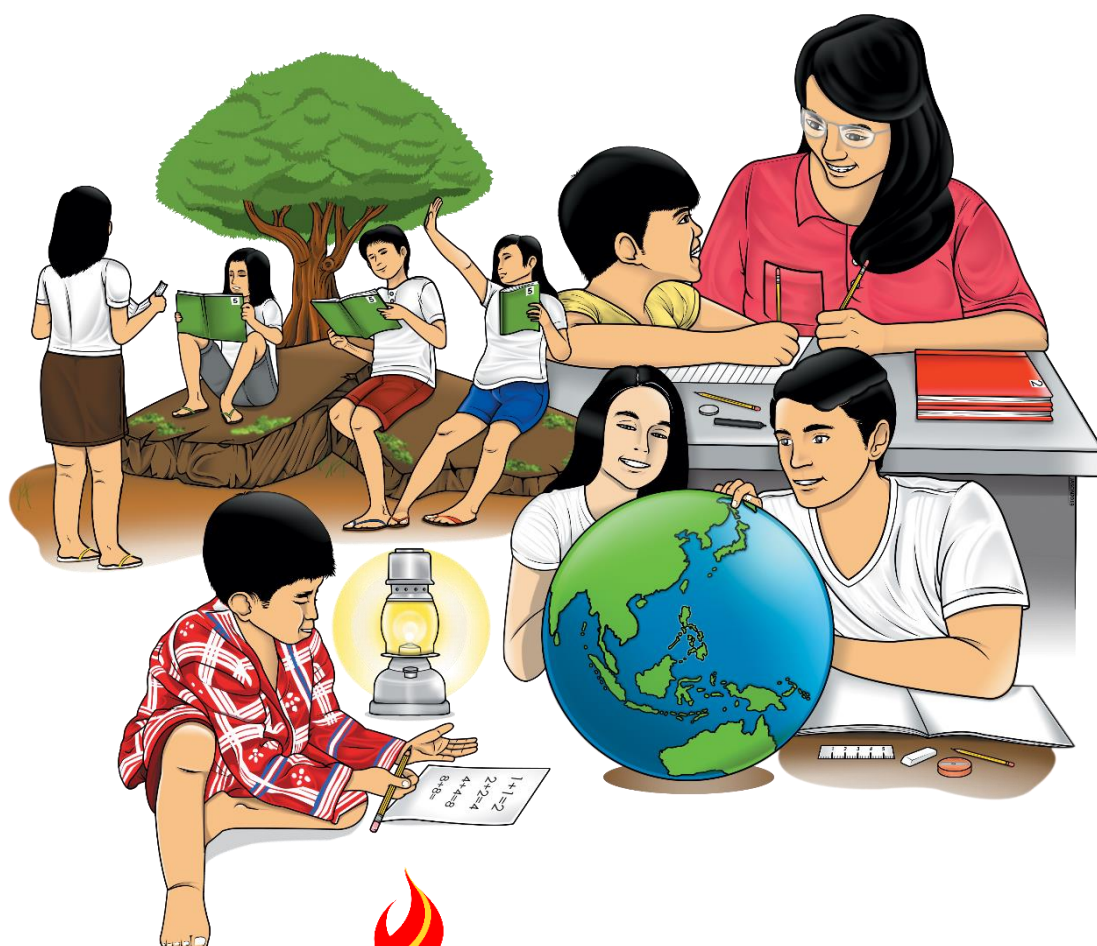


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# English

## Quarter 1 – Module 8: Using Clauses Appropriately and Meaningfully



CO\_Q1\_ENGLISH 7\_MODULE 8

ALTERNATIVE DELIVERY MODE  
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**English – Grade 8**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 8: Using Clauses Appropriately and Meaningfully**  
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**Development Team of the Module**

