



What Is This Module About?

“Words are, of course, the most powerful drug used by mankind.”

— Rudyard Kipling

Do you believe what the quotation above says? Can you imagine a world without words? What would life be like then? How can you say what you want if there were no words to express how you feel? How about if there were words but no sentences? Do you think what you say would have meaning? Will you be able to understand other people?

This module will teach you how to form different kinds of sentences as well as how to write paragraphs that will help you communicate with others more easily. It is divided into three lessons, namely:

Lesson 1 — *The **A**rt of Writing Sentences*

Lesson 2 — ***B**uilding Your Own Complex Sentences*

Lesson 3 — ***C**omposing Paragraphs Using Complex Sentences*



What Will You Learn From This Module?

After studying this module, you should be able to:

- ◆ describe what a sentence is;
- ◆ identify the different parts of a sentence;
- ◆ identify the different kinds of sentences;
- ◆ write complete complex sentences;
- ◆ identify the uses of complex sentences in paragraphs; and
- ◆ write simple paragraphs using complex sentences.

Aside from developing the above-mentioned skills, you will also learn the importance of peace in one’s life, in one’s family, in one’s community, in one’s country and in the world.



Let's See What You Already Know

Before you start studying this module, take this simple test first to find out what you already know about the topic.

A. Write the letter of the correct answer in the blank before the number.

- _____ 1. It is a kind of word used to name a person, animal, thing, place or quality.
- a. pronoun
 - b. noun
 - c. verb
 - d. adjective
- _____ 2. It is a kind of word used to take the place of a noun.
- a. adjective
 - b. adverb
 - c. pronoun
 - d. verb
- _____ 3. It is a kind of word that describes a noun or a pronoun.
- a. adjective
 - b. conjunction
 - c. noun
 - d. verb
- _____ 4. It is a kind of word that suggests action, experience, occurrence or state.
- a. adverb
 - b. verb
 - c. adjective
 - d. conjunction

- _____ 5. It is a kind of word which describes or adds to the meaning of a verb, an adjective or another adverb.
- pronoun
 - conjunction
 - adverb
 - adjective
- _____ 6. It is a kind of word used to connect other words.
- conjunction
 - noun
 - adjective
 - pronoun
- _____ 7. It is a group of words that expresses a complete thought.
- phrase
 - sentence
 - clause
 - paragraph
- _____ 8. It is a kind of sentence made up of only one independent clause.
- simple
 - compound
 - complex
 - basic
- _____ 9. It is a kind of sentence made up of two independent clauses joined by a conjunction.
- simple
 - compound
 - complex
 - basic

- _____ 10. It is a kind of sentence made up of one independent clause and one or more dependent clauses joined by a conjunction.
- a. simple
 - b. compound
 - c. complex
 - d. basic
- _____ 11. Which of the following sentences is a complex sentence?
- a. I am at peace with myself.
 - b. I do not like wars.
 - c. Wars are very costly for they cause much damage to lives and properties.
 - d. After the war, many properties were destroyed.
- _____ 12. Which of the following statements about complex sentences is true?
- a. A complex sentence makes clear which ideas are most important.
 - b. A complex sentence has only one independent clause.
 - c. A complex sentence contains two or more independent clauses.
 - d. A complex sentence does not make use of conjunctions.

- B. Read the following paragraph. Encircle the complex sentences in it.

After the People Power Revolution in 1986, life in the Philippines was never the same again. Before the revolution, most, if not all Filipinos seemed submissive and mild-mannered. Ninoy Aquino had to die first before the people took action. Now, I wonder what would have happened had the chain of events been changed. In the end, I'm thankful that the things ended the way they did. After all, I can't imagine living in a country without peace.

Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 41.

If all your answers are correct, very good! This shows that you already know much about the topic. You may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may go now to the next page to begin Lesson 1.

LESSON 1

The Art of Writing Sentences

This lesson will help you understand what sentences are. It will also teach you how important sentences are in expressing your thoughts and ideas. The lesson will also describe the parts of a sentence as well as the different kinds of sentences and their uses.

Read the comic strip below to see how important sentences are in people's daily lives.



Can you see from the story of Marie and Theresa how sentences can help keep people from arguing or fighting by allowing them to express themselves properly?



Let's Try This

Identify what kinds of words the following are. Write **N** for noun, **P** for pronoun, **Adj** for adjective, **V** for verb and **Adv** for adverb in the blank before each number.

- _____ 1. peace
- _____ 2. quiet
- _____ 3. tomorrow
- _____ 4. we
- _____ 5. shoot
- _____ 6. gun
- _____ 7. disorderly
- _____ 8. here
- _____ 9. they
- _____ 10. run

Compare your answers with those in the *Answer Key* on page 41. Did you get the answers right? If you did, that's very good! It means you are ready to proceed with the rest of the lesson. If not, that's okay, too. You can still move on with the lesson but be sure to read it carefully for better understanding.



Let's Remember

- ◆ A **noun** is a word used to name a person, animal, thing, place or quality (**Judy, dog, bag**, etc.).
- ◆ A **pronoun** is a word used in place of a noun to avoid being repetitive or redundant in a sentence (**he, she, it**, etc.).
- ◆ An **adjective** is a word that describes a noun or pronoun (**beautiful, peaceful, orderly**, etc.).
- ◆ A **verb** is a word that suggests action, experience, occurrence or state (**walk, run, is**, etc.).
- ◆ An **adverb** is a word which describes or adds to the meaning of a verb, an adjective or another adverb (**tomorrow, here, always**, etc.).

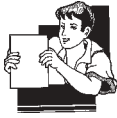


Let's Try This

Look at the words below. Then identify what part of speech each word is.

