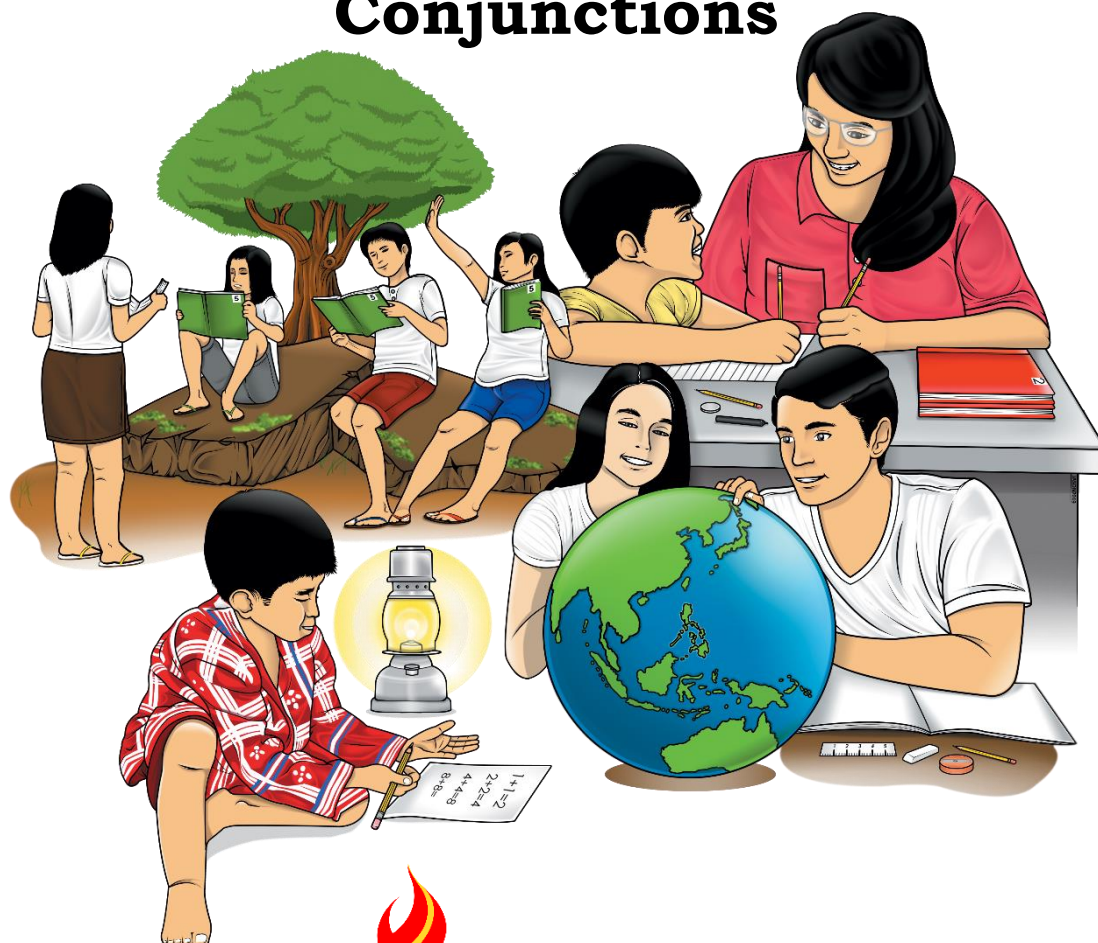


# English

## Quarter 1 – Module 4

### Lesson 3: Composing Clear and Coherent Sentences Using Coordinating and Subordinating Conjunctions



**English – Grade 5**

**Alternative Delivery Mode**

**Quarter 1 – Module 4, Lesson 3: Composing Clear and Coherent Sentences Using Coordinating and Subordinating Conjunctions**

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# **English**

## **Quarter 1 – Module 4**

### **Lesson 3: Composing Clear and Coherent Sentences Using Coordinating and Subordinating Conjunctions**

# Introductory Message

For the facilitator:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 4, Lesson 3 on Composing Clear and Coherent Sentences Using Coordinating and Subordinating Conjunctions!**

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 4, Lesson 3 on Composing Clear and Coherent Sentences Using Coordinating and Subordinating Conjunctions!**

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 learned.



### ***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 instruction 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 they are there to help you.

We hope that through this material, you will enjoy a meaningful learning experience and gain a deeper understanding of the relevant competencies and skills. You can do it!



