

English

Quarter 1

Using Conditionals in Expressing Arguments

EN9G-Ile-20



English – Grade 9

Alternative Delivery Mode

Quarter 1 – Using Conditionals in Expressing Arguments

First Edition, 2020

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English
Quarter 1
**Using Conditionals in
Expressing Arguments**
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Introductory Message

For the facilitator:

Welcome to the English 9 Alternative Delivery Mode (ADM) Module on Using Conditionals in Expressing Arguments.

This module was collaboratively designed, developed and reviewed by educators from public 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.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.



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 9 Alternative Delivery Mode (ADM) Module on Using Conditionals in Expressing Arguments!

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:

	<i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
	<i>What I Know</i>	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 which 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 deep understanding of the relevant competencies. You can do it!

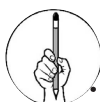


What I Need to Know

This module provides varied activities that will help you express arguments and construct sentences using conditionals.

At the end of this module, you are expected to:

- distinguish the types of conditionals;
- use correct verb forms in constructing conditional sentences; and
- express arguments on social and environmental issues using conditionals.



What I Know

Directions: Read and analyze each sentence below. Identify the correct verb to be used. Circle the letter of your choice.

1. I will send her an invitation if I (*find*) her address.
a. would find b. will find
c. found d. find
2. Alan will mix the drinks if Jane (*give*) him some of her cocktail recipes.
a. gives b. will give
c. gave d. would give
3. If I owned a lonely island, I (*build*) a huge house by the beach.
a. would build b. would have built
c. built d. build
4. If I don't see him this afternoon, I (*phone*) him in the evening
a. phone b. phoned
c. will phone d. would phone
5. If John has the money, he (*buy*) a Ferrari.
a. will buy b. buys
c. bought d. would buy
6. If we had a yacht, we (*sail*) the seven seas.
a. sail b. sailed
c. will sail d. would sail
7. Elaine (*buy*) the drinks if somebody helps her carry the bottles.
a. will buy b. buys
c. bought d. would buy
8. Frank will play the DJ if others (*bring*) along their CDs.
a. bring b. brings
c. brought d. would have brought
9. If he had more time, he (*learn*) karate.
a. learned c. learn
c. would learn d. would have learned
10. If our team had won the match, they (*move up*) in the league.
a. move up b. would have moved up
c. will move up d. moved up

11. If Ben (*tidy up*) the kitchen, Anita will clean the toilet.
 a. will tidy up b. tidies up
 c. tidied up d. would tidy up
12. If Caroline and Serena prepare the salad, Philip (*decorate*) the house.
 a. decorated b. decorates
 c. will decorate d. would have decorated
13. It would have been a perfect day if it (*rain*) so hard.
 a. will rain b. rained
 c. had rained d. had not rained
14. Ice cream (*melt*) if it is hot.
 a. melts b. will melt
 c. melted d. would melt
15. If I (*know*) the answer, I'd tell you.
 a. will know b. had known
 c. knew d. would know



What's In

The pandemic has altered a lot of things in our lives. It has made us realize the importance of having time to ourselves and with loved ones. Being on a carefree vacation in the place of our choice is very well-missed these days. Consider the situation below.

If you were to spend your vacation after the pandemic, where would you prefer to go, to a cool mountain escapade under woods and trees, or to a sandy getaway by the beach and its waves? Explain your choice in the blanks under the corresponding illustration.



OR





What's New

Directions: Read the passage below and answer the questions that follow.

Line

1 For the last three years, Christopher and Jhoanna have been spending their
2 wedding anniversary with close friends somewhere out of town. They have decided that if
3 they were to spend it somewhere far, it would be in a place with touristy vibes. This year
4 they know for a fact that if the pandemic continues, their annual tradition will be cancelled.
5 They have no other choice but to simply plan their trip for next year's celebration. They are
6 very eager to spend days in a relaxing place, so they started to search for possible
7 destinations. They realized that if they schedule a beach trip in April, they will face crowds
8 of people in resorts. Jhoanna wants some white sand and a nice sunset view. If they saved
9 more money, they would be able to rent a private beach resort in El Nido, Palawan. She
10 began to imagine how that would feel if they had a place all to themselves. Swimming in
11 pristine waters, strolling on fine shores, and falling asleep under the starry sky were all she
12 had in mind.

