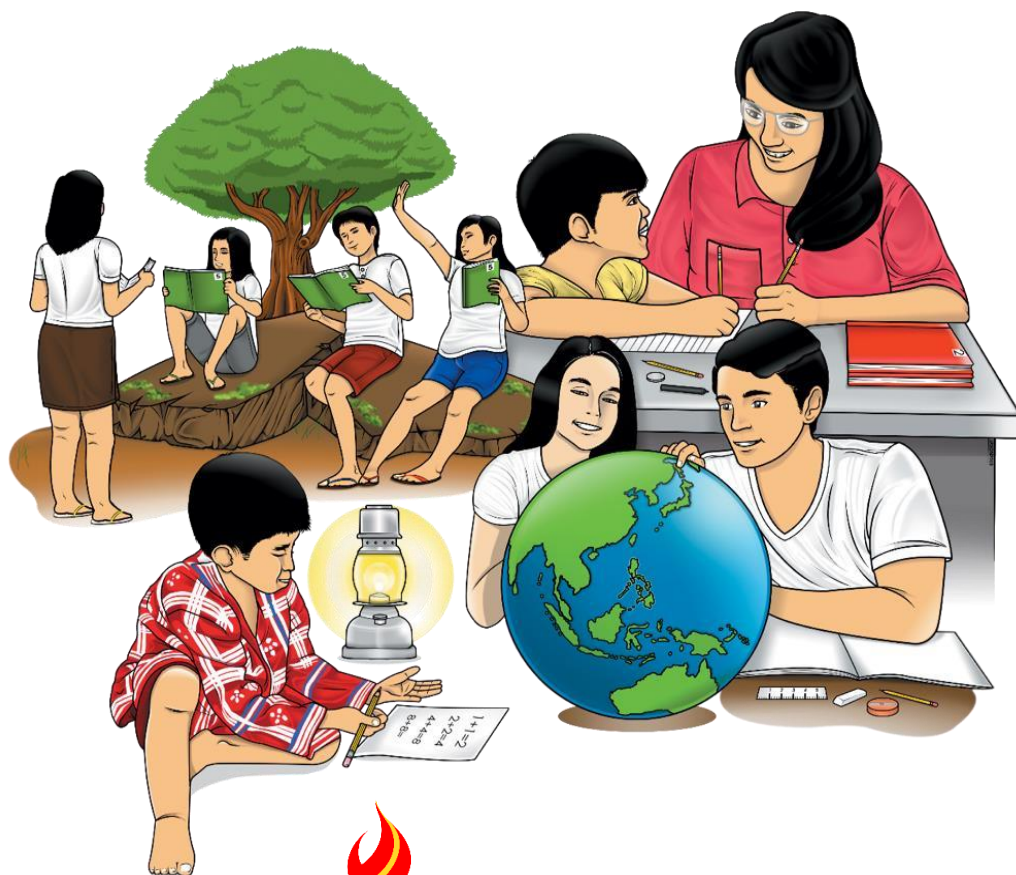


English

Quarter 2 – Module 2: Connecting Ideas using Conjunctions in an Argumentative Text



English– Grade 10
Alternative Delivery Mode
Quarter 2 – Module 2: Connecting Ideas Using Conjunctions in an Argumentative Text
First Edition, 2021

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ENGLISH

Quarter 2 – Module 2: Connecting Ideas using Conjunctions in an Argumentative Text

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.

Lesson

1

Connecting Ideas using Conjunctions in Argumentative Text

Learning Competencies

The Learner:

1. Identify conjunctions in an argumentative text.
2. Use conjunctions in composing argumentative text.

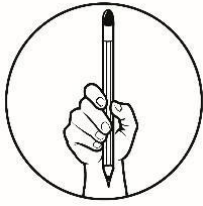


What I Need to Know

This module was designed and written with you in mind. It is here to help you write your argumentative text using conjunctions. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is composed of the lesson, namely:

Lesson 1: Conjunctions used in argumentative texts



What I Know

Activity #1: Multiple Choice

A. Identify the conjunction used in the given sentence. Choose the letter of the correct answer. Please use a clean sheet of paper for your answers.

