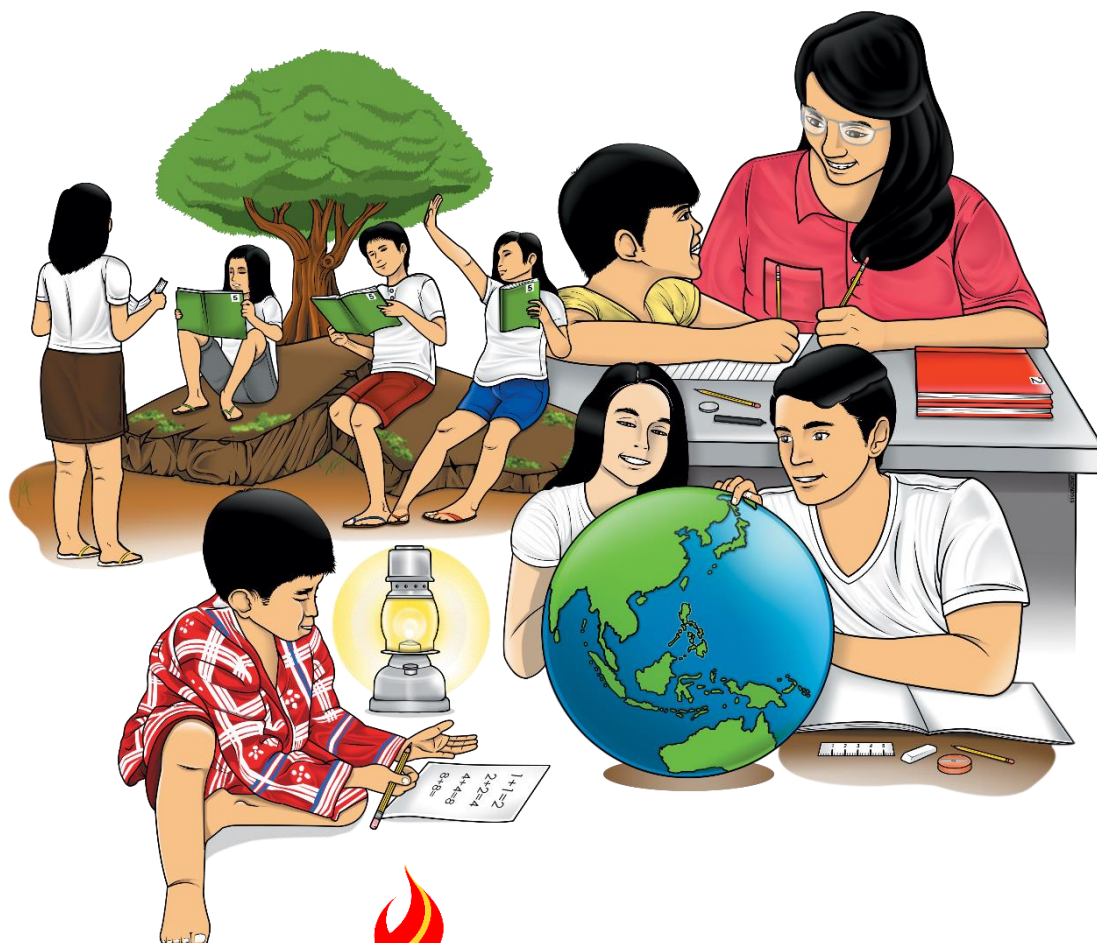


English

Quarter 3 – Module 3: Judge the Validity of the Evidence Listened to



English – Grade 9
Alternative Delivery Mode
Quarter 3 – Module 3: Judge the validity of the Evidence listened to
First Edition, 2021

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English

Quarter 3 – Module 3: Judge the Validity of the Evidence Listened to

Introductory Message

For the facilitator:

Welcome to the English 9 Quarter 3 Lesson 3 Alternative Delivery Mode (ADM) Module on Judging the validity of the evidence listened to !

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.

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 **Judging the validity of the evidence listened to.**

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

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 such as 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 of the topic and its underlying skills. 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. This also tends retention of learned concepts.



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!



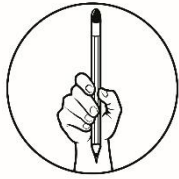
What I Need to Know

This module was designed and written with you in mind. We believe that the only thing that is constant in this world is change. Change is inevitable. We cannot do away with change so while enjoying the changes that is happening around us, we need to discern if we will go with the flow or not. We need to weigh the consequences of our action or actions. The unchanging values that we possess will guide us to live successfully in this exciting yet challenging world.