1. mathematics _____
2. our _____
3. beautiful _____
4. run _____
5. today _____
6. Brenda _____
7. them _____
8. white _____

Compare your answers with those in the *Answer Key* on page 41. Did you get the answers right? If you did, that's very good! If you didn't, review the activity. Then proceed to the next part of the lesson.



Let's Learn

Sentences are made up of words that have different uses (nouns, pronouns, verbs, etc.). Together, these words express a complete thought. This group of words usually begins with a capital letter.

Example: The EDSA Revolution was very peaceful. (The first word in every sentence always begins with a capital letter.)

Sentences can end with a period (.), a question mark (?) or an exclamation point (!).

Examples: The EDSA Revolution was very peaceful.
Were you present during the rally? Wow, that was really something!

A basic sentence tells what or who is doing something. It has a subject and a predicate.

The **subject** is what or whom the sentence is about. It may either be a noun or a pronoun.

Example: The EDSA Revolution was very peaceful.

In the sentence above, the subject is **EDSA Revolution** because it is what the sentence is about.

The **predicate**, on the other hand, tells something about the subject. It is usually a verb. In the given example, the predicate is **was very peaceful**. It tells you something about the subject.



Let's Try This

Identify and underline the subject in each of the following sentences.

1. I am at peace with myself.
2. I do not fight with any of my brothers and sisters.
3. I do not like having enemies.
4. Our community is very quiet.
5. The People Power Revolution occurred in 1986.

Compare your answers with those in the *Answer Key* on page 42. Did you get a perfect score? If you did, that's very good! If you didn't, practice some more before proceeding to the next part of the lesson.



Let's Remember

- ◆ To determine the subject of a sentence, single out the verb first. Then, make a question by placing “who” or “what” before it—the answer is the subject.
- ◆ A subject may either be simple or compound. A **simple subject** is a single noun or pronoun in the complete subject minus all the words that describe it.

Example: Our **community** is very quiet.

The complete subject here is “Our community” while the simple subject is just “community.”

A **compound subject**, on the other hand, is a simple subject made up of more than one noun or pronoun.

Example: The **United Nations** and other **international organizations** work together for world peace.

The nouns that make up the compound subject here are “United Nations” and “international organizations.”



Let's Try This

Identify and underline the predicate in each of the following sentences.

1. Thousands of people were present during the EDSA Revolution.
2. Unity and cooperation are needed to achieve peace.
3. Wars destroy lives and properties.
4. Peace is hard to achieve.
5. I am at peace with everyone.

Compare your answers with those in the *Answer Key* on page 42. Did you do well? If you didn't, review the parts that you did not understand very well before moving on to the next part of the lesson.



Let's Remember

- ◆ Like the subject, the predicate can also be either simple or compound. A **simple predicate** is the verb that tells what the subject is doing.

Example: Wars **destroy** lives.

The complete predicate here is “destroy lives” while the simple predicate is just the verb “destroy.”

A **compound predicate**, on the other hand, has more than one verb that tells what the same subject is doing.

Example: Wars **disturb** and even **destroy** people's lives.

The verbs that make up the compound predicate here are “disturb” and “destroy.”



Let's Review

Now that you know what a sentence is, and are familiar with its parts and functions, try doing the activity below.

Read the following sentences. **Underline the subject once** and the **predicate twice** in each sentence. Then, identify whether the subject and predicate are simple or compound. Write **SS** for simple subject or **CS** for compound subject; **SP** for simple predicate or **CP** for compound predicate in the blank before each number.

- _____ 1. The EDSA Revolution is the most peaceful revolution.
- _____ 2. Unity and cooperation are needed to attain peace.
- _____ 3. We must all work and do our share in making our communities peaceful.
- _____ 4. Peace of mind is achieved when you are at peace with everyone.
- _____ 5. Family members should love and care for each other.

Compare your answers with those in the *Answer Key* on page 42. Did you get all the answers right? If you did, that's very good! You may move on with the lesson. If you didn't, review the parts that you didn't understand very well before moving on to the next part of the lesson.



Let's Remember

The words used to connect compound subjects and predicates in sentences are called **conjunctions**.

Examples:

- 1 Unity **and** cooperation are needed to attain peace.

The conjunction "and" connects the words "unity" and "cooperation." These are parts of the compound subject.

- 1 Family members should love **and** care for each other.

The conjunction “and” connects the words “love” and “care for” that are parts of the compound predicate.

- 1 Aside from “and,” there are other conjunctions that you can use. These include **but, or, nor, for, so, yet, after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while, both . . . and, either . . . or, neither . . . nor, not only . . . but also, so . . . as, and whether. . . or.**



Let's Try This

The following are examples of compound subjects and predicates. Identify the conjunction used in each. Then form complete sentences using the given parts.

1. love and peace

2. disrupt and destroy

3. not only people but also their properties

4. whether in time of peace or war

5. neither Marcos nor his cronies

Compare your answers with those in the *Answer Key* on page 42. Did you get a perfect score? I'm pretty sure you did.



Let's Learn

Just like subjects and predicates, there are also different kinds of sentences. Sentences can be simple, compound or complex. A **simple sentence** is a sentence which has only one independent clause. An **independent clause** is a group of words which work together and contains at least a subject and a verb. It can stand alone or be understood as is.

Examples: I do not like wars.

The subject here is “I” while the predicate is “do not like wars.”

My parents attended the rally at EDSA in 1986.

The independent clause here is “My parents attended the rally.” Its subject is “My parents” and the predicate is “attended the rally at EDSA in 1986.”

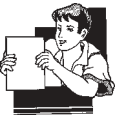


Let's Try This

Underline the independent clause in each simple sentence. Then identify the subject and predicate of the clause.

