



Republic of the Philippines
Department of Education
 Regional Office IX, Zamboanga Peninsula



- JANUARY**
Matuguhon
- FEBRUARY**
Mahiguagman
- MARCH**
Matinabungan
- APRIL**
Matinahuron
- MAY**
Makapsay og Malimpyo
- JUNE**
*Maablik og Masunod sa
Dhasaklong Oras*
- JULY**
Maantigo og Maabilidad
- AUGUST**
*Maginhuhuhunon
para sa Uban*
- SEPTEMBER**
Madaginoton
- OCTOBER**
Matinud-anon
- NOVEMBER**
Masaligan
- DECEMBER**
Maalampon

5



Zest for Progress
 Zeal of Partnership

English

Quarter 2 - Module 5:

Using Coordinating Conjunctions in Sentences



Name of Learner: _____

Grade & Section: _____

Name of School: _____



What I Need to Know

A conjunction is a part of speech that functions as a connector between two sentences, clauses, phrases, or words. We often use conjunctions in speech without realizing it. The importance of conjunctions lies in the fact that they make any sentence sensible and comprehensible.

The proper use of conjunctions allows for more natural flow and rhythm in your writing. The improper use of conjunctions often results in writing that sounds choppy and disjointed.

In this module, you will learn to:

- Identify coordinating conjunctions in sentences.
- Use coordinating conjunctions in sentences.
- Compose clear and coherent sentences using coordinating conjunctions.



What's In

Directions: Complete the sentences in the boxes using the given conjunctions.

but and yet for nor so

1. I studied for the test, _____ I received a poor grade.

2. Anton was chosen for the lead role, _____ he has the best voice.

3. The movie tickets were sold out, _____ we went to dinner instead.

4. Paolo wants to learn guitar, _____ his mother wants him to learn piano.

5. You can take a trip to Davao, _____ you can visit your grandmother.

6. Riza looked everywhere, _____ she couldn't find her pencil.

7. Danny bought her mother a purse, _____ his mother loved it.

8. Plants cannot survive without sunlight, _____ can they survive without water.

9. You may choose chips, _____ you may choose pretzels.

10. I bought you a gift, _____ I forgot it at home.



What's New

Directions: Read and study the sentences below. Take note of the highlighted words in the sentences and answer the questions that follow.

After school, Nelly went home, **but** her mother wasn't there, **so** she started to cook dinner **but** her mother came in **and** saw her trying to cook her favorite recipe. Her mother was glad, **but** she stopped cooking **so** her mother made dinner for them **and** then everything was alright.

1. Who went home after school? _____.
2. What will you do if you do not know how to cook your mother's favorite recipe? _____.
3. What are the conjunctions used in the paragraph? _____.



What is it

Coordinating conjunctions coordinate or join two or more sentences, main clauses, and words. There are only seven coordinating conjunctions. They are:

F = for
A = and
N = nor
B = but
O = or
Y = yet
S = so

- **For** – explains reason or purpose
 I go to the park every Sunday, for I long to see his face.
 I hate to waste drop of gas, for it is very expensive this day.
- **And** – adds one thing to another
 I like to read, and write faithfully in my journal every night.
 His favorite snacks are cake and biscuits.
- **Nor** – used to present an alternative negative idea to an already stated negative idea
 I neither love nor hate to watch TV.
 He doesn't eat cake, nor does he eat biscuits.

- **But** – shows contrast

The test was so long but very easy.

We wanted to go out, but it was very cold outside.

- **Or** – presents an alternative or a choice

Would you rather read book or watch a good TV show?

We can watch a movie at home, or we can go to the cinema.

- **Yet** – introduces a contrasting idea that follows the preceding idea logically (similar to “but”)

I always take a book to the beach, yet I never seem to turn a single page.

Tom is overweight and bald, yet he is attractive.

- **So** – indicates effect, result or consequence

I like to read, so my grammar is always on – point.

He was very hungry, so he ate all the cakes.



What's More

Activity 1. Directions: Look at the following pictures to complete the sentence using the correct coordinating conjunction.

