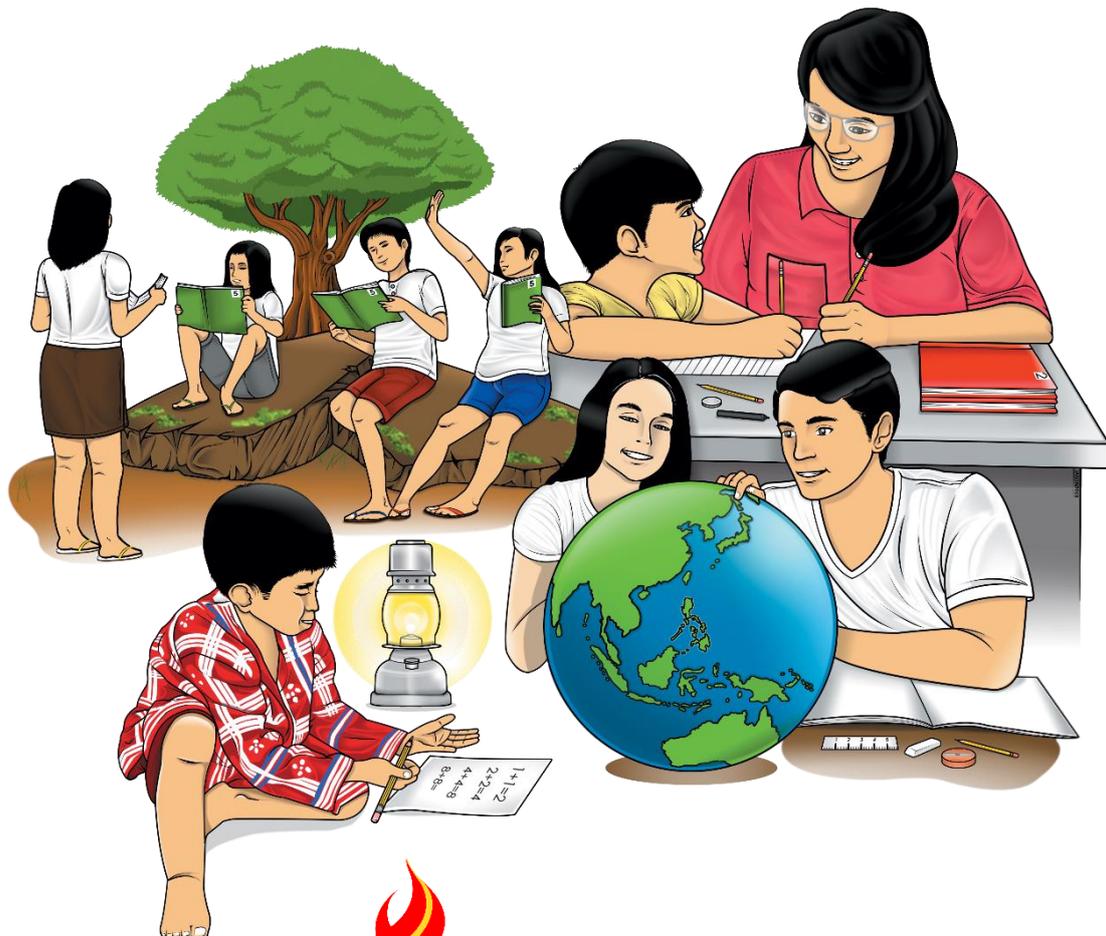


English

Quarter 1 – Module 3

Lesson 1: Using Complex Sentences to Show a Cause and Effect Relationship



English – Grade 5
Alternative Delivery Mode
Quarter 1 – Module 3, Lesson 1: Using Complex Sentences to Show a Cause and Effect Relationship
First Edition, 2020

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English

Quarter 1 – Module 3

**Lesson 1: Using Complex
Sentences to Show a Cause and
Effect Relationship**

Introductory Message

For the facilitator:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 3, Lesson 1 on Using Complex Sentences to Show a Cause and Effect Relationship!**

This module was collaboratively designed, developed, and reviewed by educators from both public and private institutions to assist you, the teacher or facilitator, in helping the learners to 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.

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 5** Alternative Delivery Mode (ADM) **Module 3, Lesson 1 on Using Complex Sentences to Show a Cause and Effect Relationship!**

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

The activity in this part is designed to check what you already know about the lesson. If you get all the answers correct, 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 section, 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. You may check the answers to the exercises using the Answer Key found at the end of the module.



What I Have Learned

This part may require you to answer questions or complete statements to help you see a summary of what you have

learned from the previous sections of this module.