**Writer:** Jesica L. Palma

**Editors:** Cathy G. Sua and Grace T. Lumingkit

**Reviewers:** Evelyn C. Frusa, PhD, Delia B. Mabalot, Rolex H. Lotilla, Arvin Tejada  
and April Joy B. Silva

**Illustrator:** Iza May S. Agrazamendez

**Layout Artist:** Arianne N. Tagolino

**Management Team:** Allan G. Farnazo, CESO IV – Regional Director

Fiel Y. Almendra, CESO V – Assistant Regional Director

Crispin A. Soliven Jr. CESE - Schools Division Superintendent

Roberto J. Montero CESE - Assistant Schools Division Superintendent

Gilbert B. Barrera – Chief, CLMD

Arturo D. Tingson Jr. – REPS, LRMS

Peter Van C. Ang-ug – REPS, ADM

Name of REPS – Subject Area Supervisor

Belen L. Fajemolin PhD - CID Chief

Evelyn C. Frusa PhD – EPS - LRMS

Bernardita M. Villano - ADM Coordinator

Delia B. Mabalot – EPS- English

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Telefax: (083) 2288825/ (083) 2281893  
E-mail Address: region12@deped.gov.ph

## **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-test 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 Teachers are also provided to the 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. 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.



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

In writing, words play crucial role so you can express clearly what you think or how you feel about people, places, events or experiences. Therefore, the words in the sentence must be in the right order and are interrelated to make sense. Moreover, if you understand how these words work in the sentences, you can use them effectively to achieve a more mature and clearer writing.

Your deeper understanding of basic elements of sentences and using phrases can help you in proceeding to the next topic.

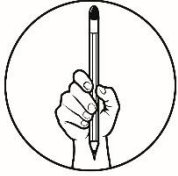
- **Learning Objectives**

After working on the activities in the module you will be able to:

1. Define what a clause is
2. Identify the kinds of clauses and their functions
3. Construct meaningful sentences using clauses appropriately

- **Most Essential Learning Competency (MELC)**

At the end of this learning module, student is required to use skill in using clauses appropriately and meaningfully.



## ***What I Know***

Before you take the test, take some time to recall what you learned previously.

### *Distinguishing Independent and Dependent Clauses*

Copy the following sentences and identify each as dependent clause or independent clause.

1. Although many argue, millions of people around the world could be exposed to dangerous levels of heat stress.
2. Global warming will increase the chances of summer conditions that may be too hot for humans to work in and it allows humans to face higher risk of decades-long droughts.
3. The land warms up faster than the ocean.
4. Many people live in developing countries and they do jobs that expose them to potentially life - threatening conditions.
5. When humans feel too much heat, it can become very serious.

(<https://www.bbc.com/news/science-environment>)

## Lesson

# Using Clauses Appropriately and Meaningfully



## *What's In*

In this part of the lesson, your previous knowledge on recognizing phrases and sentences appropriately will be checked. Your learning about these concepts will help you in using clauses correctly and meaningfully.



## *Notes to the Teacher*

Learners' interests shall be stimulated and they must pay attention on how to use the clauses appropriately and meaningfully. Their knowledge on the correct usage plays a great role in understanding the current lesson and writing complex sentences. Eventually, their understanding guides them in writing effective and accurate composition.

*Instruction:* Identify which of the groups of words are sentences and which are phrases. Box  the group of words if it refers to a phrase and underline (\_\_\_) it if it forms a sentence.

They were getting tired of city life  
Maddened with pain  
You have come just in time

To devour the food  
The monkey was wandering in  
the forest  
Stay here



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

In the “What I Know” part of this module, you have been asked to recall your understanding about types of clauses. Now, using your knowledge about the topic, unscramble the letters to form the correct words - all are related to your idea about clause and its types. Write the newly – formed words in your notebook.

1.

l	e	a	c	s	u
---	---	---	---	---	---

2.

e	d	n	e	n	p	d	e	t
---	---	---	---	---	---	---	---	---

3.

i	n	e	d	n	e	n	p	d	e	t
---	---	---	---	---	---	---	---	---	---	---

4.

c	o	n	g	a	t	i	o	d	r	i	n
---	---	---	---	---	---	---	---	---	---	---	---

5.

s	u	n	g	b	r	o	i	d	i	n	a	t
---	---	---	---	---	---	---	---	---	---	---	---	---



## What is It

What words have you discovered and learned from the word game you answered earlier on? Are they familiar to you? In the previous lesson, you have been helped to understand the uses of phrases and how they are different from sentences. This time, **let's find out how to use clauses appropriately and meaningfully** in sentences. Along with learning clause and its kinds, take time to read and appreciate the given examples excerpted from a Filipino tale about friendship.

I hope you will enjoy our learning journey. **Let's go!**

A **clause** contains both a subject and a predicate. It has two types: independent clause and dependent clause.

