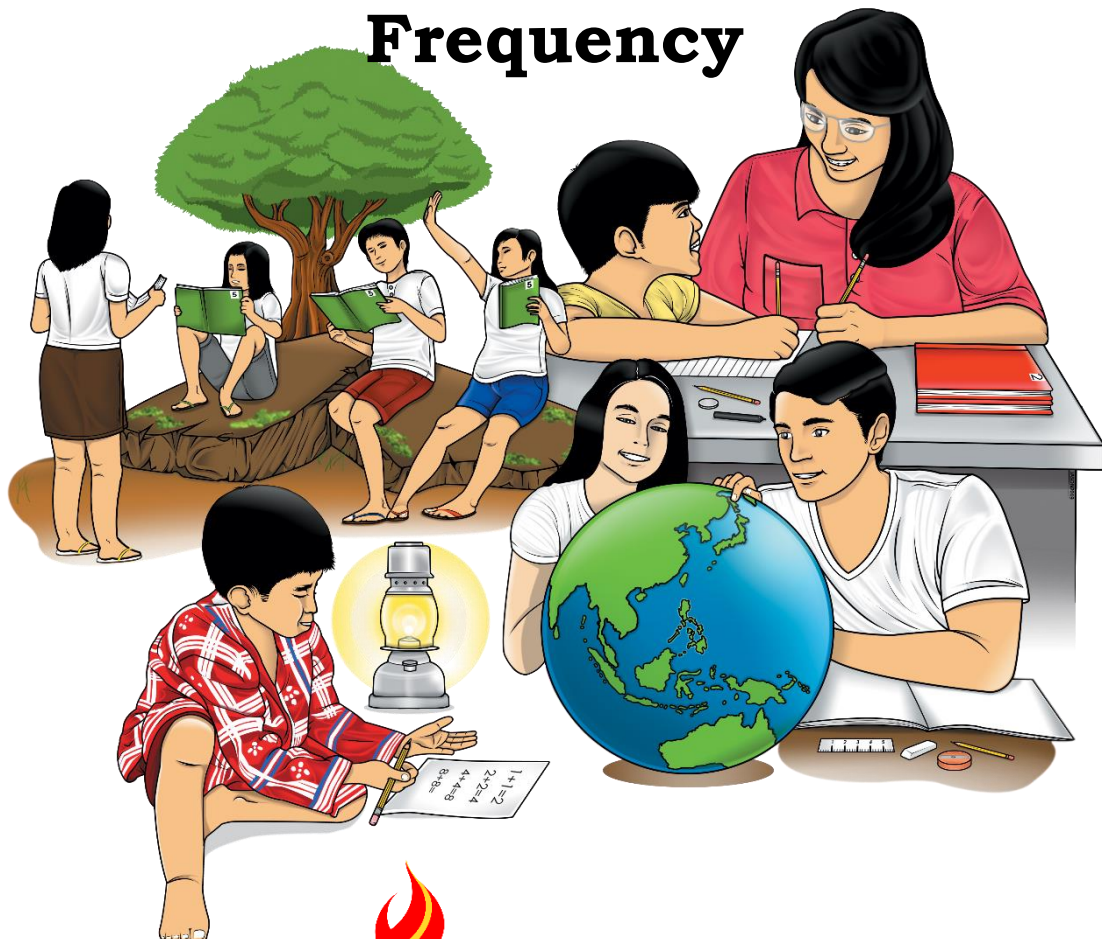


English

Quarter 1 – Module 4

Lesson 4: Composing Clear and Coherent Sentences Using Adverbs of Intensity and Frequency



English – Grade 5
Alternative Delivery Mode
Quarter 1 – Module 4, Lesson 4: Composing Clear and Coherent Sentences Using
Adverbs of Intensity and Frequency
First Edition, 2020

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English

Quarter 1 – Module 4

**Lesson 4: Composing Clear and
Coherent Sentences Using
Adverbs of Intensity and
Frequency**

Introductory Message

For the facilitator:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 4, Lesson 4 on Composing Clear and Coherent Sentences Using Adverbs of Intensity and Frequency!**

This module was collaboratively designed, developed, and reviewed by educators from both 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 4, Lesson 4 on Composing Clear and Coherent Sentences Using Adverbs of Intensity and Frequency!**

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:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

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.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

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.



What Is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

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.



What I Have Learned

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.



What I Can Do

This section provides an activity which will help you apply your new knowledge or skill into real-life situations.



Assessment

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 learned.



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 instruction 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

This lesson will help expand your knowledge on adverbs which, in turn, can enable you to be more vivid when describing actions and ideas in your writing.