1.



This meal looks nice
_____ tasty.

2.



Movies can be interesting,
_____ they can be boring too.

3.

The test was very easy,
_____ I needed extra time.



4.



Mr. Kim couldn't fix the car, _____ could the mechanic.

5.



We like to read, _____ we write faithfully in my journal every night.

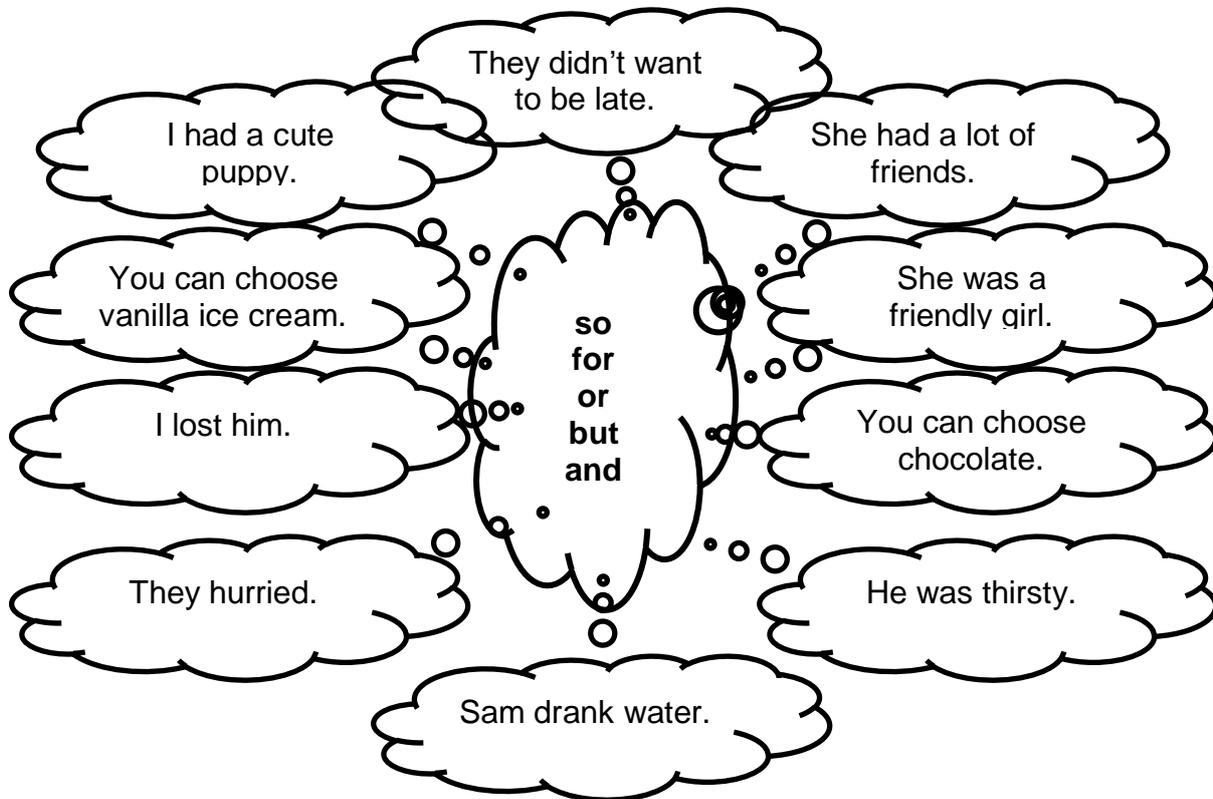
Activity 2

Directions: Compose coherent and clear sentences using appropriate coordinating conjunction by combining the following sentences.

1. You should wear a jacket.
You don't catch a cold.
2. The scientists trained him well.
They helped him find a job when his training was through.
3. Mark told me not to come with.
He looked longingly at me as I left.
4. They couldn't think of anything better to do.
They decided to babysit for the family.
5. Tom studied a lot.
He didn't pass the test.
6. Beth cleaned her room.
She was S tired.
7. Aldo didn't go on the trip.
He didn't have enough money.
8. The restaurant was ugly.
The food was delicious.
9. The pupils may go on the field trip.
They may stay in the school.
10. Casey won the prize.
His project was the best.

