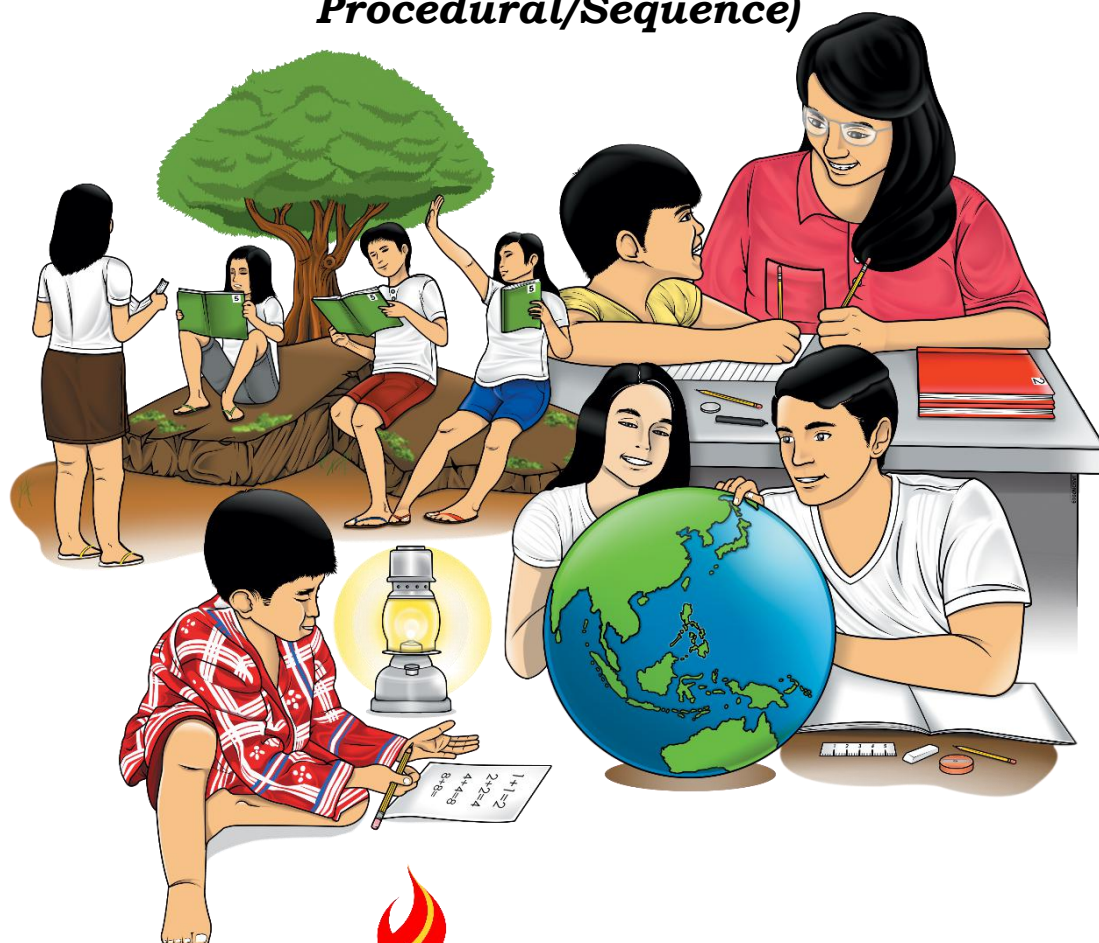


English

Quarter 1 – Module 4:

Text Types

(Identifying Various Text Types According to Structure, Purpose and Language Features: Problem and Solution, Description, Procedural/Sequence)



English – Grade 4

Alternative Delivery Mode

Quarter 1 – Module 4: Text Types

Identifying Various Text Types According to Structure, Purpose and Language

Features: Problem and Solution, Description, Procedural/Sequence

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata

Mai Anne D. Rondola

Illustrator: Jerome Bonzo

Layout Artist: Brian Navarro

Management Team:

Gilbert T. Sadsad

Francisco B. Bulalacao Jr.

