

English

Quarter 2 – Module 4: Argumentative Texts: Modal Verbs and Modal Adverbs



English – Grade 10
Alternative Delivery Mode
Quarter 2 – Module 4: Argumentative Texts: Modal Verbs and Modal Adverbs
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English
Quarter 2 – Module 4:
Argumentative Texts: Modal
Verbs and Modal Adverbs

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

Do you know that you can use modal verbs and modal adverbs in writing your arguments? Now, learning about modal verbs and modal adverbs would let you write properly your argumentative text.

While working on this module, you are expected to:

MELC: Identify key structural elements, and language features of an argumentative text, e.g.: modal verbs: should, must, might, and modal adverbs: usually, probably, etc. (EN10G-IVA-32)

- Recall modal verbs and modal adverbs.
- Identify modal verbs and adverb modals as language features of an argumentative text
- To achieve the objectives of this module, remember to:
 - read and follow the given instructions;
 - answer or do the given activities and;
 - use a separate sheet of paper for your answers or outputs.



What I Know

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

Directions: Choose the modal verb or modal adverb to complete the sentence.

Write the letter of the correct answer on your answer sheet.

1. Remember, you're in a library, you _____ speak loudly.
a. don't have to b. mustn't c. can't d. shouldn't have
2. Don't forget to take an umbrella. It _____ rain later.
a. might b. can c. should d. could
3. Betty _____ be ill. I've just seen her.
a. can b. can't c. has to d. have to
4. I was using my mobile phone a minute ago. It _____ be somewhere here.
a. must b. have to c. could d. might
5. A man may be _____ friendly, yet malicious in heart.
a. apparently b. arguably c. allegedly d. all in all
6. I will _____ call you tomorrow.
a. definitely b. obviously c. exactly d. easily
7. I can _____ remember the place when I first met her.
a. obviously b. exactly c. easily d. possibly
8. He can _____ help us solve the problem.
a. exactly b. obviously c. probably d. easily
9. I _____ see a doctor immediately.
a. should b. must c. can d. may
10. You should _____ take up that course.
a. exactly b. possibly c. absolutely d. easily
11. I _____ tell my parents about my plans of going abroad.
a. can b. shall c. should d. might
12. _____ Is a type of essay that presents arguments about both sides of an issue.
a. debate b. argumentative c. persuasive d. expository

13. This part of an argumentative text outlines the topic, provides background information necessary to understand your argument and presents the thesis statement.

- a. introduction b. body c. conclusion d. thesis

14. This part of an argumentative text usually comprises three or more paragraphs that explain the reasons why you support your thesis. This is where the writer backs up his claims with examples, research, statistics, studies, and text citations.

- a. introduction b. body c. conclusion d. thesis

15. This part of an argumentative text restates the writer's thesis and summarizes all of the arguments made in body paragraphs.

- a. introduction b. body c. conclusion d. thesis

Lesson

1

Modal Verbs



What's In

Directions: Identify the modal verbs found in the sentences below. Write your answers in your activity notebook.

1. Mobile phones can be used by students in schools positively and constructively.
2. School officials might come up with policies on the proper use of mobile phones.
3. Parents should monitor their children's use of cellphones.
4. Students have to make sure that cellphones are used to enhance their learning and not to distract them.
5. The irresponsible use of cellphones among children may lead to undesirable results.



What's New

Directions: Read the argumentative text below and answer the questions that follow.

Use of Mobile Phones in Schools

The use of mobile or cell phones in learning institutions, specifically schools, has elicited debate and bitter arguments, not only in the United States of America, but in the world as a whole. While part of society has supported the use of cellphones in schools, the other part has opposed their use bitterly. Mobile phone manufacturers, such as Apple and Samsung, have targeted students as their main market and thus they have designed various models with lots of features in order to attract them. Despite the fact that the use of mobile phones by students in schools can be used positively and constructively in order to enhance their learning, the same technological devices can be utilized negatively, which distracts them and their teachers and in turn disrupts the learning process. For instance, whilst the students can use mobile phones positively by accessing or downloading important academic materials from the worldwide web, the same can also be used to get access towards destructive pornographic or undesirable contents from online sources thus destroying students' morals. There are various reasons as to why mobile phones should not be used by students in schools and other learning institutions through giving tangible evidence. There are various arguments from critics calling for the use of mobile phones in schools by the students.

Source: "Argumentative Essay On The Use Of Mobile". 2020.

Studylib.Net. <https://studylib.net/doc/7820730/argumentativeessay-on-the-use-of-mobile>.

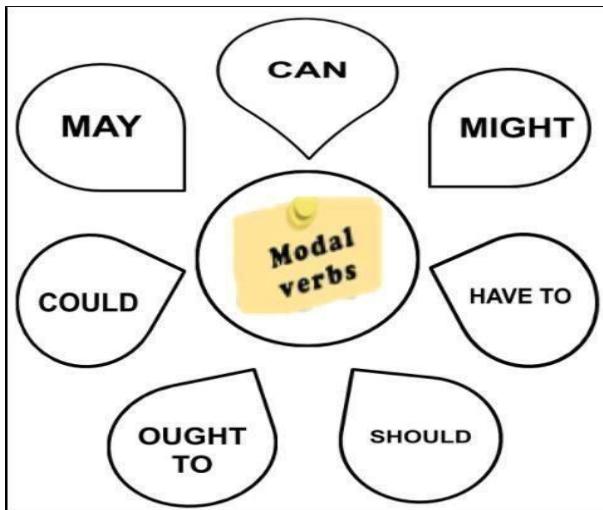
Questions:

1. What is the text all about?
2. What makes the use of mobile phones debatable?
3. Why do mobile phones attract students?
4. When do mobile phones can be used positively? negatively?
5. What are the modal verbs used in the text?