13 Luckily, Christopher discovers a secluded beach resort in Morong, Bataan.
14 According to his source, this private beach resort accepts days of accommodation with a
15 great guarantee of having the place all to themselves. If they take this trip, they will save
16 tons of money. Additionally, a 2-hour land travel won't hurt them so much. Christopher
17 suggested booking their accommodations months earlier their planned trip to avoid hassle
18 during the peak season. However, his wife recommended waiting for a closer date for them
19 to finalize all the trip details.

20 After all the preparations, they finally decided to book their accommodations. To
21 their surprise, all slots have been booked. Completely devastated, they thought that if they
22 had acted early on it, they would have reserved their slots. They must start on the process
23 all over again.

1. Circle the six (6) ifs found in the passage.
2. Write the line numbers of the three (3) if clauses that have verbs in the simple present tense. Write the subject-verb combinations from both the if-clause and the main clause. The first one has been done for you as an example.

Line	If-Clause	Main Clause
4-5	if the pandemic continues	their annual tradition will be

3. What do you notice about the verbs in the if-clause and in the main clause in your answers to number 2? Do you see any future tense?

4. Write the line numbers of the if-clauses that have verbs in the simple past tense. Write the subject-verb combinations from both the if-clause and the main clause.

Line	If-Clause	Main Clause

5. What do you notice about the verbs in the if-clause and in the main clause in your answers to number 4?

6. Find one *if-clause* with a verb in the *past perfect tense*. Box it. What is the verb in the main clause?



Notes to the Teacher

The activities are arranged from simple to complex to help the learners gradually master the desired learning competency. Give them the needed support and guidance so that they will be able to perform the tasks to prepare him/her later in using conditionals in expressing an argument.

Using Conditionals in Expressing an Argument



What is It

Conditionals or **conditional sentences** express a **real** or an **unreal** condition. A conditional sentence consists of two parts: an if-clause and a main clause.

A conditional sentence expresses the idea that the action in the main clause (the result clause) can only happen when a certain condition (the clause that begins with *if*) is fulfilled. The if-clause states the condition, and the main clause states the result.

Study the table below.

IF-CLAUSE (CONDITION)	MAIN CLAUSE (RESULT)
1. If you heat water to 100 degrees,	it boils .
2. If leaders are good,	the nation will flourish .
3. If he wore his face mask,	he would better protect himself from the virus.
4. If the citizens have abided by the rules imposed on them,	this pandemic would have not gotten worse.

It is important to note that the condition clause or the if-clause may be found at the beginning or at the end of the sentence. When it is placed at the beginning, a comma separates it from the main clause. When the If-clause is placed at the end of the sentence, no comma is required.

1. Water boils if you heat it to 100 degrees.
2. The nation will flourish if leaders are good.
3. He would better protect himself from the virus if he wore his face mask.
4. This pandemic would have not gotten worse if the citizens have aboded by the rules imposed on them.

Conditionals have two kinds — **real** and **unreal/untrue**. Additionally, these conditions are categorized into four, namely **zero**, **first**, **second**, and **third**. Zero and first conditionals are categorized as real, while second and third are unreal. Carefully study the discussions below to help you differentiate the difference among them.

1. Zero Conditional

- is used when the results are always true, like a scientific **facts** and **general truths**.
- It follows the form **[If + present tense of a verb,] + [present tense of a verb]**
- In the following examples, the main clauses are single underlined, while the if-clauses are double underlined.

If you **cross** an international dateline, the time **changes**.

If babies **are** hungry, they **cry**.