What I Can Do

This section provides an activity which will help you apply your new knowledge or skill into real-life situations.



Assessment

This section tests your level of mastery in realizing the objectives of the lesson which are based on the learning competency.



Additional Activities

In this section, another activity will be given to you to enrich your knowledge or skill of the lesson that was presented.



Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find the **References** which contains the list of all sources cited or used as a guide in developing the material.

To get the most out of this module, you should take note of the following reminders:

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 instructions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish each task 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

What is a cause? What is an effect? Why do certain things happen? What does knowledge on cause and effect contribute? What is the advantage of being able to properly describe a cause and effect process?

In this module, you will learn to:

- identify causes and effects;
- combine cause and effect clauses using a correct conjunction; and
- use complex sentences to show cause and effect.



What I Know

Directions: Read each sentence below. Write **C** if it is a cause and **E** if it is an effect. Use a separate paper as your answer sheet.

1. Because he played under the rain, his mother became angry.
2. The street was flooded when it rained for several hours.
3. Mario got sick, so Luigi took his place.
4. The students couldn't go to school because of the heavy rain.
5. Children were told to stay home after the quarantine was declared.
6. It rained, and the field turned green.
7. The town was put on lockdown since people keep going out.
8. She took a rapid test as soon as she felt sick.
9. People go nuts whenever they hear about a new case of COVID 19.
10. Some people were jailed for spreading fake news.

Lesson**1****Using Complex Sentences to Show a Cause and Effect Relationship*****What's In***

Directions: Copy the chart in your notebook. Write down the cause and effect of the following sentences in the proper column. An example has been provided to serve as a guide in answering the activity.

Cause	Effect
Because he played under the rain	Mario got sick

Example:

Mario got sick because he played under the rain.

1. Nora was still in uniform because she had just arrived from school.
2. The houses were destroyed because of the strong typhoon.
3. The boy broke his leg when he fell from a tree.
4. The boy waters the plants every day so that the plants will grow healthy.
5. Since it did not rain for a long time, the grass turned brown.



What's New

Activity 1

Directions: Read the selection below and take note of the facts and events. After reading, answer the questions that follow.

What Causes a Tsunami

One of the most common causes of a tsunami is by an earthquake. The entire planet is covered with pieces of rock that float on liquid magma. These pieces are called tectonic plates. As they move, they can sometimes rub together, causing the ground to shake. When two plates move suddenly, the water on the surface of the Earth gets displaced and can cause a wave. The wave begins to move, and a tsunami is born.

When a strong quake occurs under the sea, a tsunami alert is sometimes declared, especially if it is near the shorelines. When this happens, people are advised to evacuate to higher grounds. Disobeying orders to evacuate may cause serious harm or injury to people.

(Adapted from What Causes a Tsunami by Jeremy Cook)

1. What causes a tsunami according to the paragraph?
2. What happens when tectonic plates move and rub together?
3. What is produced when water on the surface of the earth is displaced?
4. When is a tsunami alert declared?
5. What is a possible effect of disobeying orders to evacuate?



What Is It

Study these sentences which you already encountered in the previous activities.

1. *Because he played under the rain*, his mother became angry.
2. The boy broke his leg *when he fell from the tree*.
3. *When a strong quake occurs under the sea*, a tsunami alert was declared.
4. The town was put on lockdown *since people keep going out without masks*.

What is cause and effect relationship?

You may have noticed that the lesson talks about cause and effect. You're right. You were even made to identify examples of a cause and also examples of an effect.

You also have noticed that, in any cause and effect relationship, there is always one event that serves as a cause and another event that becomes the effect. The cause is the reason why something happens while the effect is the result of something that happened. Whatever the case may be, the cause always takes place before the effect and the effect always happens last.

In the sentences above, the causes are written in italics while the effects are underlined.

Dependent Clauses and Independent Clauses

Do you notice how the word structure of all the **causes** are written? If you erase all the connected **effects**, will they stand on their own as a sentence? Let us look at these groups of words when the effects are removed:

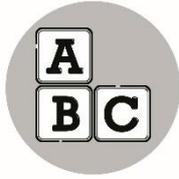
1. Because he played under the rain
2. When he fell from the tree
3. When a strong quake occurs under the sea
4. Since people keep going out without masks

These groups of words cannot be considered as sentences since they don't have a complete meaning and they cannot stand on their own. They need the omitted parts to become complete sentences. These group of words are called **dependent clauses**.

Now let us examine the groups of words that represent the effect.