Grace U. Rabelas

Ma. Leilani R. Lorico

Sancita B. Peñarubia

Edison Mallapre

Maritesa Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis Legazpi City 4500

Contact Number: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 1 – Module 4: Text Types

*(Identifying Various Text Types According to
Structure, Purpose and Language Features:
Problem and Solution, Description,
Procedural/Sequence)*

Introductory Message

For the facilitator:

Welcome to the **English 4** Alternative Delivery Mode (ADM) Module on ***Identifying Various Text Types According to Structure, Purpose, and Language Features: Problem and Solution, Description, Procedural/Sequence.***

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

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 4** Alternative Delivery Mode (ADM) Module on **Identifying Various Text Types According to Structure, Purpose, and Language Features: Problem and Solution, Description, Procedural/Sequence.**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

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



What I Know

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



What's In

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



What's New

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



What is It

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



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

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



What I Can Do

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



Assessment

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



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies. You can do it!



What I Need to Know

Hello, learner! Welcome to the exciting world of English for the First Quarter, Module 4. We are going to work on different activities together so that at the end of the module, you will be able to identify various text types according to structure, purpose and language features: problem and solution, description, procedural/sequence.



What I Know

First, let us find out how well you know the topic. Write your answers on your answer sheet. Are you ready?

Identify if the text type is ***Problem and Solution***, ***Description***, or ***Procedural***. Write the answers on your answer sheet.

1. When it rains hard, the street easily gets flooded. Garbage clogs floodways and waterways. The people decided to talk about this and agreed to clean their surroundings. From then on, the water runs freely and no floods occurred.

2. The big and green watermelon seems inviting. When we opened it up, the sweet smell spreads, and its fresh juice flows. The bright red flesh with the black seeds on it even made it more delicious-looking. When I took a bite, it was the most refreshing feeling ever!

3. Hotdogs for breakfast is the easiest thing to cook. First, remove the plastic covering the hotdogs and make short slices. Next, heat oil in a pan. Then, in a low fire, cook the hotdogs till bright red. Finally, serve and enjoy!

4. I remember that one summer day when I had fun at the beach. The sun's heat was touching my face. The cool breeze feels relaxing. The salty and crystal clear water seems endless. I did nothing that day but swim.

5. Candy always loses her wallet. Even if it only has coins in it, she still feels bad. Mother thought of ways to stop this. One day, Mother decided to tie the wallet in Candy's pocket using a red ribbon. It looks funny but it sure worked.

Wait a minute!

Let us pause for some time and analyze your answers.

Were your answers like these?

1. Problem and Solution
2. Description
3. Procedural
4. Description
5. Problem and Solution

If you were able to get **4-5, Good job!** It means you are already on the right path towards discovering more about the topic.

😊 ***If not, it is okay.*** We are here to learn, right?

Lesson

1

**Identify Various Text Types According to Structure, Purpose and Language Features:
Problem and Solution, Description,
Procedural/Sequence**

Authors or writers write different texts because they want to tell you something. How they write the texts affect how we understand it. They follow a certain structure, purpose, and language features to deliver their message effectively.

Being able to effectively identify various text types signals our brain to read the text in a certain way. It helps us understand what

is important in the text. Authors usually organize their text so that readers can see what is important or not.

This module provides you with fun activities and exercises for you to be able to effectively identify various text types according to structure, purpose, and language features: problem and solution, description, procedural/sequence.



What's In

Before you explore more about this topic, let us have a quick review of the topic discussed in the previous module. Can you still remember it?

Note significant details of various text types

Try to remember the important details from the text.

¹Government seeks support for Vigan in wonder cities competition

²Manila, Philippines (Xinhua) – The government today called on Filipinos around the world to support the bid of Vigan City in northern Ilocos Sur to become one of the world's new seven wonder cities.

