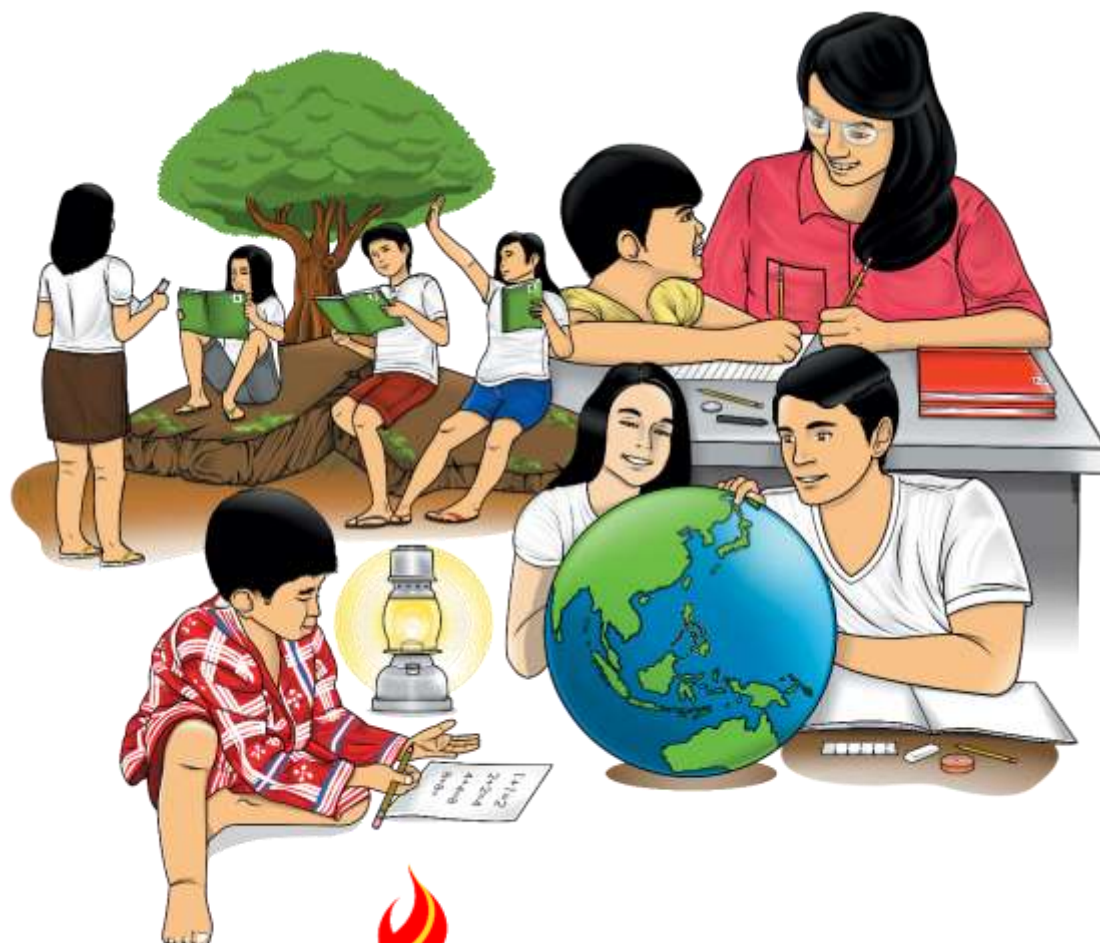


English

Quarter 1 – Module 3

Lesson 1: Using Complex Sentences to Show a Cause and Effect Relationship



English – Grade 5

Alternative Delivery Mode

Quarter 1 – Module 3, Lesson 1: Using Complex Sentences to Show a Cause and Effect Relationship

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English

Quarter 1 – Module 3

**Lesson 1: Using Complex
Sentences to Show a Cause and
Effect Relationship**

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.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. These 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 Teacher** is also provided to our facilitators and parents for strategies and reminders on how they can best help you in 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

What is a cause? What is an effect? Why do certain things happen? What does knowledge on cause and effect contribute? What is the advantage of being able to properly describe a cause and effect process?

In this module, you will learn to:

- identify causes and effects;
- combine cause and effect clauses using a correct conjunction; and
- use complex sentences to show cause and effect.



What I Know

Directions: Read each sentence below. Before each number, write **C** if the underlined clause is a cause and **E** if it is an effect. Use a separate paper as your answer sheet.