Again, you must recall that a **phrase** does not have both a subject and a verb, therefore, it is not a complete sentence.

Now, unlike a phrase, a clause contains a subject and a predicate that acts as a sentence or cannot make sense standing on its own.

Let us highlight the difference:

- **After putting away enough food for his companions and himself**, he put the rice on the stove. (phrase)
- **After he put away enough food for his companions and himself**, he put the rice on the stove. (clause)

An **INDEPENDENT CLAUSE** is a group of words that contains both a subject and a predicate. It expresses a complete thought and can stand alone as a sentence. Hence, you write an independent clause every time you write a simple sentence.

It can also be combined with a dependent clause or another independent clause to make a more interesting and complex sentence.



Examples:

- A monkey a dog, and a carabao were getting tired of city life.
- The carabao began to fry the meat.
- The Bungisngis, a large strong man, heard the noise of the frying.
- The monkey and the dog saw that everything was in disorder in their house.
- The dog could not cry to his companions for help.
- The Bungisngis gladly accepted the food offered by the monkey.

What if we have two independent clauses? Can we combine them?

**Yes, two independent clauses can be joined into one sentence.**

There are two types of words that can be used to connect two main or independent clauses: using a comma and a coordinating conjunctions and independent marker words.

1. **Coordinating conjunctions** coordinate or join two or more sentences, main clauses, words, or other parts of speech. Also known as coordinators, coordinating conjunctions are used to give equal emphasis to a pair of main clauses.

Examples:

- A monkey a dog, and a carabao were getting tired of city life, **so** they decided to go to the forest to hunt.
- The carabao began to fry the meat, **so** his friends would have food when they got home.
- The Bungisngis, a large strong man, heard the noise of the frying, **and** he went up to the carabao.
- The monkey and the dog were upset, for they saw that everything was in disorder in their house.
- The dog was attacked by Bungisngis, **yet** he could not cry to his companions for help.
- The Bungisngis gladly accepted the food offered by the monkey, **and** he began to devour it.

Notice how the simple sentences above have been transformed into compound sentences using coordinating conjunctions.

The English language has seven coordinating conjunctions, just remember the acronym **FANBOYS**:

<b>Conjunction</b>	<b>Function</b>	<b>Sentence</b>
<b>For</b>	Explains reason or purpose (just like "because")	<i>I go to the park every Sunday, for I long to see his face.</i>
<b>And</b>	Adds one thing to another	<i>I like to read, and I write faithfully in my journal every night.</i>
<b>Nor</b>	Used to present an alternative negative idea to an already stated negative idea	<i>I neither love nor hate to watch TV.</i>
<b>But</b>	Shows contrast	<i>Television is a wonderful escape, but it interferes with my writing.</i>
<b>Or</b>	Presents an alternative or a choice	<i>Would you rather read a book or watch a good TV show?</i>
<b>Yet</b>	Introduces a contrasting idea that follows the preceding idea logically (similar to "but")	<i>I always take a book to the beach, yet I never seem to turn a single page.</i>
<b>So</b>	Indicates effect, result or consequence	<i>I like to read, so my grammar is always accurate.</i>

## 2. Independent Marker Word

An independent marker word is a connecting word used at the beginning of an independent clause. These words can always begin a sentence that can stand alone. When the second independent clause in a sentence has an independent marker word, a semicolon is needed before the independent marker word.

Examples:

- The Bungisngis saw the three animals cooking; **however**, he did not dare attack all three of them.
- The monkey sent Bungisngis tumbling into the pit; **moreover**, he filled the pit with soil so that the Bungisngis was buried with no solemnity.
- Spare me and I will give up my place to you; **also**, I will give you the best which the King has given me.

Some common independent markers are:

**also, consequently, furthermore, however, moreover, nevertheless, and therefore.**

A **DEPENDENT CLAUSE** (or subordinate clause) is a clause that cannot stand alone because it does not express a complete thought. It needs to be attached to an independent clause to make its meaning complete.

Examples:

- The monkey gladly invited the Bungisngis to eat the food when he came.
- The monkey was not inclined to tell the truth to his friends, however, he finally told them that the Bungisngis was buried near the stove.
- The foolish and curious dog and carabao began to dig up the grave because they wanted to see the Bungisngis dead.
- The Bungisngis was still alive, consequently, he killed the dog and carabao.

