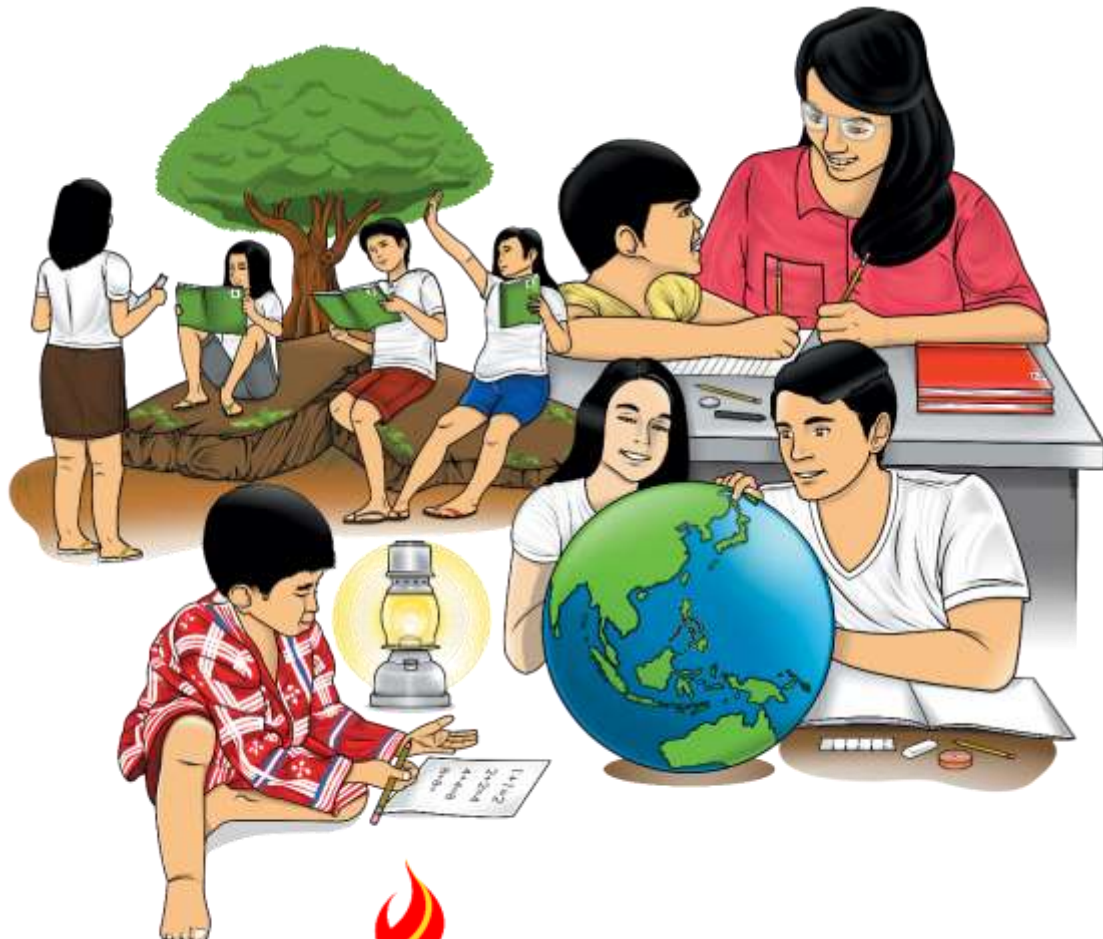


7

English 7

Quarter 1 – Module 9: Using Sentences Appropriately and Meaningfully



English – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 9: Using Sentences Appropriately and Meaningfully
First Edition, 2020

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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

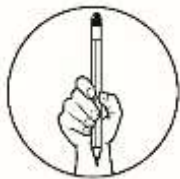
This module was designed and written with you in mind. It is here to help you master using sentences appropriately and meaningfully. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module's lesson is:

Using sentences appropriately and meaningfully

After going through this module, you are expected to:

1. determine basic sentence parts;
2. differentiate kinds of sentences according to structure;
3. construct appropriate sentences from the given phrases and clauses; and
4. use sentences in stating one's thought.