You **get** water if you **mix** hydrogen and oxygen.

*Notice how the verbs are formed in the given sentences. Since they give conditions which have same results all the time, their verbs take the present tense (singular/plural)

2. First Conditional

- is used to talk about things that might happen in the future. It expresses the possibility to have the given result.
 - It follows the form **[If + present tense of a verb,] + [will + present tense of a verb]**
- She **will miss** the bus if she **does not leave** soon.
- If we **follow** proper waste segregation, our lands and waters **will be** less polluted.
- If we **treat** animals with care, their population **will grow**.

*Since the sentences talk about the present or the future, the results are very likely to happen.

3. Second Conditional

- is used to: (1) talk about things in the future that are probably not going to happen; and (2) talk about something in the present, which is impossible and imaginary.
 - It follows the form **[If + simple past tense of a verb,] + [would + base form of a verb]**
- If I **won** the lottery, I **would buy** my own island.
- What **would** you **do** if you **became** the president?
- She **would travel** all over the world if she **were** rich.

*Note that in the third example, *were* is used instead of *was* with subjects I and he/she/it.

4. Third Conditional

- is often used when we regret something or imagine a past unreal situation; a past condition that did not happen
 - It follows the form **[If + past perfect tense of a verb,] + [would + have + past participle form of a verb]**
- If I **had known** my relatives were coming, I **would have prepared** a delicious meal.
- If the suspect **hadn't lied** to the victim before, she **would have believed** him.
- She **wouldn't have been** tired if she **had gone** to bed earlier.

*You can also use modals in the main clause instead of "would" to express the degree of certainty, permission, or a recommendation about the outcome.

*Adverbs of frequency (never, sometimes, and so on) and negation (not) may be used as needed.



What's More

Independent Activity 1

Directions: Tell whether the following sentences convey real or unreal situations. Write **REAL** or **UNREAL** in the blank before each number.

- _____ 1. If you reach the City of Malolos, you are in Bulacan's capital.
- _____ 2. If I visit Barasoain Church, I will make sure to observe its distinct interiors.
- _____ 3. If I hadn't put too much *sukang* Paombong, my *adobo* would have tasted better.
- _____ 4. I will try the famous Calumpit *longganisa* if I still have the appetite.
- _____ 5. If I finish my errands now, I will be able to join the hike to Mt. Manalmon and Mt. Gola in Biak na Bato.

Independent Assessment 1

Directions: Classify the following conditional sentences based on the situations they convey. Choose the letter of your answer in the box.

A. ZERO	B. FIRST	C. SECOND	D. THIRD
---------	----------	-----------	----------

- _____ 1. How would you feel if someone treated you badly?
- _____ 2. It would have been better if she had not given up.
- _____ 3. If you were treated unfairly, how would you respond?
- _____ 4. If the sky clears up, we will take off for Cebu.
- _____ 5. My grandmother always used to say, "If it rains, it pours."

Independent Activity 2

Directions: Read the paragraph and complete the clauses that come after it.

Tristan and Thalia are twins. They are very close. They never quarrel. They are always together. They help each other in almost everything they do. For instance, if Thalia irons the clothes, Tristan puts the ironed clothes in the cabinet; and if Tristan washes the dishes, Thalia dries them up. What do you think will Thalia or Tristan do in the situations given below?

1. If Thalia cooks, Tristan _____.
2. If Tristan waters the plant, _____.
3. If Thalia stays up late, _____.
4. If Tristan is sick, _____.
5. If Thalia has a hard time doing a school task, _____.

Independent Assessment 2

Directions: Complete each sentence with the correct form of the verb in parenthesis expressing real or possible condition.

1. If we forget the value of nature in our life, we _____ (regret) it later.
2. If we treat others with justice and fairness, crimes _____ (decline) in number.
3. Revenge will be best served if you _____ (let) law and justice prevail.
4. If we (live) _____ in equality with others, a harmonious relationship will exist.
5. Peace and unity (triumph) _____ if the people treat each other with compassion and empathy.