## ***What I Need to Know***

In this module, you will learn about conjunctions or words that serve as connectors of ideas. Ideas which are connected properly sound pleasant and clear. So, if you want to know how to do this, pay special attention to the lesson in this module.

With the help of this module, you will learn to:

- identify coordinating and subordinating conjunctions used in sentences;
- join clauses using correct conjunctions; and
- compose clear and coherent sentences using correct conjunctions.

-



## What I Know

### Activity 1

**Directions:** Fill in the blanks by picking the appropriate **conjunction** from the box. Write your answers in your notebook.

for      that      when      and      or

1. The OFWs are still in Manila \_\_\_\_\_ they are not allowed to leave.
2. To ensure our safety, stay home \_\_\_\_\_ wash hands frequently.
3. Doctors say \_\_\_\_\_ COVID 19 will last for a few years.
4. Airports, terminals, and malls \_\_\_\_\_ the president declared the ECQ.
5. Which do you like better, chicken *adobo* \_\_\_\_\_ pork *sisig*?

### Activity 2

**Directions:** Combine the sentences into one by using a correct coordinating or subordinating conjunction.

1. \_\_\_\_\_.
  - a. The Philippines declared an Enhanced Community Quarantine (ECQ) to fight the coronavirus.
  - b. COVID-19 cases are still rising each day.
2. \_\_\_\_\_.
  - a. Many people with the coronavirus don't have symptoms.
  - b. COVID 19 is difficult to track and stop.
3. \_\_\_\_\_.
  - a. Let's support our health workers.
  - b. They will be able to fight the disease better.



## Lesson

# 3

## Composing Clear and Coherent Sentences Using Coordinating and Subordinating Conjunctions



### *What's In*

You have learned in the past that you can make sentences longer by adding words or writing sentences that have many ideas.

In this module, you will learn to add two separate sentences or clauses with the help of special connectors, so that you can say or write more and make your ideas clear.

Let's observe how the first sentence becomes longer as we add more words.

A spider bit a boy.

A spider bit a teenage boy.

A mysterious spider bit a teenage boy named Peter Parker.

Now let's check this one next.

Dwayne Johnson is a former heavyweight wrestler.

John Cena is also a former heavyweight wrestler.

Dwayne Johnson **and** John Cena are former heavyweight wrestlers.

You have seen that in the first example, we made the sentence longer by adding new ideas. In the second example, we did not add new ideas, but we combined existing ideas into one using a connector.



## ***What's New***

Let's read the two paragraphs below and study their differences.

### **Paragraph 1**

A fable is a story. It is a story that teaches a moral lesson. The characters may be animals. The characters may also be inanimate objects. Examples of inanimate objects are spoon, sky, book, wind, tree, and many others.

### **Paragraph 2**

A fable is a story **that** teaches a moral lesson. Its characters may be animals **or** in animate objects like spoon, sky, book, wind, and many others.

Did you notice that the two paragraphs talk about the same thing? However, what differences have you observed? Which sound simpler and easier to read?

You're right! The second paragraph is easier to read because it is shorter. The sentences in the first paragraph have been combined by using some words like **that** and **or**. These words are connectors that link related ideas together.



## ***What Is It***

Do the words ***for, and, nor, but, or, so, that,*** and ***when*** which you came across in **Activity 1** look familiar? Do you remember these words in previous lessons? What is their function in the sentences based on the activities that you have just answered?

In case you have forgotten or have not heard about the words yet, do not worry, for you will know more about them in this lesson.

## Conjunctions – What Are They?

There is one class of words in the English language that acts like a bridge. This is the conjunction. A conjunction is basically a word connector that enables you to connect two or more words, phrases, and clauses together. Conjunctions do their job by connecting separate words or word groups into something longer. Observe the examples below.

Conjunctions can join:

1. Words

- Manny Pacquiao
- Coco Martin

Manny Pacquiao **or** Coco Martin

2. Phrases

- Contact tracing of suspected patients
- Rapid testing of frontline workers

Contact tracing of suspected patients **and** rapid testing of frontline workers

3. Clauses

People are afraid to go out.  
The coronavirus is spreading.

People are afraid to go out **because** the corona virus is spreading.

In each of the examples, you will see that a conjunction has been used to connect or link the two separate items into one expression. Without conjunctions, you will speak with a lot of pauses. You will be forced to stop every time you begin with a new, separate idea. Having the conjunctions around helps you express your thoughts better.

Now that you have seen the basic process in which conjunctions combine words, you are now ready to study its different types.