1. I was only seven years old when the EDSA Revolution occurred.
2. World peace is very hard to achieve.
3. Wars can cause people a lot of grief.
4. Were you able to watch the movie *In Love and War*?
5. History tells us about the effects of war.

Compare your answers with those in the *Answer Key* on page 43.
How well did you do?



Let's Learn

Now that you have learned about simple sentences, you are ready to find out what a compound sentence is.

A **compound sentence** is one which contains two or more independent clauses. These independent clauses can be joined by conjunctions such as **and, but, so, for, or, nor** and **yet**.

Examples:

- 1 Wars are very costly **for** they cause much damage to lives and properties.

This sentence is made up of two independent clauses, namely: “Wars are very costly” and “they cause much damage to lives and properties.” These two clauses are joined by the

conjunction “for” but both can stand alone. These clauses can be understood on their own. For example, “Wars are very costly” is already a complete sentence and so is “They cause much damage to lives and properties.”

- 1 Wars do not bring any good to anyone **yet** people still engage in them.

In this example, the independent clauses are: “Wars do not bring any good to anyone” and “people still engage in them.” Each of these clauses can stand alone.



Let's Try This

Match the independent clauses in Column A with those in Column B to form sensible compound sentences. Write the letter of your answer in the blank.

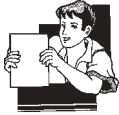
Column A

- _____ 1. Nobody wants wars to occur
- _____ 2. Wars do not bring anyone any good
- _____ 3. Before Marcos left for the United States in 1986
- _____ 4. A country becomes more progressive
- _____ 5. Democracy was restored in the country

Column B

- a. because they can harm people's lives and properties
- b. when it is at peace
- c. when the dictator finally left
- d. the Filipinos seemed very restless
- e. yet people still continue fighting each other

Compare your answers with those in the *Answer Key* on page 44. Did you do well?



Let's Learn

A **complex sentence** has one independent clause and one or more dependent clauses. A **dependent clause** is a clause which cannot stand alone. It needs to be connected to an independent clause to be understood. It is often introduced by conjunctions such as **after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether** and **while**.

Examples: **After** the war, many properties were destroyed.

The independent clause here is “many properties were destroyed.” It can stand alone and be understood as is. “After the war,” on the other hand, cannot stand alone. It is the dependent clause in this sentence introduced by the conjunction “after.”

If we are to achieve world peace, we should learn to accept one another.

The independent clause here is “we should learn to accept one another,” while the dependent clause is “if we are to achieve world peace.”



Let's Try This

Underline the independent clause and encircle the dependent clause in each complex sentence.

1. Democracy was restored in the country after the EDSA Revolution.
2. As time goes by, people get closer and closer to achieving world peace.
3. Once a person is at peace with himself, he will be able to live in peace with everyone.
4. Before I can be at peace with others, I have to be at peace with myself first.
5. Where there is love, there is peace.

Compare your answers with those in the *Answer Key* on page 44. Did you get a perfect score? I'm pretty sure you did.



Let's Remember

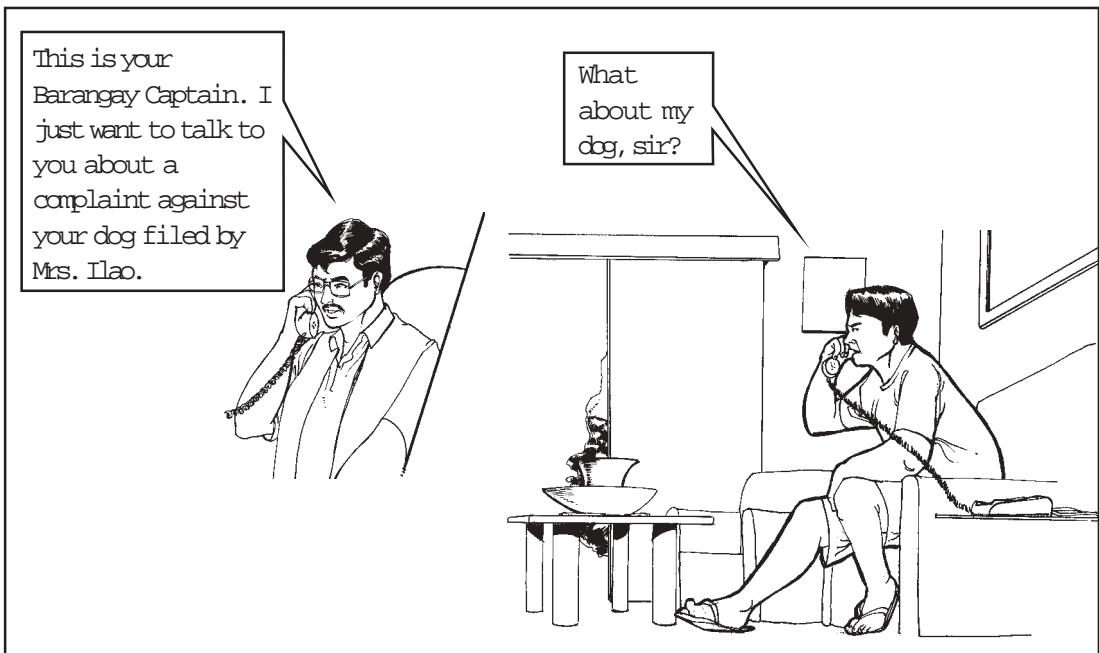
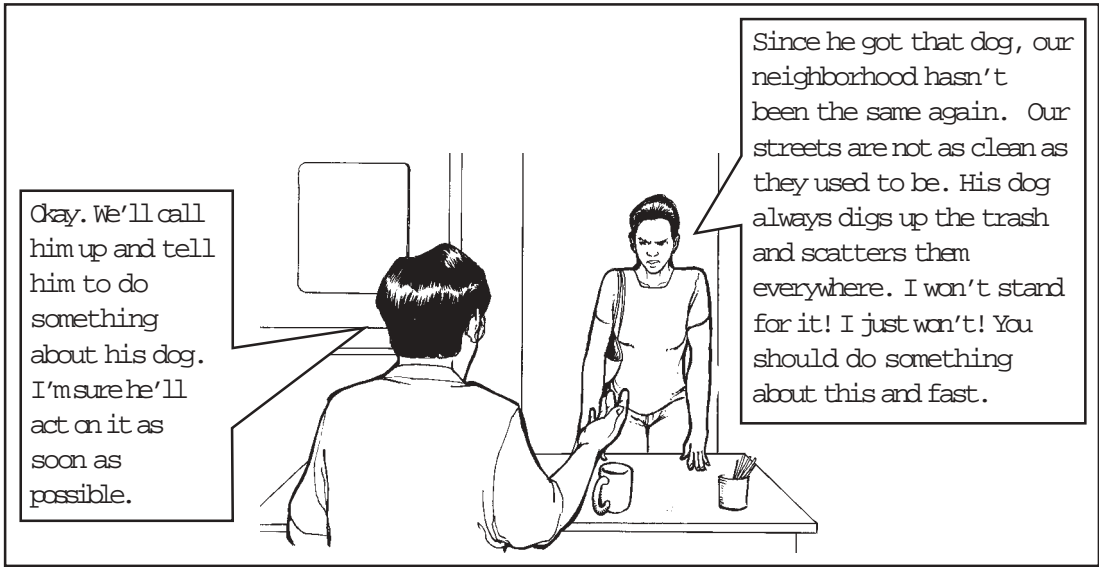
- © A simple sentence has only one independent clause.
- © A compound sentence, on the other hand, contains two or more independent clauses.
- © A complex sentence has one independent clause and one or more dependent clauses.