In this module, you will learn to:

- define and describe adverbs of frequency and intensity;
- identify adverbs of frequency and intensity in a sentence; and
- compose clear and coherent sentences using appropriate grammatical structures: adverbs of intensity and frequency.



What I Know

Activity 1

Directions: Create a sentence using the following random words. You can add some words to make meaningful sentences. Observe proper punctuations. Write your answers in your answer sheet/activity notebook.

1. THANK/ ALWAYS /GOD / I
2. SLOWLY/TURTLES/VERY/MOVE
3. RISES/THE/EVERYDAY/SUN
4. FIESTA/WE/ANNUALLY/OUR/CELEBRATE
5. SCARY/ ALENA/ WATCHES / NEVER/ MOVIES

Activity 2

Directions: Find the hidden single-word adverb in each sentence. Once found, write it in your notebook.

1. Tom and Jerry always make children laugh.
2. They seldom go out to watch movies.
3. The dog barked repeatedly.
4. Thanos almost defeated the Avengers in their final battle.
5. The nurse regularly checks the condition of the patient.

Activity 3

Directions: Look at the adverbs you found in Activity 2. Identify each as adverb of frequency or adverb of intensity.

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson

4

Composing Clear and Coherent Sentences Using Adverbs of Intensity and Frequency



What's In

In the previous lessons, you have encountered adverbs or words that describe adjectives, verbs, and other adverbs. You may remember that many adverbs end with ***-ly*** such as ***gracefully, beautifully, frequently, seriously, and quietly*** to name a few. Because of this, you can immediately identify them when you see them in these examples:

The restaurant serves food **daily**.

The barangay captain **repeatedly** announced the impending lockdown.

Our parents care about us **deeply**.

Now, using this basic knowledge on adverbs, try the next activity.

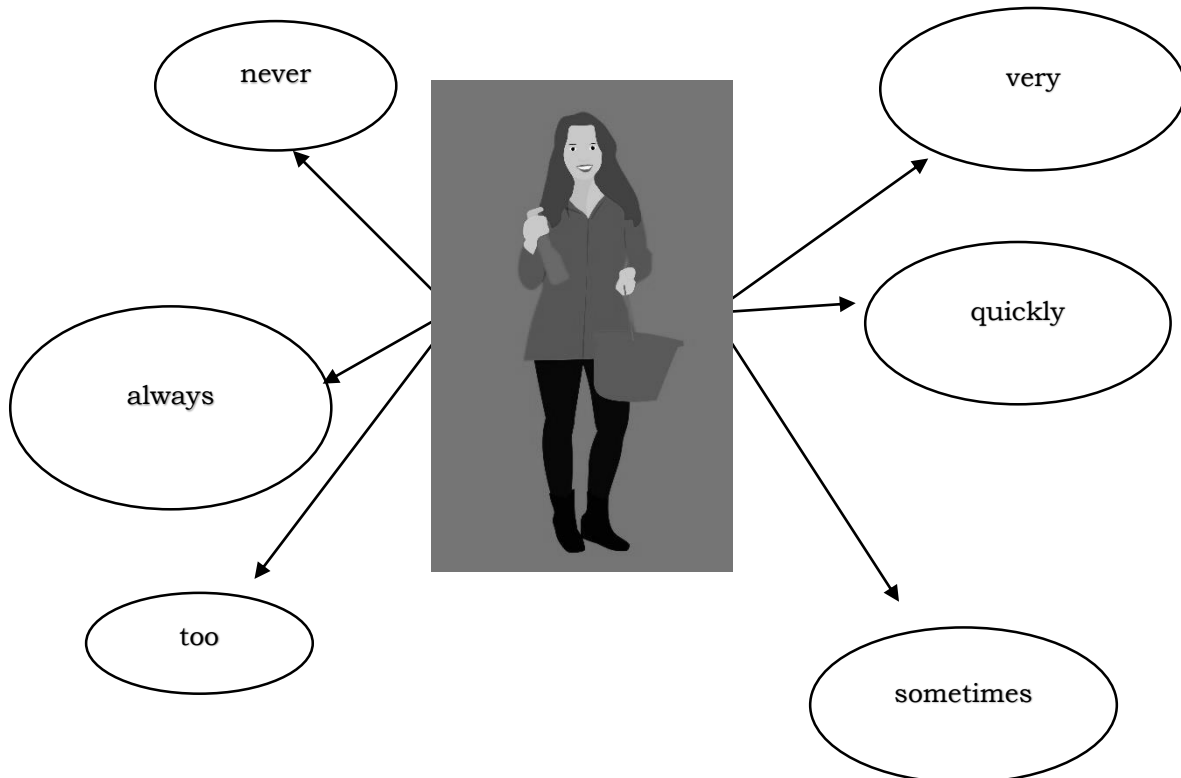
Directions: Read the following sentences. Tell if the underlined adverb in each sentence has something to do with **frequency** (how often something happens) or **intensity** (how strong or weak, high or low something exists). Write your answers in a notebook.