³Secretary Ramon Paje of the Department of Environment and Natural Resources said Vigan needs the same overwhelming support that made Palawan's Puerto Princesa Underground River (PPUR) one of the New Seven Wonders of Nature in 2012. Paje, who served as the national campaign manager for the PPUR, said Vigan deserves the Filipinos' full backing.

⁴"It has been wonderfully preserved as one of the few Hispanic towns in the country, with structures intact due to best

practices in management, governance, stakeholder involvement, and awareness on cultural heritage,” Paje added.

⁵Vigan City is a favorite tourist destination in the northern Philippines, famed for its unique colonial architecture lined by cobblestone streets and distinct cuisine. It is the only Philippine town on the list of heritage sites declared by the United Nations Educational, Scientific and Cultural Organization (UNESCO). UNESCO describes Vigan as “the best-preserved example of a planned Spanish colonial town in Asia.”

Source: Department of Education, K to 12 English 4, Learner’s Material, pages 279-280

Done? Great!

If you need more time, you can read it again before you continue. Then, go to the next part if you are ready.

Here are a few questions to test how much you understood the article presented.

Comprehension Check-Up:

Read the questions carefully. Write the answers on your answer sheet.



Was it difficult to answer questions **1, 2, 3, and 4**?

If **yes**, it means that you were not able to take down important details from the text.

If **no**, then you know what details from the text matter.

Check your answers using the Key on page 17.

If you were able to get:

4-5: Nicely done! You're more than ready to learn a new lesson.

3 and below: Uh oh. You might want to take a peek again at our previous module. Here are a few reminders.

REMEMBER:

Noting significant details of various text types means remembering important details in the text. It includes answers to questions such as **who**, **what**, **where**, **when**, and **why**.



What's New

Let us analyze three of the paragraphs from your Pretest.
Read the paragraphs and answer the questions after each.

TEXT TYPE A

Candy always loses her wallet. Even if it only has coins in it, she still feels bad. Mother thought of ways to stop this. One day, Mother decided to tie the wallet in Candy's pocket using a red ribbon. It looks funny but it sure worked.

Comprehension Check-Up:

1. Who has a problem?
2. What was her problem?
3. How was it solved?

TEXT TYPE B

The big and green watermelon seems inviting. When we opened it up, the sweet smell spreads, and its fresh juice flows. The bright red flesh with the black seeds on it even made it more delicious-looking. When I took a bite, it was the most refreshing feeling ever!

Comprehension Check-Up:

1. What specific topic is being described in the text?

2. How was it described in the text?
3. Were you able to imagine how the watermelon looked like? Why or why not?

TEXT TYPE C

Hotdogs for breakfast is the easiest thing to cook. First, remove the plastic covering the hotdogs and make short slices. Next, heat oil in a pan. Then, in a low fire, cook the hotdogs till bright red. Finally, serve and enjoy!

Comprehension Check-Up:

1. What does the text teach you?
2. What steps should you follow?
3. Were the directions clear? What words helped you know the correct steps to do?

Done?

Do not be in a hurry in answering the questions. Take your time in analyzing each paragraph before moving on.

In the next part of this module, you will find out why the three texts were written in different ways and why they contain various information.

Make sure you answered all three sets of Comprehension Questions so that you can follow as we go through. Happy learning!



What is It

Text-type refers to the classification and definition of the way a text is written such as its structure, purpose, and language features.

Here, we will be focusing on three text types which differ in purpose, structure, and language features.

Check your answers to the Comprehension Questions for each Text Type.

TEXT TYPE A

Were your answers like these?

1. Candy has a problem.
2. She always loses her wallet.
3. Mother decided to tie the wallet in Candy's pocket using a red ribbon.

