**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.