Independent Activity 3

Directions: Supply the missing clause in each of the sentences below. Observe correct verb form in completing the sentences.

Example: *If Jose tops the class ranking, his parents will reward him with a pet.*

1. If I win one million pesos, _____
_____.
2. _____
if I had one year to live.
3. If I get low grades in the exams, _____
_____.
4. _____
if I were a father/mother.
5. If I lose my wallet, _____
_____.

Independent Assessment 3

Directions: Circle the correct verb that will complete the conditional sentences found in the paragraph below.

Playing at the Park

Every weekend, I always ¹(spend, will spend) time outside with my niece and nephew. We love going to a nearby park. If we ²(ride, will ride) our bikes, it ³(takes, will take) about fifteen minutes to get there. However, if there ⁴(was, will be) a heavy traffic, it would take a little longer. Once we arrived at the park, the kids would choose their favorite playground equipment to play on. Jerry often played on the climbing walls. I got easily nervous as he climbed too high. I often reminded him that if he ⁵(was not, won't be) careful, he ⁶(fell, would fall). Meanwhile, Shirley often played on the seesaw. Since, she did not know all the kids at the park, she would often ask me if I could play with her instead. But if she ⁷(find, found) someone to play with her, she ⁸(spent, would spend) the entire time playing on the seesaw. Sometimes, I talked to other parents and tried to get to know them. After an hour, I would ask the children to rest for a bit as we prepared to go home. Jerry and Shirley enjoyed playing at the park. I told them that if the weather is fine next time, we ⁹(come, will come) back. We reached home with smiles on our faces. If we ¹⁰(do, did) this more often, Jerry and Shirley will be able to meet new friends at the park.



What I Have Learned



"By understanding other people and building positive relationship with them, we can also build a community where equality and social justice prevail."

Directions: At this point, you may express your insights and realizations about the importance of conditionals in communicating varied contexts. Complete the sentence below.

My journey through this material enabled me to learn ...



What I Can Do

Directions: Different situations call for different actions. In this task, apply what you have learned about conditionals in voicing out how you will showcase significant Filipino features to a balikbayan. Use the dialogue below.

Taking a Balikbayan Out

Friend: If you were taking out a balikbayan relative or friend, where would you take him?

You: Well, of course, that would depend on _____

Friend: For example?

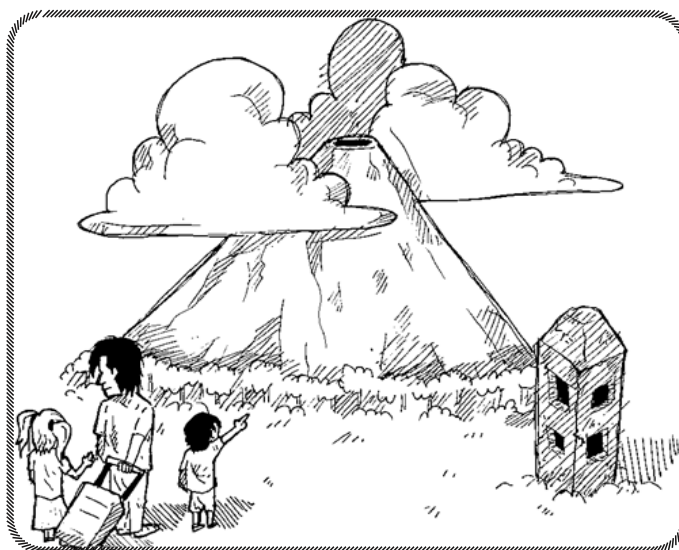
You: Oh, if I were taking out my balikbayan cousin, I would probably

Friend: Incidentally, my cousin from Australia is coming next month.

