main Idea*

Lesson 2 — *Identifying the Detail Sentences That Support the Main Idea*

Lesson 3 — *Writing a Good Summary Through an Outline*

Lesson 4 — *Using Connectives in Writing a Summary*

Lesson 5 — *Summarizing a Story*



What Will You Learn From This Module?

After studying this module, you should be able to:

- ◆ pick out the sentence that gives the main idea in a paragraph;
- ◆ give the detail sentences that support the main idea;
- ◆ state in your own words the main idea of a paragraph;
- ◆ identify and restate the main ideas expressed in a selection;
- ◆ write the main idea when the author has not provided one;
- ◆ write a good outline of a selection;

- ◆ reconnect the given outline into a summary;
- ◆ write a summary of the story using connectives such as *first*, *then*, *next* and *finally*; and
- ◆ write a good summary of a selection.



Wait!

Before you read this module, make sure you have already read the following modules:

- ◆ *Outlining 1*
- ◆ *Outlining 2*



Let's See What You Already Know

Before you start studying this module, take this simple test first to find out how much you already know about the topics to be discussed.

I. Read each paragraph and underline the sentence that gives the main idea in it.

A.

A whale swims differently compared to a fish. A fish swims by moving its tail from side to side. A whale swims by moving its tail up and down. When moving fast, a whale beats its tail up and down about twice in a second. It uses its fins for steering and balance, not for swimming.

B.

Its area is 11775 square miles. It is triangular in shape. It is about the size of the state of Maryland. It is bordered by the Netherlands, Germany, Luxembourg, France and the North Sea. Belgium is a tiny land surrounded by many countries and one body of water.

II. Read each paragraph and encircle the letter of the sentence that gives its main idea from the choices given.

A.

We can destroy mosquitoes in the environment in several ways.

a. There are many types of mosquitoes.

- b. We should keep canals clean and the water in them moving so that the mosquitoes cannot lay their eggs there.
- c. We can pour oil into wriggler-infested waters in order to kill them.
- d. We can kill full-grown mosquitoes using insecticides.

B.

One can go anywhere by means of his imagination.

- a. One can just think of his/her mother and she is there even if she is actually miles away.
- b. Imagining scary things can become a dangerous activity.
- c. One can imagine holding a rose and actually smell its fragrance.
- d. One's mouth waters while imagining himself/herself eating a green mango.

III. Read each paragraph while listening to *Tape Segment # 1, Side A, Pretest III* and write a sentence describing what each is all about.

A.

Scouts do many things that are fun. They learn to tie many kinds of knots. They go camping and sleep in tents. They go hiking to look for different kinds of trees, leaves and flowers. They learn many survival skills. They cook their own food during camping and outdoor activities.

The paragraph is about _____

B.

Different countries have different Christmas customs.

In England, there is a "Boxing Day" which falls on the day right after Christmas. On this day, boxes of gifts are left on the doorstep for the postman.

In Switzerland, instead of Santa Claus riding in a sleigh pulled by six reindeer, they have an angel distributing gifts.

In Holland, children play games when it comes to gift giving. They put small gifts in very big packages. They hide big gifts in unusual places in the home.

The Germans also play games. They wrap a gift and put a person's name on it. Then they put another wrapper and another name and so on until the package becomes very big. The fun comes when the gift is unwrapped with each person hoping that it is his.

In the Philippines, the Christmas season begins with nine early morning masses which start on the 16th of December until the 24th. This is the signal for the beginning of caroling, gift giving and general merrymaking. The Christmas season ends on Three Kings' Day, which falls on the first Sunday of January.



The selection is about _____

- IV. Read the selection while you continue listening to the tape. Take note of the title of the selection and the subheading of each paragraph.

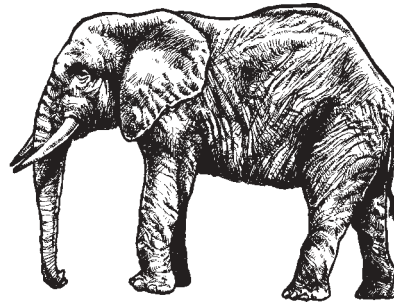
The Elephant

A. *The Elephant Is Unique*

The elephant is unique in the animal world. It has the largest ears. It has the largest teeth called tusks. It is the only animal that has a trunk for its nose.

B. *The Trunk and Its Functions*

The elephant's trunk has many functions. It is used to get food and water into its mouth. The trunk can hold one and a half gallons of water at a time. It is also used to spray water over the elephant's body. The elephant smells with its trunk and makes sounds with it. It is also used to feel things. Finally, the trunk is used both for fighting and for expressing affection.



C. *The Tusks and Their Functions*

The elephant has big teeth called tusks. First, two baby tusks grow. Then they fall out and are replaced by permanent tusks. These tusks are used for digging. They are also used for fighting.

D. *The Elephant's Skin*

The elephant's skin is one-inch thick. There is no layer of fat underneath it. The elephant has to stay in places that are warm or hot because its skin cannot protect it from the cold.

Complete the outline below by writing the details under each subheading.

A. The Elephant Is Unique

1. _____
2. _____
3. _____

B. The Trunk and Its Functions

1. _____
2. _____
3. _____
4. _____

C. The Tusks and Their Functions

1. _____
2. _____
3. _____
4. _____

D. The Elephant's Skin

1. _____
2. _____
3. _____

V. From the outline above, state what the selection is all about by completing the sentence below.

The selection tells us _____

VI. Read the sentences below. Arrange them in proper order by assigning the number 1 to the first sentence, number 2 to the next sentence and so on.

- The third step is to revise what you have written or make it better.
- Then read what you wrote and see if the words say what you mean. See if you need to change some words.
- First, you need to think about what you want to write.
- Share what you wrote with your class, family and friends.
- Second, prepare a draft.

- Brainstorm with friends. Read, think and form ideas about what you will write.
- Fourth, proofread your paper to find spelling or grammatical errors.
- Finally, have your paper published.