- ___ 1. Because he played under the rain, his mother became angry.
- ___ 2. The street was flooded when it rained for several hours.
- ___ 3. Mario got sick, so Luigi took his place.
- ___ 4. The students couldn't go to school because the rain was heavy.
- ___ 5. Children were told to stay home after the quarantine was declared.
- ___ 6. It rained, and the field turned green.
- ___ 7. The town was put on lockdown since people kept going out.
- ___ 8. She took a rapid test as soon as she felt sick.
- ___ 9. People go nuts whenever they hear about a new case of COVID-19.
- ___ 10. Some people were jailed because they were caught spreading fake news.

Lesson**1****Using Complex Sentences to Show a Cause and Effect Relationship*****What's In***

Directions: Copy the chart in your notebook. Write down the cause and effect of the following sentences in the proper column. An example has been provided to serve as a guide in answering the activity.

Cause	Effect
Because he played under the rain	Mario got sick

Example:

Mario got sick because he played under the rain.

1. Nora was still in uniform because she had just arrived from school.
2. The houses were destroyed because the typhoon was very strong.
3. The boy broke his leg when he fell from a tree.
4. The boy waters the plants every day so that the plants will grow healthy.
5. Since it did not rain for a long time, the grass turned brown.



What's New

Activity 1

Directions: Read the selection below and take note of the facts and events. After reading, answer the questions that follow.

What Causes a Tsunami

One of the most common causes of a tsunami is by an earthquake. The entire planet is covered with pieces of rock that float on liquid magma. These pieces are called tectonic plates. As they move, they can sometimes rub together, causing the ground to shake. When two plates move suddenly, the water on the surface of the Earth gets displaced and can cause a wave. The wave begins to move, and a tsunami is born.

When a strong quake occurs under the sea, a tsunami alert is sometimes declared, especially if it is near the shorelines. When this happens, people are advised to evacuate to higher grounds. Disobeying orders to evacuate may cause serious harm or injury to people.

(Adapted from What Causes a Tsunami by Jeremy Cook)

1. What causes a tsunami according to the paragraph?
2. Why does the Earth's ground shake?
3. What is produced when water on the surface of the earth is displaced?
4. When is a tsunami alert declared?
5. Why do people have to evacuate to higher grounds during a tsunami?



What Is It

Study these sentences which you already encountered in the previous activities.

1. *The Earth's ground shakes because tectonic plates rub together.*
2. *When the water on the surface of the earth is displaced, a wave is created.*
3. *When a strong quake occurs under the sea, a tsunami alert is declared.*
4. *People have to evacuate to higher grounds during a tsunami so that they may be saved from its deadly effects.*

What is cause and effect relationship?

You may have noticed that the lesson talks about cause and effect. You're right. You were even made to identify examples of a cause **as well as** examples of an effect.

You may have noticed also that in any cause and effect relationship, there is always one event that serves as a cause and another event that becomes the effect. The cause is the reason why something happens, while the effect is the result of something that happened. Whatever the case may be, the cause always takes place before the effect and the effect always happens last.

In the sentences above, the causes are written in italics while the effects are underlined.

Dependent Clauses and Independent Clauses

Have you noticed how the word structure of all the **causes** were written? If you erase all the connected **effects**, will they stand on their own as a sentence? Let us look at these groups of words when the effects are removed:

1. Because tectonic plates rub together
2. When the water on the surface of the earth is displaced
3. When a strong quake occurs under the sea
4. So that they may be saved from its deadly effect

These groups of words cannot be considered as sentences since they don't have a complete meaning and they cannot stand on their own. They need the omitted parts to become complete sentences. These group of words are called **dependent clauses**.

Now, let us examine the groups of words that represent the effect.

1. The Earth's ground shakes.
2. A wave is created.
3. A tsunami alert is declared.
4. People have to evacuate to higher grounds during a tsunami.

Do these groups of words have a complete meaning? Can they stand as a sentence on their own even without the causes added to them? If your answer is "Yes," then you are right. These groups of words that have a complete meaning are called **independent clauses**.

Complex Sentences to Show Cause and Effect Relationship

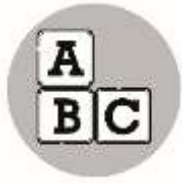
When a dependent clause and an independent clause are combined, they form a complex sentence.