What I Know

Let us determine how much you have already learned.

Directions. Write all answers on a separate sheet of paper.

- A. On your paper, write **SENTENCE** for each group of words below that is a *sentence*. Write **INCOMPLETE** for each group of words below that is *NOT a sentence*.
1. Running along the shelf
 2. Although my dog is playful
 3. Since we spend so much time with him and enjoy his company
 4. He barks
 5. His many playful qualities are charming
- B. Write the subject then opposite each, write the verb.
- Ex. Cham ensures that her dog, Kobe, eats regularly. *Answer: Cham-ensures*
6. Dogs make excellent pets.
 7. Responsible owners train their dogs methodically.
 8. The Labrador is an interesting breed.
 9. My brother and I enjoy going to dog shows.
 10. The wide variety of dogs intrigues and entertains us.

C. Identify each sentence below as **SIMPLE**, **COMPOUND**, **COMPLEX**, and **COMPOUND-COMPLEX**.

- 11. Dogs are friendly, but they could also be dangerous.
- 12. Your dog's sense of smell is 10,000 times better than yours.
- 13. Dogs can track people, and they could detect dangerous substances.
- 14. Communication is very important to dogs because it helps them form and maintain social groups.
- 15. Dogs can see better than humans in the dark, and they have an incredibly well-developed sense of smell, which is far superior than humans.

D. **How can you help protect animal habitat?** Write your answers in five complete sentences.

- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Lesson**9****Using sentences appropriately and meaningfully**

To develop and demonstrate communicative competence, one is expected to acquire knowledge of constructing sentences properly considering the basic components of a sentence. This lesson will help one to determine basic sentence parts, differentiate kinds of sentences according to structure, construct appropriate sentences from the given phrases and clauses, and use sentences in stating one's thought.

***What's In***

Air it out! Give your thoughts on the given questions.

What is the difference between adjective phrase and adverb phrase?	What is the difference between dependent clause and independent clause?	Do you think phrases and clauses are important in constructing a sentence? Why? Why not?

***Notes to the Teacher***

Make sure that the sentences constructed by the students are relevant to the given topic and observe subject-verb agreement.



What's New

Activity 1: "Say something..."

Directions. Examine the painting below entitled "Bayanihan" by Dante Hipolito through looking closely at the details. Write three sentences about the Filipino traits, customs, or traditions shown in the given painting.

Background of the author: Dante Hipolito is a Filipino contemporary artist who was born in 1959. He was known as the "The Smile Painter" because his paintings always show people with heartfelt smiles that became his signature. Hipolito's paintings were usually about family and friends in bonding, the good life, either moving a house in bayanihan spirit or rejoicing in a fiesta, or Filipino heritage showing bravery, spirituality, responsibility, generosity, pride, beauty, resiliency, and most importantly, the smile.



Source: <https://www.deviantart.com/partlover/art/Bayanihan-Moving-House-384909364>

Ex. Filipinos are family-oriented.

1. _____
2. _____
3. _____

Based on this activity, what have you noticed about the sentences constructed? _____

How did you form your sentences? _____



What is It

SENTENCE

DEFINITIONS OF A SENTENCE

- It contains a subject and a verb and expresses a complete thought (Pearson Education Inc., 2001).
- It is the largest grammatical unit in the English Rankscale, which refers to a group of words that begins with a capital letter and ends with any of these three punctuation marks: the period or full stop, the exclamation mark, and the question mark (Boaner, 2017).

TWO BASIC PARTS OF A SENTENCE

1. SUBJECT

- It tells what the sentence is about.
- It is the topic of the sentence (“What is a Sentence?,” n.d.).
- This is usually found at or near the beginning of a sentence. Most subjects are nouns or pronouns (Boaner, 2017).