VII. Read the selection below while listening to *Tape Segment # 2, Side A, Stلالuna*.

Stلالuna

In a warm and sultry forest far, far away, there once lived a mother bat and her baby.

Oh, how Mother Bat loved her soft tiny baby. "I'll name you Stلالuna," she crooned.

Each night, Mother Bat would carry Stلالuna clutched to her breast as she flew out to search for food.

One night, as Mother Bat followed the scent of ripe fruits, an owl swooped down upon her.

Mother Bat tried to escape but the owl struck her, knocking Stلالuna. Down she went into the forest below.

The dark leafy branches caught Stلالuna. By daybreak, she dropped into a soft nest, startling the three baby birds who lived there. She listened to the babble of the three birds.

"What was that?" cried Flap.

"I don't know but it's hanging by its feet," chirped Flitter.

"Shh! Here comes Mama," hissed Pip.

Mama Bird has food for her babies. Stلالuna was very hungry but not for the crawly things that Mama Bird brought.

Finally, she could not bear her hunger any longer. She opened her mouth and in dropped a big grasshopper.

She learned to be like the birds. She stayed awake all day and slept at night. She ate bugs. But she still slept hanging by her feet.

Once, the baby birds tried hanging on their feet too. But Mama Bird ordered them back to their nest and scolded Stلالuna for teaching the birds bad things.

The baby birds grew and learned to fly. Stلالuna learned too but she could not land gracefully on a branch. She practiced all day and did not notice that it was getting dark.

She didn't hear the soft sound of wings coming near.

“Why are you hanging by your thumb?” a voiced asked. “You are upside down.”

“I am not. You are,” said Stellaluna.

“But you’re a bat,” said the older bat to Stellaluna.

More bats came. Stellaluna told them her story, how she and her mother were attacked by an owl and how she came to live with the birds.

“Stellaluna, my baby,” said an older bat.

It was a happy reunion. The next day, Mother Bat taught Stellaluna how to act like a bat, how to eat delicious fruits and how to hang upside down.

The next day, Stellaluna visited her friends. She invited them to meet her bat family.

The three birds were so happy, “How can we be so different and feel so much alike?” they asked.

“I think it’s a mystery,” said Stellaluna. “But we are friends. And that’s a fact.”



Complete the following based on what you read.

1. Setting: _____
2. Main character: _____
3. Beginning event: _____
4. Internal response: _____
5. Attempt/s: _____
6. Outcome: _____
7. Consequence: _____
8. Reaction: _____
9. Summary

The story is about _____

Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on pages 38 and 39 to find out.

If all your answers are correct, very good! This shows that you already know much about the topics in this module. 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 just 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 Lesson 1.

Getting the Main Idea

Summarizing means telling the most important facts about events in as well as the highlights of a story.

How do you write a summary? There is no one rule in summarizing but there are some helpful guidelines.

Guideline number 1: Start with a clear, brief statement that tells the topic or the main idea of the summary.

The previous modules on outlining taught you how to get the main idea of a paragraph or a selection. Your success in summarizing depends on your ability to find the main idea of a paragraph or a selection.

After studying this lesson, you should be able to:

- ◆ find the topic sentence in a paragraph; and
- ◆ state the main idea of a paragraph with the help of the topic sentence.

Are you ready?

How do you find the topic sentence? Most well-written paragraphs have a clearly stated topic sentence. Let's find out if we remember how to pick out the topic sentence.



Let's Try This

Read each paragraph below while listening to *Tape Segment # 3, Side A, Ants*. Underline the sentence in the paragraph that tells what the paragraph is about.

Ants in an ant colony do different jobs. Some ants dig holes for the nest. Others go outside the colony to gather food. Ant maids keep the nests clean. In the nest, the babysitter ants take care of the baby ants. The soldier ants protect the nests from enemies.



Did you underline the first sentence? If you did, then you are right! This sentence tells what the paragraph is about. It is called the **topic sentence**.

If you will be asked to state in your own words what the paragraph is about, how will you say it? Complete the sentence below.

The paragraph is about _____

Compare your answer with mine below.

The paragraph tells us what the different kinds of ants do.

Continue listening to the tape then do the same thing to this paragraph.

You begin with some wood shavings or small dry twigs. On top of that, place some larger twigs or thin branches. When you begin to pile up the heavier wooden pieces, use a crisscross pattern. That leaves plenty of air space for fire to come through. There is really nothing complicated in building a campfire.

What is the topic sentence? Is it the last sentence? If you said “yes,” then you are right. Notice that the topic sentence is not always found at the beginning of a paragraph. It can also be found in the middle or at the end.

Now, write in your own words what the paragraph above is about by completing the sentence below.

The paragraph is about _____

If you wrote that the paragraph was about how to build a campfire, then you are right.

Continue listening to the tape then do the same thing to this paragraph.

You throw a ball in the air as fast as you can. It reaches a point where it seems to pause for a moment then comes down. Shoot a bullet straight up. It will travel much faster than the ball but it too will come down. Whatever goes up must come down. An airplane may climb to a height of 17 miles and then travel far and long. Yet it does not stay up forever. Like everything else, it must come down.

Which sentence did you underline? If you underlined the fifth sentence, then you're right. State in your own words what the paragraph is about by completing the sentence below.

The paragraph is about _____

If you wrote that the paragraph was about the fact that whatever goes up comes down, then you are right.



Let's Think About This

How do you find the topic sentence? How does the topic sentence of the paragraph help you? Where can you find the topic sentence of a paragraph?



Let's See What You Have Learned

Listen to *Tape Segment # 4, Side A, Fires, Store and Lightning* while reading the paragraphs below. Underline the topic sentence in each paragraph. Then write what the paragraph is about in your own words.

Paragraph 1

So many little things can start big fires. The sun's rays shining through a broken pop bottle can start a blaze. Or a barn full of green hay may suddenly burst into flames. And you know what often happens when a campfire isn't carefully stamped out.

The paragraph is about _____

Continue listening to the tape.

Paragraph 2

Everything that we ate came from that store. The clothes that we wore were taken from the goods in the store. Our playhouse was a big box that used to hold canned goods. And our small allowance for school comes from the money of the store. The general store that my mother ran in our village is truly the mainspring of our lives.