1. We need to work everyday.
2. The drone flew extremely close to the ground.
3. My friend usually calls me “Tisoy.”
4. Unable to leave the house due to the lockdown, Jack felt exceedingly bored and restless.
5. I was terribly hungry, so I ate four eggs, 10 slices of bread, two pieces of chicken wings, a plate of pasta, and a liter of chocolate.



What's New

Directions: Using the correct words inside the bubbles, complete the sentence parts that describe a good mother. Write your answers on your answer sheet.



A thoughtful mother ...

- (1) is also a _____ attentive mother.
- (2) _____ thinks about her children's future.
- (3) makes sure that the baby doesn't eat _____ much.
- (4) _____ forgets.
- (5) knows that kids _____ need to play.



What Is It

An **adverb** is a word that modifies a verb, adjective, or another adverb. Adverbs typically express manner, place, time, frequency, manner, or intensity.

In this module, we shall focus on two types of adverbs: adverbs of frequency and adverbs of intensity.

A. Adverbs of Intensity

Adverbs of intensity or adverbs of degree tell us about the intensity or degree of something. If you hear the words “good” and “very good,” you will know that the two words are not equal. You would want to hear or see the word “very good” marked on your paper than just “good.” **Adverbs of intensity** are usually placed before the adjective, adverb, or verb that they modify, although there are some exceptions. The words “too”, “enough”, “very”, and “extremely” are examples of adverbs of degree.

Examples:

1. You are working **too** slowly. (much slower than slow)
2. The water was **extremely** cold. (the cold is unbearable)
3. The movie was **quite** interesting. (completely interesting)
4. The gang **just** left. (they left very recently)
5. She has **almost** finished his homework. (about to finish)

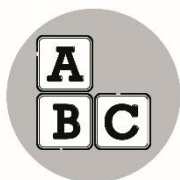
B. Adverbs of Frequency

Adverbs of frequency describes how often an action happens or takes place. There are six main adverbs of frequency that we use in English: always, usually (or normally), often, sometimes, rarely, and never. They are often written before a verb because they describe the frequency of the action or event expressed in the verb.

Examples:

1. Batman **always** wears his mask on every mission.
2. Peter Parker **usually** picks her up at the bus terminal.
3. Ben and Emma **often** go out for lunch together.
4. During rainy days, Sara **sometimes** come to school wearing her boots.
5. James and Nadine **rarely** see each other because of the pandemic.

If we go back to your answers in the activity on the “thoughtful mother,” you will notice that the answers consisted of both adverbs of frequency (**always** thinks, **never** forgets, and **sometimes** need) and adverbs of intensity (**very** attentive and **too** much).



What's More

Directions: Fill in the blanks with appropriate adverbs to make the sentence correct and complete. Write your answers in your notebook.

1. Today is (very, much) _____ colder than yesterday.
2. Electric cars (never, sometimes) use gasoline.
3. The Philippines is (much, very) _____ rich in natural resources.
4. Liza Soberano's looks are (quite, often) _____ stunning.
5. My brother and I (usually, extremely) _____ play basketball in the afternoon.
6. Typhoons (absolutely, often) _____ form in the Pacific.
7. Sander is a (completely, highly) _____ skilled computer technician.
8. I (seldom, sometimes) _____ eat shrimp due to an allergy.
9. The concert was (wildly, absolutely) _____ wonderful.
10. People are (too, only) afraid to go out nowadays.



What I Have Learned

Here is a summary of what you have learned today. Read each sentence aloud and try to remember these general ideas.

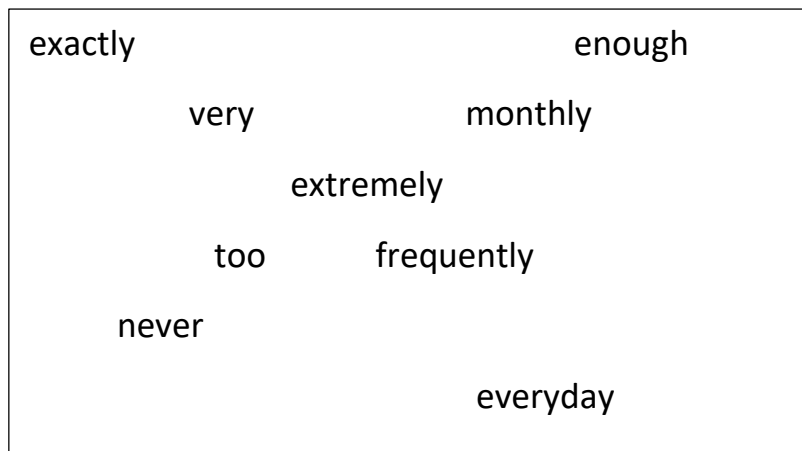
- Adverbs are words that describe adjectives, verbs, and other adverbs.
- There are many types of adverbs including adverbs of frequency and adverbs of intensity.
- Adverbs of frequency are adverbs that tell how often something happens.
- Adverbs of intensity are adverbs that tell about the degree of an action or condition.