Here, you are expected to judge the validity of the evidence listened to. It is from the **Most Essential Learning Competency (MELC)**, Lesson 3 of Third Quarter. Some Sub - competencies are included as a result of unpacking it.

After going through this module, you are expected to:

1. Determine factual from literary text;
2. Differentiate persuasive text from discussion text
3. Gather information presented in a text; and
4. Judge the validity of the evidence listened to.



What I Know

Choose the letter of the best answer. Write the correct letter on a separate sheet of paper.

1. It is an example of a literary text
 - A. Psalm of Life
 - B. News Report about Drug
 - C. Cake Decorations
 - D. Update on Typhoon Pedro
2. It is an example of factual text
 - A. Interview with the President
 - B. Psalm of Life
 - C. Mother to Son
 - D. Campaign Speech
3. . A text that presents both side of the topic
 - A. Discussion text
 - B. Persuasive text
 - C. literary text
 - D. narrative text
4. A text that presents one side of the topic only
 - A. Literary text
 - B. Descriptive text
 - C. persuasive text
 - D. discussion text
5. The following are examples of factual text except:
 - A. thesis
 - B. news
 - C. history
 - D. recipe
6. They are all classified as literary text except:
 - A. dissertation
 - B. speech
 - C. poetry
 - D. interview
7. Text that informs, instructs or persuade the reader/listener giving useful information.
 - A.. literary text
 - B. factual text
 - C. fiction
 - D. fantasy
8. It is the state of being legally or officially binding or acceptable; quality of being logically or factually sound
 - A. weakness
 - B. wrongness
 - C. validity
 - D. pointlessness
9. A text that presents an issue surrounding a particular topic- usually one that is debatable and open to arguments.
 - A. persuasive text
 - B. discussion text
 - C. informative text
 - D. literary text
10. It offers the opportunity to convince the reader/listener to adopt a particular viewpoint or to believe in what the writer is telling.
 - A. discussion text
 - B. persuasive text
 - C. literary text
 - D. informative text

Lesson

1

Judging the validity of the evidence listened to

Oxford Language dictionary defines validity as the quality or being factually sound; the state of being legally or officially binding or acceptable. To judge the validity of the evidence listened to, you need to employ various skills and understanding of the text. The values that are instilled in you would be helpful in enhancing your thinking ability and emotional stability. You can also use your prior knowledge or schema or significant human experience in order to arrive with the correct judgement.



What's In

In your previous lesson, you have determined the relevance and the truthfulness of the ideas presented in the material viewed. Let us see if you still remember what you have studied.

Activity: Review It. The following terms are from the previous topic which is determining the relevance and the truthfulness of the idea presented in the material viewed. Let us see if there is retention in you.

Multiple Choice. Write the letter of the correct answer on a separate piece of paper

1. It is the idea within the paragraph.
A. development
B. theme
C. cohesion
D. coherence
2. The quality of being honest and not containing any lies.
A. falsity
B. truthfulness
C. untrue
D. fake
3. Information that is false but not created with the intention of causing harm
A. Disinformation
B. mal-information
C. misinformation
D. genuine news
4. It refers to the written, spoken and visual forms of language that people live with every day.
A. text
B. language
C. conversation
D. media

5. It includes portrayals of late occasions whose social essentialness is perceived by counterparts.

A. Historical	C. thriller
B. B. fantasy	D. experiment

6. A genre of speculative fiction set in an anecdotal universe regularly propelled by genuine legend and fables.

A. experimental	C. fantasy
B. historical	D. thriller

7. Information that is false and deliberately created to harm a person, social group, organization or country.

A. Misinformation	C. genuine news
B. disinformation	D. mal-information

8. Information that is based on reality, used to inflict harm on a person, social group, organization or country.

A. uninformation	C. misinformation
B. misinformation	D. mal-information

9. A classification of fiction that alludes to any talk or work commonly proposed to be humorous or interesting by inducing laughter.

A. Drama	C. Action
B. Animation	D. Comedy

10. A genre of fiction which is planned to, or has the ability to terrify, alarm, sicken, or surprise its watchers by initiating sentiments of horror and dread.