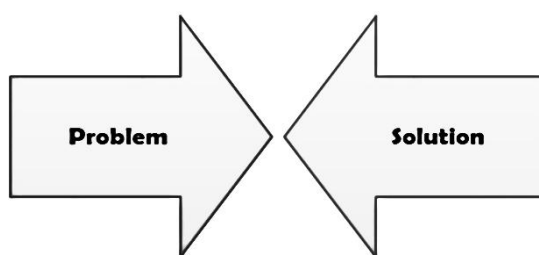
Was it **difficult** to answer questions 2 and 3?

If **yes**, it means that you were not able to fully understand the purpose of the text.

If **no**, then you know how and why the text is written that way.

In this paragraph, the problem is that Candy always loses her wallet. The solution, her Mother tied it in her pocket with a red ribbon.

Some texts are presented in a structure that discuss problem and solution. These are called **PROBLEM AND SOLUTION TEXTS**.



TEXT TYPE B

Were your answers like these?

1. watermelon
2. big, green, sweet smell, fresh juice, bright red flesh, black seeds, delicious-looking, refreshing
3. Yes, because of the description/descriptive words used.

Was it **difficult** to answer questions 1 and 2?

If **yes**, it means that you were not able to fully understand the purpose of the text.

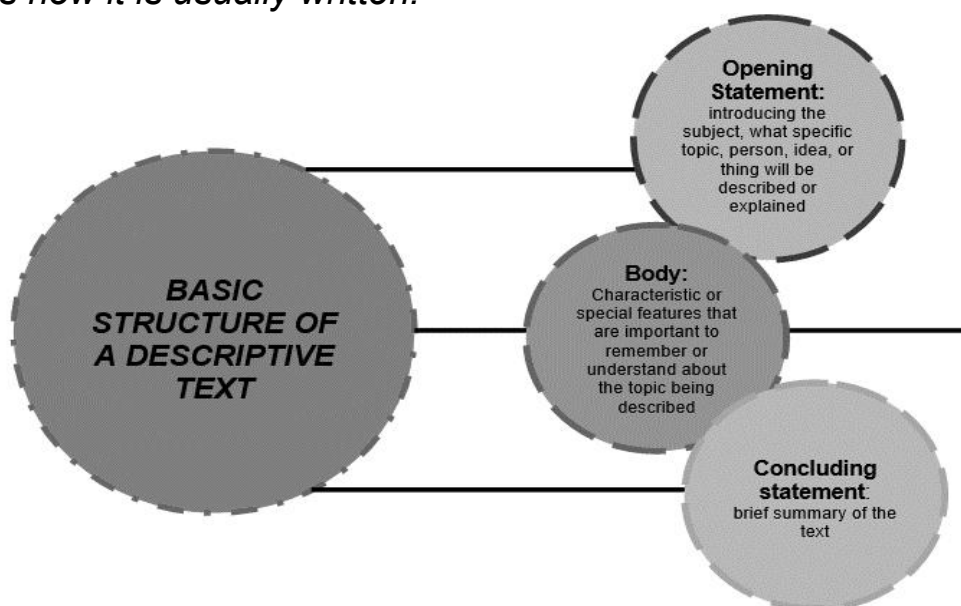
If **no**, then you know how and why the text is written that way.

In this paragraph, the descriptive words big, green, sweet smell, fresh juice, bright red flesh, black seeds, delicious-looking, and refreshing were used for you to imagine how the watermelon looks like.

Some texts give specific characteristics or features like size, shape, location, and color. Details are provided to help the reader visualize, imagine, or form a picture in the mind about the topic.

DESCRIPTIVE TEXT is written to describe an object, person, place, event, or idea.

Here is how it is usually written:



TEXT TYPE C

Were your answers like these?

1. How to cook hotdogs
 2. First, remove the plastic covering the hotdogs and make short slices. Next, heat oil in a pan. Then, in a low fire, cook the hotdogs till bright red. Finally, serve and enjoy!
 3. Yes. First, Next, Then, Finally
- Was it **difficult** to answer questions 1 and 2?

If **yes**, it means that you were not able to fully understand the type of text presented.

If **no**, then you know what type of information and how it was presented.

