

# Learning Strand 1 Communication Skills (English) ADVERBS OF PLACE AND TIME

Accreditation and Equivalency (A&E) Program Module



## Book Record

School: \_\_\_\_\_ District: \_\_\_\_\_

Division: \_\_\_\_\_ Region: \_\_\_\_\_ Date Received by School: \_\_\_\_\_

### To the Learner

Use the table below by following the instructions:

1. Write your name clearly under the column **Name of Borrower**.
2. Use the following letters in recording the **condition** of the book before and after borrowing:

**A.** new

**C.** used book in Fair Condition

**B.** used book in Good Condition

**D.** used book in Poor Condition

Name of Borrower	Date Issued	Condition	Date Returned	Condition

### Take Care of Your Book

<p><b>Dos:</b></p> <ol style="list-style-type: none"><li>1. Cover your book using a plastic cover, manila paper, old newspaper, or magazine.</li><li>2. Be sure your hands are clean when you handle or turn the pages.</li><li>3. When using a book for the first time, lay it on its back and open only a few pages at a time.</li><li>4. Use a piece of paper or cardboard for bookmarks.</li><li>5. Paste or tape immediately any torn pages. Always take care of damaged book.</li><li>6. Handle the book with care when passing from one person to another.</li><li>7. Always keep your book in a clean dry place.</li><li>8. When your book is lost, report it to your teacher right away.</li></ol>	<p><b>Don'ts:</b></p> <ol style="list-style-type: none"><li>1. Do not fold the pages.</li><li>2. Do not write on the cover or pages.</li><li>3. Do not cut out any picture.</li><li>4. Never detach or tear any page.</li><li>5. Do not leave it open or lying face down when not in use.</li><li>6. Do not use pencils, ballpens, or thick objects as bookmarks.</li><li>7. Do not force the book into a packed schoolbag.</li><li>8. Do not use it to cover your head when it is raining.</li><li>9. Do not sit on it.</li></ol>
---	--

**Elementary**

**Learning Strand 1**  
**Communication Skills (English)**  
**ADVERBS OF PLACE AND TIME**

---



**Accreditation and Equivalency (A&E) Program Module**



**Learning Strand 1 – Elementary**  
**Alternative Learning System**  
**Adverbs of Place and Time**  
**First Edition, 2023**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Sara Z. Duterte-Carpio  
Undersecretary: Gina O. Gonong

**Development Team of the Module**

<b>Writer:</b>	Veronica Andres-Cena
<b>Editors:</b>	Ronelo G. Collamar, Veronica M. Lumogdang, Errol John P. Ruiz
<b>Reviewers:</b>	Gemma B. Espadero, Josephine D. Eronico, Juris J. Erno, Emelyn Talaue-Cambe, Bobbit Dale M. Bulatao
<b>Illustrator:</b>	Edivin Kevin Abella
<b>Layout Artist:</b>	Roldan R. Rivero
<b>Management Team:</b>	Bureau of Alternative Education (BAE) Bureau of Learning Resources (BLR) Regional Office NCR Schools Division of Marikina

# User's Guide

*For the ALS Learner:*

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 Is This Module About?**

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



## **Let's See What You Already Know**

This part includes an activity that aims to check what you already know about the lesson. If you get all the answers correct (100%), you may decide to skip



## **What Will You Learn from This Module?**

This contains objective/s or the learning competencies in a lesson. This may include a brief rationale on what you will learn.



## **Let's Do This**

This part gives instruction to the learner to perform the activity/ies as mentioned-above to ensure learning the competencies or the objectives.



## **Let's Study and Analyze**

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



## **Let's Try This**

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



## **Let's See What You Have Learned**

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



## **Let's Remember and Review**

This contains key concepts taken from all the lessons covered in every module.

**Explore More**

This is an activity in a form that increase the strength of the response and tends to induce repetitions of actions/learning.

**What Have You Learned?**

This is a task which aims to evaluate your level of mastery in achieving the given learning competency.

**Answer Key**

This contains answers to all activities in the module.

**Glossary**

This portion gives information about the meanings of the specialized words used in the module.

**Reference**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

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 the Pre-assessment 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 the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning 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 ALS Teacher/Instructional Manager/Learning Facilitator. Always bear in mind that you are not alone.