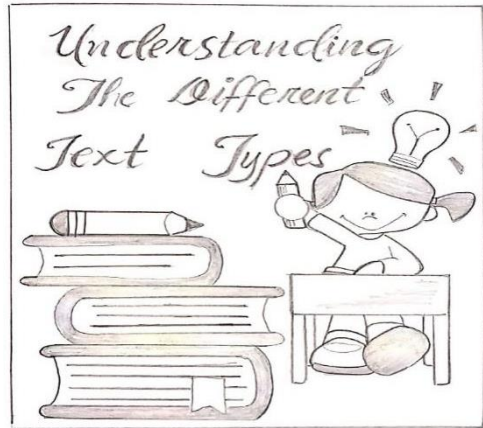
A. romance	C. horror
B. fantasy	D. historical



What's New

We have learned from the previous topic about determining the relevance and the truthfulness of the ideas presented in the material viewed. Now, let us move on to judging the validity of the evidence listened to. Before that, let us understand the different text type first.

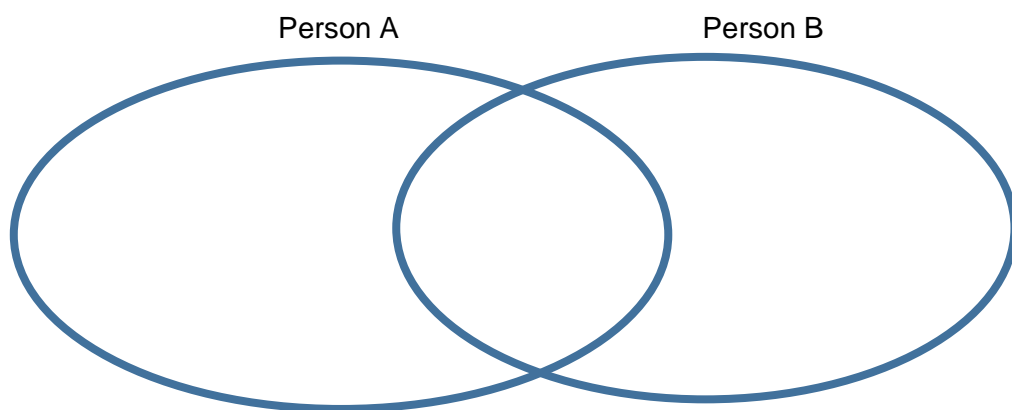
A **text** refers to the written, spoken and visual forms of language that people live with everyday. You heard this definition from Module 2. From the text you heard, you need to weigh if the evidences given by the writer are valid or not.



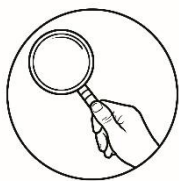
Activity I

Inquiry!

Interview two persons about their own definition of love. Compare their definitions using the venn diagram. Write the difference/s under person A and B and the similarity/ies at the middle.. Use a separate piece of paper for your answers.



1. For you, which of the two definition is convincing?
2. Do you agree with the given definition of love? Justify your answer



What is It

As a 21st century learners, the changing world and global trends may influence or affect you as a person and as a citizen. Every day of your lives, you hear information from different sources. These information help you to become perceptive and widen your perspective about something and anything under the sun. In some cases, you will be forced to make decisions or make a stand about an issue or to judge the validity of the evidence you heard from an issue. All those things have an implication in your daily life. It will either make or brake you as a person.

For you to be ready during these circumstances, let's hone your listening prowess by being familiar with the following terms:

1. Factual vs. Literary text

Factual texts inform, instruct or persuade the reader or listener by giving facts or information. The reader or listener wants to know something about a particular subject so they should give useful information and focus on facts.

Examples of factual texts are news reports, interviews, recipes, records of history, and instructions. You often heard news reports over the radio, or television, read them in the newspaper or hear what happened from reliable sources. While reading or listening to a news report, you are already activating your knowledge about the information.

Literary texts are pieces of writing that tell a story or entertain. They engage the reader/listener to respond emotionally by using creative language to paint pictures through words(imagery). They include nondramatic works with or without illustrations, published or unpublished.