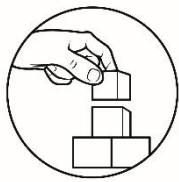
What is It

Modal Verbs are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.



Be guided by the table below:

Modal Verbs	Expressions	Examples
Can/Can't (present) Could/Couldn't (past)	ABILITY- to say someone has (or hasn't) a particular ability.	<ul style="list-style-type: none">• Lito <u>can</u> speak 5 dialects fluently, but she <u>can't</u> speak English fluently.
Could/Might/May (present and future)	POSSIBILITY -to express possibility about the present or the future.	<ul style="list-style-type: none">• It <u>might</u> be raining outside, you should take an umbrella with you.• I <u>may</u> come and visit you after work.• It <u>could</u> rain later, so I will bring an umbrella with me.
Must/ Must Have (present/past)	CERTAINTY – to express certainty.	<ul style="list-style-type: none">• She speaks 5 dialects, so she <u>must</u> be clever.
Should/ought to/Must	ADVICE – to give advice.	<ul style="list-style-type: none">• You <u>should</u> buy some new shoes.• You <u>ought to</u> go to sleep early, you look tired.• You <u>must</u> be careful and alert when driving alone.
Must/Have to	OBLIGATION – expresses strong obligation.	<ul style="list-style-type: none">• You <u>must</u> finish your task by this afternoon. She <u>has to</u> feed her pet everyday.



What's More

Activity 1: Directions: Fill in the blanks with appropriate modals: **will, shall, would, should or can, could, may, might.**

Milk is a nutritious food enriched with vitamins and proteins. We 1) _____ take milk regularly so that we 2) _____ not develop deficiencies of undernourishment in our body. The aged persons, children and patients 3) _____ take milk in sufficient quantity as it provides strength to their body. We 4) _____ supplement it with other elements of food like fruit, vegetables and pulses for proper growth of the body. But we 5) _____ consume milk of good quality only otherwise it 6) _____ cause harm to the body. We 7) _____ be very careful while selecting items of our food because there are chances that these 8) be adulterated.

Source: Base, Knowledge, English Grammar, Sentence Correction, Sentence Formation, Modals modals

Activity 2: Directions: Complete the sentences using “**should or should not**” plus the appropriate verb from the list below.

wear	start	get	listen
read	leave	give up	do
question	find	spend	eat

1. You _____ the shirt. It's nicer than the jumper.
2. Students _____ to the teacher. They know the grammar better!
3. Children _____ some housework. It's good to help the parents
4. Recycling isn't enough. You _____ less.
5. I think you _____ to work. You'll avoid the traffic.
6. You _____ to everyone! People don't know you, so they might give you bad advice.

Activity 3: Directions: Complete the conversation by using the appropriate phrase below.

could that work
couldn't make it
can I have me
to may I help

would like to book
should work for me
would you like

A: Baguio Medical Center, Emma speaking. How _____ you?

B: Good afternoon, I ___ an appointment with Dr. Black for next week, preferably on Monday morning.

A: Let me check her schedule next week. Hmmm... I'm sorry, I'm afraid she won't be at the clinic on Monday morning. but she has an opening in the afternoon at 3:00pm. ___ for you?

B. No, I _____. I work full-time, so it has to be either in the morning or in the evening. What about on Tuesday at 8:30am?

A: She's busy at that time, but there's an opening at 9:15am.

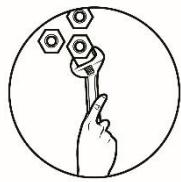
B. Great! That_____.