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

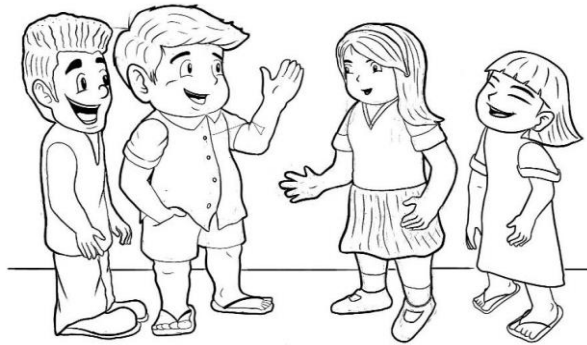
## Contents

What Is This Module About?.....	1
Let's See What You Already Know.....	2
Lesson 1 .....	3
What Will You Learn from This Module?.....	3
Let's Do This.....	3
Let's Study and Analyze.....	4
Let's Try This .....	5
Let's See What You Have Learned .....	5
Lesson 2.....	7
Let's Remember and Review.....	10
What Have You Learned?.....	10
Answer Key.....	11
Glossary .....	12
References .....	13



## What Is This Module About?

Speaking and writing are two important macro skills in English. These are ways of communicating with other people. As a learner, you are expected to speak clearly in a way that your listeners will understand what you want to tell them. You should also write legibly so that it can be read and understood. Aside from speaking and writing clearly, you are also expected to demonstrate understanding of familiar words so that you can communicate your personal experiences, ideas, thoughts, feelings, and actions to others.



The following are the learning competencies that you have to develop in this module:

- Identify and use adverbs of place in sentences  
**LS1CS/EN-S-PSB-AE-41**
- Use appropriate adverbs of time in sentences  
**LS1CS/EN-S-PSB-AE-42**





## Let's See What You Already Know

### ACTIVITY

Directions: On a separate answer sheet, answer the following:

A. Write the adverb of place used in each sentence.

1. The ball was left under the chair.
2. The dog barks outside the house.
3. The toys are scattered everywhere.
4. The bird flies on the branch of a tree.
5. They looked around but did not see the missing ball.

B. Write the adverb of time used in each sentence.

6. Mark will have supper with me (today, tonight).
7. Breakfast was served in the dining room this (afternoon, morning)
8. Waking up at 5:00 am, Veron reached her destination (on time, late)
9. The children were allowed to play only (before, after) finishing their Homework.
10. Due to emergency reasons, Letty needed to go home (later, immediately).

**ADVERB OF PLACE****What Will You Learn from This Module?**

At the end of the lesson, you will be able to identify and use adverbs of place in sentences. LS1CS/EN-S-PSB-AE-41

**Let's Do This**

**Activity:** Read the text below and perform the given activities on a separate sheet of paper.

A cat slept soundly on the rug in the living room that afternoon. It was awakened by the noise outside the house. The cat hurriedly went up to the living room window and peered through the glass. It was a dog barking behind the neighbor's fence. It was welcoming its human master in front of their house. The cat jumped down from the window and returned to its place on the rug.

- A. Complete the table by identifying the adverbs used in the text. Put a check (/) if it answers the question WHERE and cross mark (x) if it is not.

ADVERBS	Check (/) or Cross (x) mark

## Activity B

Write down all adverbs from the box that answers **WHERE** on a separate sheet of paper.

inside	later	behind	quickly	under
before	near	over	on top	above
today	up	down	beside	on



## Let's Study and Analyze

Adverbs are parts of speech. These are words or phrases that tell something about verbs, adjectives and other adverbs. There are different types of adverbs.

An **adverb of place** answers the question WHERE. It tells the place where the action happens.

Here are examples of adverbs of place:

here	there	outside	inside	behind up	in
down	above	below	there	in front	under
on	into	in	far	near	

Let's check some rules in using adverbs of place in sentences.

Adverbs are normally placed after the main verb.

*Example:* They played at the back of the house.

Adverbs of place can refer to distances, position in relation to other objects or direction of the movement of things. Words such as “-ward or -wards” are sometimes used in the adverb to describe the direction of the movement.

*Example:* The book is on the table. (position)

Their teacher's house is nearby. (distance)

The wind moved westward. (direction)

Adverbs of place describe the direction of the action.

*Example:* The cat went up the tree.

The children went down the stairs.

The gardener walk around the house.