Examples of literary texts are fiction, nonfiction, manuscripts, poetry, dissertations, theses, speeches, pamphlets, brochures, and advertisements

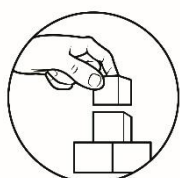
Characteristics of literary text include characters, setting, plot(problem/solution), and sequence. These characteristics help the reader understand who is in the story, where and when the story takes place, what happens in the story, and how the events happen(www.pdesas.org)

2. Persuasive text vs. Discussion Text

Persuasive text/ writing offers the opportunity to convince the reader/listener to adopt a particular viewpoint or to believe in what the writer is telling. It is designed to prompt the reader or listener to take a certain action. It is very common in ad campaigns wherein they are marketing/selling a certain product and they are convincing you to buy their product. Ads can also be used in several situations as well like reminders or election campaigns

Discussion text/ content also known as **argumentative text/ content** presents an issue surrounding a particular topic--usually one that is debatable and open to arguments. In here, the writer needs to discuss both sides of the issue to make sure that you researched and gathered enough information about the topic.

To know if the information presented by the writer is valid or not, you need to extract the supporting (pros) and opposing (cons) opinions about the issue. Many writers use *argumentative content* to persuade the readers or listeners to agree to their points of view. The information may influence you to believe certain ideas and push you to take some form of action.



What's More

Let us test your skill in identifying text as to factual or literary. Study the different pictures below. Tell if the illustration is factual or literary. (Write your answer on a separate sheet of paper)

1. _____		6. _____	
2. _____		7. _____	
3. _____		8. _____	
4. _____		9. _____	
5. _____		10. _____	



What I Have Learned

Now that you have differentiated persuasive text from discussion text/argumentative content. Let us see if you know how to extract the supporting (pros) and the opposing (cons) opinions from the given listening text

Listening text-

https://www.studymode.com/join.php?redirectUrl=%2Fessays%2FStudents-Should-Not-Be_Allowed-To-131193.html&from=essay

Processing the information:

1. What are the reasons for not allowing students to bring mobile phones to school?
2. What facts are used to support argument? Are they convincing?
3. Do you agree with the writer?

In case that connection is poor or you can't access the site, the following activity is for you:

1. *List reasons why you as a student is not allowed to bring cellphone to school*

A.

B.

C.

D.

2. *Give two possible health danger of cellphones to the user:*

(You may ask somebody about their personal experience about these activities)

A.

B.



What I Can Do

Direction: Due to Covid 19, we are advised to stay home specially children and senior citizens. Answer the questions that follow:

1. What are the reminders or safety protocols that you heard/hear in your barangay.
2. What do the officials of your barangay use to inform their constituents about these safety protocols ?
3. Compare those safety reminders to what you heard from the news, Are they the same?
4. Do you follow those safety protocols? How about the people of the barangay?



Assessment

Identify the following parts of a persuasive/discussion content. Tell if they are found in the introduction, body or conclusion. Write your answer in a separate piece of paper.

- _____ 1. Topic Sentence
- _____ 2. Supporting Opinion
- _____ 3. Specific Example
- _____ 4. Restatement of your opinion
- _____ 5. Supporting Sentences
- _____ 6. Summary of Viewpoints
- _____ 7. Paraphrased questions/statement both views
- _____ 8. Thesis statement with the opinion
- _____ 9. Some people's statement about the topic
- _____ 10. Opposing Opinion



Additional Activities

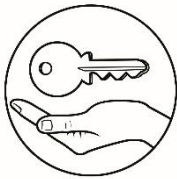
Think of It!

Number the following sentences to come up with a short speech on love.

- _____ Love is not static; it grows.
- _____ So love is a response as well.
- _____ Finally, we cannot think on love without thinking of God.
- _____ Love!
- _____ Love, surprisingly, has been equated with emotions.

Excerpt from A Short Speech on Love by Bejoy.Peter

bpps.in



Answer Key

Assessment	What's In	What I Know
1. Introduction	1. B	1. A
2. Body	2. B	2. A
3. Body	3. C	3. A
4. Conclusion	4. A	4. C
5. Body	5. A	5. A
6. Conclusion	6. C	6. D
7. Introduction	7. B	7. B
8. Introduction	8. D	8. C
9. Body	9. D	9. B
10.Body	10.C	10.C



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Liza R. Almonte, Lerma L. Flandez , Nedia Lagustan, Henone de Paz-Langutan ... Soriano, Grace Annette B. Soriano A Journey Through Anglo American Literature(Teacher's Guide) Department of Education 2014 pp135-136

<https://www.studymode.com/join.php?redirectUrl=2Fessays>

Bejoy, Peter, A Short Speech on Love(an excerpt) February 1, 2021
Bejoy.Peterbpps.in



Listening text-

https://www.studymode.com/join.php?redirectUrl=%2Fessays%2FStudents-Should-Not-Be_Allowed-To-131193.html&from=essay

If internet is not available, the text is to be read by the home partner or any member of the family while the student listens to judge the validity of the evidence listened to.