What I Have Learned

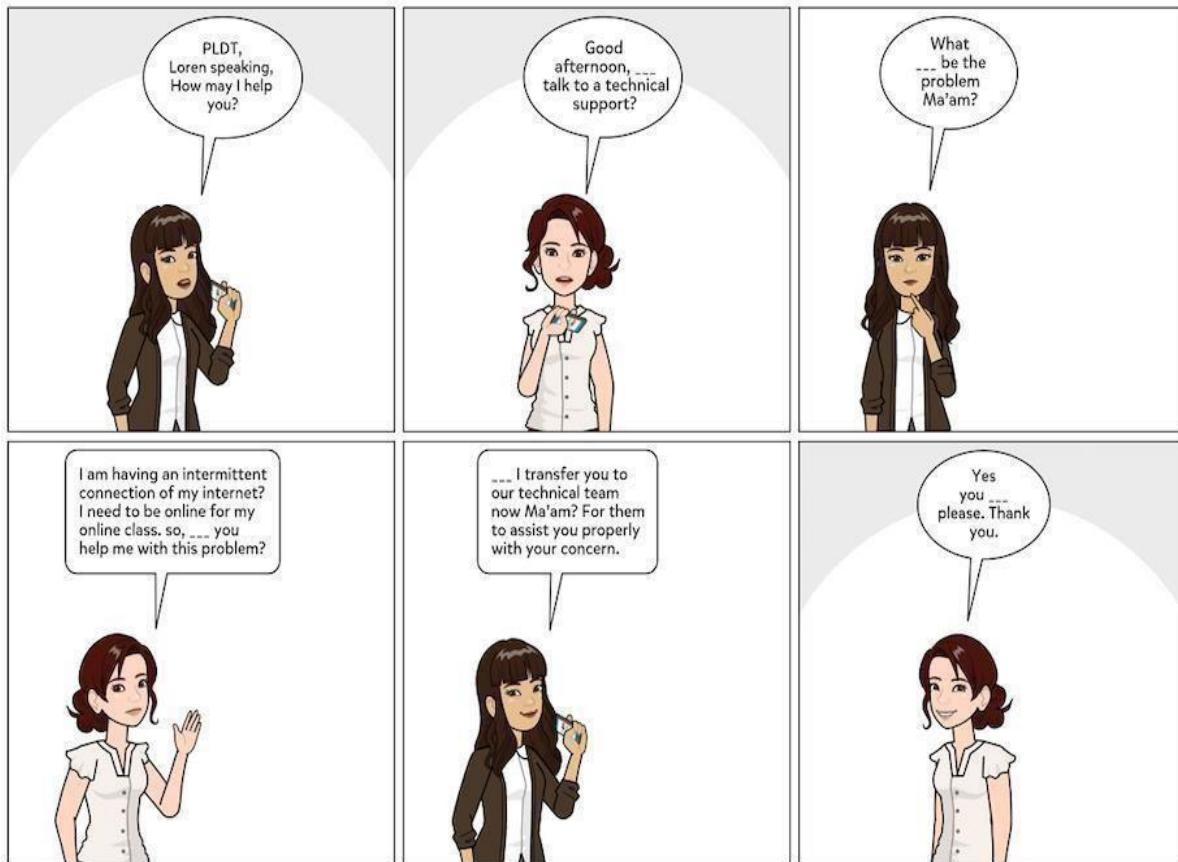
Modal 1) _____ are special verbs which behave irregularly in English. They give additional information about the 2) _____ of the main verb that follows it. They have a great variety of communicative functions.

The modal _____ expresses a general ability while _____ describes a past ability and expresses reported speech for can. On the other hand, the modal _____ expresses possibility, request or ask for permission and give permission.



What I Can Do

Directions: Complete the conversation between a PLDT representative and a customer. Supply the appropriate modal verbs to complete the lines.



<https://app.pixton.com/#/>



Additional Activities

Directions: Fill in the blanks in the following sentences with appropriate modals.

Man 1 _____ live without food and water for some time, but he 2 _____ not live without air. We 3 _____ inhale pure, oxygenrich air. Breathing foul or polluted air 4 _____ cause chest-related problems. Exposure to cold air 5 _____ be avoided. When a person catches a cold, he 6_____ take simple, light and easily digestible food. He 7 _____ avoid going out in cold under all circumstances. He 8 _____ keep his body warm by putting on woolen clothes.

Source: https://www.google.com/search?client=opera&hs=08g&q=worksheets+for+modals+ with+answers&tbo=isch&chips=q:worksheets+for+modals+with+answers,online_chips:modal

**Lesson
2**

Modal Adverbs



What's In

Directions: Recall what you have learned about modal verbs in Lesson 1. Fill in the blanks with the appropriate modal verbs.

1. She told me that she was unwell so she _____ not go to the office.
2. The visitors _____ not carry eatables with them in the hotel.
3. As he is in dire need of money, we ___ help him immediately.
4. _____ you please lend me your book for a week?
5. His son is not so brilliant in his studies but he _____ pass the examination.
6. I _____ be thankful to you if you help me at this time of need.
7. Drive fast lest you____ miss the flight.
8. _____ you like to accompany us to the market tomorrow?
9. The lady has grown so old that she___not walk without a stick.
10. Had he worked hard, he ____have passed the examination.



What's New

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

Bobby: I *really* might be campaigning to stop bullying in school. Lucas: Bullying can *absolutely* affect a person's way of life. .

Bobby: I could not *seriously* think of any solution to stop it.

Lucas: I know, but we can *definitely* do some ways on how to prevent it.

Dan: We can *possibly* give flyers to our schoolmates about the harmful effects of bullying.

Bobby: *Certainly*, that is a good idea. However, I could not find it that effective.

Lucas: We could not definitely stop bullying right away. But, slowly we could help in the campaign.

Dan: I will *certainly* agree! Let's help one another.

Questions:

1. What was the conversation about?
2. What do they want to do about it?
3. What particular action was suggested?
4. List down those words in italics? What do you call those words?



What is It

MODAL ADVERBS



Modal Adverbs are used to modify specific verbs that consist of a linking verb (verb of being) and sometimes another verb.

Here are examples of modal adverbs: **probably, possibly, evidently, certainly, surely, undoubtedly, seriously, clearly, obviously**

1. I will **surely** watch the Avengers movie.
2. It will **probably** rain this afternoon.
3. Ruben must **seriously** exert more effort in his studies to pass this final quarter.

What is **MODALITY**?

It is used in writing to express how definite you are about something.

Degrees of Modality

1. **STRONG** – uses the adverbs always and never, evidently, surely, seriously and undoubtedly

Example: People should **always** wash their hands before eating.
You will **never** graduate if you will not study hard.