Activity 3

Directions: Compose clear and coherent sentences using the coordinating conjunctions by combining the sentences given in the graphic organizer.



Activity 4

Directions: Complete the paragraph with coordinating conjunctions. For some, there may be more than one answer.

My new neighbors are vegetarians, _____ they don't eat meat. To be more precise, they don't eat beef, pork, _____ chicken, _____ sometimes they eat a little fish.

I wanted to be friendly, _____ I invited them to my house for dinner. They came _____ brought their young son. He is just a baby, _____ he can't talk yet. I served fish, rice, _____ tea, _____ I served lemonade with our meal.

For dessert, I offered them a choice of chocolate cake _____ apple pie, _____ the wife didn't want either. They have invited me to come over to their apartment for dinner next month, _____ they will serve a special vegetarian meal.

Activity 5

Directions: Create a simple story based on the picture presented. Use coordinating conjunction in writing the sentences.



A large empty rectangular box for writing the story.



What I Have Learned

1. _____ coordinate or join two or more sentences, min clauses and words.
2. What are the coordinating conjunctions?
3. But is used to show _____.
4. _____ indicates results, effects or consequence.



What I Can Do

Directions: Complete the sentence using the conjunctions in the box.

for	and	nor	but	or	yet	so
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1. Bruno wanted a new computer game _____ his mother said no.
2. We can have apples _____ we can have bananas at snack time.
3. Mrs. Reyes liked to play the guitar _____ she wished she was better at it.
4. My dog was feeling really hot _____ he jumped in the swimming pool.
5. I don't want to do my homework _____ I don't want to disobey my teacher.

Directions: Combine each pair of sentences with coordinating conjunction to make a new sentence.

1. Liz played hide and seek. Tyler played hide and seek.

_____.

2. Robin went to the river. Robin caught a fish.

_____.

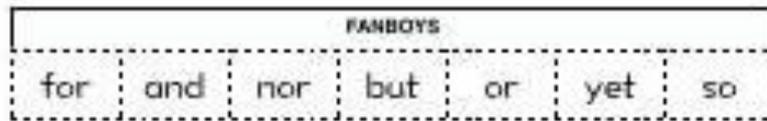
Directions: Write 3 sentences using coordinating conjunctions.

1. _____.
2. _____.
3. _____.



Assessment

A. Directions: Complete the sentence with correct coordinating conjunctions from the word box.



1. Do you like playing outdoors _____ do you prefer watching TV inside?
2. Jim neither exercises _____ does he care about what he eats.
3. I called Vivian many times, _____ she didn't answer.
4. I was stuck in a traffic jam, _____ I was late for my appointment.
5. Ruth came back home early, _____ she wasn't feeling very well.
6. The baby was tired, _____ he took a short nap.
7. The test was quite tough, _____ I still scored perfect
8. It was early, _____ we were all ready for bed after our long hike.
9. Christmas was only a few days away, _____ it didn't seem like Christmas.
10. I know you must be tired, _____ I let you rest.

B. Directions: Read and Match! Write answer on the space before the number.

- | A | B |
|-----------------------------------|-------------------------------------|
| 1. My friend always plays guitar, | A. and help her do the dishes. |
| 2. My brother cleans the house, | B. or I take the bus. |
| 3. My Dad drives me to school, | C. but she sounds terrible |
| 4. He was supposed to study, | D. or you can use your credit card. |
| 5. You can pay with cash, | E. but he played games instead. |

C. Directions: Combine the two sentences into one sentence by adding a coordinating conjunction and a comma.

1. We can drive into the city. We can take a bus.
_____.
2. I thought I had won the race. I really came in second place.
_____.
3. They have lots of money. They had inherited millions from their grandparents.
_____.
4. I tried the new dessert. I really didn't like the way it tasted.
_____.
5. I will study every night. I can pass the test.
_____.