Let's Read

Read the following comic strip about the lack of peace and its effects on people in a community.









Let's Try This

The preceding comic strip shows you how the different kinds of sentences can be used in everyday conversations. Can you tell which of the sentences in the comic strip are simple, compound and complex?

Simple Sentences	Compound Sentences	Complex Sentences

Compare your answers with mine.

Simple Sentences	Compound Sentences	Complex Sentences
<ul style="list-style-type: none"> ◆ I want to file a complaint against my neighbor Mr. Ilagan. ◆ What about? ◆ Our streets are not as clean as they used to be. ◆ His dog always digs up the trash and scatters them everywhere. ◆ I won't stand for it! ◆ I just won't! ◆ You should do something about this and fast. ◆ Okay. ◆ I'm sure he'll act on it as soon as possible. ◆ Hello? ◆ May I speak with Mr. Ilagan, please. ◆ Speaking. ◆ May I know who this is? ◆ This is your Barangay Captain. ◆ I just want to talk to you about a complaint against your dog filed by Mrs. Ilao. ◆ What about my dog, sir? ◆ Well, Mrs. Ilao says your dog has been scattering trash everywhere. 	<ul style="list-style-type: none"> ◆ I'll ask my maid to clean up his mess and I myself will make sure he doesn't get out of my backyard. ◆ Okay, I will. ◆ You're right and thanks for your cooperation. ◆ Have a nice day, sir, and bye! ◆ We'll call him up and tell him to do something about his dog. 	<ul style="list-style-type: none"> ◆ Since he got that dog, our neighborhood hasn't been the same again. ◆ By the way, please extend my apologies to Mrs. Ilao. ◆ After all, isn't it better if we all live together in peace?

Simple Sentences	Compound Sentences	Complex Sentences
<ul style="list-style-type: none"> ◆ Is this true? ◆ I didn't know Mousse was making such a mess! ◆ Don't worry about it. ◆ I'm just thankful you didn't take this situation negatively. ◆ That's okay! ◆ I didn't mean to cause any trouble. ◆ Bye! 		

Let us take a closer look at an example of each kind of sentence and why it is classified as such. “I want to file a complaint against my neighbor Mr. Ilagan” is a simple sentence because it is made up of only one independent clause. In this case, it is “I want to file a complaint” which can be understood as is.

“I’ll ask my maid to clean up his mess and I myself will make sure he doesn’t get out of my backyard” is a compound sentence since it is made up of two independent clauses joined by the conjunction “and.” The independent clauses that make up this sentence are “I’ll ask my maid to clean up his mess” and “I myself will make sure he doesn’t get out of my backyard.”

And finally, “Since he got that dog, our neighborhood hasn’t been the same again” is a complex sentence made up of one independent clause and one dependent clause. In this case, “Since he got that dog” is the dependent clause because it cannot stand alone or be understood as is, while “our neighborhood hasn’t been the same again” is the independent clause since it can be understood on its own.



Let's See What You Have Learned

- A. Match the items in Column A with those in Column B. Write the letters of the answers in the blanks before the numbers.

Set A.

Column A		Column B	
_____	1. Noun	a.	A kind of word used to name a person, animal, thing, place or quality
_____	2. Pronoun	b.	A kind of word that describes a noun or pronoun
_____	3. Adjective	c.	A kind of word used as a substitute for a noun
_____	4. Verb	d.	A kind of word that suggests action, experience, occurrence or state
_____	5. Adverb	e.	A kind of word used to connect compound subjects and predicates as well as compound and complex sentences
_____	6. Conjunction	f.	A kind of word which describes or adds to the meaning of a verb, an adjective or another adverb

Set B.

