**English Reviewer**

**Kinds of Statements and Argumentative Texts**

**Kinds of Statements:**

* **Facts** – A **verifiable statement that can be proven to be true or false**, which provides vital support for the assertion of an argument.
* The Treaty of Paris formally ended the Spain-American War which also established the possession of the Philippines, along with other countries, to the USA.
* **Opinions** – A **subjective statement** that reflects one’s beliefs, sentiments, or value judgment on a particular thing, which cannot be proven.
* The imposition of the death penalty is wrong on all levels.
* **Fact-Based Opinions** – A **judgment or statement made based on facts which may change** depending on one’s interpretation of evidence. The writer would often refer to the evidence which was the basis of one’s opinion.
* Since unhealthy diet and physical inactivity are reported to be the chief causes of cancer, we must consider adopting a healthier lifestyle.
* **Self-Evidence** – Statements **unquestionably known by a great majority of people**, which no longer require proof or attribution from sources or experts.
* Philippines was previously under the American rule before it became a sovereign country.
* **Anecdotal Evidence** – Involves using **personal stories or individual experiences** to support a claim.
* In an article discussing the benefits of a particular diet, the author includes a story about a person who claims to have lost a significant amount of weight while following the diet.
* **Argument from Authority** – Relies on the **credibility and expertise of a trusted source** or authority figure to support an argument.
* In a medical article, a statement that “according to the American Medical Association, this treatment is highly effective” is an argument from authority.
* **Empirical Evidence** – Based on **observable and measurable data**, often obtained through scientific research or experiments.
* In a scientific report on climate change, the author presents empirical evidence in the form of temperature records, ice core data, and carbon dioxide measurements.

**Organizational Text Structure of an Argumentative Text:**

* **Introduction** – The groundwork of the essay. It must **grab attention, present the issue, and introduce the thesis**.
* **Example**: Should teachers assign homework on weekends? Weekends are vital for rest, growth, and balance.
* **Thesis Statement** – The **compass** of the text. Usually, the **last sentence of the introduction**, it states the **main claim or position**.
* **Example**: Weekend homework harms balanced education, taking time from rest, activities, and family.
* **Counterarguments** – Presents **opposing views** to show balance and fairness.
* **Example**: Supporters argue weekend homework builds time management, discipline, consistent learning, and covers more content.
* **Refutation** – **Answers counterarguments** by explaining why they are **flawed or incomplete**.
* **Example**: Students already face stress and pressure; time management can be learned elsewhere; family and rest are just as important.
* **Body** – The part where the **argument is developed** with **evidence, reasoning, and supporting details**.
* **Example**: Research shows homework-free weekends reduce stress and boost motivation, while weekends allow life skills, hobbies, and community service.
* **Conclusion** – **Restates the thesis and key points**, giving closure and a strong final impression.
* **Example**: Homework-free weekends support balance, well-being, and holistic growth.
* **Call to Action** – Ends with a **push for action or change in thinking**.
* **Example**: Urge educators, parents, policymakers to stop weekend homework and value student well-being.

**Claims of Arguments:**

* **Claim of Fact** – Assertions or statements that **pose an objective reality, asserting that something is true or false**. These claims are typically **verifiable through empirical evidence or established criteria**. In essence, they seek to establish whether a particular statement accurately represents reality.
* **Claims of Policy** – Assertions that **propose a specific course of action for a particular change** in policies, laws, regulations, or practices. These claims **aim to address a perceived problem or issue by recommending a solution** or policy change. These typically include both a description of the problem and a proposed solution.
* **Claim of Value** – Assertions that express a **subjective judgement** about the worth, importance, or desirability of something. Unlike claims of fact that deal with objective truths, claim of value are **rooted in individual or societal beliefs, preferences, and moral standards**. They often involve the assessment of whether something is good or bad, right or wrong, or better or worse.

**If-Then Conditionals:**

* **If-Then Conditional** – An **if–then conditional** is a sentence structure used to describe a **condition** (something that must happen first) and a **result** (what happens if the condition is true).
* **Zero Conditional** – Facts which are generally true of scientific facts. (Present Simple + Present Simple)
* If you stand in the rain, you get wet.
* **First Conditional** – A possible situation in the future (Present Simple + Will/Won’t + Verb)
* If it rains, we will cancel the trip.
* **Second Conditional** – Hypothetical or unlikely situations. (Past Simple + Would + Verb)
* If I won the lottery, I would travel a lot.
* **Third Conditional** – The person imagining a different imaginary situation that did not happen. (Past Perfect + Would Have + Past Participle)

**Simple Tenses:**

* **Simple Present** – Used to talk about **things that are always true**, **things that happen regularly**, and **things that are part of a fixed schedule**. It shows **facts, habits, routines, and planned events**. This tense gives a sense of something **stable or ongoing**, not limited to one specific moment but **true in general**
* I play guitar.
* She plays guitar.
* **Simple Past** – Used to describe **actions or events that started and ended in the past**. It tells us that something is **already finished** and **no longer connected to the present**. The focus is on the fact that it **happened**, not on how long it lasted or whether it continues.
* I watched a movie.
* They visited Paris.
* **Simple Future** – Used to talk about **actions or events that will happen later than the present time**. It can show **planned actions, predictions, promises, or decisions made at the moment**. The focus is simply on the idea that the action is **expected to take place in the future**.
* I will call you.
* They will travel tomorrow.