***In the examples, the dependent clauses are those that are underlined.***

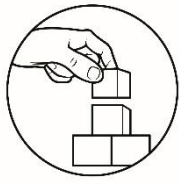
***Notice that the dependent clause cannot express a complete thought without the presence of an independent (main) clause.***

*Connecting dependent and independent clauses*

**Subordinating conjunctions** allow writers to construct complex sentences, which have an independent clause and a subordinate (or dependent) clause. Either clause can come first.

*Some common subordinating conjunctions are:*

<i>after</i>	<i>although</i>	<i>as (as if)</i>	<i>because</i>	<i>before</i>	<i>even</i>
<i>though</i>	<i>if</i>	<i>in order</i>	<i>that</i>	<i>rather than</i>	
<i>since</i>	<i>so that</i>	<i>than</i>	<i>that</i>		
<i>though</i>	<i>unless</i>	<i>until</i>	<i>when</i>	<i>whenever</i>	
<i>whereas</i>	<i>whether</i>	<i>while</i>			



## What's More

**Activity 1:** Write **IC** if the statement is independent clause and **DC** if it is dependent clause.

- 1 Whenever the animals cooked their food
2. The Bungisngis ate all the food and disappeared.
3. However the monkey climbed up a tree and he escaped
4. The Bungisngis accepted the position offered by the monkey.
5. The bees buzzed about him and punished him for his curiosity.
6. Maddened with pain, the Bungisngis went in search of the monkey.
7. Because the Bungisngis was pleased with beautiful colors of the belt
8. After he put the belt around the body of the Bungisngis
9. While the monkey was playing with a snake
10. If the monkey would give the Bungisngis the belt

**Activity 2:** Match the sentence in column A with the sentence in column B to construct a complete sentence.

### Column A

1. The beach is a lot of fun
2. A group of women went to the movie
3. I went to the store
4. He went to the theme park
5. I really wanted potato soup
6. Today is Thursday
7. She had just bought two gorgeous dresses
8. I really want to see the game
9. I went to the Land Transportation Office today
10. Monica brought the drinks

### Column B

- A. and the test is on Friday.
- B. but I forgot to bring my shopping list.
- C. but I need to rest.
- D. and he went on all the rides.
- E. but the café does not serve any soup.
- F. and they agreed it was enjoyable.
- G. so she needed to get matching shoes.
- H. but the mall is having a huge sale today.
- I. for Frank brought the main dish.
- J. and I took the written driving test.
- K. yet the mountains are better.



## What I Have Learned



CONGRATULATIONS! You have done a great job. I believe that you have a clear idea now on how to use clauses appropriately and meaningfully. Complete the statements below to show how much you have learned from this lesson. Ready? Okay!

**Activity 3:** Fill in the missing word/s in the blank. Choose the correct answer from the list in the box.

clause	coordinating
dependent	subordinating
independent	marker word

1. \_\_\_\_\_ expresses a complete thought because it has ~~the~~ a subject and a predicate.
2. \_\_\_\_\_ conjunctions join two or more sentences, independent clauses, or phrases that are of equal grammatical rank.
3. \_\_\_\_\_ conjunctions connect dependent clauses to independent clauses.
4. “*Although it is not safe to go out of the house*” is an example of \_\_\_\_\_ clause.
5. “*Whether we like it or not, we are required to adapt to the new normal life*” , is an example of \_\_\_\_\_ clause.



## What I Can Do

This lockdown period has given you more time and opportunities to do things which you have always wanted to do or like to do more. It makes sense to be productive during this time and do things that are meaningful to you. The following are productive activities that you can do.

**Activity 4:** Complete the following statements by writing the appropriate subordinating conjunctions. Choices are found in the box.

although      whether      when      if      however      but      while

### Read a Book

1. \_\_\_\_\_ you prefer fiction or non-fiction, buy yourself some books and start reading them. 2. \_\_\_\_\_ others find this activity boring, books exercise the brain, build our vocabularies, lowers stress and also enhances the imagination.

### Meditate

Meditation is one of the best things you can do right now to relieve stress and improve your wellbeing. It's important to be mindful of your surroundings as well as your wellbeing 3. \_\_\_\_\_ in quarantine, and meditation might help you get a bit of peace of mind.

### Attend to the garden

Tidying up your garden, repainting your fences and any other jobs that need doing in your garden can be done over a period of time 4. \_\_\_\_\_ you feel like it.