Column A	Column B
_____ 1. Sentence	a. A clause which cannot stand alone
_____ 2. Basic sentence	b. A sentence which has one independent clause and one or more dependent clauses
_____ 3. Subject	c. A group of words which work together and contains at least a subject and a verb
_____ 4. Predicate	d. A sentence which has only one independent clause
_____ 5. Simple subject	e. A predicate that has more than one verb that tell what the same subject is doing
_____ 6. Compound subject	f. A group of words that expresses a complete thought
_____ 7. Simple predicate	g. The verb that tells what the subject is doing
_____ 8. Compound predicate	h. A sentence that tells who or what is doing something
_____ 9. Independent clause	i. A simple subject made up of more than one noun or pronoun
_____ 10. Dependent clause	j. The part of the sentence that tells what or whom is doing something
_____ 11. Simple sentence	k. A single noun or pronoun in the complete subject minus all the words that describe it
_____ 12. Compound sentence	l. The part of the sentence that tells something about the subject
_____ 13. Complex sentence	m. A sentence which contains two or more independent clauses

B. Tell whether the sentences below are simple, compound or complex. Write **S** for simple, **Cd** for compound and **Cx** for complex in the blanks before the numbers.

- _____ 1. Peace is not something you wish for.
- _____ 2. Let there be peace on earth and let it begin with me.
- _____ 3. Peace comes from within oneself.
- _____ 4. If you are at peace with yourself, you will find it easy to be at peace with other people.
- _____ 5. Peace should be shared with everyone.

Compare your answers with those in the *Answer Key* on pages 44–45. Did you get a perfect score? If you did, that’s very good! It means you understood the lesson very well. You can now proceed to the next one. If you made mistakes, review the lesson first before moving on to Lesson 2.



Let's Remember

- ◆ Sentences are groups of words that express a complete thought.
- ◆ There are three kinds of sentences.
 1. Simple sentences – are made up of only one independent clause.
 2. Compound sentences – contain two or more independent clauses.
 3. Complex sentences – are made up of one independent clause and one or more dependent clauses.

LESSON 2

Building Your Own Complex Sentences

After reviewing basic information about sentences, you are now ready to focus on complex sentences. This lesson will teach you what makes complex sentences very different from simple and compound sentences. To check how much you have learned from the previous lesson, do the following activity.

Study the two versions of a conversation between Marie and Theresa. What do you notice?



Notice that the first dialog sounds better. Marie's statement makes more sense and flows more easily because of the use of a complex sentence. Wouldn't you like to sound just as good as the speakers in the dialog?



Let's Remember

- ◆ A **complex sentence**, unlike a compound sentence, is made up of unequal clauses. "Unequal" because one of these clauses can stand alone (independent clause) and the other/s cannot (dependent clause/s). This can be likened to the relationship between parents and their child. The parents can live on their own, thus they are independent; while their child cannot, thus he/she is dependent on his/her parents for survival.

Examples:

Compound sentence:

Peace is something you make and it is something you do.

"Peace is something you make" and "it is something you do" are two separate simple sentences joined by the conjunction "and." They are two independent clauses since they can both stand alone. Thus, this sentence is classified as a compound sentence.

Complex sentence:

If you are at peace with yourself, you will find it easy to be at peace with other people.

Here, the clause "if you are at peace with yourself" cannot stand alone. It is a dependent clause, while the clause "you will find it easy to be at peace with other people" can stand alone. It is an independent clause. Therefore, this sentence is a complex sentence since it is made up of one independent clause and one dependent clause.



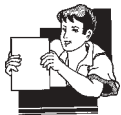
Let's Think About This

Based on what you have just learned about complex sentences, do the following activity.

Underline the independent clause and encircle the dependent clause in each of the complex sentences below.

1. Although it is the government's duty to maintain peace and order in the country, the people have to do their share, too.
2. Since Suharto was removed from the presidency, Indonesia has not been the same again.
3. Where there is peace, there is love.
4. Because of the war, many lives were lost.
5. Unity and cooperation are needed if peace is to be achieved.

Compare your answers with those in the *Answer Key* on pages 45–46. Did you get all the answers right? Very good; you can move on to the next part of the lesson. If you didn't, review the parts of the lesson you didn't understand very well before proceeding to the rest of the lesson.



Let's Learn

A **complex sentence** is very different from a simple or a compound sentence because it makes clear which ideas are most important.

Example: Although it is the government's duty to maintain peace and order in the country, the people have to do their share, too.

If the sentence above was written as:

It is the government's duty to maintain peace and order in the country but the people have to do their share, too.

...it will be hard for the reader to know which piece of information is most important to you. But when you use the conjunction “Although” at the beginning of the first clause, you make it clear that the fact that the people need to do their share is less important than the fact that maintaining peace and order is the government’s duty.



Let’s Try This

Match the independent/dependent clause in Column A with a dependent/independent clause in Column B to form a complex sentence. To make the test easier for you, note that the last syllables of the clauses should rhyme with each other. Write the letter of the correct answer in the blank.

Column A

- _____ 1. If we could live in peace for just one day
- _____ 2. Peace on earth can be achieved
- _____ 3. When people work things out
- _____ 4. The future will be bright
- _____ 5. There will be peace on earth

Column B

- a. peace will come about
- b. when you put your love in your heart
- c. once everyone starts living right
- d. if we work our problems through peacefully
- e. we can work together to make peace stay

Compare your answers with those in the *Answer Key* on page 46. Did you get all the answers right? Very good, you can move on to the next part of the lesson. If you didn’t, review parts of the lesson you didn’t understand very well before taking the next test.



Let's See What You Have Learned

A. Look at the following quotations on war and peace by famous people. They form complex sentences. Identify the conjunction used in each. Write your answers in the blank. Then, underline the independent clause and encircle the dependent clause in each sentence.