## Types of Conjunction

There are mainly two types of conjunction: coordinating conjunction and subordinating conjunction.

**Coordinating conjunction** – This type of conjunction connects words, phrases, and clauses of **equal rank or importance**. For example, when you say “We need water **and** food to survive,” you see the conjunction “**and**” that connects water and food. The use of “**and**” indicates that both ideas are important. Likewise, in “I listened to the news, **and** I followed your advice,” both actions are equally important to the speaker.

Basically, there are seven coordinating conjunctions. To remember all these, you might want to learn one of these acronyms: **FANBOYS**, **YAFNOBS**, or **FONYBAS**.

**F** = for

**A** = and

**N** = nor

**B** = but

**O** = or

**Y** = yet

**S** = so

Here are more examples of coordinating conjunctions. Read them aloud and try to get familiar with the structure of the sentences.

1. A bowl of '*ginataan*' is sweet **and** delicious.
2. A hot '*lomi*' can be eaten using a fork **or** spoon.
3. Mona went to school, **but** no one was there.
4. I don't waste a single drop of my vitamins, **for** it is expensive.
5. Lily ignored her ice cream, **so** I ate it myself.
6. My ***lola*** doesn't love yellow, **yet** she always waters her sunflowers in the garden.
7. Tonny doesn't like to eat seashells, **nor** does he touch it on the table.

Notice that commas are added in Items 3-7. Commas must be added when the coordinating conjunctions join clauses. The comma is inserted at the end of the first clause and right before the coordinating conjunction that begins the second clause.

Coordinating conjunctions will not be difficult to understand if you keep in mind the "FANBOYS."

**Subordinating Conjunction** – This conjunction joins groups of words that are **NOT equal** in rank or importance. They use other conjunctions which are not part of “FANBOYS.”

For example:

I will buy a new smart phone **when** *I save enough money.*

(MOST IMPORTANT IDEA)

(LESS IMPORTANT IDEA)

**If** you don’t study your lesson well, you will have a failing grade.

(LESS IMPORTANT IDEA)

(MOST IMPORTANT IDEA)

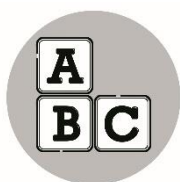
In the first sentence above, the most important thing that the person is thinking about is his plan of buying a new smart phone, not saving money. Saving money is just the next important thing.

In the second sentence, “you will have a failing grade,” is the most important idea while “If you don’t study your lesson well,” is the just the second most important idea.

How did you know these? What is your clue? Simple. Just look at the words “when” and “if.” They are subordinating conjunctions and these conjunctions are always written at the **beginning** of the less important idea. When you see them, you can tell that that part of the sentence is the less important idea.

In order to make it easier to use them, you need to memorize these common subordinating conjunctions:

|          |          |
|----------|----------|
| after    | than     |
| although | though   |
| as       | till     |
| because  | unless   |
| before   | until    |
| if       | whenever |
| only     | where    |
| since    | wherever |
| that     | while    |



## What's More

### Activity 1

**Directions:** Match the main clause in **Column A** with the subordinate clause in **Column B**.

#### Column A

1. Don Pepe is super rich,
2. Jim Reeds feels excited,
3. The sky turned dark,
4. Many knights tried to pull the sword out of the rock,
5. Obey the law,

#### Column B

- a. **and** it started to rain.
- b. **yet** he is not happy.
- c. **or** you will be arrested.
- d. **for** he will finally see Anadine Ilustre.
- e. **but** it did not budge.
- f. **so** he became a Super Saiyan

### Activity 2

**Directions:** Match the main clause in Column A with the **correct subordinating conjunction and subordinate clause** in Column B.

#### Column A

1. The people were listening eagerly \_\_\_\_\_
2. This is the place \_\_\_\_\_
3. \_\_\_\_\_, he remained poor.
4. She began to cry \_\_\_\_\_
5. \_\_\_\_\_, she became angry.

#### Column B

- a. **although** he worked hard
- b. **because** she had lost her golden chain
- c. **while** the leader was speaking
- d. **when** she learned that I lied
- e. **where** I left my bike



## ***What I Have Learned***

Always remember that **conjunctions** play an important role in the communication process. Without them, we cannot compose ideas into sentences coherently and clearly. They serve as a bridge between clauses and phrases to essentially make the sentences meaningful and logical. Be careful not to confuse the two. A **coordinating conjunction** is used when you want to give emphasis to two main clauses, while a **subordinating conjunction** emphasizes the idea in the main clause more than the one in the subordinate clause.