In this paragraph, you were taught how to cook hotdogs for breakfast by following the four-step direction. Signal words First, Next, Then and Finally give clues which should come first and so on.

Another text type tells the procedure, directions, or steps on how to do something.

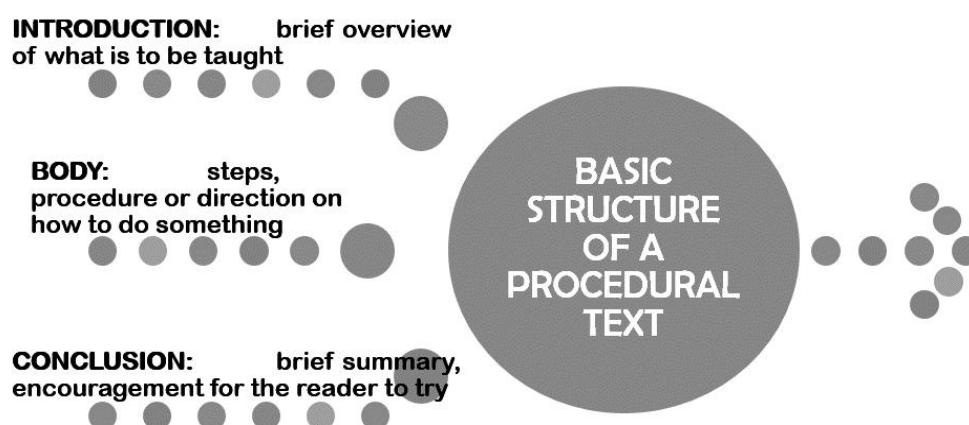
Examples:

1. recipe (steps in cooking)
2. steps in solving word problems
3. dance steps
4. creating crafts
5. going to places

It makes use of the signal words *First, Next, Then, Finally*. This text type is called **PROCEDURAL/SEQUENCE TEXT**.

Source: English 4, Learner's Material, Remember, page 268

Here is how it is usually written:



What are the three text types that differ According to Structure, Purpose, and Language Features?

1. one that shows a difficult situation and how to solve it

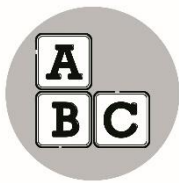
P	R		B		E	M	-	S		L	U		I	O	
---	---	--	---	--	---	---	---	---	--	---	---	--	---	---	--

2. one that gives details to help the reader imagine the topic

D	E	S		R	I		T		V	E
---	---	---	--	---	---	--	---	--	---	---

3. one that teaches steps on how to do something

P		O	C		D	U		A	L
---	--	---	---	--	---	---	--	---	---



What's More

A. Is It or Not?

Read and analyze the given texts below.

Answer the question with **Yes** or **No**.

1. Elton is having a hard time solving his Math homework. Luckily, his sister is sitting across the room. "Sister, can you help me with my homework," Elton said. His sister said yes and they were able to solve the problem together.

Question: Is this a Problem and Solution text type?

2. I have a puppy named Bamba. It is chubby and fluffy like a pillow. Its fine fur is smooth and grayish. Bamba has a pair of round, sparkling eyes. It loves to run along and roll on the grass. We play all day and have lots of fun.

Question: Is this a Descriptive text type?

3. Are you thinking of a healthy breakfast? Try Sunny Side Up. First, heat oil in a pan. Next, break an egg and pour contents in the pan, add salt to taste. Then, wait till egg white is cooked well. Finally, remove from pan and serve the egg while it's hot.

Question: Is this a Procedural text type?

B. Which One?

Read and understand the given texts below. Identify the text type and write **Problem and Solution**, **Description**, or **Procedural** on your answer sheet.