_____ 1. When men talk about defense, they always claim to be protecting women and children, but they never ask the women and children what they think.

—Pat Schroeder

_____ 2. Until you make peace with who you are, you'll never be contented with what you have.

—Doris Mortman

_____ 3. When you find peace within yourself, you become the kind of person who can live at peace with others.

—Peace Pilgrim

_____ 4. World peace will never be stable until enough of us find inner peace to stabilize it.

—Peace Pilgrim

_____ 5. Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.

—Anonymous

_____ 6. Men are at war with each other because each man is at war with himself.

—Francis Meehan

_____ 7. If peace only had the music and pageantry of war, there'd be no more wars.

—Sophie Kerr

_____ 8. Wars would end if the dead could return.

—Stanley Baldwin

_____ 9. When women have a voice in national and international affairs, wars will cease forever.

—Augusta Stowe-Gullen

B. Use the following dependent clauses to write your own complex sentences about war and peace.”

1. In recent years...
2. When World War II broke out...
3. After so many years...
4. ...by peaceful means.
5. ...until you learn to love your neighbors.

Compare your answers with those in the *Answer Key* on pages 46–47. Did you get all the answers right? I'm sure you did! You may now go to the next lesson.





Let's Remember

- ◆ Complex sentences are sentences made up of one independent clause and one or more dependent clauses.
- ◆ An independent clause is a group of words which work together and contain at least a subject and a verb.
- ◆ A dependent clause is a clause which cannot stand alone. It needs to be connected to an independent clause to be understood and is often introduced by conjunctions such as *after, although, as, because, before, how, until, when, where, whether* and *while*.

LESSON 3

Composing Paragraphs Using Complex Sentences

Now that you have written your own complex sentences, you are ready to take on a more difficult task, that of using complex sentences in paragraphs. Do you know when to use complex sentences in paragraphs and why? If you do, that's very good. If you don't, no need to worry. This lesson will tell you all about this and more. You will also learn how to write your own paragraph using complex sentences.

	<p>In February 1986, popular uprisings took place at military camps in Quezon City. President Ferdinand Marcos met serious opposition after 13 years of martial law. Marcos felt confident that he would win and announced the holding of presidential elections... By the end of February, Marcos fled the country and Corazon Aquino took her place as the Philippines' legally-elected president.</p>
	<p>Popular uprisings took place at military camps in Quezon City. President Ferdinand Marcos met serious opposition. Marcos felt confident and announced the holding of presidential elections... Marcos fled the country and Corazon Aquino took her place as the Philippines' legally-elected president.</p>

Now, which of the speeches do you think sounds better? If you ask me, I think the first one does. Why? Simply because it can be better understood compared to the second one. It makes use of complex sentences that help it become more understandable and better-sounding.



Let's Think About This

Written below are two paragraphs describing some of the events that led to the 1986 People Power Revolution in the Philippines, the most peaceful revolution the world has ever known. Note that the first paragraph is made up of only simple and compound sentences, while the second one makes use of complex sentences. Which do you think is better to read or listen to?

Paragraph 1

Popular uprisings took place at military camps in Quezon City. President Ferdinand Marcos met serious opposition. Marcos felt confident and announced the holding of presidential elections. Corazon Aquino, wife of the late Benigno Aquino Jr., ran against him under the banner LABAN, an acronym for Lakas ng Bayan (People Power). Marcos used fraud to win and several of the government's tabulators walked out in protest. The Catholic Bishops Conference of the Philippines issued a document. They declared that the people had a duty to resist nonviolently. Later, parts of the armed forces declared that Mrs. Aquino was the true winner of the elections. Massive demonstrations staged by people in yellow T-shirts began taking place in the capital to support Mrs. Aquino. Marcos fled the country and Corazon Aquino took his place as the Philippines' legally-elected president.

Paragraph 2

In February 1986, popular uprisings took place at military camps in Quezon City. President Ferdinand Marcos met serious opposition after 13 years of martial law. Marcos felt confident that he would win, so he announced the holding of presidential elections. Corazon Aquino, wife of the late Benigno Aquino Jr., ran against him under the banner LABAN, an acronym for Lakas ng Bayan (People Power). Marcos used fraud to win and several of the government's tabulators walked out in protest. The Catholic Bishops Conference of the Philippines issued a document that was read from platforms throughout the nation. They declared that the people had a duty to resist nonviolently. Later, parts of the armed forces declared that Mrs. Aquino was the true winner of the elections.

Massive demonstrations staged by people in yellow T-shirts began taking place in the capital to support Mrs. Aquino. By the end of February, Marcos fled the country and Corazon Aquino took his place as the Philippines' legally-elected president.

So, which paragraph do you think sounds better? If you ask me, I think it is the second paragraph. Why? Because it made use of complex sentences that made the sentences flow more easily together. The ideas were expressed better in this paragraph. The sentences in it were well connected to each other as compared to the sentences in the first paragraph which tended to jump from one idea to another.



Let's Remember

A **paragraph** is a group of sentences which develop a single idea. This idea is expressed in one sentence which is called a **topic sentence**.

Example: In February 1986, popular uprisings took place at military camps in Quezon City.

This is the topic sentence of the paragraph used in the preceding activity. It is the main theme of or the idea that was explained by the whole paragraph about the EDSA Revolution.

The topic sentence is often, but not always, the first sentence in the paragraph. All the other sentences in the paragraph should explain, develop or illustrate the idea in the topic sentence. The last sentence of the paragraph is also important and often restates the idea expressed in the topic sentence.