One good technique to remember coordinating conjunctions is by means of a familiar acronym such as “FANBOYS.” An acronym is a composed of letters that represent a word.

For subordinating conjunctions, however, the only way is to memorize them. Do not worry since you only need to memorize the most common subordinating conjunctions for now.



## ***What I Can Do***

### **Activity 1**

**Directions:** Find the conjunctions used in the following sentences. Write them in your notebook.

1. Maria swims like a shark, for she swims very fast.
2. Leisure is a thief, so spend time wisely.
3. You will live long if you honor your parents.
4. Since he forgot his key, Dante can't enter the room.
5. The students played inside the class while the teacher was away.

### **Activity 2**

**Directions:** Connect the sentences below by filling in the appropriate conjunction from the following choices: **and, nor, but, and so**.

1. I love music, \_\_\_\_\_ father enrolled me in the piano lessons.
2. I dreamed to become a pianist, \_\_\_\_\_ I ended up as an encoder.
3. We wanted to have our own piano, \_\_\_\_\_ we could not afford to buy one.
4. Our parents could not even buy a guitar \_\_\_\_\_ a drum for my younger brother.
5. I joined a church choir \_\_\_\_\_, I served as a vocalist of Rivermaya.



## Assessment

### Activity 1

**Directions:** Combine the two sentences into one longer sentence using the given conjunction. Make some changes and add correct punctuations when necessary. To guide you in the activity, the first pair of sentences has been done for you. Write your new sentence in your notebook.

1. LeBron James is an NBA player.  
Kevin Durant is an NBA player, too. (and)

ANSWER: LeBron James and Kevin Durant are NBA players.

2. Do you like a laptop?  
Do you like a tablet? (or)

ANSWER: \_\_\_\_\_.

3. Naruto can create multiple clones.  
Naruto can summon a gigantic toad. (and)

ANSWER: \_\_\_\_\_.

4. The Burning Legion invaded Azeroth.  
The Burning Legion were defeated by the Night Elves. (but)

ANSWER: \_\_\_\_\_.

5. Public transportation is limited.  
Many people are stranded in Manila. (because)

ANSWER: \_\_\_\_\_.

6. A vaccine or medicine is found.  
Our life will only go back to normal. (if)



## Activity 2

**Directions:** Compose five sentences using the coordinating or subordinating conjunctions. Use the specific conjunction required in each item.

1. and
2. but
3. or
4. since
5. until



## ***Additional Activities***

**Directions:** Read the statements carefully and supply the correct conjunction that best suits each sentence. Do this on your notebook.

1. I cooked fast \_\_\_\_\_ you can eat right away.
2. I will buy a mansion \_\_\_\_\_ I get rich.
3. The landowner divided his land among the people \_\_\_\_\_ they had been disrespectful.
4. He got the grand prize \_\_\_\_\_ he is not happy.
5. He did a philanthropic act \_\_\_\_\_ he has a big heart.



Answer Key

|  |  |
|--|--|
| <p><b>Assessment</b></p> <p>2. Do you a laptop or a tablet?</p> <p>3. Naruto can create clones and summon a gigantic toad.</p> <p>4. The Burning Legion invaded Azeroth, but they were defeated by the Night Elves.</p> <p>5. Many people are stranded in Manila because public transportation is limited. Our life will only go back to normal if a vaccine or medicine is found.</p> | <p><b>Activity 2</b></p> <p>Answers may vary.</p> <p><b>Additional Activities</b></p> <p>Possible answers.</p> <p>1. so</p> <p>2. if</p> <p>3. although</p> <p>4. but</p> <p>5. for</p>  |
| <p><b>What I Know</b></p> <p>Activity 1</p> <p>1. for</p> <p>2. and</p> <p>3. that</p> <p>4. when</p> <p>5. or</p>   | <p><b>What's More</b></p> <p>Set A</p> <p>1. b</p> <p>2. d</p> <p>3. a</p> <p>4. e</p> <p>5. c</p> <p>Set B</p> <p>1. c</p> <p>2. e</p> <p>3. a</p> <p>4. b</p> <p>5. D</p> <p><b>What Can I Do</b></p> <p>Activity 1</p> <p>1. for</p> <p>2. so</p> <p>3. if</p> <p>4. since</p> <p>5. while</p> <p>Activity 2</p> <p>1. so</p> <p>2. but</p> <p>3. but</p> <p>4. nor</p> <p>5. and</p> |

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