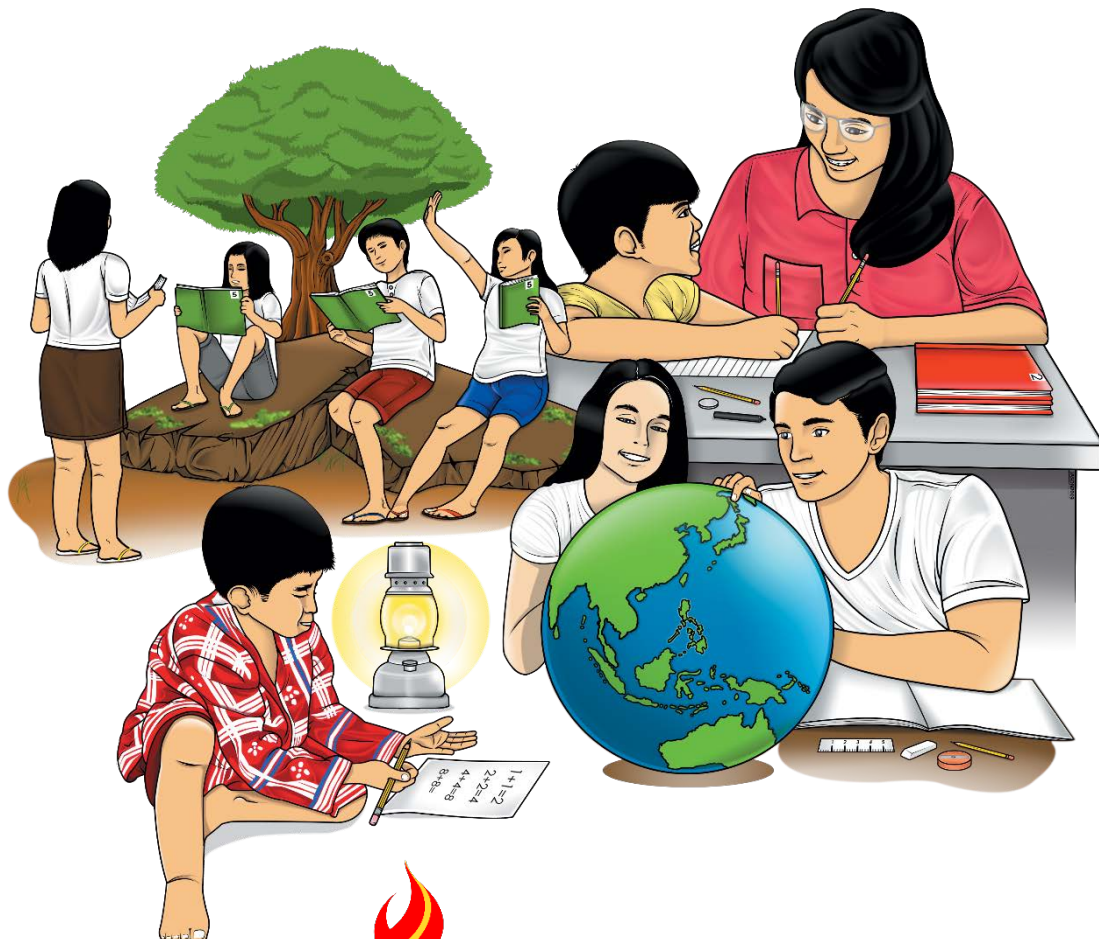


English

Quarter 3 – Module 1

The How, Where, and When of Things

(Use Adverbs of Manner, Place, and Time in Sentences)



English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 1: The How, Where, and When of Things (*Use Adverbs of Manner, Place, and Time in Sentences*)

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Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata, Mai Anne D. Rondola

Reviewers:

Illustrator: Jerome Bonzo

Layout Artist: Krysta Lynne I. Fuyertes

Management Team: Gilbert T. Sadsad

Francisco Bulalacao

Grace U. Rabelas

Leilani Lorico

Sancita B. Peñarubia

Edison Mallapre

Maritess Orellana

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Department of Education – Region V

Office Address: Regional Center Site, Rawis, Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 1

The How, Where, and When of Things

(Use Adverbs of Manner, Place, and Time in Sentences)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello, learner! Do you still remember us? **We are your friends, Ella and Eloy.**

Welcome to the exciting world of English for the Third Quarter, Module 1. We are going to work on different activities together so that at the end of the module, you will be able to *use adverbs of manner, place, and time in sentences.*

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy, in this adventure. First, let us find out how well you know the topic. Are you ready?



What I Know

A. Where Was It? Read the following sentences carefully. Use the correct adverb of place from the choices inside the box. Write the answers on your answer sheet.

1. Mom is busy cooking _____.
2. Healthy foods can be bought _____.
3. We run, play and laugh _____.
4. We take good care of the plants _____.

in the kitchen
at the canteen

at the playground
in our garden

in the library

B. When Was It? Read the following sentences carefully. Use the correct adverbs of time. Write the answers on your answer sheet.