1. Neither one of them even helped out the old woman cross the street
a. Neither b. But c. Both d. Nor
2. Both James and Andrew were playing their gadgets while the teacher is talking.
a. And b. Both c. Nor d. Or
3. My best friend and I went to the beach to play with the sand.
a. Both b. Also c. And d. Either
4. Monica does not know about Michael and Bobby, nor about Jessica and Susan.
a. Nor b. Yet c. But d. For
5. So far, he hasn't told her the truth.
a. Yet b. So c. Hasn't d. The

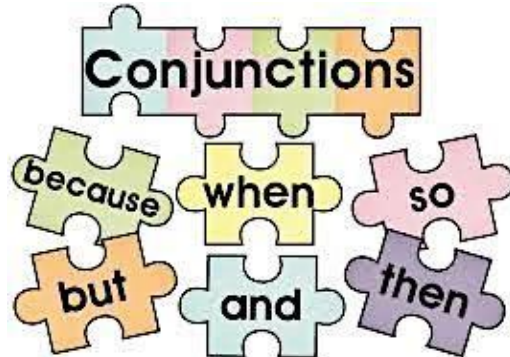
Activity# 2: Fill in the blanks

B. Fill in the proper conjunction to complete the sentence. Please use a clean sheet of paper for your answers.

6. She was tired when she arrived in class, _____ she had studied all night.
7. I tried out for the basketball team, _____ I didn't make it.
8. It's snowing outside, _____ it's the middle of summer!
9. They love football, _____ they gave up their tickets to someone less fortunate.
10. _____ far, he hasn't told her the truth.
11. Jason went to get a drink of water _____ his exam started.
12. I'm wearing my new swimsuit _____ I go to the beach _____ to the swimming pool.
13. Her sneeze was _____ loud _____ a helicopter.
14. Even though Lisa is lactose intolerant, _____ she wanted an ice cream bar.
15. Ted was a great student, _____ he was a wonderful student body president.



What's In



<https://www.pinterest.ph/pin/792000284447743087/>

A **conjunction** is the glue that holds words, phrases and clauses (both dependent and independent) together. There are three different kinds of conjunctions -- coordinating, subordinating, and correlative -- each serving its own, distinct purpose, but all working to bring words together.

Example:

Peter and Paul are best friends.

(the word "and" is a conjunction. It is joining two entities, which are Peter, Paul).

I am going to the market and to the grocery store.

(the word "and" in this sentence is joining two ideas, which are going to the market and to the grocery store).

My mother asked me if I am going to wash my clothes or wash the dishes.

(It is stating that the girl has two choices, to wash her clothes or wash the dishes)

Conjunctions serve as a cue within a sentence, signaling the reader that another idea is coming. Coordinating conjunctions link ideas by showing how they relate. For example, a word like "and" indicates two ideas go together. A subordinating conjunction indicates that one idea depends on another. For instance, in this sentence the word "unless" depends on the action that follows it:

Example:

We will be late unless we leave now.

Correlative conjunctions join elements within a sentence, indicating the two are of equal importance. The words "neither" and "nor" work this way in this sentence:

Example:

I like neither carrots nor celery.



What's New

Activity #3: FILL ME UP!

Complete each sentence using the subordinating conjunction from the parenthesis. Please write the word in capital letters. Please use a clean sheet of paper for your answers.

1. I visit the Grand Canyon _____ I go to Arizona. (once, whenever, wherever)
2. This is the place _____ we stayed last time we visited. (where, when, how)
3. _____ you win first place, you will receive a prize. (wherever, if, unless)
4. You won't pass the test _____ you study. (when, if, unless)
5. I could not get a seat, _____ I came early. (as, though, when)
6. We are leaving Wednesday _____ or not it rains. (if, whether, though)
7. Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
8. The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)
9. She's honest _____ everyone trusts her. (if, so, when)
10. Write this down _____ you forget. (or, when, lest)
11. I plan to take my vacation _____ in June _____ in July. (whether / or, either / or, as / if)
12. _____ I'm feeling happy _____ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
13. _____ had I taken my shoes off _____ I found out we had to leave again. (no sooner / than, rather / than, whether / or)
14. _____ only is dark chocolate delicious, _____ it can be healthy. (whether / or, not / but, just as / so)
15. _____ I have salad for dinner, _____ I can have ice cream for dessert. (if / then, when / than, whether / or)



What is It

Conjunctions or **connectors** have its functions in the sentences. This is especially if the conjunctions or connectors will be used in a format text like argumentative text.