In the following examples, each subject is underlined.

1. Computer generates data and handles millions of problems in a few seconds.
2. Mr. Jose purchases new welding machines.
3. She obtains the highest score in class.

The noun **computer** is the subject in the first sentence. It tells **what** generates data and handles millions of problems in a few seconds. In the next sentence, **Mr. Jose** tells **who** purchases new welding machines. The pronoun **she** in the third sentence also tells **who**: Who obtains the highest score in class? **She**.

TYPES OF SUBJECT

❖ SIMPLE SUBJECT

- It has only one actor.
- It is just one word, without any modifiers, usually a noun or pronoun.
- The subject does not have the word “**and**” (Pearson Education Inc., 2001).

Examples:

1. **Maria** likes to write her own stories.
2. **Thomas Edison** invented the light bulb.
3. The **policy** was proposed and passed by the Congress of legislators and the president.

❖ COMPLETE SUBJECT

- It contains the subject and any words related to it.
- It involves the simple subject plus all modifiers.
- It comprises all of the words that tell what or whom a sentence discusses, including any modifiers

Examples:

1. **Three cardboard boxes** remained in the vacant house.
2. **Garfield’s ginger fur** flew through the air.
3. **Fernando’s poem about his father** made the class cry.

❖ COMPOUND SUBJECT

- It includes two or more people and things doing an action; it is not about nouns that are plural.
- It is made up of more than one subject element.
- It has two or more subjects that have the same verb and are joined by a conjunction such as **and** or **or**.

Examples:

1. **You** and **I** will feed the animals.
2. **Toto** and **Mark** join the basketball team.
3. The **children’s books** and **backpacks** were stolen while they were at lunch.

2. PREDICATE

- It always contains a verb.
- It tells something about a subject.
- It states what the subject does, what is done to the subject, or what the condition of the subject is.
- It contains the action.

In the following examples, the verbs are underlined twice.

1. The dog barked for an hour.
2. The prize was given in a big ceremony.
3. He seems tired now.

Barked tells what my dog did. **Was given** explains what was done with the prize. **Seems**, a linking verb, tells something about the condition of *he* by linking the subject to *tired*.

TYPES OF PREDICATE

❖ SIMPLE PREDICATE

- It includes one verb only.
- It is the word that shows the action in a sentence.
- It is used to tell what the subject of the sentence does.

Examples:

1. Jun **cried**.
2. He **is drinking** water every night.
3. The coach **praised** his winning team.

❖ COMPLETE PREDICATE

- It contains the verb and any words related to it.
- It includes not only the verb or verb phrase, but also all the words that give more information about it.

Examples:

1. The dog **enjoys its food**.
2. We **have started painting the room**.
3. Grandpa **will take us to the park**.

❖ COMPOUND PREDICATE

- It contains two different actions.
- It gives two or more details about the same subject and has two or more verbs joined by a conjunction.

Examples:

1. Donny **lives** in Italy and **speaks** Italian.
2. She **visited** her cousins and **met** all their friends.
3. We **completed** the project and **won** a prize.

MORE EXAMPLES

Sentence		
Subject	Predicate	
	Verb	
Smoke	rises.	

Sentence		
Subject	Predicate	
	verb	
Jean and Troy	speak	English when they are working.

Sentence		
Subject	Predicate	
	Verb	
You	speak	English.

What is a sentence?. (n.d.)

COMPONENTS OF A SENTENCE

The following are some characteristics of a sentence:

- begins with a capital letter
 - **He** obtained his degree.
- ends with punctuation (a period, a question mark, or an exclamation point)
 - He obtained his degree.
- contains a verb or a verb phrase
 - He **obtained** his degree.
- includes a complete idea that stands alone, which is called an independent clause
 - **He obtained his degree** (Walden Writing Center, 2020).