The paragraph is about _____

Continue listening to the tape.

Paragraph 3

Lightning strikes a tall tree in the field. It strikes the metal tip of an umbrella. It strikes a tall building. Lightning always strikes tall objects. If you're playing in a playground or a park where there are no tall objects, better go inside a building before the lightning strikes you!

The paragraph is about _____

Compare your answers with those in the *Answer Key* on pages 39 and 40. Did you get a perfect score? If you did, that's very good. If you didn't, that's okay too. Just review the parts of the lesson you didn't understand very well before studying Lesson 2.



Let's Remember

- ◆ The main idea of a paragraph is given by the topic sentence.
- ◆ The topic sentence can be found at the beginning, end or middle of the paragraph.
- ◆ You can state in your own words what the paragraph is all about. The topic sentence will help you in formulating your answer.

Identifying the Detail Sentences That Support the Main Idea

You now know how to find the topic sentence in and state the main idea of a paragraph. This skill will help you in summarizing a paragraph or a selection. Do you still remember the first guideline I gave you? Always bear that in mind. Now, read the next guideline.

Guideline number 2: Write sentences that add details to support the main idea.

All the sentences in a paragraph should support the main idea. We call these sentences that support the main idea **detail sentences**.

After studying this lesson, you should be able to:

- ◆ identify the detail sentences that go with the topic sentence or main idea of a paragraph; and
- ◆ write the detail sentences that support the topic sentence or main idea.



Let's Listen to This

Listen to *Tape Segment # 5, Side A, Scientific Experiments*.

Do you know why scientific experiments are very important? First, they help us in learning the truth. The law of gravity was discovered because of Newton's simple but important experiment.

Experiments also lead us to many discoveries. Electricity was discovered because of an experiment. Lastly, because of experiments, medicine greatly advanced.

What is the topic sentence of the paragraph?

It is "Do you know why scientific experiments are very important?"

What is the main idea of the paragraph? It is that scientific experiments are important for several reasons.

What reasons were given in the paragraph? Refer to the following to find out.

1. *Experiments help us learn the truth about certain phenomena.*
2. *They can lead us to many discoveries.*
3. *The field of medicine greatly developed because of experiments.*

The three sentences given below are called **detail sentences**. They support the topic sentence by giving reasons as to why experiments are important.

How will you state the main idea now? Continue listening to the tape while reading the paragraph below.

Scientific experiments are important because they help us in learning the truth, they lead to many discoveries and they help in advancing medicine.



Let's Try This

Read the paragraph below while listening to *Tape Segment #6, Side A, Tree* and underline twice its topic sentence. Then underline once all the detail sentences.

Every kind of tree has its own particular quality. Some can absorb sudden shock. One of these is the ash, which is used for making baseball bats. Some trees shrink very little. Cabinets in one's house are made from these trees. Some trees are easy to plane and they shrink or swell very little. An example is the pine tree, which is a favorite for building houses. Some trees are very tough. They stand shock even better than steel. Hickory is an example of this. Then some trees never splinter. A black walnut is like this. That is why it is used for making rifles.

Compare your answers with those in the *Answer Key* on page 40.

Have you gotten the hang of summarizing already? Now you know that not all the sentences in a paragraph are important in formulating what it is about .



Let's Try This

Listen to *Tape Segment #7, Side A, Vampires* then answer the questions on the next page.

Stories about vampires have similar details. Vampires leave their graves by night and return to their graves before daylight. They spend the dark nights searching for victims. *Dracula* was filmed this way. Vampires look for blood. In most stories, vampires are supposed to hypnotize a victim so that he/she won't be able to resist the vampire.

Topic sentence: _____

Detail sentences

1. _____
2. _____
3. _____
4. _____

What is the paragraph about? It tells us about the similarities among vampire stories.



Let's See What You Have Learned

Read the following paragraphs while listening to *Tape Segment # 8, Side A, Flowers and Writing*. Underline the detail sentences in each paragraph. Then summarize each paragraph.

A.

There are two ways to dry flowers so that they will keep their shapes and last a long time after they have been picked. One method is by hanging them upside down for a few weeks. This method is simple and needs no special materials. Another way to dry and preserve flowers is to press them. This method flattens the flowers so they can be used as decorations for artworks.

Topic sentence: _____

Detail sentences: _____

Paragraph summary: _____

B.

There are several ways to make your writing “draw a picture.” One is to be descriptive. If you are stingy with words, your “drawing” will look like a stick figure to the one reading your paper. Another way is by comparing your topic to something else. Comparisons give us a better idea of the picture being drawn. Another way is to color your words by using idioms. An idiom does not mean exactly what it says.

Finally, use lots of adjectives in your writing. Adjectives describe the size, shape, color, feeling and number of an object.

Topic sentence: _____

Detail sentences: _____

Paragraph summary: _____

Compare your answers with the sample answers in the *Answer Key* on page 40.



Let's Remember

- ◆ **Detail sentences** are sentences that support the topic sentence or the main idea.
- ◆ Identifying the detail sentences that support the topic sentence helps in formulating a summary.

Writing a Good Summary Through an Outline

You now know how to get or state the main idea of a paragraph or selection. You also learned how to pick out the detail sentences that go with each main idea.

After getting or stating the main idea of a paragraph and picking out the detail sentences that go with it, the next step is writing an outline. Here's the next guideline.

Guideline number 3: Write the main idea and supporting details to form a well-organized paragraph or selection.

For this lesson and the succeeding ones, you will be using Side B of the accompanying tape.



Let's Listen to This

Listen to *Tape Segment # 1, Side B, Chameleons* and be ready to do what is asked of you afterward.

Chameleons

Chameleons can change their color to fit in with the background. If a chameleon sits on a green leaf, it turns green. If it sits on a brown branch, its skin turns brown.

Chameleons also behave strangely in many other ways. They can unroll their tongues to a great length. Their tongues move with great speed to catch unsuspecting insects.