Text: Students Should Not Be Allowed to Bring Mobile Phones To School

(Excerpted)

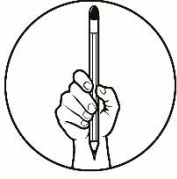
In recent times, the number of people owning mobile phones has increased dramatically. Now mobile phones are not just for calling, but you can now text, take and send pictures, record videos, access the internet, play games and much more. They have also become a lot cheaper. Thus more and more young people now own a mobile. So should they allowed to bring them to school?

Mobile phones can cause a distraction in education. They can disturb teachers and students. For example, if you were working hard on a piece of work, concentrating hard, and a person's phone rings, it disrupts the whole class. You may become side-tracked or the teacher may be interrupted during speaking to the class. Thus, teaching would be constantly disrupted if this kept happening. Thus, education standards would deteriorate. Looking then at long term effects, if this was happening everyday, you would be wasting five minutes a day, so nearly half an hour a week, and so that would be over ten hours a year of disruption. Also, mobile phones provide a large temptation to cheat in tests. They can communicate to almost anywhere and anyone in the world. Because they are small, students can quietly and

discreetly send a text and it can go unnoticed. You got to school to learn, not to waste time playing games or cheating in tests.

Research has proven that frequent use of a mobile phone can put the owner at risk of long term health damage. Mobile phones have radiation in them which they send out which can destroy or damage cells. Thus a student who uses a mobile phone regularly is at risk of health damage. With the increased usage and so the students are putting themselves at risk of more and more of health damage.

Also younger students may not be properly educated on phone usage. Most phones nowadays have internet access on them. Students can access sites which they should not see like pornography.



What I Know

Multiple Choice

A. Choose the letter of the best answer. Write the correct letter on a separate sheet of paper.

1. It asks what should be done
 - A. Rhetorical Question
 - B. Question of fact
 - C. Question of value
 - D. Question of policy
2. This question is answerable by yes or no
 - A. Question of fact
 - B. Question of value
 - C. Question of policy
 - D. Question of credibility
3. It asks to choose between things, ideas, beliefs or actions
 - A. Questions of policy
 - B. Questions of value
 - C. Questions of fact
 - D. Rhetorical question
4. It is where the thesis statement of an argumentative content is found
 - A. Body
 - B. Conclusion
 - C. ending
 - D. introduction
5. All of the following are characteristics of an argumentative content except
 - A. Presents and explains an issue or case
 - B. Gives reasons to prove its point
 - C. Refutes opposing arguments
 - D. Tells a story
6. Aggressive driving also causes fatalities, this statement,
 - A. Supports a reason
 - B. Gives a reason
 - C. Refutes an issue
 - D. Gives an issue
7. Hence, aggressive driving should be avoided. This statement is found in the
 - A. introduction
 - B. body
 - C. conclusion
 - D. beginning

8. You can use the following materials to support the claim in the argumentative content except
- A. Examples
 - B. Researches
 - C. questions
 - D. citations
9. Aggressive driving is a phenomenon, which has only recently got the public worried. This sentence,
- A. Gives an issue
 - B. Refutes an issue
 - C. Gives a reason
 - D. Supports a reason
10. All of the following statements are true of an argumentative content except
- A. It tries to change the reader's mind to agree with the writer
 - B. Provides evidences to support the claim
 - C. Clearly outline a point of view or reasoning
 - D. The structure is not straightforward and not easy to follow

Lesson

1

Judging the validity of the evidence listened to

Oxford Language dictionary defines validity as the quality or being factually sound; the state of being legally or officially binding or acceptable. To judge the validity of the evidence listened to, you need to employ various skills and understanding of the text. The values that are instilled in you would be helpful in enhancing your thinking ability and emotional stability. You can also use your prior knowledge or schema or significant human experience in order to arrive with the correct judgement.