1. His mother became angry.
2. The boy broke his leg.
3. A tsunami alert is declared.
4. The town is put on lockdown.

Do these groups of words have a complete meaning? Can they stand as a sentence on their own even without the causes added to them? If your answer is "Yes," then you are right. These groups of words that have a complete meaning are called **independent clauses**.

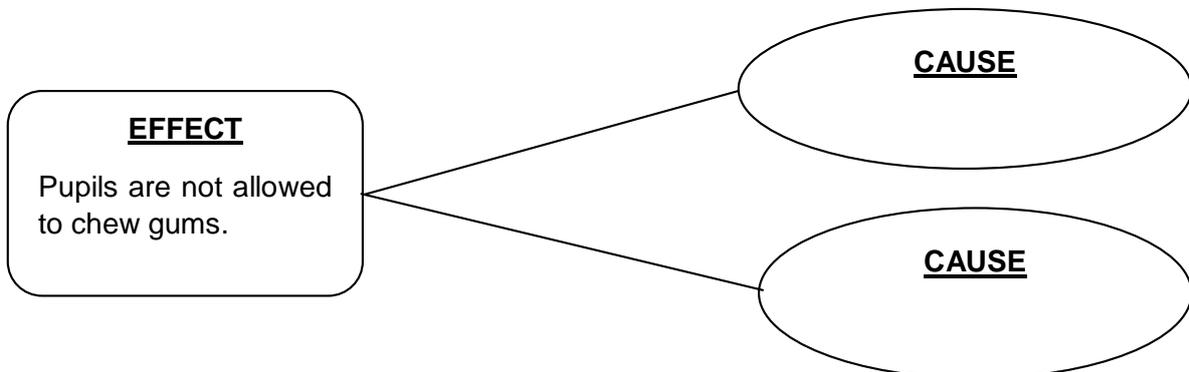


What's More

Activity 1

Directions: Read the paragraph and complete the graphic organizer below with the missing details.

Pupils are not allowed to chew gum in my class. First, some irresponsible pupils make a mess with their gum. Another reason why I don't allow pupils to chew gum is because it is a distraction. When they are allowed to chew gum, pupils are more focused on playing with it, popping it, chewing it, and snapping it than paying attention to the discussion. This is why I don't allow pupils to chew gum in my class.



Activity 2

Directions: Connect these pairs of clauses to form a complex sentence. Use **because, as, in order that, since, or so that**. You may switch the order of the clauses.

Example: The ice in the plastic bag melted. It was placed under sun.
The ice in the plastic bag melted **because** it was placed under sun.

1. There is no dictionary here. Let us go to the library.
2. He could sell his toothpaste for a cheap price. Many wanted to buy it.
3. My cousin got the first prize in essay writing. He is talented and hardworking.
4. Our teacher gives us inspiration. Our class can excel in many ways.
5. Our Glee Club coach always reminds us to attend rehearsals regularly. Our performance becomes outstanding.



What I Have Learned

Directions: Fill in the blanks with the correct answer. Use your notebook for your answers.

1. A _____ consists of one independent clause and at least one dependent clause.
2. Clauses are joined by _____ to show clear and precise relationship.
3. Another way to link _____ ideas is through complex sentences.
4. Complex sentences have _____ independent clause and at least one dependent clause.
5. When the dependent clause comes at the beginning of a sentence, use a _____ to separate it from the independent clause.



What I Can Do

Directions: Copy the following sentences in your notebook. Underline the cause once and the effect twice.

1. If pollution is reduced, global health will improve.
2. Because energy use is high in the developed world, people use a lot of resources.
3. Although people try to save energy, global demand for energy increases every year.
4. Future generations will suffer if pollution is not reduced today.
5. Bikeshares are becoming popular because they are a great way to reduce pollution.



Assessment

Activity 1

Directions: Use the subordinating conjunctions **although**, **if**, **when**, **because**, **unless**, **before**, and **after** to make complex sentences out of the clauses below.

1. I'm going to the bank _____ I will withdraw some money.
2. I made lunch _____ I got home.
3. Submit the project _____ the day is over.
4. I really enjoyed the concert _____ the music was too loud.
5. _____ you fix your bike, you won't be able to join us.

Activity 2

Directions: Combine the short sentences by using the subordinating conjunction provided to create a complex sentence.

1. The cops arrived. The thugs had left. **(After)**
2. I have to stay for tutorial. I failed the exam. **(Because)**
3. We won't have practice today. It is raining. **(Since)**
4. I woke up. I saw that it was snowing! **(When)**
5. You eat your vegetables. You cannot have dessert. **(Until)**
6. I was cleaning the basement. The power went out. **(While)**
7. You practice. You will not get any better at basketball. **(Unless)**
8. The sun rises in the morning. A rooster crows very early. **(Before)**
9. You need to study your vocabulary words. You can do well on the quiz. **(So That)**
10. Follow the road. You will see our house. **(If)**



Additional Activities

Directions: Using the specified subordinating conjunction, add a dependent clause to the given independent clause to form a complex sentence. Choose your answer from the box below.