1. Helping at home makes our parents happy. Washing the dishes for example is easy. First, remove leftovers from the plates. Next, clean the glasses with a sponge and dishwashing liquid. Then, in the same manner, clean the plates, spoons, and forks. Finally, rinse with water and let dry.
2. Father planted tomatoes, cabbages, and eggplants in our backyard. However, the dog keeps destroying the plants. It is very playful and loves to run. Father decided to put a fence around the garden to keep the dog away. Since then, no vegetables were destroyed.
3. My sister has a flower garden. She enjoys seeing the red roses, orange gumamela, and colorful orchids in full bloom. Some of her plants are planted on clay pots, some hanging on wood stands while others are planted on the ground. It is such a lovely sight.

C. Why?

Read and understand the given texts below. Identify the text type by analyzing its **purpose**. Write the **letter of the correct** answer from the choices inside the box.

- a.** one that shows a difficult situation and how to solve it
- b.** one that gives details to help the reader imagine the topic
- c.** one that teaches steps on how to do something

Example:

The little butterfly is lost. Suddenly, it began to rain. It looked for a shade to hide. Another butterfly is hiding there, too. They talked for a while and found out they are neighbors. When the rain stopped, the two butterflies flew home together.

Answer: a

The text tells the problem of the lost butterfly and how it found its home with the help of a neighbor. —**Note:** This is not included in the answer. Write the **letter only**.

Begin here:

1. I don't know where to put the papers scattered in the room. I do not need them anymore. Suddenly, I had an idea. I started cleaning up and collected every old newspaper, magazine, books, and projects. I sealed them in a box and sold them at the junkshop.

2. My mother is the kindest person I know. Her bright eyes seem to tell me that everything is going to be okay. She always has a smile painted on her face. Her warm hands make me feel loved and secured. Her image is painted in my mind.

3. Properly turning off your laptop helps it stay in good condition. First, close all running applications. Next, click the windows button. Then, point the arrow on the power button and select shut down. Finally, wait for the screen to power off before closing.

Review all your answers before checking.

Use the **Key to Correction** on page 17 to check your work.

Were you able to get:

7-9: Excellent! You were able to follow through the lessons presented. You have shown outstanding performance!

6 and below: Oops, you need to keep your mind back in the activities. Focus, take a deep breath, and go on.



What I Have Learned

Let us summarize the important points you learned from this module. Complete the paragraph with the missing words. Choose your answers from the given choices. Write your answers on a sheet of paper.

Generalization

This refers to the classification and definition of the way a text is written such as its structure, purpose, and language features. It is called (1) _____.

The text type that is presented in a structure discusses problem and solution. This text type is called (2) _____.

The text type that gives details to help the reader visualize, imagine, or form a picture in the mind about the topic. This text type is called (3) _____.

Another text type tells the procedure, directions, or steps on how to do something. It makes use of the signal words First, Next, Then, Finally.

This text type is called (4) _____.

Problem and Solution Text Type	Procedural Text Type
Descriptive Text Type	Text Type

Check your answer using the **Key** on **page 17**.