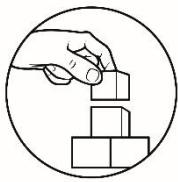
2. **MODERATE** – uses often, rarely, usually, sometimes, frequently, and occasionally

Example: Mary **rarely** goes out to party. Arnold **often** takes a bath.

Some adverbs can be used to describe how likely it is that something will happen. These are called 'adverbs of possibility'.

Some of the most common adverbs of possibility are:

certainly	definitely	maybe	possibly
obviously	perhaps	probably	clearly



What's More

Activity 1: Complete Me

Directions: Complete these sentences using the modal adverbs in the box. Use the most suitable word only once.

definitely
precisely

certainly
absolutely

clearly
surely

1. If we will win next week's game, we will _____ be on the finalist.
2. _____ our teacher will arrive before the google classroom starts.
3. Joey _____ made a big difference to the success of the class.
4. Alex was _____ too short to be allowed in the school basketball team.
5. President Rodrigo Roa Duterte _____ approved on the House Bill passed by the Congress.

Activity 2: Transform Me

Directions: Read the sentences below and transform them using modal adverbs. Use your activity notebook to write your answers.

1. I do my homework (strong).

2. I watch drama movies (strong).

3. I wash dishes (moderate).

4. I drink vitamins to make me strong (moderate).

5. I clean my room (moderate).

Activity 3: Remember Me

Directions: In the first sentence underline the MODAL VERB. Remember, modal verbs are made 'negative' by adding the word 'not'. In the second sentence circle the MODAL ADVERB.

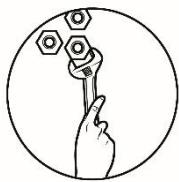
1. You can't have said that to her!
2. Surely you can't have said that to her!
1. I might easily tell you all about it.
2. I might just tell you all about it.
1. You shouldn't have gone to so much trouble.
2. You really shouldn't have gone to so much trouble.
1. I will call you tomorrow.
2. I will definitely call you tomorrow.
1. You can't be serious!
2. You can't possibly be serious.



What I Have Learned

Directions: Complete the paragraph below.

Modal 1) _____ are used to modify specific verbs that consist of a linking verb (verb of being) and sometimes another verb. Degrees of modality vary from 2) _____ or 3) _____.



What I Can Do

Directions: Give a one sentence stand or claim on the terms below. Identify the modal adverbs to be used from the list below.

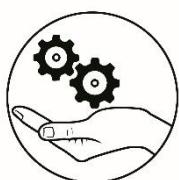
**certainly
obviously**

**absolutely
probably**

**perhaps
clearly**

Example:

1. Distance Learning
2. Social Distancing
3. Covid 19 vaccine
4. Drug Addiction
5. Pandemic



Additional Activities

Directions: Imagine what school will be in the year 2030. Write a description of your ideas for a future school using **modal verbs** and **modal adverbs** (possibility). Be guided by the following questions below. Underline the modal verbs and modal adverbs you used in your text.

Guide questions:

1. How will children in the future get to school?
2. What lessons will they study?
3. How many will be in each class?
4. What will they do at break and lunch times?
5. What will they eat?
6. What will they do their work on? Tablets, laptops or something else?
7. Who will teach the children of the future? A person, a robot or even an alien?

RUBRICS (Essay Writing Activity)

CRITERIA	WELL DONE (10pts)	VERY GOOD (8pts)	GOOD (6pts)	GOOD ENOUGH (4pts)
Ideas	The essay is clear and focused. It holds the reader's attention. Relevant details and quotes enrich the central theme.	The essay is mostly focused, and has some good details and quotes.	The writer is beginning to define the topic, even though development is still basic or general.	Topic is not well-defined and/or there are too many topics.
Organization	The organization enhances and showcases the central idea or theme. The order, structure of information is compelling and moves the reader through the text.	The essay (and paragraphs) are mostly organized, in order, and makes sense to the reader.	The organizational structure is strong enough to move the reader through the text without too much confusion.	Sentences within paragraphs make sense, but the order of paragraphs does not.
Sentence Fluency	The text uses almost all of the modal verbs and modal adverbs. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text uses most of the modal verbs and modal adverbs, and usually invites oral reading.	The text uses some of the modal verbs and modal adverbs, and invites oral reading.	The text uses limited of modal verbs and modal adverbs, seems choppy and is not easy to read orally.
Mechanics	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.	The write understands good writing conventions and usually uses them correctly. Paper is easily read and errors are rare; minor touch-ups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	The writer seems to have made little effort to use conventions: spelling, punctuation, capitalization, usage, grammar and/or paragraphing have multiple errors.
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The format only has a few mistakes and is generally easy to read and pleasing to the eye.	The writer's message is understandable in this format.	The writer's message is only understandable occasionally, and paper is messily written.

Source: <https://www.uen.org/rubric/previewRubric.html?id=20123>

**Lesson
3**

Argumentative Essay Using Modals



What's In

Directions: Identification: Read and analyze the sentences below. Choose the correct modal verb to complete the sentence.