1. I can't go to school today **because** _____.
2. Dennis bought a new jacket **although** _____.
3. Jennifer decided to leave Jomar **since** _____.
4. Let's follow our parents' advice **so that** _____.
5. Alexander has been working sixty hours a week **because**_____.

- There is an important presentation next week.
- The weather is not good.
- We will have a better future.
- She was too worried about his job.
- He had received one as a gift last week.



Answer Key

What's New

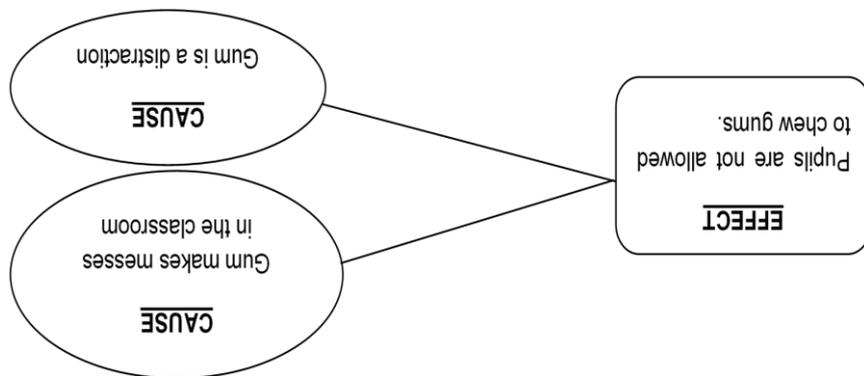
1. An earthquake causes a tsunami.
2. The ground shakes.
3. A wave is produced on the surface of the earth is displaced.
4. When a strong quake occurs under the sea
5. Serious harm or injury

What I Know

1. C
2. E
3. C
4. C
5. E
6. C
7. C
8. C
9. E
10. E

What's In	
Effect	Cause
Nora was still in uniform	1. because she had just arrived from school
The houses were destroyed	2. because of the strong typhoon
The boy broke his leg	3. when he fell from a tree.
so that the plants will grow healthy.	4. The boy waters the plants every day
the grass turned brown	5. Since it did not rain for a long time

What's More
Activity 1



What's More
Activity 2

1. Let us go to the library **because** there is no dictionary here.
2. Many wanted to buy it **as** he could sell his toothpaste for a cheap price.
3. My cousin got the first prize in essay writing **because** is talented and hardworking.
4. Our teacher gives us inspiration **so that** our class can excel in many ways.
5. Our Glee Club coach always reminds us to attend rehearsals regularly **in order that** our performance becomes outstanding.

What I Have Learned

1. Complex sentence
2. Subordinating conjunctions
3. Cause and effect
4. one
5. comma

What I Can Do

1. If pollution is reduced, global health will improve.
2. Because energy use is high in the developed world, people use a lot of resources.
3. Although people try to save energy, global demand for energy increases every year.
4. Future generations will suffer if pollution is not reduced today.
5. Bikeshares are becoming popular because they are a great way to reduce pollution.

1. I'm going to the bank **because** I will withdraw some money.
2. I made lunch **when** I got home.
3. Submit the project **before** the day is over.
4. I really enjoyed the concert **although** the music was too loud.
5. **Unless** you fix your bike, you won't be able to join us.

Activity 1

Assessment

1. The cops arrived after the thugs had left.
2. I have to stay for tutorial **because** I failed the exam.
3. We won't have practice today **since** it is raining.
4. I woke up **when** I saw that it was snowing!
5. **Until** you eat your vegetables, you cannot have dessert.
6. While I was cleaning the basement, the power went out.
7. **Unless** you practice, you will not get any better at basketball.
8. A rooster crows very early **before** the sun rises in the morning.
9. You need to study your vocabulary words **so that** you can do well on the quiz.
10. **If** you follow the road, you will see our house.

Activity 2

Assessment

Additional Activities

Activity 9

1. I can't go to school today **because** the weather is not good.
2. Dennis bought a new jacket **although** he had received one as a gift last week.
3. Jennifer decided to leave Jomar **since** she was too worried about his job.
4. Let's follow our parents' advice **so that** we will have a better future.
5. Alexander has been working sixty hours a week **because** there is an important presentation next week.

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