KINDS OF SENTENCES ACCORDING TO STRUCTURE

- ❖ SIMPLE SENTENCE
- ❖ COMPOUND SENTENCE
- ❖ COMPLEX SENTENCE
- ❖ COMPOUND-COMPLEX SENTENCE

SIMPLE SENTENCE

- It contains a subject and a verb, and it may also have an object and modifiers, but it has only **one independent clause** (an independent clause contains a subject and verb and expresses a complete thought), and **NO dependent clause**.

Examples:

1. Eduardo sings.
2. Fred passed his assignments.
3. Jeth organizes his things for an hour.

COMPOUND SENTENCE

- It contains **two or more independent clauses**. These two independent clauses can be combined using a **comma (,) and coordinating conjunctions (for, and, nor, but, or, yet, so)**, or with a **semicolon (;)**.

Examples:

1. I like to read books, **and** I like to write stories.
2. I wrote Jim a letter, **but** he did not reply.
3. Karl's car broke down; he came last.

COMPLEX SENTENCE

- It contains **at least one independent clause** and **at least one dependent clause**. The **dependent clause** is otherwise known as **subordinate clause** that is connected by subordinating conjunctions such as *although, since, because, when, whenever, as, who, which, that, before, after, even if, so that, if, now that, unless, until, while, etc.*
- Dependent clauses can refer to the subject (who, which) the sequence/time (since, while), or the causal elements (because, if) of the independent clause.
- If a sentence begins with a dependent clause, there is a comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is no comma separating the two clauses (Pearson Education Inc., 2001).

Examples:

1. *Because he worked hard*, he won in the game.
dependent clause independent clause

Note: There is a comma (,) in this sentence because it **begins** with a **dependent clause** or **subordinate clause**.

2. It is quite hot today *although it is raining.*
independent clause dependent/subordinate clause

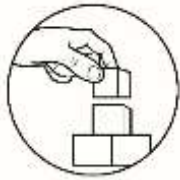
Note: There is **NO** comma (,) in this sentence because it **begins** with an **independent clause**.

COMPOUND-COMPLEX SENTENCE

- It contains **at least two independent clauses** and **at least one dependent clause**.

Examples:

- Kris didn't come *because she was sick,* so Tina was sad.
independent clause dependent clause independent clause
- The woman left in a hurry *after she got a phone call,* but she came back ten minutes later.
independent clause dependent clause independent clause
- After getting home from work,* my mother and I went to the mall last night, *while my father stayed home and watched television.*
dependent clause independent clause
dependent clause



What's More

Activity 2: "The Detectives"

Directions. In the following excerpt from Amador T. Daguio's "The Wedding Dance," identify the **simple subjects** and the **simple predicates** in every sentence. Write the word that shows the **simple subject** and label it, **SS** and **SP** for the word that represents the **simple predicate**. (1 point for simple subject and 1 point for simple predicate)

Ex. John – **SS** jumps – **SP**

(1) Awiyao, Lumnay's husband, has to marry another girl named Madulimay because Lumnay cannot bear a child. (2) Awiyao went to his and Lumnay's house on the night of his wedding to personally invite Lumnay to join the dance. (3) Lumnay refused to join. (4) They had a heart-to-heart talk about their separation. (5) Then, they discovered that they were still in love with each other (Wedding dance by Amador T.Daguio, n.d.).

Activity 3: “Complete me”

Directions. Rewrite the numbered items below, and add any words needed to make each a complete sentence. Write your answers on a separate sheet of paper. (2 points for each number)

Ex. chases the ball- The cat chases the ball.

1. bring companionship to their owners
2. popular household pets
3. live for ten to twenty years
4. although indoor cats may be healthy
5. spend much time hunting for food

Activity 4: “Form it!”

Directions. Tell something about the picture below using the different kinds of sentences according to structure. Write your answers on a separate sheet of paper. (2 points for each number)



Source: <https://www.pinterest.ph/pin/43136108916935962/>

Ex. simple sentence = The kitten enjoys walking.

