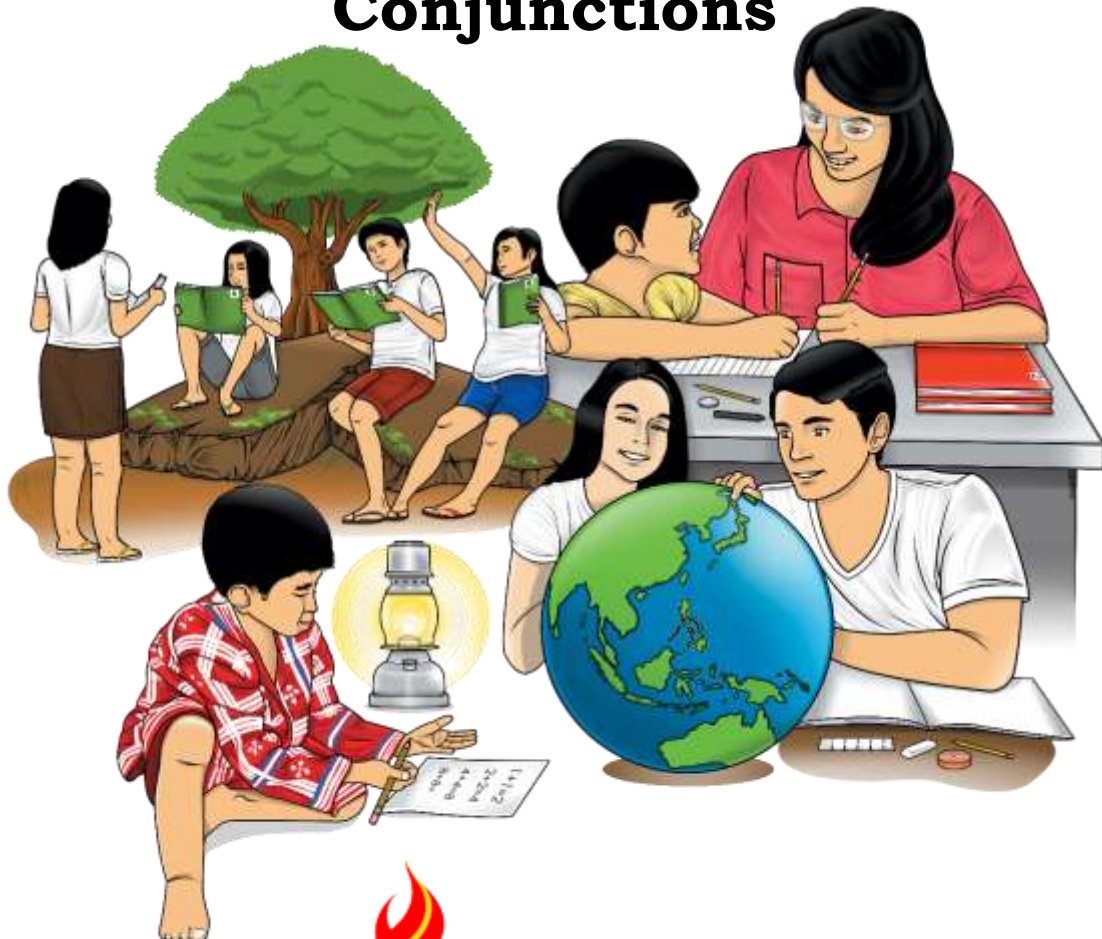


# English

## 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**  
**First Edition, 2020**

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# English

## Quarter 1 – Module 4

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

## Introductory Message

This Self-Learning Module (SLM) is prepared so that you 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.

Pretests 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 posttest 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, the **Notes to the Teacher** is 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.

Good luck and happy learning!



## ***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.

For example: *Andrew needs to be quarantined within 14 days **because** he got exposed to a person infected with COVID-19.*

Start now and 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 were temporarily closed \_\_\_\_\_ 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.

- For example: a. Virus cannot be seen by our naked eyes.  
b. We need to observe health protocols at all times.

Answer: Virus cannot be seen by our naked eyes, so we need to observe health protocols at all times.

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 infected 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 clearer.

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 the next one.

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.



## What are Conjunctions?

There is one class of words in the English language that acts like a bridge. This is called **conjunction**. It 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 knowledge about conjunctions helps you express your thoughts better.

Now that you have seen the basic process in which conjunctions combine words, you are ready to study their 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.**

|                |
|----------------|
| <b>F</b> = for |
| <b>A</b> = and |
| <b>N</b> = nor |
| <b>B</b> = but |
| <b>O</b> = or  |
| <b>Y</b> = yet |
| <b>S</b> = 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 **grandma** 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.*

(MORE IMPORTANT IDEA)

(LESS IMPORTANT IDEA)

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

(LESS IMPORTANT IDEA)

(MORE IMPORTANT IDEA)

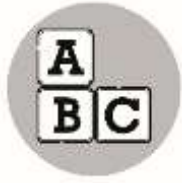
In the first sentence above, the most important thing that the person is thinking about is his plan of buying a new smart phone, not saving money. Saving money is just the next important thing.

In the second sentence, "*you will have a failing grade,*" is more important, while "*If you don't study your lesson well,*" is just the second 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. Nicole 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** she will finally visit Disneyland.
- e. **but** it did not budge.
- f. **so** he became sad.

### 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. Do not be confused with 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 composed of letters that represents 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:** Look at the acronym. Use these coordinating conjunctions to write a paragraph about your life before the COVID-19 pandemic in a separate sheet of paper.

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

*“Life before the Pandemic”*

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## Activity 2.

**Directions:** From the given scenario, compose a coherent paragraph using the subordinating conjunctions in the table below.

### Scenario:

*Linda is a little girl who loves to help her parents in the household chores. However, she is born deaf.* Though she is not asked by her parents to help, she would continue to work on tasks like washing the dishes, flowering the plants, etc., as her daily routine. How would you describe Linda? Use the subordinating conjunctions below when you write the paragraph in your notebook.

|          |            |            |
|----------|------------|------------|
| because  | unless     | while      |
| whenever | as much as | before     |
| as if    | since      | as long as |

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## Assessment

### Activity 1

**Directions:** *Composing Activity.* Write a short but beautiful story about your favorite pet. In the story, use five coordinating conjunctions of your choice. Begin with a catchy title. Write your answer in your notebook.

\_\_\_\_\_

Title

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## Activity 2

**Directions:** *Composing Activity.* In your notebook, make a short narration of a favorite hobby. For example, if your hobby is planting, you can tell about the plants in your garden. How did you reproduce them? Did these plants make you happy while seeing them grow every day? This time, use subordinating conjunctions in writing the paragraph.



## ***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

**Activity 2**  
Answers may vary.

**Additional Activities**  
Possible answers:  
1. so  
2. if  
3. although  
4. but  
5. for

**Assessment**  
**Activity 1**  
Answers may vary.

**Activity 1**  
Answers may vary.

**What's More**  
Set A  
1. b  
2. d  
3. a  
4. e  
5. c

**What Can I Do**  
Set B  
1. c  
2. e  
3. a  
4. b  
5. d

**Activity 1    Activity 2**  
Answers may vary.

**What I Know**  
Activity 1  
1. for  
2. and  
3. that  
4. when  
5. or

**Activity 2**  
Answers may vary.



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