Transitions also serve the same purpose as conjunctions, but on a larger scale. They signal to the reader the relationship between ideas in a paragraph or even between paragraphs. By connecting larger ideas, they let readers know what to do with the information presented to them. Indicating these connections help reinforce the argument within a paper. Phrases like "for example" let the reader know the information that follows is meant to support an idea. Thus, the use of transitions cues readers into the writer's thinking process.

Conjunctions improve the paper as a whole by giving the writing coherence, or flow. A conjunctive adverb such as "however" or "overall" joins two complete sentences, using either a semicolon or a period. These words and phrases serve different purposes: showing agreement, opposition, causality, support or emphasis, consequence and conclusion. They work like a bridge from one of the writer's points to another.

Example:

"however" lets the reader know the statement that follows is in opposition to the preceding; "overall" signals a conclusion. These signals guide readers to either reflect on what came before or anticipate what is coming next in the paragraph.

Take note of this; conjunctions and conjunctive adverbs unite elements of an argument together. When the argument is unified and cohesive, readers are more likely to believe what the writer is saying. Readers need a guide; without this guide, they might get lost in the argument. Readers struggling to follow a writer's thought progression become frustrated and may even stop reading the paper. When a writer takes the time to make the argument more readable, this engenders faith and goodwill in the readers. As Aristotle pointed out, creating that goodwill, what he called *ethos*, makes people more open to persuasion.

The words you are thinking of do function similar to coordinating conjunctions, but they are classified as conjunctive adverbs. Some examples of conjunctive adverbs are **however, moreover, namely, nevertheless, meanwhile, subsequently, and furthermore**.

Example:

- 1) The rules formulated were good, **however**, some statements were _____ of not applicable to the English Club.
- 2) Students who will be delivering their speech **namely**; Peter, Paul, Edgar.



What's More

Activity 2: Seek Me!

Look for the words in the maze. Cross-out the words with red crayon. Look for these words in the maze: transition, nor, but, no sooner, lest, unless, then, or, whether.

W	T	R	A	N	S	I	T	I	O	N	S
T	H	H	B	O	R	X	U	R	D	O	D
C	E	E	E	S	O	E	B	A	E	R	C
B	N	A	R	O	D	R	H	X	Z	P	C
Y	R	Q	L	O	K	J	G	T	A	I	X
X	S	P	U	N	L	E	S	S	E	I	R
W	T	O	L	E	S	T	F	E	B	H	U
V	U	N	M	R	O	I	H	D	C	F	W



What I Have Learned

Activity 3: FIX ME!

Unscramble the words to form the correct word. Fill in the boxes. Please use a clean sheet of paper for your answers.

ONNTICOJUCN

TORSNECNOC

NIOTISNART

ERWHITEH

ELIHWNMAE

RENIENT

SUNSEL

VOREOMER

SYULBTSNEEQU

NYLAEM



What I Can Do

ACTIVITY 4: CONJUNCTION LOCATOR: Look for the conjunctions in the article and underline them.

A series on localization: How the Philippines is quietly implementing a more localized COVID-19 humanitarian response

Considering the limitations in resources and capacities to sustain the provision of COVID-19 humanitarian assistance to the affected population in the Central Visayas Region, a convergence of Cebu City-based local non-government and civil society organizations (LNG/CSOs) is seeking urgent financial support from the United Nations (UN), International Non-Government Organizations (INGOs), donors and other Humanitarian Funding Groups and Networks (HFGNs) present in the country.

Hence, more than four months since the declaration of the lockdown and enhanced community quarantine last March 2020, the Zero Extreme Poverty (ZEP) 2030 Cebu Convergence of LNGOs/CSOs warned that COVID-19 exacerbated existing vulnerabilities of affected communities, which are receiving but minimum support and, in most cases, have received nothing at all. Furthermore, if this situation continues in the next coming months, ZEP said in a joint statement, there will be a humanitarian crisis across hard lockdown areas in Central Visayas.