1. She told me that she was unwell so she _____ not go to the office.
2. The visitors _____ not carry eatables with them in the hotel.
3. As he is in dire need of money, we _____ help him immediately.
4. you please lend me your book for a week?
5. His son is not so brilliant in his studies but he _____ pass the examination.
6. I _____ be thankful to you if you help me at this time of need.
7. Drive fast lest you _____ miss the flight.
8. you like to accompany us to the market tomorrow?
9. The lady has grown so old that she _____ not walk without a stick.
10. Had he worked hard, he _____ have passed the examination.



What's New

Directions: Read the presented argumentative essay below. Underline each modal (verbs and adverbs) used.

Cell phones have enabled Americans to travel with technology everywhere they go. This allows many users to access and share the radio bandwidth. What is more, cell phones also allow calls to be made in a wide geographical area. The user does not have to own the station. Being a subscriber is the only thing required. Cordless telephones are completely different from cell phones as they can be used only in the area of one personal base station.

Indisputably, ever since the emergence of cell phones, people can constantly keep in touch with their loved ones, regardless of the distance. One can reach almost everywhere without any difficulty. When in the past years, people were separated by distance for some reason, and it took forever to write, to send, and to deliver a single letter. Today, it takes a couple of quick clicks, and you see the face of your significant other, parent, or friend real-time! In addition, people can immediately get help in case

of emergencies. Furthermore, by means of mobile phones, people can lessen their boredom through listening to their favorite music or watching downloaded movies.

In general, the invention of cell phones has led to massive changes in the Philippines. In the main, people began to spend many hours talking on cell phones. Filipino culture has tremendously changed with the emergence of cell phones. Minor firms now market cell phone games, as well as video content aimed specifically to be watched on cell phones. Additionally, other creative functions have arisen, such as text messaging, Short Message Service (SMS), as well as fake talking (people pretend to converse using cell phones to fight fear and loneliness). In the situations when young people (men and women) are controlled in their capability to socialize, cellular phones have been helpful for social interaction.

Cell phones have an effect on Filipino's built environment, especially through widespread advertising. Cell phones have grown to be popular in the Philippines, unlike the Internet. The latter, on the other hand, has caused digital division between various social classes. It is also recognized to be glamorous and inexpensive. The majority of the cell phone subscribers in the Philippines personalize and decorate their cell phones, bringing about folk-art cottage sector. The cell phone has grown to be some kind of art, whereby a cell phone user's preference of phone and decoration serves as a sort of personal statement.

The emergence of the mobile cellular phone has as well brought about changes in various cultural norms in the Philippines. Industries, movie theaters, cafés, and parks are just a number of spaces where the suitability of cell phone discussions is unclear and doubtful. Cell phones prioritize socialization with people who are far away over those who share space.

Classrooms are also other sectors that have significantly changed in the Philippines due to the use of cell phones. Nowadays, the majority of students use cell phones in class, especially when it comes to text messaging and the internet. Students can now get information faster through the cell phones. This has significantly affected education standards since most of the students use cell phones to cheat during exams. But the reality is that cell phones have successfully turned into a powerful learning tool. All cell phones that were primarily used to engage students in class create personal computer access points that guarantee better academic results. A lot of schools all over the globe encourage a special policy that encourages students to bring their own devices in order to boost students learning abilities. Even though academic progress might be hurt when undergrads use their phones just to entertain, coupled with financial problems that exist in this or that region, well-arranged content access is absolutely beneficial.

Despite the presence of moderately small screen sizes, the majority of people in the Philippines have started watching TV on their cell phones. They prefer this way in order to distance themselves from jam-packed situations and also prioritize their attention. Regardless of the widespread recognition of the cell phones' video technology, consumers are still cautious of two-way video, caused by anxieties about privacy and surveillance. The political sector in the Philippines has also changed tremendously as a result of cell phones. Cell phones have been utilized to mobilize followers for political causes. Protesters use their cell phones to send text messages to organize activities, as well as avoid the police.

Obviously, the whole range of advantages that we've just discussed make cell phone market in the Philippines is very dynamic and competitive. This has enabled expansion of international trade between the Philippines and other countries.

In conclusion, cell phones have enabled people to form their own micro-cultures. In the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines to protect their private relations from the culture in their surroundings. What is more, these devices have encouraged the existence of a great variety of complex but exclusive micro-cultures.

Questions:

1. What is the text all about?
2. What is the thesis statement of the text? 3. What is the conclusion in the text?



What is It

An **argumentative essay** is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he supports the most.

An argumentative essay is usually written in the five-paragraph structure. The argumentative essay format consists of an **introduction**, **2-3 body paragraphs**, and a **conclusion**. Logically, each of those three sections will have a unique structure, so understanding them on an individual level will help ensure a smooth writing process. The thesis statement is part of the introduction. It is a concise, one sentence summary of your main point or claim.