### Start a DIY project

5. \_\_\_\_\_ gardening in your free time sounds appealing, go one step further and start a DIY project.

### Catch up on your sleep

Doing some of activities will help you sleep naturally, 6. \_\_\_\_\_ ensure that you are going to bed at a reasonable time.

Source: <https://www.orientation.agency/insights/productive-things-to-do-at-home-or-in-quarantine>

**Great job!** It seems you have a better understanding of the lesson.



## Assessment

**Activity 5:** Complete the independent clause by choosing the correct coordinating or subordinating conjunction inside the parentheses.

(*Although, So*) 1. \_\_\_\_\_ it was very long, the movie was still enjoyable.

(*Yet, because*) 2. You should take your car in for a service \_\_\_\_\_ it's starting to make weird noises.

(*Even though, eventually*) 3. The actor was happy he got a part in a movie \_\_\_\_\_ the part was small.

(*When, After*) 4. \_\_\_\_\_ the flood, there were destructions anywhere in the place.

(*So, as*) 5. The museum was very interesting, \_\_\_\_\_ I expected.

**Activity 6:** Combine the two sentences using an appropriate coordinating or subordinating conjunction.

### The crow and the hungry dog

6. a. A dog was once lost in the forest by hunters.

b. He wandered through the forest in search of something to eat.

\_\_\_\_\_

\_\_\_\_\_

7. a. The dog became very weak and thin.

b. He had not tasted anything except water, for several days.

\_\_\_\_\_

\_\_\_\_\_

8.a. The dog was walking listlessly under the trees.

b. He saw a crow that had a piece of meat in his beak.

\_\_\_\_\_

\_\_\_\_\_

9.a. Looking up, the dog sat on its legs.

b. He asked the crow to give him a piece of meat.

\_\_\_\_\_

\_\_\_\_\_

10.a. The crow opened his beak and laughed.

b. The piece of meat which he had fell to the ground.

---

---

11.a. The hungry dog greedily picked the meat up.

b. He laughed at the poor crow.

---

---

12a. The crow flew away.

b. He was really distressed of the loss of the meat.

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## ***Additional Activities***

You are being interviewed by a local media about the COVID -19 pandemic that presently affects our way of life. For every question, you are asked to provide a brief and clear answer, applying everything you learned about our lesson on clauses.

Question 1: How does the pandemic affect your education so far?

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Question 2: How do you protect yourself and your family from the threat of the virus?

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Question 3: As a student, what do you think are the advantages of the stay-at-home policy of the government?

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Question 4: Are you in favor that the country will be placed into a stricter lockdown again due to the increasing COVID-19 cases?

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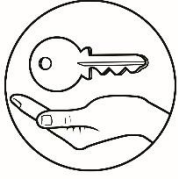
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Question 5: As a student, what can you do to help your family and your community lessen the challenges and burden brought about by the pandemic?

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## Answer Key

**What I Know**

1. dependent clause
2. independent clause
3. independent clause
4. independent clause
5. dependent clause

**What's New**

1. clause
2. dependent
3. independent
4. coordinating
5. subordinating

**What's More**

**Activity 1**

1. DC
2. IC
3. IC
4. IC
5. IC

**Activity 2**

1. K
2. F
3. B
4. D
5. E
6. A
7. G
8. C
9. J
10. I

**What I Have Learned**

**Activity 3**

1. clause
2. coordinating
3. subordinating
4. dependent
5. independent

**What I Can Do**

**Activity 4**

1. whether
2. although
3. while
4. when
5. if
6. but

**Assessment**

**Activity 5**

1. although  
 2. because  
 3. even though  
 4. after  
 5. as

**Activity 6 (Possible answers)**

6. A dog was once lost in the forest by hunters, so he wandered through the forest in search of something to eat.

7. Because he had not tasted anything except water for several days, the dog became weak and thin.

8. While the dog was walking listlessly under the trees, he saw a crow that had a piece of meat in his beak.

9. Looking up, the dog sat on its legs and he asked the crow to give him a piece of meat.

10. The crow opened his beak and laughed, so the piece of meat which he had fell to the ground.

11. After the hungry dog greedily picked the meat up, he laughed at the poor crow.

12. The crow flew away because he was really distressed of the loss of the meat.

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**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)