Pertinently, As of 04 August 2020, there are 16, 145 confirmed cases in the entire Central Visayas, with Cebu City alone recording 9, 075. Thus, the spike in numbers puts Cebu City and other at-risk areas in Central Visayas as a new hotspot of COVID19 cases in the country. Cebu City now has more cases than Manila's largest city, Quezon City, which has about 6, 880. It is also outpacing other cities in terms of the number of cases according to the Department of Health (DOH). Since July, the DOH, supported by the World Health Organization (WHO), is sending more doctors and other resources to Cebu City as many patients are on waiting lists, considering all major hospitals are close to reaching full capacity. Even big hospitals in Cebu City that handle coronavirus cases are now facing challenges in managing the surge of local transmission cases. In the last week of June, Cebu City, with a population of nearly 1 million, was placed again under strict stay-at-home orders.

However, the dwindling provision of lifesaving aid, limited access to financial support and other livelihood opportunities prompted seven LNGOs/CSOs and one private organization under the ZEP Convergence to call for action to support as they struggled to supplement local government's response and recovery interventions to support isolated and affected families. The said convergence is comprised of the following organizations: Central Visayas Network of NGOs (CENVISNET), Fellowship for Organizing Endeavors, Inc. (FORGE), A2D Project-Research Group for Alternatives to Development, Impact, Coalition for Better Education, Inc. (CBE), Cebu University of Southern Philippines Foundation - Community Extension Services (USPF-CES), FundLife Philippines and Ramon Aboitiz Foundation, Inc. (RAFI).

With a development goal of uplifting one million Filipino families from extreme poverty, the ZEP Convergence was established in Cebu last August 2019. However, early this year, the priority of the most of the LNGOs and CSOs members has dramatically shifted to the immediate provision of emergency support to the COVID19 severely affected communities in the Metro Cebu and other urban cities in Central Visayas.

Source: <https://reports.unocha.org/en/country/philippines/card/3jRHsZswv/>



Assessment

A. Identify the conjunction used in the given sentence. Choose the letter of the correct answer. Please use a clean sheet of paper for your answers.

- Neither one of them even helped out the old woman cross the street
a. Neither b. But c. Both d. Nor
- Both James and Andrew were playing their gadgets while the teacher is talking.
a. And b. Both c. Nor d. Or
- My best and I went to the beach to play with the sand .
a. Both b. Also c. And d. Either
- Monica does not know about Michael and Bobby, nor about Jessica and Susan.
a. Nor b. Yet c. But d. For
- So far, he hasn't told her the truth.
a. Yet b. So c. Hasn't d. The

B. Fill in the proper conjunction to complete the sentence. Please use a clean sheet of paper for your answers.

6. She was tired when she arrived in class, _____ she had studied all night.
7. I tried out for the basketball team, _____ I didn't make it.
8. It's snowing outside, _____ it's the middle of summer!
9. They love football, _____ they gave up their tickets to someone less fortunate.
10. _____ far, he hasn't told her the truth.
11. Jason went to get a drink of water _____ his exam started.
12. I'm wearing my new swimsuit _____ I go to the beach _____ to the swimming pool.
13. Her sneeze was _____ loud _____ a helicopter.
14. Even though Lisa is lactose intolerant, _____ she wanted an ice cream bar.
15. Ted was a great student, _____ he was a wonderful student body president.



Additional Activity

ACTIVITY 5: CONNECT ME. Use the conjunctions in the box to complete the paragraph below. Write your answers on the blanks after the paragraph. The last conjunction was identified for you as an example. Please use a clean sheet of paper for your answers.

CORONA Virus: The 21st Century uprising Pandemic in the Philippines

___1___ the start of the month of March the citizens of the Philippines have been watching and listening to the news regarding the virus that easily spread ___2___ started all over the country of China. ___3___ then, the people were a little bit luxe because they thought that it would not reach the Philippines. ___4___ because of the continuous travels of people coming in ___5___ out of the country especially the foreigners, the virus was hardly undetectable.

___6___, the hesitation of the Philippine Government to ban international and domestic flights were not implemented due to the risk of economic decline. ___7___, when the so-called CORONA Virus already started, a lot of changes happened.

Supposedly, classes started regularly, ___8___ because of the arising pandemic the government stated that it should be postponed allowing students to have an extended time of leisure ___9___ vacation. ___10___, the extended vacation turned out to be a quarantine procedure for the entire country.

The Department of Education thought that the learning of all the students for should not be postponed hence, allowing the student to have their classes virtually **and** by the use of modules that was prepared by teachers.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Since	But	And	However	Pertinently	Furthermore
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