What's In

In your previous lesson, you were introduced to different types of text and evidences

Activity: Review It

Identify the following terms. Choose from the box for the correct answer.
(Write your answer on a separate sheet of paper)

text

discussion text

literary text

Factual text

persuasive text

_____ 1. It offers the opportunity to convince the reader to adopt a particular viewpoint

_____ 2. It presents an issue surrounding a particular topic--usually one that is debatable and open to arguments.

_____ 3. Piece of writing that tells a story or entertains.

_____ 4. Informs, instructs, or persuades the reader by giving facts or information

_____ 5. Refers to the written, spoken and visual forms of language that people live with every day.



What's New

Expressing our opinion about an issue is very difficult for us to do as there are times that our ideas are against a trend or culture. However, due to its necessity, we are forced to push through with it because we believe that our position has to do with the welfare of the majority. We have to take a stand no matter how unpopular it is because doing so brings an incomparable change.

Whether you are now in the process of making an important decision or taking a stand about an issue or just want to hone your skills to improve your future performance, you will find something valuable in this lesson.

“ In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility.”

-Eleanor Roosevelt-

PRELISTENING

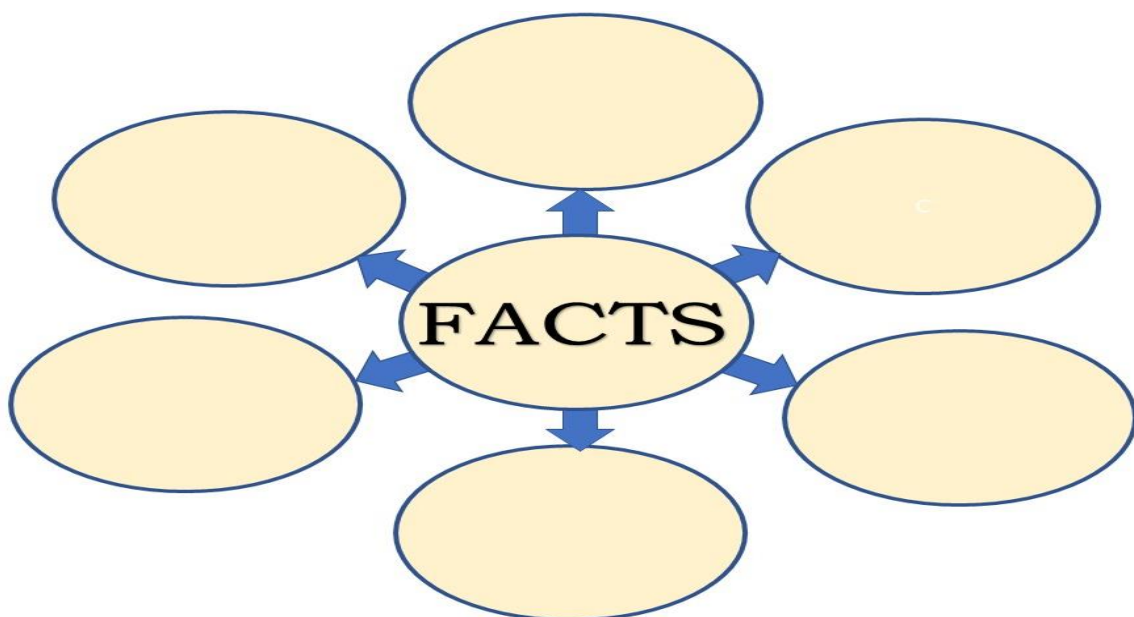
Every day, you are bombarded with a lot of facts and ideas from radio, TV, and the press.

But facts are useless if they don't mean anything to you. You have to deal with facts and ideas which are meaningful to you. Once you begin to weigh their importance, it means you are using your mind in making the right decision and the right action.

Before you listen

Next to reading, listening is probably the most important skill you should possess in order to gather information. To be an effective listener, you must concentrate on hearing, and understanding the message, analyzing the message, and then remembering the message.

Before listening to the text, list down as many ideas, as you may be able to connect or relate with the given word.



As you Listen

Take down as much information as you can think of. Compare what you noted down from the text that you are listening to, with the ideas you noted earlier.

After You Listen

Gather your thoughts and be ready to explain how the given evidence/s supposed to relate to the claim.

Prove why you agree or disagree with the writer.

Your home partner will read to you an essay about passion. Try to take down information from the said text.

Source: <http://learnenglishessay.blogspot.com/201/12/argumentative-essay.html>

In case internet is poor or unavailable, the home partner or any member of the family will read the text while the learner listens.