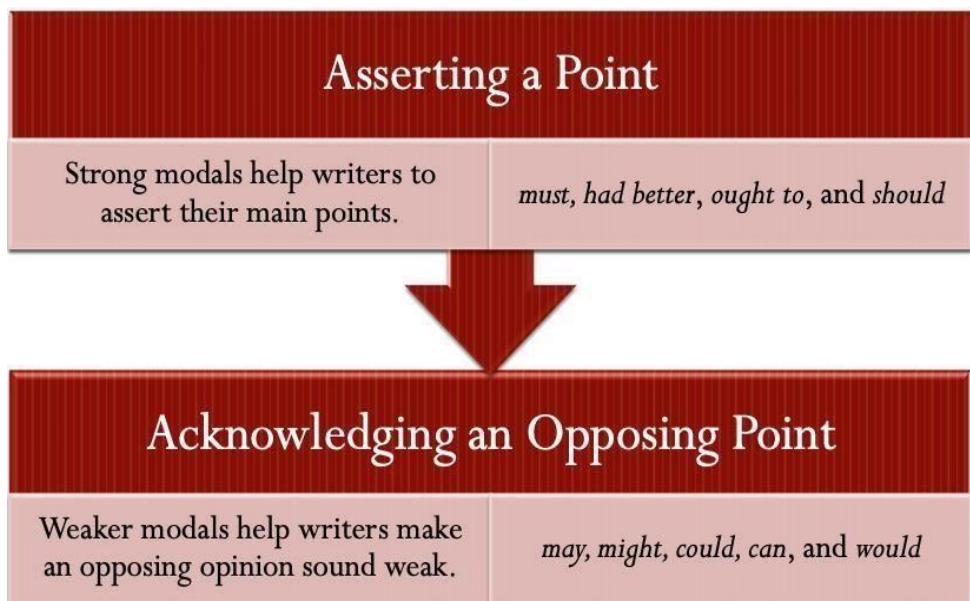
Modal verbs and **modal adverbs** are used in writing argumentative essays or text to prove and to have a strong stand in a position you believed in.

MODALS and TONES: Use modals to soften your verbs.

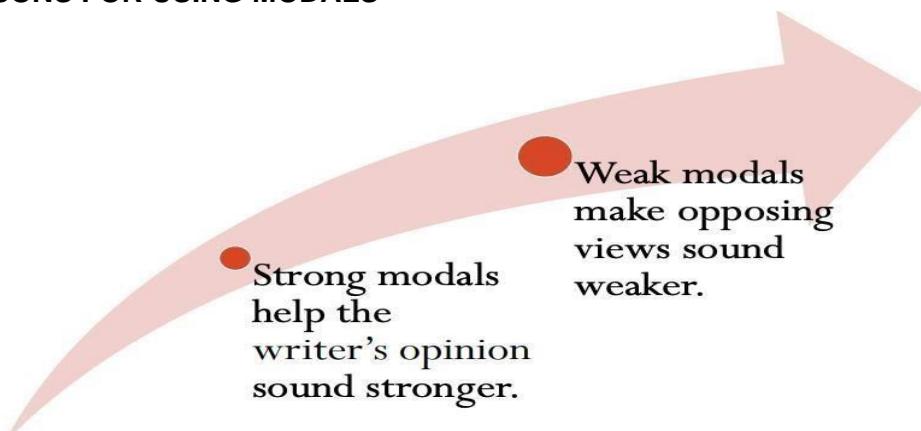
Example: The President **must** change his policy. ("must" is too strong) The President **should** change his policy.

We should control the **TONE** with **MODALS**. Remember that good writers are always aware of how their arguments sound. Certain words can help control the tone of the argument.

CONTROLLING TONE WITH MODALS

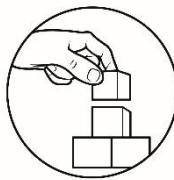


REASONS FOR USING MODALS



Source: https://profjackelinemrtn.weebly.com/uploads/1/0/8/4/10843122/argumentative_essays.pdf

Modal verbs are often used to make the writer's claims more or less tentative, i.e. to suggest that the writer thinks something is more or less probable. One of the weaknesses of student essays is making strong claims that cannot be supported. In these cases, it is useful to be able to vary the strength of a claim to suit the circumstances.



What's More

Activity 1: Fill Me Up

Directions: Complete the paragraph below. Use the phrases in the box.

may be necessary	might react	can most easily be done	must indicate	will respond
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When studying the advantages and disadvantages of learning methods, it _____ to place learners in artificial situations, in order to observe how they _____ to different stimuli. This _____ via electronic media (e.g. virtual reality). If the reaction is positive, this _____ the likelihood that learners _____ well in real life.

Activity 2: Strength of Claim

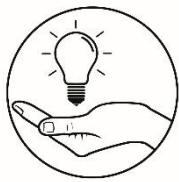
Directions: Arrange them by writing the numbers 1-3 in the beside the letters to indicate how strong the claim is (3 is the strongest).

- _____ a. *This **may** be the case where there has been a separation order, a decree nisi for divorce, a non-molestation order, or a separation agreement between the parties.*
- _____ b. *This **might** be the case with provocation, for example: there might be objections to some of the distinctions now drawn by the law.*
- _____ c. *It **may** well be the case that there is variation within one of these categories.*

Activity 3: Fill in the gaps

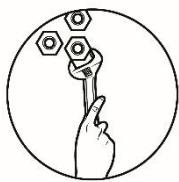
Directions: In the following sentences fill in the gaps with appropriate modals.

1. It was clear that the two countries _____ have to compromise if the conference _____ not degenerate into a complete fiasco.
2. Of course, this measure [reforestation] _____ work only if it _____ accompanied by efforts to reduce tropical deforestation.
3. What _____ have happened if penicillin _____ not been discovered?



What I Have Learned

An _____ is a type of essay that presents arguments about both sides of an issue. It is usually written in the five-paragraph structure. The argumentative essay format consists of an _____, _____, and a _____. **Modal** _____ and **modal** _____ are used in writing argumentative essays or text to prove and to have a strong stand in a position you believed in.