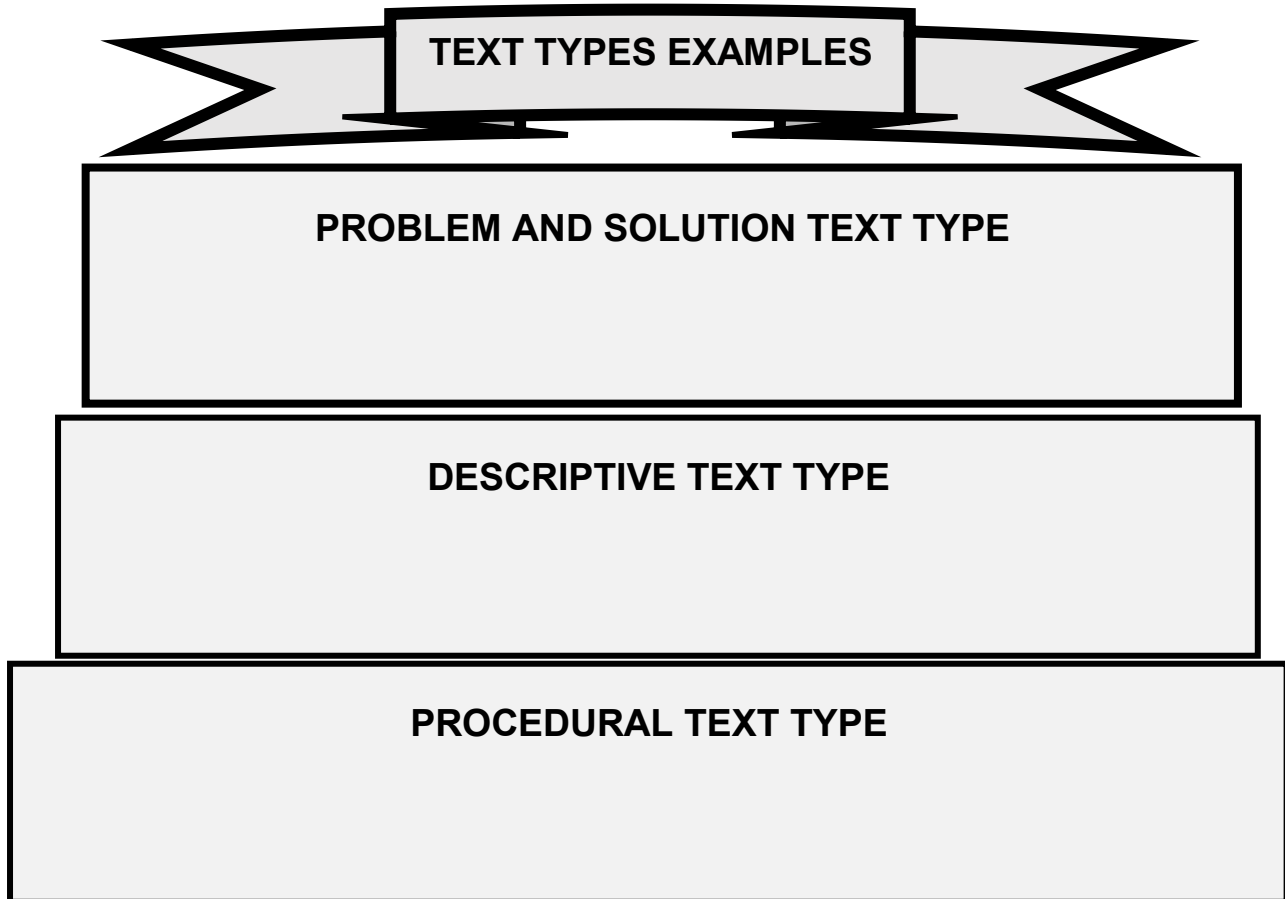


What I Can Do

Using any resources, such as the internet, books, magazines, or newspapers, research for a short paragraph for each Text Type. Be able to identify them correctly. In cursive handwriting, write them down on your notebook.

Note: You can summarize the text if there is a need to, but make sure the language features are highlighted depending on the text type.

Here is how it will look like.



Look at the **Key** on page 17 to know how you will check your work.



Assessment

Identify the various text types below according to structure, purpose, and language features. Write ***Problem and Solution***, ***Description*** or ***Procedural*** on your answer sheet.

1. Garbage and trash are everywhere. If we do not stop this soon, the Earth will become polluted and it will be impossible to live in

it. We must learn to segregate our wastes. If everyone will practice reduce, reuse, and recycle, then there is hope.

2. Calamansi juice is all-natural and refreshing. First, prepare three calamansi and slice open. Next, squeeze the juice in a glass. Then, add water and sugar to taste. Finally, you can add ice before serving.

3. My favorite toy is a Hello Kitty Stuffed Toy. It has a big, red ribbon on its head. Its round and black eyes seem to wink. It has a cute, yellow nose. It is soft and always fragrant. I hug it tight when I sleep.

4. My bedroom is my favorite spot in the house. We painted it blue and pasted glow in the dark stars on its walls. From its ceiling hang round balls with dim, yellow lights. It feels comfortable and relaxing to stay here.