Chameleons' eyes and tails also work in unusual ways. Their eyes can look in two directions at the same time. Their tails have become adapted to wrap around branches to help them in climbing.

Look at the box on the next page. Can you recognize what is written in it? It is an outline. Complete it afterward.

(title of selection)	
A. _____	(main idea of the first paragraph)
1. _____	} detail sentences
2. _____	
B. _____	(main idea of the second paragraph)
1. _____	} detail sentences
2. _____	
C. _____	(main idea of the third paragraph)
1. _____	} detail sentences
2. _____	

Compare your outline with mine below.

- A. Chameleons can change their colors to fit in with the background.
 - 1. They turn green when they sit on a green leaf.
 - 2. They turn brown when they sit on a brown branch.
- B. Chameleons behave strangely in many ways.
 - 1. They can unroll their tongues to great lengths.
 - 2. Their tongues move with great speed enabling them to catch insects.
- C. Chameleons' eyes and tails work in unusual ways.
 - 1. Their eyes can look in two separate directions at the same time.
 - 2. Their tails can wrap around branches of trees and help them climb.

What was the selection about? _____

What three things were said about the chameleon?

They can _____

They behave _____

Their eyes and tails _____

Based on the outline, summarize what you just read.



Let's Try This

Summarize the selection below after reading it and listening to *Tape Segment # 2, Side B, Superiority of Men* simultaneously.

The Superiority of Men

Men claim that they are superior to women in many ways for several reasons.

Men are tougher. They don't get tired easily. Watch them as they play basketball or load sacks of rice onto a truck or do carpentry work.

Men are braver. They do not scream when they see a mouse, they know what to do when they see a snake and they are not afraid to walk in dark streets at night.

Men are more frugal. They wear the same barong tagalog on every occasion. They also wear the same tie and wear the same pair of pants. As for women, they have to have a new dress for every occasion as much as possible.

Men are more objective. They don't jump into conclusions. They see clearly what is right and what is wrong. They are not governed by emotions in their judgment.

Are you convinced that men are more superior to women? Maybe if you are a boy you will but if a girl is reading this, I'm in trouble.

Prepare an outline of the selection you just read.

Men claim that they are superior to women for various reasons including:

1. _____
2. _____

3. _____

4. _____

Summarize what you just read by completing the sentence below.

Men claim that they are superior to women because _____

Compare your summary with mine below.

Men claim that they are superior to women because they are tougher, braver, more frugal and more objective.



Let's See What You Have Learned

Read the selection below while listening to *Tape Segment # 3, The Charm of Hawaii* then complete the outline on the next page.

The Charm of Hawaii

Honolulu, the capital of the Hawaiian Islands, welcomes visitors warmly. Each arriving ocean liner is greeted by a group of islanders wearing necklaces of flowers called leis. The Royal Hawaiian Band fills the air with music. A Hawaiian woman sings the haunting song "Song of the Islands."

The group of islands called Hawaii is a wonderland of color. The flowers are of varied shades of red, yellow, pink and orange. The sky is always blue. The sea has shades of green and blue. The trees and shrubs are deep green.

Hawaii is the sweetest land on earth. Almost three-fourths of the land that is cultivated is planted with sugarcane. The islands furnish about nine-tenths of the world's supply of pineapples.

The traveler to Hawaii can eat all kinds of strange and exciting food. He/She can enjoy fresh fish. There are also baked breadfruits and coconut puddings. And their mangoes, papayas and pineapples are the sweetest in the world.

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

Based on your outline, write a summary of the selection. Use your own words.

The selection is about _____

Compare your answers with those in the *Answer Key* on page 41.



Let's Remember

- ◆ **Outlining** means arranging the main ideas and the detail sentences in proper order.
- ◆ An outline is used in writing a good summary of a paragraph or a selection.

Using Connectives in Writing a Summary

How do you organize your activities every day? You try to map out what you plan to do in proper sequence. You say: First, I will do my chores. Second, I will read and answer one module. Next, I will go to my friend's house to compare my answers with his/hers. Then I will clean my pet dog's kennel. Finally, I will work in the garden.

Guideline number 4: Use connectives to unify your summary. Examples of these include: *first, second, next, then* and *finally*.



Let's Try This

Listen to *Tape Segment # 4, Shaving My Beard*, while reading the paragraph in the box below. Underline the connectives in the given selection.

How do I shave my beard? First, I sharpen the blade. Then, I soap and cream my skin. Next, I move the blade from side to side then up and down. Its keen edge does its work. Finally, I apply an antiseptic liquid onto my skin. Another shave is finished.

Did you underline the words *first, then, next* and *finally*?

What is the paragraph about?

The paragraph identifies the steps one takes when shaving.

Do the same with the paragraph below as you listen to *Tape Segment # 5, Side B, Whales*.

How did the early whalers find whales? Here's Andy's story:

"First, we watch for the whale to come to the surface of the sea to breathe. This is called blowing or spouting. Then, we wait for the whale to dive down again. Third, we go after the whale, riding in three small boats. One of the men in the first boat carries the harpoon or the weapon that will kill the whale. The men in the second boat help hold the line after the whale is harpooned. And the men in the third boat come to help any man who may be thrown or pulled into the water when the whale fights back. Fourth, the fight between the huge whale and the men begin. Finally, if the men win over the whale, they pull the huge creature into a big boat.

What was the paragraph about? Complete the sentence below.

The paragraph is about _____



Let's Think About This

What are “connectives”? How do connectives help you get the main idea of the paragraph? How can they help you write a good summary?



Let's Try This

Read the paragraphs below while listening to *Tape Segment # 6, Side B, Keeping Happy and Writing a Book Report*. Underline the connectives in then summarize each paragraph.

A.

How can we keep ourselves happy? First, we can keep our bodies in the best physical condition so as to prevent as much pain as possible. Then we can train our minds and feelings to take disappointments with calmness and patience. By remembering that no one is perfect and free from mistakes, we can avoid the dangers of pride. Then, we must accustom our minds to accept all new changes in whatever form they may come.

The paragraph is about _____

B.