You: If I were you, I would take her

Friend: Suppose,

You: Well, maybe, _____





Assessment

Directions: Below are three important social and environmental issues nowadays. The harm they inflict to humanity and nature is undeniable. Read the following sentences that express different arguments on these issues. Write the correct forms of the verbs in parentheses in the blanks provided.



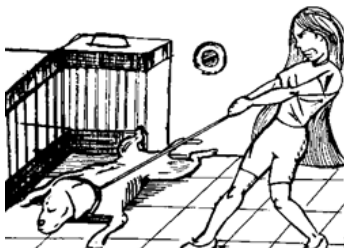
A. Mining

- _____ 1. If the Philippines is the fifth most mineral - rich country in the world, investors (*be*) interested to put up a mining site.
- _____ 2. Jobs are produced if a mining company (*start*).
- _____ 3. If the government (*be, know*) that companies would be abusive, it wouldn't have granted them permits to operate.
- _____ 4. If the poor miners had other options, they (*be, settle, not*) for such a dangerous job.
- _____ 5. If strip miners (*be, blast, not*) mountains and rocks, there wouldn't be permanent scars on the landscape.



B. Wildfire

- _____ 1. If a forest fire (*remain*) uncontrolled, it would devastate everything in its path.
- _____ 2. If humans (*be, become, not*) irresponsible, forest fires would have been avoided.
- _____ 3. Hectares of lands will be turned to ash if wildfires (*continue*).
- _____ 4. Carbon dioxide emission to the atmosphere will increase if wildfires (*become*) frequent.
- _____ 5. If a wildfire (*happen*), the soil becomes more prone to erosion.



C. Animal Cruelty

- _____ 1. If state laws continue to be weak, few abuses on animals (*be*) reported.
- _____ 2. If people (*act*) cruelly to animals, they would be the same to fellow humans.
- _____ 3. If people (*be, ignore, not*) animal cruelty, there would be less cases of it.
- _____ 4. Call the attention of parents if children (*mistreat*) animals.
- _____ 5. If a person (*abuse*) it is punishable by the law.



Additional Activity

Directions: The social and environmental situations that we are in today can create an unknown impact in the future. Our little contributions count a lot in making a big difference in this world. Suppose a time travelling shell is invented, and it allows you take a trip to the past and the future. Write a paragraph of 3-5 sentences about the possible and improbable situations in this trip.

If I were given the chance to time travel, I
will... _____



What I know

- Independent Assessment 1**
1. C
 2. D
 3. C
 4. B
 5. A

Independent Activity 2

Answers may vary.

Independent Assessment 2

1. will regret
2. will decline
3. let
4. live
5. will triumph

Independent Activity 3

Answers may vary.

Independent Assessment 3

1. spend
2. rode
3. would take
4. is
5. was not
6. would fall
7. found
8. would spend
9. will come
10. do

What I Have Learned

Answers may vary.

What I Can Do

Answers may vary.

Assessment

- A. 1. are
2. starts
3. had known
4. would not settle
5. did not blast
- B. 1. remains
2. did not become
3. continue
4. become
5. happens
- C. 1. will be
2. acted
3. did not ignore
4. mistreat
5. abuses

Independent Activity 1

1. REAL
2. REAL
3. UNREAL
4. REAL
5. REAL

5. The verbs in the if-clause are in the simple present form.
- The verbs in the main clause are will + base form of the verb.
6. The if-clause with past perfect tense is *If they had acted*
- The verb in the main clause is *would have reserved*

Line	/fClause	Main Clause
9	If they saved	they would be
10	if they had	that would feel

4.

3. The verbs in the if-clause are in the simple past form. The verbs in the main clause are would + base form of the verb.

Line	/fClause	Main Clause
4-5	if the pandemic continues	their annual tradition will be
7-8	if they schedule	they will face
15	if they take	they will save

2.

1. Refer to the text.

What's New

Answers may vary.

What's In

1. D
2. A
3. A
4. C
5. A
6. D
7. A
8. A
9. C
10. B
11. B
12. C
13. D
14. A
15. C

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