What I Can Do

Activity 1

Directions: Complete the answer to the question in each number by adding the correct adverb hidden among the choices inside the box. You can only use the adverb once, so make that sure you match the correct adverb with the sentence. Write the adverb in your notebook.



1. How would you describe the North Pole?
The North Pole is _____ cold.
2. How often should we wash our hands to prevent getting sick with COVID-19?
We should wash our hands _____.
3. How often should children take a bath?
Children should take a bath _____.
4. How do you best describe a cheetah?
A cheetah can run _____ fast.
5. What can you say about a test asking you to count from 1 to 10?
Counting 1 to 10 is _____ easy.

Activity 2

Directions: Go back and look at your answers for Activity 1. This time tell if the adverb you wrote is an adverb of frequency or an adverb of intensity. Do this also in your notebook.

1. _____
2. _____
3. _____
4. _____
5. _____



Assessment

Activity 1

Directions: Write an answer in response to each question. Each sentence must contain an adverb of frequency or an adverb of intensity.

1. How often should people wear mask if they want to go out during a pandemic?

People should _____ mask.
(adverb of frequency)

2. What will you say to a friend if you can't reach a fruit high above the ground.

Please get a ladder. It's _____ to reach.
(adverb of intensity)

3. What will you tell your others if you can't carry a sack of rice because of its weight?

Sorry, I can't carry the sack of rice. It's _____ for me.
(adverb of intensity)

4. Do you eat exotic food like insects and frogs?

No, I _____.
(adverb of frequency)

5. How easy is it to do add one-digit numbers?

_____ one-digit numbers.
(adverb of intensity)

Activity 2

Directions: Put the words in the correct order to make a sentence. Write the sentences in your notebook.

1. frequently, brownouts, happen
2. feel, incredibly, great, I
3. fight, the, alone, the, never, X-Men
4. arm, Alita's, broken, completely, was
5. pray, us, silently, let

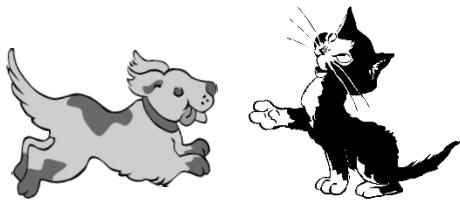


Additional Activities

Directions: Write three sentences using in response to the questions. Use the specific type of adverb indicated in the item. Do this in your notebook.



- A. How would you describe your father? (Adverb of Intensity)



- B. How often do you do some activities with your pet? (Adverb of Frequency)



Answer Key

What I Know

Activity 1

1. I always thank God or I thank God always.
2. Turtles move very slowly.
3. The sun rises everyday.
4. We celebrate our fiesta annually.
5. Alena never watches scary movies.

Activity 2

1. always
2. seldom
3. repeatedly
4. almost
5. regularly

Activity 3

1. adverb of frequency
2. adverb of frequency
3. adverb of frequency
4. adverb of intensity
5. adverb of frequency

What's In

1. Frequency
2. Intensity
3. Frequency
4. Intensity
5. Intensity

What's New

1. very
2. always
3. too
4. never
5. sometimes

What's More

1. much
2. never
3. very
4. quite
5. usually
6. often
7. highly
8. seldom
9. absolutely
10. too

Additional Activities (Answers may vary)

1. adverb of intensity
2. adverb of frequency
3. adverb of frequency
4. adverb of intensity
1. adverb of intensity

Activity 2

6. extremely
7. frequently
8. everyday
9. very
10. too

Activity 1

What I Can Do

6. Brownouts happen frequently or Brownouts frequently happen.
7. I feel incredibly great.
8. The X-Men never fight alone.
9. Alita's arm was completely broken.
10. Let us pray silently.

Activity 2

1. People should always wear mask.
2. It's too high to reach.
3. It's too heavy for me.
4. No, I never eat insects and frogs.
5. It is very easy to add one-digit numbers.

Activity 1

Assessment

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