## Let's Try This

A. Copy the sentences and underline the adverbs of place.  
Do this on a separate sheet of paper.

1. The cat was on the tree.
2. We read books in the library.
3. The horse jumped over the fence.
4. Daniel left the book near the shelf.
5. The school bag was under the chair.
6. Eliza saw her slippers behind the door.
7. Veron put the notebook inside the bag.
8. My brothers and sisters went out of the house.
9. They can see the setting sun beyond the horizon.
10. They planted flowering plants at the back of the house.



## Let's See What You Have Learned

A. Copy and complete the sentence by choosing the appropriate adverb of place from the box. Write your answers on a separate sheet of paper.

far	here	in front	nearby	outside
-----	------	----------	--------	---------

1. The car was parked \_\_\_\_ of the house.
2. Eli placed a potted plant \_\_\_\_ the house.
3. She will come \_\_\_\_ on Saturday.
4. Their house is not \_\_\_\_ from the market.
5. There were many flowers in the \_\_\_\_ garden.

B. Write a sentence to describe the position of the following things. Write your answers on a separate sheet of paper.

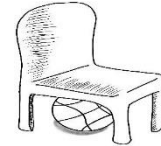
**Flower Vase**

1. \_\_\_\_\_



**Ball**

2. \_\_\_\_\_



**Shoes**

3. \_\_\_\_\_



**Eagle**

4. \_\_\_\_\_



**Dog**

5. \_\_\_\_\_





## What Will You Learn from This Module?

At the end of the lesson, you will be able to use appropriate adverbs of time in sentences. LS1CS/EN-S-PSB-AE-42



## Let's Do This

*Study the picture below.*



Answer the following on a separate sheet of paper.

1. What bright object did the children see in the sky?
2. At what time of the day, did they see the bright object, during the day or at night?
3. Write a sentence describing the time of the day when the children saw the moon in the sky.



## Let's Study and Analyze

Adverbs of time describe **when** something happened in the sentence. It is used in sentences to show when an action was done.

Example: The Cruz family plans to visit their grandfather next week.

The following are examples of adverbs of time:

today	tomorrow	yesterday	tonight	on time
daily	weekly	monthly	every	annually
late	already	immediately	often	soon

Here are some rules to follow in using adverbs of time in sentences.

- It tells how long or how often an action is done.  
*Example:* She goes to the market every Saturday.
- It is usually placed at the end of a sentence.  
*Example:* The couple watched a movie weekly.



## Let's Try This

Directions: Use the following adverbs of time in a sentence. Write your answers on a separate sheet of paper.

1. on time
2. next week
3. tonight
4. every
5. immediately
6. today
7. yesterday
8. tomorrow
9. everyday
10. often



## Let's See What You Have Learned

Directions: On a separate sheet of paper, answer the question “What are your family or friends’ bonding activities?”. Use five (5) sentences using adverbs of time. Underline the adverbs in your sentences.

A large rectangular box containing 20 horizontal lines for writing.





## Let's Remember and Review

1. An adverb of place tells the location of the action done in a sentence. It also describes the direction, the distance or the object's position in relation to another object. Examples of adverbs of place are around, far away, between, along, everywhere etc.
2. An adverb of time tells when the action was done in a sentence. It also describes how long or how often something happened. It is usually placed at the end of sentences. Examples are today, yesterday, tomorrow, soon, at noon, etc.



## What Have You Learned?

A. Directions: Choose the appropriate adverb of time or place in each sentence and write it in your answer sheet.

1. The sleeping dog is lying (on, under) the tree.
2. Mother prepared the plates (on, in) the table.
3. Our family celebrate Christmas (every December, every day).
4. They are going to jog around the park (early in the morning, at noon)
5. They clean the house (once a year, every day)

B. Fill in the blanks with the correct adverb of time or place in each sentence. Choose from the words inside the box. Write your answers on a separate sheet of paper

on top	everywhere	lately	back	under
--------	------------	--------	------	-------

1. I can see them \_\_\_\_\_.
2. I haven't slept well \_\_\_\_\_.
3. I saw a bird \_\_\_\_\_ of the tree.
4. I saw my puppy sleeping \_\_\_\_\_ the bed.
5. My brothers and sisters are playing at the \_\_\_\_\_ of the house.