Let's Try This

Improve the given paragraph by changing some of the sentences into complex ones. Use at least three of the conjunctions in the box below in your composition.

after	if	till
although	once	until
as	since	when
because	than	where
before	that	whether
how	though	while

In August 1896, Spanish friars found out about the Katipunan's plans. Its leaders were forced to take immediate action. Revolts broke out in several provinces around Manila. Severe Spanish attacks forced the revolutionary armies to hide in the hills. In December 1897, an agreement was made with the Spaniards. Emilio Aguinaldo was paid a large sum and was allowed to go to Hong Kong with other leaders. The Spaniards also promised reforms. Reforms were very slow in coming. Small bands of rebels, distrustful of Spanish promises, kept their arms. Fighting became worse.

Compare your completed paragraph with the one found in the *Answer Key* on pages 47–48. If you are not sure that you did the activity correctly, you may consult your Instructional Manager or Facilitator.



Let's See What You Have Learned

After learning the uses of complex sentences in paragraphs, you are now ready to do the following activity.

Write a paragraph made up of five to seven sentences on the theme “War and Peace” in the spaces provided below. Be sure to apply what you have learned in this lesson by using at least three complex sentences in your paragraph.

Show your composition to your Instructional Manager or Facilitator. If he/she is not available, you may consult someone who knows how to write well in English. He/She may be a friend, family member, co-learner or co-worker.



Let's Remember

- ◆ Complex sentences help make the meanings of paragraphs clearer. They provide continuity or ease the flow of sentences in a paragraph.

Well, this is the end of the module! Congratulations for finishing it. Did you like it? Did you learn something useful from it? A summary of its main points is given below to help you remember them better.



Let's Sum Up

This module tells us that:

- ◆ Sentences are groups of words that express a complete thought.
- ◆ There are three kinds of sentences. These are:
 1. simple sentences;
 2. compound sentences; and
 3. complex sentences.
- ◆ Compound sentences are sentences made up of one independent clause and one or more dependent clauses.
- ◆ Complex sentences help make the meanings of paragraphs clearer. They provide continuity or ease the flow of sentences in a paragraph.



What Have You Learned?

- A. Study the following paragraph. Identify whether each of its sentences is **simple**, **compound** or **complex**. Write your answers in the space provided.

(1) Agapito Aquino, brother of Benigno, went on the church-operated Radio Veritas and he asked the people to protect the rebels. (2) When midnight struck, there were 10,000 people on EDSA chanting, “Cory! Cory! Cory!” (3) After a few hours, Cardinal Sin went on Radio Veritas to repeat the call for support. (4) Fifty thousand, a hundred thousand, a million people came out during the night. (5) When morning came, EDSA was completely crowded.

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

- B. This time, try to improve the following paragraphs by using the given conjunctions in the box. You can use each conjunction only once.

though	while
	if
when	after

Early Monday morning at 6 A.M., a formation of helicopter gun ships approached Camp Crame. The huge crowds occupying EDSA below could do nothing to stop an airborne attack. (1)_____ several minutes, the gun ships landed in Camp Crame and their crews joined the rebels. Later that morning, rebels took over the government’s main broadcasting complex in Quezon City. The tide had turned.

(2)_____ February 23 came, American Secretary of State George Schultz talked to the Philippine Ambassador in Washington. (3)_____ Marcos would not step down as president, the Philippines was headed for civil war. Marcos also received a message from President Reagan that he and his family and close friends would be welcome to live in the United States.

By Tuesday morning, February 25, almost the whole armed forces have peacefully left Marcos in support of Cory Aquino. (4)_____ Aquino and Laurel were being sworn in as the new president and vice president in Club Filipino, so too was Marcos at Malacañang. The Marcos ceremony was even televised (5)_____ it was short-lived. It was cut short immediately after it began.

Compare your answers with those in the *Answer Key* on page 48. If you got the correct answers to the activities, congratulations! You have learned a lot from this module. You can now proceed to the next one.

If you made a lot of mistakes though, you need to study the module again. I'm pretty sure you'll get them right next time.



Answer Key

A. Let's See What You Already Know (pages 2–5)

- | | |
|---------|-------|
| A. 1. b | 7. b |
| 2. c | 8. a |
| 3. a | 9. b |
| 4. b | 10. c |
| 5. c | 11. c |
| 6. a | 12. c |

B. The following sentences in the given paragraph should be circled

1. After the People Power Revolution in 1986, life in the Philippines was never the same again.
2. Before the revolution, most, if not all Filipinos seemed submissive and mild-mannered.
3. Ninoy Aquino had to die first before the people took action.

B. Lesson 1

Let's Try This (page 7)

- | | |
|--------|--------|
| 1. N | 6. N |
| 2. Adj | 7. Adj |
| 3. Adv | 8. Adv |
| 4. P | 9. P |
| 5. V | 10. V |

Let's Try This (page 8)

- | | |
|--------------|--------------|
| 1. noun | 5. adverb |
| 2. pronoun | 6. noun |
| 3. adjective | 7. pronoun |
| 4. verb | 8. adjective |

Let's Try This (page 10)

1. I
2. I
3. I
4. Our community
5. The People Power Revolution

Let's Try This (page 11)

1. were present during the EDSA Revolution
2. are needed to achieve peace
3. destroy lives and properties
4. is hard to achieve
5. am at peace with everyone

Let's Review (page 12)

1. The EDSA Revolution (SS) is the most peaceful revolution (SP).
2. Unity and cooperation (CS) are needed to attain peace (SP).
3. We (SS) must all work and do our share in making our communities peaceful (CP).
4. Peace of mind (SS) is achieved when you are at peace with everyone (SP).
5. Family members (SS) should love and care for each other (CP).

Let's Try This (page 13)

1. and
2. and
3. not only...but also
4. whether...or
5. neither...nor

The sentences for this activity may vary. Have your Instructional Manager or Facilitator check your work.