How will you write a good book report? First, write the title of the book and the author of the story. Second, write the setting or when and where the story took place. Next, when the setting is completed, talk about the main characters. Fourth, once you have introduced the main characters, you need to talk about the conflicts or problems the main character had in the story. Then, tell how the main character solved these conflicts. At the end of the report, tell what you thought of the story.

The paragraph is about _____

Compare your answers with those in the *Answer Key* on page 41.



Let's See What You Have Learned

Read and number the sentences below accordingly to form a sensible paragraph. Let the connectives guide you. Then tell what the paragraph is about.

- _____ Next, empty half of the water out of the bowl.
- _____ Third, take a clean piece of cloth and wipe the sides of the bowl to scrape away the green algae.
- _____ First, scoop the fish into another container.
- _____ Then, fill the aquarium halfway with freshwater and rinse.
- _____ Fourth, empty the dirty water into the sink.
- _____ Finally, put the fish back into the aquarium and give them a few fish pellets to calm them down.
- _____ It is easy to clean an aquarium.
- _____ Sixth, throw away the water and refill the aquarium with clean freshwater.

The paragraph is about _____

Compare your answers with those in the *Answer Key* on page 41. Did you get a perfect score? If you did, that's very good. If you didn't, that's okay too. Just review the parts of the lesson you didn't understand very well before going to Lesson 5.



Let's Remember

- ◆ The words *first*, *second*, *third*, *fourth*, *next*, *then* and *finally* are called **connectives**.
- ◆ Connectives help in formulating the main idea of a paragraph or a selection.

Summarizing a Story

What if your teacher asks you to read a 100-page long story and tells you to summarize it in not more than ten sentences? How will you go about it?

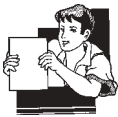
This lesson will tell you about the last guideline in writing a summary.

Guideline number 5: Know the story structure.

In summarizing a story, it is important to know first the structure of the story. It is a must to know what are the most important details in the story.

After studying this lesson, you should be able to:

- ◆ pick out the different elements of a story;
- ◆ make a story map; and
- ◆ use the different elements of a story in writing a summary.



Let's Learn

The elements of story are:

- ◆ **Setting**—a direct or an implied statement that tells when and where the story happened.
- ◆ **Characters**—actors in the story.
- ◆ **Plot**—the body of the story made up of:
 - a. **Beginning or initial event**—an action, an idea, or a situation that sets the story's plot in motion.
 - b. **Internal response**—the main character's response to the initial event including the formation of a goal or a decision to pursue some course of action.
 - c. **Attempt/s**—an effort/efforts to achieve the main character's goal.
 - d. **Outcome**—a direct result of the attempt.
 - e. **Consequence**—an action, a change of behavior or a state of affairs that results from the outcome of the main character's attempt/s.

- f. **Reaction**—the main character’s response to the consequences of the story’s events which may take the form of a change in opinion or belief, a statement of what has been learned or a moral (optional).

Now, let’s recall one story that you might have read when you were still in elementary. Do you still remember the thirsty crow who was looking for some water to drink? Let’s use that story in analyzing the story elements you have just learned about. You can listen to the story in *Tape Segment # 7, Side B, The Crow*.

Once upon a time in the farm, there was a very thirsty crow.

Setting and Character

When did the story happen? _____

Where did the story happen? _____

Who is the main character of the story?

The crow needed a drink very badly.

Initial Event

What was the initial event? _____

He resolved to look for water.

Internal Response

What did the crow resolve to do?

He found a jug of water but it had very little water in it and his beak could not reach the water. He even stood on tiptoe but still he could not reach it. Then, he thought: “Aha, I will drop some pebbles into the jug.” And he did.

Attempts

What were the crow’s attempts?

1. _____

2. _____

3. _____

The water level increased.

Outcome

What happened to the water in the jug?

The crow was able to drink the water in the jug.

Consequence

What was the result of the crow's final attempt?

“You need to think of several solutions to solve your problem,” thought the crow.

Reaction

What did the crow learn from his experience?

Fill in the blanks in the following summary of the story below.

Once upon a time _____, there was a _____ crow. He resolved to _____. He found a _____ but it had _____ water and his beak _____ the water. He even stood _____ but _____. Then, he thought of _____. The water level _____. The crow _____. He learned that _____.



Let's Listen to This

Listen to *Tape Segment # 8, Side B, The Little Rat Learns a Lesson*. Summarize it using the space provided below.

Little Rat Learns a Lesson

Once upon a time, in the garage of a big house, there lived a family of rats.

Compare your summary with the one in the *Answer Key* on page 42.



Let's See What You Have Learned

Read the story below while listening to *Tape Segment # 9, The Owl and the Woodpecker*.

The Owl and the Woodpecker

Once upon a time, in a forest far away, there lived a woodpecker. The woodpecker lived in a tree in which he slept all night and worked all day.

In the tree next door, there came to live an owl who liked to work all night and sleep all day.

The woodpecker worked so hard and made so much noise that his tapping woke the owl. You see, a woodpecker pecks at the wood and makes a continuous tapping sound.

"I say, you there!" screeched the owl. "How can I possibly sleep with all that noise going on?"

"This is my tree," the woodpecker said, "and I shall tap it as I please."

The owl lost his temper. His screeches and hoots echoed through the forest and animals for miles around came running to see what was the matter.

"You carry on tapping, Master Woodpecker," squeaked the mouse. "Owl is always bossing and chasing us about."

"Oh, do be quiet," growled the bear. "Woodpecker, stop tapping and let Owl sleep. We like a peaceful life around here."

Angrily, the owl swooped down on the small animals who ran for their lives and hid in all kinds of curious places. "Bully," they shouted when they were very safe.

Then the owl asked the bigger animals what he could do to stop the noise but they all shook their heads. "How should we know?" they said. "You are the wise and clever one. Perhaps you could move to another tree."

"Why should I?" snapped the owl. "I like living in this tree. That noisy woodpecker must move."