# Answer Key

<p><b>Let's See What You Have Learned</b></p> <p>Answers of learners may differ depending on their personal experiences.</p> <p>Sample answer: We eat lunch at the same time.</p>	<p><b>What Have You Learned?</b></p> <p>A. 1. Under 2. on 3. every December 4. early in the morning 5. every day</p> <p>B. 1. Everywhere 2. lately 3. on top 4. under 5. back</p>	<p><b>Let's See What You Already Know</b></p> <p>1. under 2. outside 3. everywhere 4. on 5. around 6. Tonight 7. Morning 8. on time 9. After 10. immediately</p> <p><b>Let's Do This</b></p> <p>Activity</p> <table border="1"> <tr> <td>Adverb / or X</td> <td>On /</td> <td>Outside /</td> <td>Up /</td> <td>Through /</td> <td>Behind /</td> <td>In front /</td> <td>Down /</td> <td>Afternoon X</td> <td>Soundly X</td> <td>hurriedly x</td> </tr> </table>	Adverb / or X	On /	Outside /	Up /	Through /	Behind /	In front /	Down /	Afternoon X	Soundly X	hurriedly x
Adverb / or X	On /	Outside /	Up /	Through /	Behind /	In front /	Down /	Afternoon X	Soundly X	hurriedly x			
<p><b>Let's Try This</b></p> <p>1. On 2. In 3. Over 4. Near 5. Under</p> <p>6. behind 7. inside 8. out 9. behind 10. back</p> <p><b>Let's See What You Have Learned</b></p> <p>A. Answer of learners may differ</p> <p>Sample answers: 1. The Car was parked in front of the house. 2. Eli placed a potted plant outside the house. 3. She will come here on Saturday. 4. Their house is not far from the market. 5. There were many flowers in the nearby garden.</p>	<p><b>Let's Try This</b></p> <p>inside, near, up, behind, over, down, on top, beside, under, above, on</p>	<p><b>Let's Do This</b></p> <p>to submit their project immediately. 6. The basketball game will start today. 7. It rained hard yesterday. 8. The school will celebrate their foundation day tomorrow. 9. They water the plants in the garden everyday. 10. Eli and Jeremiah often visit their grandfather in the province.</p>											
<p><b>Let's Do This</b></p> <p>1. Moon 2. At night 3. The boys saw a bright moon during the night.</p> <p><b>Let's Try This</b></p> <p>The learners will have different answers. Sample answers: 1. The delegates arrived on time. 2. They will go home to the province next week. 3. They will watch a movie tonight. 4. Mother and Lea go to the grocery store every Saturday. 5. The participants need to submit their project immediately.</p>	<p><b>LESSON 2 - ADVERB OF TIME</b></p> <p>1. The flower vase is on the table. 2. The ball is under the chair. 3. The pair of shoes is inside the box. 4. The eagle flies high up in the sky. 5. A dog walks in front of its master.</p>	<p><b>Let's Do This</b></p> <p>1. On 2. In 3. Over 4. Near 5. Under</p> <p>6. behind 7. inside 8. out 9. behind 10. back</p> <p><b>Let's See What You Have Learned</b></p> <p>A. Answer of learners may differ</p> <p>Sample answers: 1. The Car was parked in front of the house. 2. Eli placed a potted plant outside the house. 3. She will come here on Saturday. 4. Their house is not far from the market. 5. There were many flowers in the nearby garden.</p>											

## **Glossary**

**Speaking** is one of the macro skills in English. It is an oral language skill used to convey information and express one's thoughts, ideas and feelings

**Verb** is a word that conveys action

**Adverbs** are words that tell when and where something happened. They describe verbs, adjectives and other adverbs in sentences

**Adverbs of Place** are words that describe where an action happened. They describe verbs in a sentence.

**Adverbs of Time** are words that describe when something had happened.

## References

Grammar Rules-Adverbs of Time. Retrieved 15, June 2023 from <https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-time/>

Grammar Rules – Adverbs of Place. Retrieved 15, June 2023 from <https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-place/>

What is an Adverb of Place. Retrieved 15, June 2023 from <https://www.twinkl.com.ph/teaching-wiki/adverb-of-place>

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Alternative Education (DepEd-BAE)

5<sup>th</sup> Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telephone No.: 08-636-3603

Email Address: [bae.od@deped.gov.ph](mailto:bae.od@deped.gov.ph) \* [bae.pmsdd@deped.gov.ph](mailto:bae.pmsdd@deped.gov.ph)