Let's Try This (page 14)

The following are the independent clauses.

1. I was only seven years old
2. World peace is very hard to achieve
3. Wars can cause people a lot of grief
4. Were you able to watch the movie *In Love and War*
5. History tells us about the effects of war

The following are the subjects of the given sentences.

1. I
2. World peace
3. Wars
4. you
5. History

The following are the predicates in the given sentences.

1. was only seven years old when the EDSA Revolution occurred – tells you the speaker's age when the EDSA Revolution occurred
2. is very hard to achieve – describes the subject, "world peace"
3. can cause people a lot of grief – tells you how wars can affect people
4. were able to watch the movie *In Love and War* – asks you what you were/were not able to do
5. tells us about the effects of war – describes the subject, "history"

Let's Try This (page 15)

1. a
2. e
3. d
4. b
5. c

Let's Try This (page 16)

1. Democracy was restored in the country after the EDSA
Revolution
2. As time goes by, people get closer and closer to
achieving world peace.
3. Once a person is at peace with himself, he will
be able to live in peace with everyone.
4. Before I can be at peace with others, I have to be at
peace with myself first.
5. Where there is love, there is peace.

Let's See What You Have Learned (pages 23–25)

A. Set A

1. a
2. c
3. b
4. d
5. f
6. e

Set B

1. f
2. h
3. j
4. l
5. k
6. i
7. g
8. e
9. c
10. a
11. d
12. m
13. b

- B. 1. **S** – it is made up of only one independent clause, “Peace is not something you wish for.”
2. **Cd** – it is made up of two independent clauses: “Let there be peace on earth” and “let it begin with me” joined by the conjunction “and.”
3. **S** – it is made up of only one independent clause: “Peace comes from within oneself.”
4. **Cx** – it is made up of one dependent clause, “you are at peace with yourself” introduced by the conjunction “If” and one independent clause, “you will find it easy to be at peace with other people.”
5. **S** – it is made up of only one independent clause, “Peace should be shared with everyone.”

C. Lesson 2

Let's Think About This (page 28)

Below are the independent clauses in the given sentences. (They should be underlined by the learner.)

1. the people have to do their share, too
2. Indonesia has not been the same again
3. there is love
4. many lives were lost
5. Unity and cooperation are needed

Below are the dependent clauses in the given sentences. (They should be encircled by the learner.)

1. Although it is the government's duty to maintain peace and order in the country
2. Since Suharto was removed from the presidency
3. Where there is peace

4. Because of the war
5. if peace is to be achieved

Let's Try This (page 29)

- | | |
|------|------|
| 1. e | 4. c |
| 2. d | 5. b |
| 3. a | |

Let's See What You Have Learned (pages 30–31)

- | | |
|------------|------------|
| A. 1. When | 6. because |
| 2. Until | 7. If |
| 3. When | 8. if |
| 4. until | 9. When |
| 5. Since | |

Below are the independent clauses in the given quotations.
(They should be underlined by the learner.)

1. they always claim to be protecting women and children, but they never ask the women and children what they think
2. you'll never be contented with what you have
3. you become the kind of person who can live at peace with others
4. World peace will never be stable
5. it is in the minds of men that the defenses of peace must be constructed
6. Men are at war with each other
7. there'd be no more wars

8. Wars would end
9. wars will cease forever

Below are the dependent clauses in the given quotations.
(They should be encircled by the learner.)

1. When men talk about defense
2. Until you make peace with who you are
3. When you find peace within yourself
4. until enough of us find inner peace to stabilize it
5. Since wars begin in the minds of men
6. because each man is at war with himself
7. If peace only had the music pageantry of war
8. if the dead could return
9. When women have a voice in national and international affairs

B. The answers to this test may vary. Just ask your
Instructional Manager or Facilitator to check your work.

D. Lesson 3

Let's Try This (page 36)

Your paragraph may be different from the one shown here.
But make sure you followed the rules in writing complex
sentences strictly.

Sample paragraph:

After the Spanish friars found out about the Katipunan's plans in August 1896, its leaders were forced to take immediate action. Revolts broke out in several provinces around Manila. Because of severe Spanish attacks, the revolutionary armies were forced to hide in the hills. After an



Glossary

Adjective A word that describes a noun or pronoun. Examples are beautiful, peaceful and orderly

Adverb A word that describes or adds to the meaning of a verb, an adjective or another adverb. Examples are tomorrow, here, always and very

Complex sentence A sentence that has one independent clause and one or more dependent clauses

Compound predicate Predicate which has more than one verb that tells what the subject is doing

Compound sentence A sentence that contains two or more independent clauses joined by conjunctions

Compound subject Is a simple subject made up of more than one noun or pronoun

Conjunction A word that is used to connect compound subjects and predicates in sentences. Examples are and, but and or

Dependent clause A clause that cannot stand alone

Independent clause A group of words which contains at least a subject and a verb, and which can stand alone (by itself)

Noun A word used to name a person, animal, thing, place or quality
Examples are Judy, dog and bag

Paragraph A group of sentences which develops a single idea

Predicate Tells something about the subject. It is usually a verb

Pronoun A word used in place of a noun to avoid being repetitive or redundant in a sentence. Examples are he, she and them

Sentence A group of words that expresses a complete thought

Simple predicate The verb that tells what the subject is doing

Simple sentence A sentence which has only one independent clause

Simple subject A single noun or pronoun in the complete subject minus all the words that describe it.

Subject What or whom the sentence is about. It may either be a noun or a pronoun

Topic sentence A sentence in a paragraph which expresses the single main idea of that paragraph

Verb A word that suggests action, experience, occurrence or state. Examples are walk, run and is



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