1. simple sentence = _____
2. compound sentence = _____
3. complex sentence = _____
4. compound sentence = _____
5. compound-complex sentence = _____

Rubrics: (for every sentence constructed)

2-two (2) points for every sentence that is correctly constructed (correct grammar and mechanics of writing) and relevant to the picture.

1- one (1) point for every sentence that needs any correction (there is/are error/s in grammar and mechanics of writing) and relevant to the picture.



What I Have Learned

Activity 5: "Tell me!"

Directions. Analyze the given sentences by determining the type of subject/predicate present and the kind of sentence. Also, explain the reason for choosing the stated answer. Write your answers on a separate sheet of paper.

Ex. **Bullying** causes stress and depression. The underlined word shows the simple subject of the sentence because it is just one word without any modifiers.

1. **Thirty-one bullying incidents** are reported daily in schools. The underlined words show the _____ of the sentence because _____.

2. **Cursing, ridiculing, and humiliating** were acts most prominent in primary and high school bullying. The highlighted group of words are NOT the SIMPLE SUBJECTS of the sentence, but the _____ because _____.

3. Bully Statistics **revealed that every day one out of seven students were being bullied.** The underlined words present the _____ of the sentence because _____.

4. **The Anti-Bullying campaign seemed to be hardly understood and obeyed.** The kind of sentence used is _____ because _____.

5. **Bullying causes absenteeism, and it also increases drop-out rate in schools.** The kind of sentence used is _____ because _____.



What I Can Do

Activity 6: “Together as ONE”

Directions. Combine the given sets of clauses to form any kind of sentence according to structure. Then, identify the type of sentence you have constructed. Write your answers on a separate sheet of paper. (2 points for each number)

Ex. Cats are efficient hunters. They survive on what they catch.

Answer: Cats are efficient hunters *that survive on what they catch.*
independent clause dependent clause

Type of Sentence: Complex Sentence

1. A cat’s coat protects its skin. The coat also provides insulation.
2. The outercoat is one part of the cat’s coat. The undercoat is the other part of the cat’s coat.
3. The color of the coat varies among cats. The length of the coat also varies.
4. A cat’s whiskers help it feel its way in the dark. A cat’s whiskers can help it detect changes in wind direction.
5. The sense of smell is better in cats than in humans. The sense of hearing is better in cats than in humans.

Rubrics: (for every sentence constructed)

2-two (2) points for every sentence that is correctly constructed (correct grammar and mechanics of writing) and relevant to the topic.

1- one (1) point for every sentence that needs any correction (there is/are error/s in grammar and mechanics of writing) and relevant to the topic.



Assessment

Directions. Write all answers on a separate sheet of paper.

A. Copy each of the following sentences on your paper. Underline the complete subject once and the complete predicate twice. (1 point for complete subject and 1 point for complete predicate).

1. The kitten crawled out of the box.
2. The cat can hear a wide range of sounds.
3. Lions are the only type of cat that hunts in a group.
4. Indoor cats and outdoor cats require lots of attention.
5. Hunting and eating take a considerable amount of time.

B. Identify each sentence below as **SIMPLE, COMPOUND, COMPLEX,** and **COMPOUND-COMPLEX.** (1 point each).

6. Rattlesnakes grow long and heavy.
7. If undisturbed, rattlesnakes won't attack us.
8. Before eating prey, poisonous snakes paralyze it.
9. Their tongues could also detect people, sense temperature changes, so we need to be careful.
10. Their rattles warn people of their presence, and they use rocks and trees to hide themselves.

C. Considering the components of a complete sentence, write three (3) sentences about your significant roles as students to help prevent the spread of Coronavirus disease (COVID-19). Write your answers on a separate sheet of paper. (2 points for each sentence)

Rubrics: (for every sentence constructed)

2-two (2) points for every sentence that is correctly constructed (correct grammar and mechanics of writing) and relevant to the topic.

1- one (1) point for every sentence that needs any correction (there is/are error/s in grammar and mechanics of writing) and relevant to the topic.



Additional Activities

My turn!