1. **The Earth's ground shakes** because tectonic plates rub together.
(INDEPENDENT CLAUSE) (DEPENDENT CLAUSE)
2. When the water on the surface of the earth is displaced, **a wave is created.**
(DEPENDENT CLAUSE) (INDEPENDENT CLAUSE)
3. When a strong quake occurs under the sea, **a tsunami alert is declared.**
(DEPENDENT CLAUSE) (INDEPENDENT CLAUSE)
4. **People have to evacuate to higher grounds during a tsunami** so that they may be saved from its deadly effects.
(INDEPENDENT CLAUSE) (DEPENDENT CLAUSE)

An effective way to link cause and effect ideas is by means of complex sentences. A **complex sentence** consists of one independent clause and at least one dependent clause. These clauses are joined by subordinate conjunctions to show clear and precise relationship.

The words **because, as, in order that, since, although, as a result** and **so that** which function as subordinate conjunctions are always used to begin the dependent or subordinate clause.

When the dependent clause comes at the beginning of the sentence, use a comma to separate it from the independent clause.

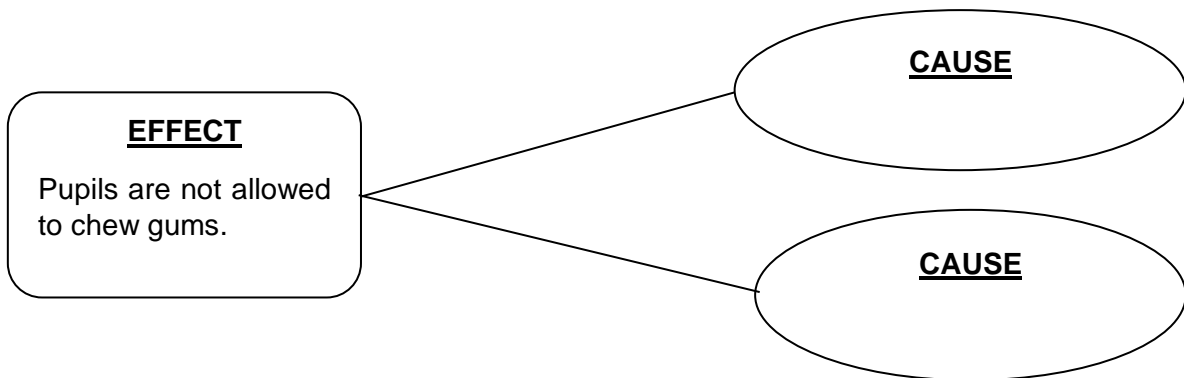


What's More

Activity 1

Directions: Read the paragraph and complete the graphic organizer below with the missing details in your notebook.

Pupils are not allowed to chew gum in my class. First, some irresponsible pupils make a mess with their gum. Another reason why I don't allow pupils to chew gum is because it is a distraction. When they are allowed to chew gum, pupils are more focused on playing with it, popping it, chewing it, and snapping it than paying attention to the discussion. This is why I don't allow pupils to chew gum in my class.



Activity 2

Directions: Copy the following sentences in your notebook. Underline the cause once and the effect twice.

1. If pollution is reduced, global health will improve.
2. Because energy use is high in the developed world, people use a lot of resources.
3. Unless people try to save energy, global demand for energy increases every year.
4. Future generations will suffer if pollution is not reduced today.
5. Bikeshares are becoming popular because they are a great way to reduce pollution.



What I Have Learned

Directions: Fill in the blanks with the correct answer. Use your notebook for your answers.

1. A _____ consists of one independent clause and at least one dependent clause.
2. Clauses are joined by _____ to show clear and precise relationship.
3. Another way to link _____ ideas is through complex sentences.
4. Complex sentences have _____ independent clause and at least one dependent clause.
5. When the dependent clause comes at the beginning of a sentence, use a _____ to separate it from the independent clause.



What I Can Do

Activity 1

Directions: Use the subordinating conjunctions ***although, if, when, because, unless, before,*** and ***after*** to make complex sentences out of the clauses below. Write your answers in your notebook.

1. I'm going to the bank _____ I will withdraw some money.
2. I made lunch _____ I got home.
3. Submit the project _____ the day is over.
4. I really enjoyed the concert _____ the music was too loud.
5. _____ you fix your bike, you won't be able to join us.



Assessment

Activity 1

Directions: Combine the short sentences by using the subordinating conjunction provided to create a complex sentence. Write your answers in your notebook.

1. School was cancelled. We went to the mall. **(Since)**
2. I have to stay for tutorial. I failed the exam. **(Because)**
3. We won't have practice today. It is raining. **(Since)**
4. The alarm was not set. We were late for work. **(Because)**
5. You eat your vegetables. You cannot have dessert. **(Until)**
6. I was cleaning the basement. The power went out. **(While)**
7. You practice. You will not get any better at basketball. **(Unless)**
8. We missed the basketball match. Our car broke down. **(Because)**

9. You need to study your vocabulary words. You can do well on the quiz.

(So That)

10. Follow the road. You will see our house. **(If)**

Activity 2

Directions: Connect these pairs of clauses to form a complex sentence. Use **because**, **as**, **in order that**, **since**, or **so that**. You may switch the order of the clauses.