5. Are you feeling hungry and want to prepare something easy? Why not cook instant noodles? First, boil water in a pan and put the noodles. Next, when noodles are soft, drain water. Then, on a plate, prepare seasoning and other special ingredients. Finally, mix cooked noodles with prepared seasoning. Enjoy!

6. I need to buy new shoes. I know Mother cannot give me money because we only have enough. I decided to run errands for other people like cleaning the lawn, throwing the garbage, and feeding the dogs. In a few weeks, I went to the shoe shop to get my new pair of shoes.

7. Jana feels worried. She cannot find the necklace that Mom gave her. Jana thought hard and suddenly remembered that she removed it before taking a bath. She felt relieved when she found the necklace in the shower.

8. Weekends are the busiest days at the playground. The colorful slides are filled with laughing children. The see-saw goes up

and down with kids who shout with excitement once in a while. The swings fly back and forth endlessly.

9. Can you do laundry on your own? Here's how? First, separate white clothes from colored ones. Next, in a basin with detergent and water, brush off the dirt from white clothes. Then, brush and remove dirt from colored clothes. Finally, rinse excess detergent from clothes using clean water. Repeat as needed.

10. My plants don't seem to grow well. I looked at them closely and found worms on their leaves. I removed the worms and watered them often. I noticed a great change in the plants. They have grown healthy since then.

Check your work using the Key to Correction on page 17.

If your score is---

8-10: It means ***you did great!*** You already know how to identify the three text types according to structure, purpose, and language features.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again. I am still here to help you out.



Additional Activities

Select one text type from the three discussed in this module. Write or compose your paragraph following the structure, purpose, and language features of your chosen text type.

Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and happy learning!



Answer Key

<p>Additional Activities You will get 20 points if you were able to compose your own paragraph for any text type following the correct structure, purpose and language features for each.</p> <p>Such that: The <i>problem and solution text</i> shows a difficult situation and ways on how to solve it. The <i>descriptive text</i> gives details to help the reader imagine the topic. The <i>procedural text</i> teaches steps on how to do something</p>	<p>15 points: provided one text type for each following the correct structure, purpose and language features for each, did not write in a cursive manner You have to <i>complete and find a text type for each (Problem and Solution, Descriptive, Procedural)</i> before you can move on to the next activity.</p> <p>Assessment 1. Problem and Solution 2. Procedural 3. Descriptive 4. Descriptive 5. Procedural 6. Problem and Solution 7. Problem and Solution 8. Description 9. Procedural 10. Problem and Solution</p>	<p>What I Have Learned 1. Text Type 2. Problem and Solution Text Type 3. Descriptive Text Type 4. Procedural Text Type</p> <p>What I Can Do 20 points: provided one text type for each following the correct structure, purpose and language features for each, wrote in a cursive manner</p>
<p>What's More A. Is It or Not? 1. Yes 2. Yes 3. Yes</p> <p>B. Which One? 1. Procedural 2. Problem and Solution 3. Descriptive</p> <p>C. Why? 1. a 2. b 3. c</p>	<p>What's In <i>Continuation...</i> 4. unique colonial architecture lined by cobblestone streets and distinct cuisine 5. (You can show it in many ways) be proud of it, learn it, teach it to other people</p> <p>What is It 1. Problem-Solution 2. Descriptive 3. Procedural</p>	<p>What I Know 1. Problem and Solution 2. Description 3. Procedural 4. Description 5. Problem and Solution</p> <p>What's In 1. Palawan's Puerto Princesa Underground River (PPUR) 2. To support the bid of Vigan City in Northern Ilocos Sur to become one of the world's new seven wonder cities 3. structures are intact</p>

References

Texts and Activities

News Article, *Government seeks support for Vigan in wonder cities competition*,
Department of Education, K to 12 English 4, Learner's Material, pages 279-280

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpdpd@deped.gov.ph