Check Your Understanding



What is It

What you just heard is an example of an argumentative content. To know more about it, read the following details.

An **argumentative content** tries to change the reader's mind by convincing him/her to agree with the writer's point of view. It is a piece of writing that takes a stance on an issue. The writer attempts to persuade readers to understand and support their point of view about a topic by stating their reasoning and providing evidence to back it up. It should have a straightforward structure so they are easy for readers to follow. The goal of an argumentative content is to clearly outline a point of view, reasoning, and evidence. (www.masterclass.com.articles)

Characteristics of an Argumentative Content

An argumentative essay attempts to be highly persuasive and logical. It usually assumes that the reader disagrees with the writer, but it should be noted that the reader is no less intelligent than the writer. Hence, an argumentative content should be written objectively and logically.

An argumentative content has the following characteristics:

- Presents and explains the issue or case
- Gives reasons and supports these reasons to prove its point
- Refutes(prove wrong) opposing arguments

Parts of an Argumentative Content

1. Introduction

First is the introductory paragraph. It introduces the problem and gives the background information needed for the argument and the thesis statement.

The thesis statement is a concise, one-sentence summary of your main point and claim.

2. Body

The body of the essay contains the reasons. It is a three or more paragraphs that explain the reasons why you support your thesis. Each paragraph talks about one reason and it should cover a different idea or piece of evidence and contain a topic sentence that clearly explains why the reader should agree with your position. These supporting materials can be **examples, research, statistics, studies, and text citations, personal experiences or quotations**. Address opposing points of view and disprove them or explain why you disagree with them.

3. Conclusion

One paragraph that restates the thesis and summarizes all of the arguments made in the body paragraphs. Rather than introducing new facts or more arguments, a good conclusion will appeal to a reader's emotions.

To judge the validity of the evidence listened to, you need to be familiar with the essential concepts in evaluating an argument. You have to bear in mind the following steps:

1. Identify the point the speaker is trying to prove (the claim).
2. Identify the specific facts the speaker give to support the claim
3. Explain how the evidence supposed to relate to the claim

Types of evidences:

A. Testimonial evidences are statements of truth from a certain person made under oath in a court or testimonies offered to prove the truth of the matter.

B. Statistical evidences are the result of researches or surveys that can never be proven because of probability or likelihood which is from random sampling.

C. Testimonial evidences are statements of truth from a certain person made under oath in a court or testimonies offered to prove the truth of the matter.

D. Anecdotal evidences are collected in a casual or informal manner and relying heavily or entirely on personal testimony.

A. Analogical or a specific way of thinking, based on the idea that two or more things are similar in some aspects, there is a tendency that they are also similar in other aspect.

These three specific types of questions lead to your opinion:

1. Questions of Fact are those that ask you to answer whether or not something is true. These questions are always answerable with either "Yes" or "No".

Example: Is the wall blue? (Yes or No, and then evidence)

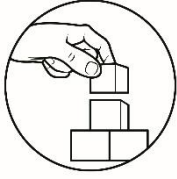
2. Questions of Value address the relative merit (goodness or badness) of something. Here you are usually asked to choose between things, ideas, beliefs, or actions.

Example: Which is more valuable, love or money? (Which and why?)

3. Questions of Policy ask the writer to explain what they would do. The key word of these topics is usually "should" as in "what should we do...?) The question asks the writer to make a plan of action to solve some sort of problem. The answer is a breakdown of the plan and a justification that it fixes the problem.

Example: What should be done to combat the drug problem? (Plan and justify)

<http://www.keithmurphy.info/1102/question.htm>



What's More

A. **Identify the types of evidences.** Choose from statistical, testimonial, anecdotal or analogical.

- _____ 1. In 2015 alone, an estimated 350,000 migrants have crossed the borders of the European Union. *tualatinworldhistory.weebly.com*
- _____ 2. “Clearly , nature calls to something very deep in us” says Dr.Oliver Sacks.
- _____ 3. All lawyer are agent of truth therefore all lawyer are straight.
- _____ 4. “ This anti-aging cream took years off. It must be the best.” *statisticsbyjim.com*
- _____ 5. Thank you so much for subscribing to my channel.
- _____ 6. “He is very professional. He will be a big loss” Galvez said Inquirer.Net.
- _____ 7. “ Wow! I took this supplement and lost a lot of weight! This pill must work!
- _____ 8. According to survey, “Crime is a global phenomenon which criminologists are continually trying to asses within society.” *student.uwa.edu.au*
- _____ 9. “Choice of Covid-19 vaccine? Bato says he prefers Sinopharm. NEWSINFO
- _____ 10. My father was a heavy smoker most of his life, but at 86 he is still strong therefore smoking is not dangerous to health.