But the woodpecker would not move. Day after day, his noisy tapping kept the owl awake. And day after day the owl became more and more bad-tempered. He began to be so crotchety and rude that all the other animals decided that something must be done.

So they held a meeting.

"Something must be done," said the Badger.

"Woodpecker was here first, so owl must leave."

"But he says he will not leave his tree," replied the Deer

"In that case we shall have to push down the tree, and then he will have to leave," said the crafty Fox.

That night, while the owl was out hunting they all tried to push down the tree. But no matter how hard they pushed and puffed and panted they could not move the tree the smallest bit. So they gave up and went back home.

Some time later, two strangers came to the forest. They were a pair of beavers, and they took fancy to the owl's tree, and started to gnaw at the trunk.

Every day they gnawed a little more, until it seemed as if they would gnaw the trunk right through.

Then one day a great storm shook the forest. The wind roared through the trees. It was so strong the woodpecker gave up tapping, and so for once, the owl slept in peace. The owl's tree began to creak and crack and groan as the wind grew more and more fierce, but the tired owl slept soundly on.

Suddenly the woodpecker saw the owl's tree begin to sway and fall. At once he struggled bravely through the storm and tapped loudly close to the owl's ear to wake him. The owl woke up in a fury, hearing the woodpecker tapping on his tree, but when he realized his tree was being blown down his anger quickly disappeared. Together the woodpecker and the owl struggled to safety just as the tree crashed to the ground.

Then the storm died away, and the owl thanked the woodpecker for saving his life. Now he was glad that the woodpecker had been his neighbor.

The map below is called the story grammar map. Write the missing elements of the story in it.

Story Grammar

Title: _____

Author: _____

Setting

When? _____

Where? _____

Main characters: _____

Plot

Initial event: _____

Internal response: _____

Attempt/s: _____

Outcome: _____

Consequence: _____

Reaction: _____

Write a summary of the story in the space provided below.

The story happened in _____

Compare your answers with those in the *Answer Key* on pages 42–43. Did you get a perfect score? If you did, that's very good. If you didn't, just review the parts of the lesson you didn't understand very well before going to the next part of the module.



Let's Remember

- ◆ A story has several elements, namely, **setting, characters** and **plot**. The **plot** is further subdivided into **initial event, internal response, attempt/s, outcome, consequence** and **reaction**.
- ◆ Identifying the different elements of a story will help you summarize it.

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 below to help you remember them better.



Let's Sum Up

This module tells us that:

- ◆ The main idea of a paragraph is given by the topic sentence.
- ◆ The topic sentence can be found at the beginning, end or middle of the paragraph.
- ◆ You can state in your own words what the paragraph is all about. The topic sentence will help you formulate your answer.
- ◆ Detail sentences are sentences that support the topic sentence or main idea.
- ◆ Identifying the detail sentences that support the topic sentence helps in formulating a summary.
- ◆ Outlining means arranging the main idea and the detail sentences in proper order to form a sensible paragraph or selection.
- ◆ An outline is needed to be able to write a good summary.
- ◆ The words *first, second, third, fourth, next, then* and *finally* are called connectives.
- ◆ Connectives help in formulating the main idea of a paragraph or a selection.
- ◆ A story has several elements, namely, **setting, characters** and **plot**. The plot is further subdivided into **initial event, internal response, attempt/s, outcome, consequence** and **reaction**.
- ◆ Identifying the different elements of a story will help you summarize it.



What Have You Learned?

Listen to *Tape Segment # 10, Side B, What Have You Learned?* to answer this test.

- I. Underline the sentence that gives the main idea of this paragraph.

Colors are sometimes used to give meaning to things. When you see red, you think of things that are hot or dangerous. A red light or a red sign means stop. Fire engines are red and they stand for "Fire!" Green is a color we use to mean "go." A green light on the street means it is safe for us to go. The color white can mean two things. If a white flag is held up, it means surrender. It can also mean pure or clean. Yellow makes people feel sunny or happy. Blue is a cool color, reminding us of water or ice. Color helps give meaning to things that we see.

- II. Write the main idea of the paragraph in the space provided.

Animals have often been used to symbolize special ideas. Knights of long ago chose to put lions on their armor to symbolize bravery. Chinese kings used the dragon to symbolize power. We still use animals to help describe or tell about how people behave. We say people are quiet as a mouse, quick as a rabbit, slow as a snake or stubborn as a mule. Oftentimes, we are as hungry as a bear or have the memory of an elephant. Animals can be used to symbolize the many different ways that people behave.

- III. The main idea of the paragraph is written in bold letters. Underline the important detail sentences that should be included in the paragraph.

There are three types of animal consumers. Herbivores are animals that eat plants only. Cows, deer and goats are examples of herbivores. Another consumer is the carnivore. Carnivores are animals that eat other animals only. Lions, wolves and spiders are carnivores. The third type of consumer is the omnivore which eats both plants and animals. Humans, bears, raccoons and turtles are omnivores.

IV. Read the selection and complete the outline that follows.

The Life of a Bushman

The bushman is rarely over five feet tall and seldom weighs more than 100 pounds. His speech is a strange “click” language in which consonant sounds are made by clicking the tongue against the roof of the mouth.

How does a bushman spend his day? Tutei, a 25-year-old bushman gets out of his tiny twig and grass hut at dawn. He eats his breakfast of small lizards and melons. He inspects his bow and the five arrows in his small bark quiver. Before starting to hunt, he chats with his wife, Bhau. They sit back to back so that two pairs of eyes can scan the desert for food on the hoof. Suddenly he spies the twitch of a springbok’s ears in the distant scrub brush. He tells his friend, Thobaku.

Tutei and Thobaku, disguised with leaves and ostrich feathers, silently circle downwind so that their scent will not warn the animals. It takes the men an hour to get within range. Then they shoot the animal.

Tutei’s arrow is in the springbok! Tracking begins. Suddenly they see the animal dying. Tutei finishes it with a small spear. Then Tutei and Thobaku rest while the sun is at its hottest. At sunset they drag the carcass into camp.