What I Can Do

Activity: **Believe me, it's a FACT**

Directions: Writing Pro and Con Statements. Below is a dialogue between two friends. Complete the dialogue by supplying the modal verb or adverb.

John: In this time of pandemic where we use distance learning, I need to be creative with my studies

Dale: Well, I agree with you, but I _____ miss face to face classes.

John: I know. However, we _____ not go against the health protocol. We _____ learn from home.

Dale: Learning from home is difficult for me. I think I _____

John: Well, you are _____



Assessment

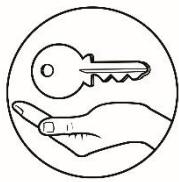
Directions: Choose the letter of the correct answer.

1. Is a type of essay that presents arguments about both sides of an issue.
a. Debate b. argumentative c. persuasive d. expository
2. Argumentative essays all depend on the ___, and what side he or she supports the most.
a. Writer b. Listener c. Speaker d. Reader
3. Both sides of an argumentative essay could be presented as _____ balanced.
a. unequal b. both c. equally d. competitively
4. Good writers need to control their _____ making them aware of how their arguments sound.
a. tone b. speed c. reaction d. emotion
5. An argumentative essay can be started by asking a question. Is this statement true or false?
a. False b. True c. Both d. It depends

B. Directions: Choose the modal verb or modal adverb to complete the sentence.

Write the letter of the correct answer on your answer sheet.

6. Remember, you're in a library, you _____ speak loudly.
a. don't have to b. mustn't c. can't d. shouldn't have
7. Don't forget to take an umbrella. It _____ rain later.
a. might b. can c. should d. could
8. Betty _____ be ill. I've just seen her.
a. can b. can't c. has to d. have to
9. I was using my mobile phone a minute ago. It _____ be somewhere here.
a. must b. have to c. could d. might
10. A man may be _____ friendly, yet malicious in heart.
a. apparently b. arguably c. allegedly d. all in all
11. The investment is a _____ thing.
a. certain b. plausible c. sure d. certainly
12. The bailiff _____ had a grip on the prisoner's arm.
a. sure b. certainly c. certain d. plausibly
13. This part of an argumentative text outlines the topic, provides background information necessary to understand your argument and presents the thesis statement.
a. introduction b. body c. conclusion d. thesis
14. This part of an argumentative text usually comprises three or more paragraphs that explain the reasons why you support your thesis. This is where the writer backs up his claims with examples, research, statistics, studies, and text citations.
a. introduction b. body c. conclusion d. thesis
15. This part of an argumentative text restates the writer's thesis and summarizes all of the arguments made in body paragraphs.
a. introduction b. body c. conclusion d. thesis



Answer Key

WHAT'S NEW	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8	Activity 9	Activity 10	Activity 11	Activity 12	Activity 13	Activity 14	Activity 15	POST ASSESSMENT	WHAT I HAVE LEARNED
What's New	1. completely 2. can 3. indisputably 4. can 5. can 6. can 7. tremendously 8. specifically 9. can 10. significantly 11. might 12. moderately 13. very 14. extremely 15. greatly 16. difficulty	Activity 1 This might be the case with provocation... (weakest) • This may be the case where there has been a separation order... It may well be the case that... (strongest)	Activity 2 This might be the case with can most easily be done must indicate might react will respond can most easily be done will respond must indicate might react This might be the case with provocation... (weakest) • This may be the case where there has been a separation order... It may well be the case that... (strongest)	Activity 3 1. must-will 2. can - will be 3. could - have	Activity 4 1. The use of cellphones in the Philippines 2. The emergence of the mobile cellular phones has brought changes in various cultural norms in the Philippines 3. Cellphones have enabled people to form their own micro-cultures	Activity 5 1. A argumentative essay 2. Introduction 3. 2-3 body paragraphs 4. Conclusion 5. Verbs 6. adverbs	Activity 6 1. b 2. a 3. d 4. a 5. b 6. b 7. a 8. b 9. b 10. a 11. d 12. b 13. a 14. b 15. c	POST ASSESSMENT	WHAT I HAVE LEARNED								