D. Directions: Fill in the blank using appropriate coordinating conjunction to compose coherent and clear sentences.

1. The band practiced for two hours, _____ they still did not sound very good.
2. My mother didn't want to go to the store, _____ did she want to get out of bed.

3. I got perfect in my spelling quiz, _____ my father gave me P 100.00
4. Sue was having fun at the party, _____ she wanted to go home.
5. She does not like apples, _____ does she like oranges.

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I Am a Filipino
by Carlos P. Romulo

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope—hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land, that nerved Lakandula in the combat against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuried sleep, shake off the lethargy that has bound his limbs, and start moving where destiny awaits.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

“I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever.”

(Reprinted from The Philippines Herald, August 16, 1941)

My Final Farewell

Farewell, dear Fatherland, clime of the sun
caress'd Pearl of the Orient seas, our Eden
lost!
Gladly now I go to give thee this faded life's
best, And were it brighter, fresher, or more
blest
Still would I give it thee, nor count the cost.

On the field of battle, 'mid the frenzy of fight,
Others have given their lives, without doubt or
heed; The place matters not-cypress or laurel
or lily white, Scaffold or open plain, combat or
martyrdom's plight, 'T is ever the same, to
serve our home and country's need.

I die just when I see the dawn break,
Through the gloom of night, to herald the day;
And if color is lacking my blood thou shalt take,
Pour'd out at need for thy dear sake
To dye with its crimson the waking ray.

My dreams, when life first opened to me,
My dreams, when the hopes of youth beat
high, Were to see thy lov'd face, O gem of the
Orient sea From gloom and grief, from care
and sorrow free; No blush on thy brow, no tear
in thine eye.

Dream of my life, my living and burning desire,
All hail ! cries the soul that is now to take flight;
All hail ! And sweet it is for thee to expire ;
To die for thy sake, that thou mayst aspire;
And sleep in thy bosom eternity's long night.
If over my grave some day thou seest grow, In
the grassy sod, a humble flower,
Draw it to thy lips and kiss my soul so,
While I may feel on my brow in the cold tomb
below The touch of thy tenderness, thy
breath's warm power.

Let the moon beam over me soft and serene,
Let the dawn shed over me its radiant flashes,
Let the wind with sad lament over me keen;
And if on my cross a bird should be seen,
Let it trill there its hymn of peace to my ashes.
Let the sun draw the vapors up to the sky,
And heavenward in purity bear my tardy
protest Let some kind soul o'er my untimely
fate sigh, And in the still evening a prayer be
lifted on high From thee, O my country, that in
God I may rest.

Pray for all those that hapless have died,
For all who have suffered the unmeasur'd
pain; For our mothers that bitterly their woes
have cried,

For widows and orphans, for captives by
torture tried, And then for thyself that
redemption thou mayst gain.

And when the dark night wraps the graveyard
around With only the dead in their vigil to see
Break not my repose or the mystery profound
And perchance thou mayst hear a sad hymn
resound 'T is I, O my country, raising a song
unto thee.

And even my grave is remembered no more
Unmark'd by never a cross nor a stone
Let the plow sweep through it, the spade turn it
o'er That my ashes may carpet earthly floor,
Before into nothingness at last they are blown.

Then will oblivion bring to me no care As over
thy vales and plains I sweep;
Throbbing and cleansed in thy space and air
With color and light, with song and lament I
fare, Ever repeating the faith that I keep.

My Fatherland ador'd, that sadness to my
sorrow lends
Beloved Filipinas, hear now my last good-by!
I give thee all: parents and kindred and friends
For I go where no slave before the oppressor
bends, Where faith can never kill, and God
reigns e'er on high!

Farewell to you all, from my soul torn away,
Friends of my childhood in the home
dispossessed ! Give thanks that I rest from the
wearisome day !
Farewell to thee, too, sweet friend that
lightened my way;
Beloved creatures all, farewell! In death there
is rest!

(This is the 1911 translation by Charles
Derbyshire of the Spanish original of José
Rizal's poem, Mi Ultimo Adiós)