Butchering the animal is a joyous process for everyone. Almost every part of the animal is used. The hide will be traded to a Bantu farmer for a handful of tobacco. Bones will be opened for their marrow. Blood will be saved to make a tasty blood pudding. The stomach will make a useful water bag. Tendons and sinews will become string for a hundred uses.

The feast is shared by everyone. There is roasted meat and baked wild potatoes. When everyone has finished eating, the women begin to chant and dance. The dances imitate everyone has animal movements. There is music produced by big gourds covered with animal hides.

Bushmen live in harmony not found anywhere. They have no leader, for each person has been taught his duties since birth. There is no greed since there is so little to be greedy about. There is little conflict. Anyone who misbehaves is simply ignored.

The Life of a Bushman

A. *Physical Appearance*

1. _____
2. _____

B. *Daily Activities*

1. _____

2. _____
3. _____
4. _____

C. *Uses of the Different Parts of an Animal That Has been Hunted Down*

1. _____
2. _____
3. _____
4. _____
5. _____

D. *Activities During the Feast*

1. _____
2. _____
3. _____

E. *Why the Bushmen Live in Harmony*

1. _____
2. _____
3. _____
4. _____

The selection is about _____

V. Underline the connectives in the following selection.

How do they make instant coffee? First, the factory percolates huge amounts of coffee, as much as 2000 pounds at a time. Next, the soluble parts are extracted. Then the coffee liquid passes through tubes in which high pressure and temperature produce a concentrated coffee extract. For powdered instant, the extract is dried in air heated to 500 °F. Finally, the coffee is remoistened slightly to produce clumps that dissolve more readily in hot water.

VI. Complete the story grammar that follows and write a summary of the story in the space provided.

In the Old West, Silas Bissell was arrested in 1970 for putting a homemade bomb under a government building. He fled while out on bail. The police posted a Wanted sign with his picture in the post office. Everybody who went to the post office saw the Wanted sign.

Silas changed his name to Jackson. He found a new job and hid from the police. He worked quietly as a physical therapist in a hospital. He committed no crimes. He avoided all activities that might bring him to public attention.

One day, a man who went to the post office noticed a striking resemblance between the picture on the wall and the therapist in the hospital. He called the FBI with the news. FBI agents followed up on the anonymous tipster's suggestion. They discovered that the man calling himself Jackson was actually the fugitive Silas Bissell. On January 21, 1987, after 17 years of successfully evading capture, Silas Bissell was arrested.

Title: _____

Setting

When? _____

Where? _____

Initial event: _____

Internal response: _____

Attempt/s: _____

Outcome: _____

Consequence: _____

Reaction: _____

Compare your answers with those in the *Answer Key* on pages 43 and 44. Did you get a perfect score? If you did, that's very good. You may then study another module. If you didn't, just review the parts you didn't understand very well before studying another module.



Answer Key

A. Let's See What You Already Know (*pages 2–8*)

- I.
 - A. A whale swims differently compared to a fish.
 - B. Belgium is a tiny land surrounded by many countries and one body of water.
- II.
 - A. b, c and d
 - B. a, c and d
- III.
 - A. The paragraphs is about the fun things scouts do.
 - B. The selection is about the various Christmas customs in different countries.
- IV.
 - A.
 - 1. It has the largest ears.
 - 2. It has the largest teeth called tusks.
 - 3. It has a trunk for a nose.
 - B.
 - 1. It gets food and water into its mouth by using its trunk.
 - 2. It sprays water over its body using its trunk.
 - 3. It smells and makes sounds with its trunk.
 - 4. It uses its trunk to feel things too.
 - C.
 - 1. It has big teeth called tusks.
 - 2. The baby tusks are replaced by permanent tusks.
 - 3. The elephant's tusks are used for digging.
 - 4. The elephant's tusks are used for fighting too.
 - D.
 - 1. It is one-inch thick.
 - 2. It has no layer of fat.
 - 3. It cannot protect an elephant from the cold.
- V. The selection tells us why the elephant is a unique animal.
- VI.
 - 1. First, you need to think of what you want to write.
 - 2. Brainstorm with friends.
 - 3. Second, prepare a draft.
 - 4. The third step is to revise what you have written or make it better.

5. Then read what you wrote and see if the words say what you mean.
 6. Fourth, proofread your paper to find spelling or grammatical errors.
 7. Share what you wrote with your class, family and friends.
 8. Finally, have your paper published.
- VII.
1. *Setting:* In a warm and sultry forest
 2. *Main Character:* Stellaluna
 3. *Beginning Event:* Stellaluna and her mother were flying to get a ripe fruit when they were attacked by an owl.
 4. *Internal Response:* Stellaluna luckily landed on a bird's nest. She lived with the three birdlings and their mother. At first, she did not want to eat their food and slept upside down the way the bats do.
 5. *Attempt/s:* She tried to adapt to the birds' ways.
 6. *Outcome:* While hanging on a tree one day, Stellaluna and her mother were reunited.
 7. *Consequence:* They were very happy and her mother taught her the ways of bats again.
 8. *Reaction:* Stellaluna was very happy. She visited her bird friends often.
 9. The story is about a baby bat who was separated from her mother and lived with birds. She learned the ways of the birds until she was reunited with her mother and reintroduced to the ways of bats. Stellaluna and her friends realized that they could be friends even if they were very different from each other.

B. Lesson 1

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

Paragraph 1: So many little things can start big fires.

The paragraph is about things that can start a fire.

Paragraph 2: The general store that my mother ran in our village is truly the mainspring of our lives.

The paragraph is about the store that serves as the mainspring of the life of the writer and his/her family.

Paragraph 3: Lightning always strikes tall objects.

The paragraph is about things that lightning can strike.

C. Lesson 2

Let's Try This (page 14)

Topic sentence: Every kind of tree has its own particular quality.

Supporting sentences

1. Some trees can absorb sudden shock.
2. Some trees shrink a little.
3. Some trees are easy to plane.
4. Some trees can stand shock even better than steel.
5. Some trees never splinter.