Example: The ice in the plastic bag melted. It was placed under sun.

The ice in the plastic bag melted **because** it was placed under sun.

1. There is no dictionary here. Let us go to the library.
2. He could sell his toothpaste for a cheap price. Many wanted to buy it.
3. My cousin got the first prize in essay writing. He is talented and hardworking.
4. Our teacher gives us inspiration. Our class can excel in many ways.
5. Our Glee Club coach always reminds us to attend rehearsals regularly. Our performance becomes outstanding.



Additional Activities

Directions: Using the specified subordinating conjunction, add a dependent clause to the given independent clause to form a complex sentence. Choose your answer from the box below.

1. I can't go to school today **because** _____.
2. Dennis bought a new jacket **although** _____.
3. Jennifer decided to leave Jomar **since** _____.
4. Let's follow our parents' advice **so that** _____.
5. Alexander has been working sixty hours a week **because** _____.

- There is an important presentation next week.
- The weather is not good.
- We will have a better future.
- She was too worried about his job.
- He had received one as a gift last week.



Answer Key

What's New

1. An earthquake causes a tsunami.
 2. The Earth's ground shakes because tectonic plates rub together.
 3. A wave is produced when water on the surface of the earth is displaced.
 4. When a strong quake occurs under the sea, a tsunami alert is declared.
 5. People have to evacuate to higher grounds during a tsunami so that they may be saved from its deadly effects.

What I Know

1. C
2. E
3. C
4. C
5. E
6. C
7. C
8. C
9. E
10. E

What's In

Cause		Effect	
1. because she had just arrived from school	Nora was still in uniform	The houses were destroyed	3. when he fell from a tree
2. because the typhoon was very strong	The boy broke his leg	4. The boy waters the plants every day	5. Since it did not rain for a long time
		the grass turned brown	

What I Have Learned

1. Complex sentence
2. Subordinating conjunctions
3. Cause and effect
4. one
5. comma

What's More

Activity 2

1. If pollution is reduced, global health will improve.
2. Because energy use is high in the developed world, people use a lot of resources.
3. Unless people try to save energy, global demand for energy increases every year.
4. Future generations will suffer if pollution is not reduced today.
5. Bikeshares are becoming popular because they are a great way to reduce pollution.

What's More

Activity 1

```

graph LR
    C1([CAUSE  
Gum makes messes  
in the classroom]) --> E(EFFECT  
Pupils are not allowed  
to chew gums.)
    C2([CAUSE  
Gum is a distraction]) --> E
  
```


Additional Activities

Activity 9

1. I can't go to school today **because** the weather is not good.
2. Dennis bought a new jacket **although** he had received one as a gift last week.
3. Jennifer decided to leave Jomar **since** she was too worried about his job.
4. Let's follow our parents' advice **so that** we will have a better future.
5. Alexander has been working sixty hours a week **because** there is an important presentation next week.

Assessment

Activity 2

1. Let us go to the library **because** there is no dictionary here.
2. Many wanted to buy it **as** he could sell his toothpaste for a cheap price.
3. My cousin got the first prize in essay writing **because** is talented and hardworking.
4. Our teacher gives us inspiration **so that** our class can excel in many ways.
5. Our Glee Club coach always reminds us to attend rehearsals regularly **in order that** our performance becomes outstanding.

Assessment

Activity 1

1. We went to the mall **since** school was cancelled.
2. I have to stay for tutorial **because** I failed the exam.
3. We won't have practice today **since** it is raining.
4. We were late for work **because** the alarm was not set.
5. You cannot have dessert **until** you eat your vegetables.
6. **While** I was cleaning the basement, the power went out.
7. **Unless** you practice, you will not get any better at basketball.
8. We missed the basketball match **because** our car broke down.
9. You need to study your vocabulary words **so that** you can do well on the quiz.
10. **If** you follow the road, you will see our house.

What I Can Do

Activity 1

1. I'm going to the bank **because** I will withdraw some money.
2. I made lunch **when** I got home.
3. Submit the project **before** the day is over.
4. I really enjoyed the concert **although** the music was too loud.
5. **Unless** you fix your bike, you won't be able to join us.

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