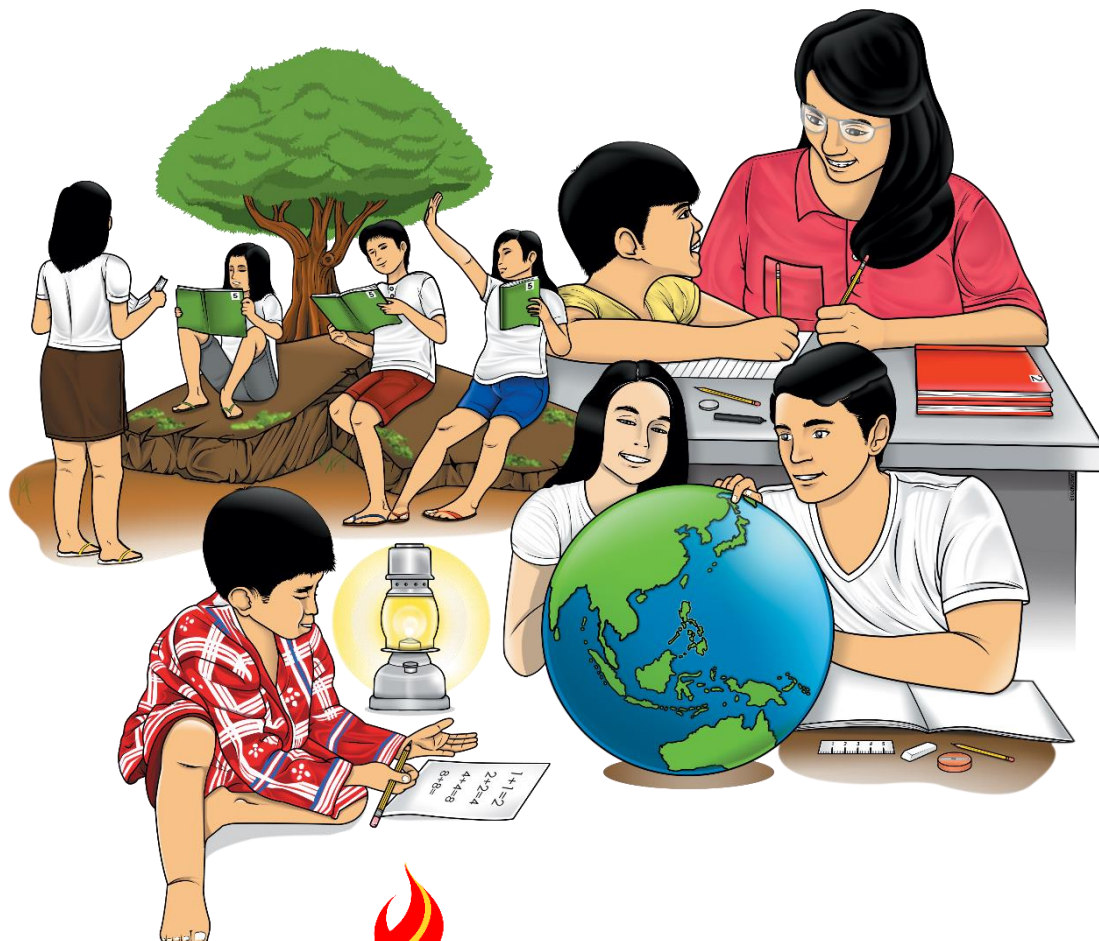


English

Quarter 1 – Module 3

Lesson 2: Using Compound Sentences to Show a Problem-Solution Relationship



English – Grade 5
Alternative Delivery Mode
Quarter 1 – Module 3, Lesson 2: Using Compound Sentences to Show a Problem -
Solution Relationship
First Edition, 2020

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English

Quarter 1 – Module 3

**Lesson 2: Using Compound
Sentences to Show a Problem-
Solution Relationship**

Introductory Message

For the facilitator:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 3, Lesson 2 on Using Compound Sentences to Show a Problem-Solution Relationship!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners to meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.










As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 3, Lesson 2 on Using Compound Sentences to Show a Problem-Solution Relationship!**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

- | | | |
|---|-----------------------------------|---|
|  | <i>What I Need to Know</i> | This will give you an idea of the skills or competencies you are expected to learn from the module. |
|  | <i>What I Know</i> | The activity in this part is designed to check what you already know about the lesson. If you get all the answers correct, you may decide to skip this module. |
|  | <i>What's In</i> | This is a brief drill or review to help you link the current lesson with the previous one. |
|  | <i>What's New</i> | In this section, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity, or a situation. |
|  | <i>What Is It</i> | This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills. |
|  | <i>What's More</i> | This comprises activities for independent practice to solidify your understanding of the topic. You may check the answers to the exercises using the Answer Key found at the end of the module. |
|  | <i>What I Have Learned</i> | This part may require you to answer questions or complete statements to help you see a summary of what you have learned from the previous sections of this module. |
|  | <i>What I Can Do</i> | This section provides an activity which will help you apply your new knowledge or skill into real-life situations. |
|  | <i>Assessment</i> | This section tests your level of mastery in realizing the objectives of the lesson which are based on the learning competency. |



Additional Activities

In this section, another activity will be given to you to enrich your knowledge or skill of the lesson that was presented.



Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find the **References** which contains the list of all sources cited or used as a guide in developing the material.

To get the most out of this module, you should take note of the following reminders:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instructions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish each task before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that they are there to help you.

We hope that through this material, you will enjoy a meaningful learning experience and gain a deeper understanding of the relevant competencies and skills. You can do it!



What I Need to Know

Hello and welcome to this module!

In the previous lesson, you learned about compound sentences and complex sentences. You also learned how to express cause and effect relationships using those types of sentences. Now, we will study another type of relationship called problem-solution relationship.

In this module you will learn to:

- identify cause and effect and problem-solution relationships in sentences;
- match a cause clause with its effect clause and a problem clause with its solution clause; and
- use compound sentences to show cause and effect and problem-solution relationships



What I Know

Directions: Read the sentences carefully then match the given causes in the left column with the effects in the right column. Write the letter that corresponds to your answer.

Causes	Effects
____ 1. Summer winds are strong,	a.) because they don't go to school.
____ 2. It is dangerous to go out during a typhoon,	b.) or you will fail the test.
____ 3. The sky became dark,	c.) so children often fly a kite.
____ 4. You need to study well,	d.) for you can be hit by falling trees.
____ 5. Children suffer skin rashes during summer	e.) so they need to avoid the sun f.) and it started to rain.

Lesson**2****Using Compound Sentences to Show a Problem-Solution Relationship*****What's In***

Directions: Can you find the most probable solution to the events in Column I? Write the letter of your chosen answer from Column II.

Column I

- ___ 1. I can't go home yet,
- ___ 2. She might forget about it,
- ___ 3. It started to rain,
- ___ 4. It's too bright during the day,
- ___ 5. The school is too far away
from home

Column II

- a.) so I take the bus to school.
- b.) for I need my travel pass.
- c.) and you need to drink milk.
- d.) so the kids ran back to the house.
- e.) so bats only go out at night
- f.) so you need to remind her.



What's New

Directions: Read this story and answer the questions that follow.

The Cowardly Bat

Long ago, the birds and the beasts had a quarrel. The birds gathered at the owl's home in the forest. "Let us make war on the beasts," said the owl. "Yes, let us make war," replied the other birds. "You shall be our captain." Then the owl led the way and they all followed. As they passed the tree where the bat was hanging, they said, "Come with us." But the bat answered, "Don't you see that I am a beast?" Then some beasts walking beneath the tree said to him, "Won't you come with us?" The bat answered. "Don't you see that I am a bird?" However, the bat followed the beasts for a short distance. Then he hung himself up in a tall tree and watched the battle. When he thought that the birds were sure to win, he flew to join them.

"I have come to help you," he said. "We don't want you," said the birds. "You are a beast." "Oh, no! I am a bird." replied the bat. "Look at my wings." Later when the beasts seemed to be gaining, he went to join them. "I have come to help you," he said. "What shall I do?" "Go away," said the beasts. "We don't want your help. You are a bird." "Oh no! I am not a bird," replied the bat. "Look at my feet and my sharp teeth." At last the birds and the beasts made a peace treaty. They will not fight anymore. The bat went to the birds and said, "I wish to be a friend with you." But the birds cried out anger, "go away. You are not a bird." He then went to the beasts. "Please let me be your friend," he said. But the beast shouted at him; "Go away. You are not a beast." "Ah," said the bat. "I see that I must live alone. He that is neither bird nor beast has no friends." Since that day, the bat has hidden in dark places. He flies only at night when both birds and beasts are sleeping.

Answer these questions:

1. Where is the setting of the story?
2. Who are the characters?
3. What events took place in the story?
4. What was the problem of the bat?
5. How did he solve his problem?
6. How did the story end?



What Is It

In the previous module, you learned that a **compound sentence** is a sentence having two independent clauses or parts that were combined to form a single sentence. If these parts are separated, they can stand on their own since they have a complete meaning.

(compound sentence)	Nobody wanted to live with the bat, so the bat decided to live alone.
(independent clause)	Nobody wanted to live with the bat.
(independent clause)	The bat decided to leave alone.

In the example above, the compound sentence also expresses a cause and effect relationship. A cause is something that allows another thing to happen while an effect is the event that happens because of the cause. Going back to the first sentence above, we can identify the following parts:

Cause (First Event): Nobody wanted to live with the bat.

Effect (Next Event): “the bat decided to live alone.”

We are told that the cause or the first event is that nobody wanted to live with the bat. The second event which resulted from this situation is that the bat eventually decided to live alone since nobody wanted to stay with him.

Let’s take a look at more compound sentences using the sentences you encountered earlier. Note that in each sentence, there is a cause and an effect.

The sky became dark, and it started to rain.