Let's See What You Have Learned (pages 15–16)

A. *Topic sentence:* There are two ways to dry flowers . . .

Detail sentences: One method is by hanging them upside down for a few weeks. Another is to press them.

Paragraph summary: Two ways of drying flowers are by hanging them upside down for a few weeks and by pressing them.

B. *Topic sentence:* There are several ways to make your writing “draw a picture.”

Detail sentences

1. Be descriptive.
2. Compare your topic with something else.
3. Color your words by using idioms.
4. Use lots of adjectives.

Paragraph summary: One can make his writing “draw a picture” by being descriptive, comparing his topic with something else, using idioms and using lots of adjectives.

D. Lesson 3

Let's See What You Have Learned (pages 20–21)

The Charm of Hawaii

- A. Honolulu, the capital of Hawaii, welcomes visitors warmly.
 - 1. Each arriving ocean liner is greeted by a group of islanders.
 - 2. The Royal Hawaiian Band fills the air with music.
 - 3. A Hawaiian woman sings the haunting song . . .
- B. The group of islands called Hawaii is a wonderland of colors.
 - 1. The flowers are of varied shades of red, . . .
 - 2. The sky is always blue.
 - 3. The sea has shades of green and blue.
 - 4. The trees and shrubs are deep green.
- C. Hawaii is the sweetest land on earth.
 - 1. Almost three-fourths of the land that is cultivated . . .
 - 2. The islands furnish about nine-tenths of the world's . . .
- D. The traveler to Hawaii can eat all kinds of strange and exciting food.
 - 1. He can enjoy fresh fish.
 - 2. There are also baked breadfruits and coconut puddings.
 - 3. And their mangoes, papayas and pineapples are the sweetest in the world.

E. Lesson 4

Let's Try This (pages 24–25)

- A.
 - 1. first, then, then
 - 2. The paragraph is about the ways by which one can become happy.
- B.
 - 1. first, second, next, fourth, then, at the end
 - 2. The paragraph is about the ways by which one can write a good book report.

Let's See What You Have Learned (page 25)

Order of sentences: 3, 4, 2, 6, 5, 1 and 7

The paragraph is about the steps one should follow in cleaning an aquarium.

F. Lesson 5

Let's Listen to This (page 29)

Once there was a family of rats who lived in the garage of a big house. But there was a big cat in that house too.

The rats played when the cat was away. If one of the rats sees the cat, he shouts, "Cat!" And all the rats run to their holes.

One day, Little Rat planned to play a trick on his brothers and sisters. While they were playing, he shouted "Cat!" All the rats ran to their holes.

But the big cat really came! It ran after Little Rat. Luckily, Little Rat escaped through a crack in the wall before *the* big cat could catch him.

From that time on, Little Rat never played a trick on his brothers and sisters again.

Let's See What You Have Learned (pages 30–32)

Title : The Owl and the Woodpecker

Setting

When? Once upon a time

Where? Forest

Main characters: Owl and Woodpecker

Plot

Initial event: The woodpecker worked hard at daytime while the owl slept.

Internal response: The owl got mad and asked the woodpecker to stop but the woodpecker refused.

Attempt/s: Owl shouted at woodpecker. Some animals encouraged Woodpecker to continue working while the others asked him to stop. The animals held a meeting to solve the problem.

Outcome: There was great storm and Owl's tree began to sway. Woodpecker called owl's attention with his tapping.

Consequence: Owl was saved.

Reaction: Owl thanked woodpecker. He was glad that woodpecker was his neighbor.

Summary

The story happened in a forest where the woodpecker and the owl lived in neighboring trees. Woodpecker worked at daytime while owl slept. Owl got mad and asked Woodpecker to stop but the latter refused. owl shouted and the animals in the forest held a meeting to solve the problem of their neighbors but to no avail. One day, a storm came and Woodpecker saw that owl's tree was swaying. He tapped loudly on Owl's tree to wake him up. Owl was saved and he thanked Woodpecker. He was glad Woodpecker was his neighbor.

G. What Have You Learned? (*pages 34–37*)

- I. Colors are sometimes used to give meaning to things.
- II. The paragraph tells about the different animals that are sometimes used to symbolize ideas.
- III. Underline the following sentences:
 - A. Herbivores are animals that eat plants only.
 - B. Carnivores are animals that eat animals only.
 - C. Omnivores are animals that eat both plants and animals.
- IV.
 - A.
 1. A bushman is rarely five feet tall and seldom weighs more than 100 pounds.
 2. His speech is a strange click language.
 - B.
 1. He eats breakfast.
 2. He inspects his bow and arrows.
 3. He chats with his wife.
 4. He hunts with his friends.
 5. He tracks and kills animals.
 6. He butchers the animals with his family friends.
 - C.
 1. The animal's hide can be traded with a Bantu.
 2. Its bones can be opened for their marrows.
 3. Its blood can be made into pudding.
 4. Its stomach can be used to make a water bag.
 5. Its tendons and sinews can be used as string.

- D.
 1. Everybody gets to eat the animal's meat.
 2. The women chant and dance.
 3. Music is produced by banging on big gourds covered with animal hides.
- E.
 1. They have no leader.
 2. They are not greedy.
 3. No conflict exists among them.
 4. Misbehavior is simply ignored.

The selection is about the life of a Bushmen. It describes his activities and good qualities.

V. Underline the following: First, Next, Then, Finally

Title:

Setting

When? 1970s

Where? In the Old West

Initial event: Silas Bisell was arrested for putting a homemade bomb under a government building.

Internal response: He fled while out of bail.

Attempt/s: Silas changed his name to Jackson.

He found a new job and hid from the police.

He worked quietly as a physical therapist in a hospital.

He committed no crimes.

He avoided all activities that might bring him to public attention.

Outcome: He avoided being recaptured for 17 years.

Consequence: He was rearrested when an anonymous tipster told FBI about his whereabouts.

Reaction: He did not refuse being arrested.

Silas Bissell was arrested after bombing a government building but he was able to escape while out on bail. He eraded being recaptured for 17 years but was finally rearrested when someone recognize him and told FBI of his whereabouts.



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