Directions. Write a five-sentence paragraph describing a pet you have/wish to have at home. In your composition, underline the simple subject once and the simple predicate twice. (2 points for each sentence)

Rubrics: (for every sentence constructed)

2-two (2) points for every sentence that is correctly constructed (correct grammar and mechanics of writing), relevant to the topic, and with appropriately identified components (simple subject and simple predicate).

1-one (1) point for every sentence that needs any correction (there is/are error/s in grammar and mechanics of writing), relevant to the topic, and with any error in its identified components (simple subject and simple predicate).



Answer Key

<p>What I know</p> <p>A. 1. Incomplete 2. Incomplete 3. Incomplete 4. Sentence 5. Sentence 6. S: dogs V: make B. S: responsible owners/owners V: train 7. S: The Labrador/Labrador V: is 8. S: My brother and I V: enjoy 9. S: The wide variety of dogs/dogs V: intrigues and entertains C. 11. Compound 12. simple 13. compound 14. complex 15. compound-complex D. 1. I need to throw my garbage properly in order to avoid pollution that might cause habitat destruction. 2. I will observe recycling because this help reduces wastes that might cause habitat destruction. 3. I will participate in tree growing activities or any planting activities for plants are considered as important animal habitat. 4. I will conserve water through using it properly because our water resources come from the environment where animals live like in falls, lakes, and rivers. 5. I will educate other students on how to protect animal habitat using any online platforms.</p>	<p>What's more</p> <p>Activity 2: 1. SS: Awyao (sentence #1) SP: has 2. SS: Awyao (sentence #2) SP: went 3. SS: Lunnay (sentence #3) SP: refused 4. SS: They (sentence #4) SP: had 5. SS: They (sentence #5) SP: discovered Activity 3: Possible answers 1. Pets bring companionship to their owners. 2. Cats are popular household pets. 3. Cats can live ten to twenty years. 4. Although indoor cats maybe healthy, we need to take care of them more. 5. Animals spend much time hunting for food. Activity 4: Possible answers 1. The cat guides its kitten. 2. The kitten wants to walk around, so her mother accompanies her. 3. While the kitten walks around, the mother never leaves her. 4. The cat calmly tells her kitten to stop strolling, but the kitten still enjoys doing it. 5. The cat wanted to go home already because she thinks it might be dangerous to go farther, but the kitten didn't want to.</p>
<p>What I Can Do</p> <p>Activity 5: 1. The cat's coat protects its skin, and it provides insulation.-compound or The cat's coat protects its skin and provides insulation.-simple 2. The outercoat and undercoat are parts of cats coat.-simple or The outercoat is one part of the cat's coat while the undercoat is its other part.-complex 3. The color and length of the coat varies among cats.-simple or Aside from the color that varies among cats, the length of the coat also varies.-complex 4. A cat's whiskers help it feels its way in the dark, and it helps detect changes in wind direction.-compound or A cat's whiskers could not only help it feels its way in the dark, but it could also help detect changes in wind direction.-compound 5. The cats' sense of smell and hearing are better than humans.-simple or Cats' sense of smell is better than humans; they too have better sense of hearing than humans.-compound What I have Learned 1. complete subject-it includes the subject (incidents) and the words related to it (thirty-one and bullying) 2. compound subject- it includes more than one subject— cursing, ridiculing, and humiliating 3. complete predicate-it includes the verbs and all the words related to it 4. simple sentence-it has only an independent clause 5. compound sentence- it has two independent clauses joined by the coordinating conjunction, <i>and</i></p>	<p>Assessment</p> <p>A. 1. CS: the kitten CP: crawled out of the box 2. CS: the cat CP: can hear a wide range of sounds 3. CS: lions CP: are the only type of cat that hunts in groups 4. CS: indoor cats and outdoor cats CP: require lots of attention 5. CS: hunting and eating CP: take a considerable amount of time B. 1. simple 2. complex 3. complex 4. compound 5. compound</p>

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