Lesson 3

<p>What's New?</p> <p>Lesson 2: ADDITIONAL ACTIVITIES</p> <p>What's New?</p> <p>(essay writing) answers may vary</p>	<p>WHAT I HAVE LEARNED</p> <p>VERB VS ADVERB</p> <p>1. Adverbs 2. Strong 3. Moderate 4. Could. 5. Can't. 6. Should 7. Might 8. Would 9. Can 10. should</p> <p>Those are all modal adverbs.</p> <p>Aganist bullyng. They can have a campaign It is all about school bullyng.</p>
<p>Activity 1</p> <p>1. Surely 2. Definitely 3. Clearly 4. Obviously 5. Certainly</p> <p>Activity 2</p> <p>1. Can't. 2. Possiblly</p> <p>Activity 3</p> <p>1. Can't. 2. Possiblly</p> <p>Activity 4</p> <p>1. Will 2. defintely</p> <p>Activity 5</p> <p>1. Shouldn't. 2. really</p> <p>Activity 6</p> <p>1. Could. 2. Just</p> <p>Activity 7</p> <p>1. Can't. 2. surely</p> <p>Activity 8</p> <p>1. Shouldn't. 2. just</p> <p>Activity 9</p> <p>1. Will 2. defintely</p> <p>Activity 10</p> <p>1. Can't. 2. defintely</p>	<p>In touch with their loved ones, regardless of the distance. One can reach almost everywhere without any difficulty. When in the past years, people were separated by distance for some reason, and it took forever to write, to send, and to deliver a single letter. Today, it takes a couple of quick clicks, and you see the race of your significant others. Parents, or friends, or relatives, or people can immediately get help in case of emergencies. Furthermore, by means of mobile phones, people can lessen their boredom through listening to their favorite music or watching downloaded movies.</p> <p>In general, the invention of cell phones has led to massive changes in the Philippines. In the main, people began to spend many hours talking on cell phones. Students in class, especially when it comes to text messaging and the internet. Students can now get information faster through the cell phones. This has significantly affected education standards since most of the students use cell phones during exams. Classroom standards that were primarily used to engage students in class personal cell phones have successfully turned into a powerful learning tool. But the reality is that cell phones have successfully turned into a powerful learning tool.</p> <p>Classrooms are also other sectors that have significantly changed in the Philippines due to the use of cell phones. Nowadays, the majority of students use cell phones in their daily lives. In conclusion, cell phones have enabled people to form their own micro-cultures. In conclusion, cell phones have enabled people to form their own micro-cultures.</p> <p>The political sector in the Philippines has also changed tremendously as a result of cell phones. Cell phones have been utilized to mobilize followers for political causes. Protesters use their cell phones to send text messages to organize activities, as well as avoid the police.</p> <p>In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p>
<p>Possibly</p> <p>1. Can't. 2. really</p> <p>definitely</p> <p>1. Will 2. Possiblly</p> <p>surely</p> <p>1. Can't. 2. Possiblly</p> <p>Activity 1</p> <p>1. Can't. 2. Possiblly</p> <p>Activity 2</p> <p>1. Shouldn't. 2. really</p> <p>Activity 3</p> <p>1. Could. 2. Just</p> <p>Activity 4</p> <p>1. Can't. 2. defintely</p> <p>Activity 5</p> <p>1. Will 2. defintely</p> <p>Activity 6</p> <p>1. Shouldn't. 2. just</p> <p>Activity 7</p> <p>1. Can't. 2. surely</p> <p>Activity 8</p> <p>1. Will 2. defintely</p> <p>Activity 9</p> <p>1. Can't. 2. defintely</p> <p>Activity 10</p> <p>1. Can't. 2. defintely</p>	<p>that exist in this or that region, well-arranged concert access is absolutely beneficial.</p> <p>hurt when undergrads use their cell phones just to entertain, coupled with financial problems in order to boost students learning abilities. Even though academic progress might be the globe encourage a special policy that encourages students to bring their own devices computers excess points that guarantee better academic results. A lot of schools all over the globe now encourage a special policy that encourages students to bring their own devices computers excess points that guarantee better academic results. All cell phones that were primarily used to engage students in class personal cell phones have been utilized to mobilize followers for political causes. Minor firms can now get information faster through the cell phones. This has significantly affected education standards since most of the students use cell phones during exams.</p> <p>Philippines culture has demands changed with the emergence of cell phones. Minor firms can now get information faster through the cell phones. This has significantly affected education standards since most of the students use cell phones during exams.</p> <p>in the Philippines, in the main, people began to spend many hours talking on cell phones. In general, the invention of cell phones has led to massive changes in the Philippines.</p> <p>on cell phones.</p>
<p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p> <p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p> <p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p> <p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p>	<p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p> <p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p> <p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p> <p>use. In my opinion, the invention called "a cell phone" has allowed people in the Philippines, people are changing cultural customs and values, and are greatly demonstrating consumers' skills to repurpose and modify technology for their personal use.</p>

Lesson 2

WHAT I KNOW	What's in 1. the use of mobile or cell phones 2. there are some who have supported the use of cellphones 3. because of various models 4. students can use mobile phones positively by accessing or downloading important academic materials from the worldwide web; it can be used negatively pornographic or undesirable contents from students' sources thus destroying students' morals	A.1. should 1. can 2. could 3. must 4. can 5. may A.2. should wear 1. should 2. should not question 3. should do 4. should get 5. should leave 6. should not listen A.3.
WHAT I HAVE LEARNED	WHAT'S MORE A.1. should 1. can 2. will 3. must 4. can 5. may A.2. I can't make it 1. I would like to book 2. I can't make it 3. That works for me 4. have to 5. can 6. might 7. can 8. should	WHAT I CAN DO 1. I would like to book 2. I can't make it 3. That works for me 4. have to 5. should 6. can 7. should 8. have to 9. might 10. can 11. can 12. b 13. a 14. b 15. c
ADDITIONAL ACTIVITIES (comic strip creation)	VERBS 1. verbs 2. function 3. can 4. could 5. may CAN DO 1. I can 2. will 3. must 4. can 5. may SHOULD 1. can 2. could 3. should 4. can 5. should SHOULD WEAR 1. should 2. should not question 3. should do 4. should get 5. should leave 6. should not listen SHOULD HELP 1. may I help 2. would like to book 3. could that work 4. couldn't make it 5. should work for me	

Lesson 1

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