Cause

Effect

It is dangerous to go out during a typhoon, for you can be hit by falling trees.

Cause

Effect

Now, let's also consider these sentences:

Children suffer skin rashes during summer, so they need to avoid the sun.

Cause (Problem)

Effect (Solution)

We bought halo-halo, for it was hot during the day.

Effect (Solution)

Cause (Problem)

You will notice that the two sentences above are originally examples of compound sentences showing cause and effect relationship. However, they are a special type of a cause and effect relationship because the cause happens to be a problem and the effect also happens to be the solution. In other words, the compound sentences above are examples of a problem-solution relationship.

In order to avoid skin rashes during summer (cause), children need to avoid the sun (solution). Likewise, the problem about having a hot day was solved by having a **halo-halo**.

A **problem and solution** sentence is a sentence pattern where there is a concerning issue and a remedy to the said issue. Most often, the word used to form the compound sentence that shows a problem-solution relationship is the conjunction **so**.

Examples of Compound Sentences that Show Problem and Solution Relationships

PROBLEM	COORDINATING CONJUNCTION	SOLUTION
Ellah is hungry	so	she eats a lot
My tooth really ached	so	I went to the Dentist for checkup.
I was soaking wet	so	I changed my clothes immediately

Occasionally, however, the coordinating conjunctions **for**, and **or** may also be used.

We left the party, **for** it was already getting late.

Solution

Problem

You need to drink enough water, **or** you will end up dehydrated.

Solution

Possible Problem



What's More

Activity 1

Directions: Copy the sentences in your notebook. Draw a single line under the cause while draw a double line under the effect.

1. We need to recycle, for we will soon be overwhelmed by garbage.
2. Our grandparents have weaker bones, so they have to drink milk.
3. My back is aching, so I need some rest.
4. Nap always wakes up late, so he needs an alarm clock.
5. Some classes will be done online, so we will need an internet access.

Activity 2

Directions: Using the same set of sentences above, complete the table in your notebook.

PROBLEM	COORDINATING CONJUNCTION	SOLUTION
1.		
2.		
3.		
4.		
5.		



What I Have Learned

Directions: Let's check your understanding of the lesson by doing this activity. Write **T** if the statement is TRUE. Write **F** if it is FALSE.

1. A compound sentence can be used to show a cause and effect relationship.
2. A compound sentence can be used to show a problem-solution relationship.
3. The coordinating conjunction **and** is used in a compound sentence to show problem-solution relationships.
4. The problem-solution relationship is a special type of a cause and effect relationship.
5. A cause is the result of an event.



What I Can Do

Directions: Write a compound sentence that shows a problem-solution relationship in response to the given situations.

Example:

Your cellphone broke into pieces when it fell to the ground. What is the solution?

Possible answers:

My cellphone is broken, so I will bring it to the repair shop.

My cellphone's screen is broken, so I will replace it.

1. You hurt the feelings of your best friend when you lost your temper. What will you do to solve the problem?

I hurt my friend's feelings, so I _____.

2. You have been invited to a birthday party of your classmate. You do not want to go there empty-handed and you want to make your classmate happy. What do you plan to do? What will you bring?

I will attend a birthday party, so I _____.

3. You noticed that many of your classmates leave the classroom without turning off the fans and lights. What will you tell your classmates to remind them?

We always forget to _____, so we need to _____.



Assessment

Directions: Complete the compound sentence by adding a **solution** that answers the problem. Write your answers in your notebook.

I will stay at my friend's house tonight, so _____

Problem

Solution

I will stay at my friend's house tonight, so I will bring my clothes.

1. I have a fever,
so _____.
2. It is going to rain,
so _____.
3. PAGASA says that the rain may cause severe flooding in our place,
so _____.
4. I want to grow tall,
so _____.
5. This pandemic is not over yet,
so _____.



Additional Activities

Directions: Go back to the story about the cowardly bat. Write a problem-solution sentence taken from the events of the story. Label the parts of the sentence with the problem and the solution.

Example: The bat was afraid of fighting, so he refused to join the beasts.

Problem

Solution



Answer Key

Problem	Conjunction	Solution
1. We will soon be overwhelmed by garbage.	for	We need to recycle
2. Our grandparents have weaker bones.	so	they have to drink milk.
3. My back is aching.	so	I need some rest.
4. Nap always wakes up late.	so	he needs an alarm clock.
5. Some classes will be done online.	so	we will need an internet access.

Activity 1

What's More

Activity 2

What I Know	What's In
1. c	1. b
2. d	2. f
3. f	3. d
4. b	4. e
5. e	5. a

<p>Assessment</p> <p>Answers may vary.</p> <p>Additional Activities</p> <p>Answers may vary.</p>	<p>What I Have Learned</p> <p>1. T 2. T 3. F 4. T 5. F</p> <p>What I Can Do</p> <p>Possible Answers: 1. so I will apologize. 2. so I'll buy a gift/present. 3. Turn off the lights, so we can save energy.</p>
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