B. **True or False.** Write T if the statement is true and F if it is false

- _____ 1. The reasons are included in the introduction.
- _____ 2. The background information is needed for the thesis statement.
- _____ 3. Argumentative content assumes that the reader agrees with the writer.
- _____ 4. The conclusion summarizes the arguments and support the main premise.
- _____ 5. An argumentative content should be written objectively and logically.

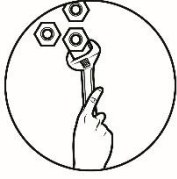


What I Have Learned

Write the following questions to where they belong: Use a separate piece of paper for your answers.

1. Should the death penalty be imposed?
2. What should be done to combat drug problem?
3. Which is more valuable, love or money?
4. Is the flower red?
5. Do you believe in the Holy Spirit?
6. Who is more important, your friend or your bf/gf?
7. Why should we conserve water?
8. Is the weather fair?
9. Which is more dangerous, bungee jumping or parasailing?
10. How could we lessen COVID 19 cases?

Questions of fact	Questions of Value	Questions of Policy



What I Can Do

Reason out!

From the advertisements that you hear everyday from television or over the radio, which among them are your favorite? Rank your top 3 advertisements. Write your answers in a separate piece of paper.

Advertisement	Message it gives	Reliability/Validity

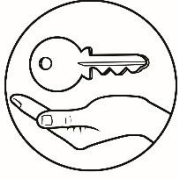


Additional Activities

Listen to the song You're a Hero by Mariah Carey

1. List down three (3) lines that touches you the most.
2. Paraphrase the lines that you have chosen.

Lines of the song	Paraphrased Version
1.	
2.	
3.	



Answer Key

What's More

- B.
- 1. F
- 2. T
- 3. F
- 4. T
- 5. T

What's In

- 1. persuasive text
- 2. discussion text
- 3. literary text
- 4. factual text
- 5. text

What I Know

- 1. D
- 2. A
- 3. B
- 4. C
- 5. D
- 6. B
- 7. C
- 8. C
- 9. A
- 10. D



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Listening text-<https://learnenglishessay.blogspot.com/2011/12/argumentative-essay.html>

Title: Aggressive Driving Should be Avoided

If internet is not available, the text is to be read by the home partner or any member of the family while the student listens to judge the validity of the evidence listened to.

Aggressive Driving Should be Avoided

Aggressive driving is a phenomenon, which has only recently got the public worried. The National Highway Traffic Safety Council (NHTSC) defines aggressive driving as the “operation of a motor vehicle in a manner that endangers or is likely to endanger persons or property”. Actions such as running red lights, improper passing, overtaking on the left, improper lane change, failing to yield, improper turns, running stop signs, tailgating, careless driving, and speeding are examples of aggressive driving. Such actions are dangerous to other road users. Aggressive driving should be avoided because it causes crashes, injuries, and fatalities.

The first reason why aggressive driving should be avoided is it causes crashes. According to NHTSC, between 78 percent (excessive speed) and 100 percent (improper

passing) of the cases of aggressive driving resulted in traffic crashes and 96 percent of the drivers cited for “following too closely” or tailgating caused crashes as a result of their aggressive driving. Moreover, “running red light”, “improper passing” and “overtaking on the left” topped other categories of aggressive driving in contributing to traffic crashes.

Another reason why aggressive driving should be avoided is it causes injuries. NHTSC states that the percentages of the injuries caused by aggressive driving are, in almost all categories of aggressive driving, above 100 percent.

Aggressive driving also causes fatalities. “Overtaking on the left” appears to be the most contributing factor in traffic fatalities as it relates to aggressive driving. “Improper lane change”, “running red light” rank second through four in terms of their contribution to traffic fatalities.

The above evidence shows that aggressive driving causes crash injuries and fatalities. Hence, aggressive driving should be avoided. Since the opening on the North-South Highway, the number of kilometers of roads in the country has increased by one percent while the number of vehicle miles driven has increased by 35 percent. More cars and more drivers are also on the road leading to more aggressive drivers.

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