1. I need to sleep early (tonight, today).
2. We have an upcoming test (yesterday, tomorrow).
3. The class will have a field trip (last year, next month).

C. How Was It? Read the following sentences carefully. Complete each with the correct adverb of manner. Write the answers on your answer sheet.

1. I studied so I _____ answered the questions on my homework.
2. We should write our notes _____.
3. Our outputs should be submitted _____.

neatly	easily	lazily	promptly
--------	--------	--------	----------



Wait a minute!

Let us pause for some time and analyze your answers. Were your answers like these?

A. Where Was It (1) in the kitchen, (2) at the canteen, (3) at the playground, (4) in our garden?

B. When Was It? (1) tonight, (2) tomorrow, (3) next month?

C. How Was It? (1) easily, (2) neatly, (3) promptly?

Good job! If you were able to get **8-10**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?



Lesson

1

Use Adverbs of Manner, Place and Time in Sentences

Lots of exciting things can happen in different places at different times. Being able to tell how, when, and where events happen helps in adding details and developing clarity in expressing ideas, oral or written. To do this, a pupil like you should learn about adverbs.

This module provides you with a discussion on adverbs as well as fun activities and exercises for you to be able to use adverbs of manner, time, and place in sentences effectively.

You are about to read a short poem in a little while. Before that, let us first define the difficult words that you will encounter.



What's New

Look for a clue word in the sentence that will help you unlock the meaning of the underlined word.

Acting wildly or madly in the school premises can disturb other classes.



That was quick! What helped you find the meaning of the unfamiliar word? How will you describe the relationship between these words?

Was it easy or difficult? Here is a little help from Kuya Pat.

The pair of words from the sentence: madly and wildly show a word presented again using **simpler language**.

The word which gave you clue to unlock the meaning of the difficult word is called **Context Clue**.

In addition, madly and wildly are also called **ADVERBS**. You will learn more about it as you go along this module. Keep moving learner.



One Time!

Read and analyze each sentence carefully. Use context clues to unlock the meaning of underlined words. Write the answers on your answer sheet.

1. I cannot merely or simply sleep without doing my homework.
2. We are told to pace, that is walking, real silently along hallways and corridors.
3. I organize my papers using binders or folders, so they won't be lost.
4. My best friend and I are inseparable; we are impossible to separate.
5. Our workbooks, that is, textbooks, provide us with valuable lessons.
6. We help our teacher put up stencils or decorations in our classroom.
7. Thanks to calculators - small computers that do math computations - for helping us with difficult problems.
8. My seatmate provided or gave me papers when I forget mine.
9. I think that room is strange or unusual to look at.
10. The class president is our ruler; he is the leader.



Look at the **Answer Key** on page 18.

If your score is—

8-10: Great work! You easily found the clue words on the context using restatements.

7 and below: Oops! You need more practice. Read.

Well done learner! You already know the meaning of the difficult words found in the poem. You are ready to move to the next part now. You can choose if you still want to continue or take a short break. Have fun reading and learning!

Think About This!

What will you do if your school supplies suddenly talk and act like real people? Let us take the time to read the short poem about a very strange or unusual dream. Try to remember important details from the text.



A Dream of School Supplies

I had a dream of school supplies,
where paperclips could talk;
where poster paper hung around
with marking pens and chalk.

The stationery idled
while the pencils madly raced.
The clocks went 'round in circles,
and the glue sticks merely paced.

The binders were inseparable.
They bonded with the tape.
The workbooks exercised
and helped the stencils stay in shape.

Some calculators added
to the numbers in this land,
and music was provided by
a singing rubber band.

My dream was strange and truly cool,
but *this* was even cooler:
The dictionaries all looked up to me.
I was the ruler.

Source: Kenn Nesbitt, "A Dream of School Supplies," November 5, 2019, www.poetry4kids.com/poems/a-dream-of-school-supplies/



That was funny, right? You might want to read the poem again before you answer the questions below. Write the answers on your answer sheet.

Comprehension Questions:

1. What can the paperclips do?
2. Which two things were inseparable?
3. What did the person talking in the poem become?
4. Can this happen in real life? Why or why not?
5. How should you take care of your school supplies?



Review your answers before checking them using the **Answer Key** on page 18.

If you got **4-5: Great!** It means you understood the poem well so you can now go to the next part of this module.

If you got **3 and below: Oops!** You need to read the poem to understand it better. You can do it.



What is It

In this module, we will be focusing on **ADVERBS**.

Let us first try to remember what adverbs are.



The child talks **proudly** about how he saved his kitten.
(The adverb **proudly** describes the verb talks.)

Our new park is **strangely** quiet.
(The adverb **strangely** modifies the adjective quiet.)

My teacher is **almost** always busy.
(The adverb **almost** modifies the adverb always.)



*From the examples given above, we can say that an **adverb** may describe or modify a verb, an adjective, or another adverb.*

Now, there is more information for you to know.

Focus and understand them carefully, okay? Here are the sentences from the poem.

A.

1. The pencils raced **madly**.
2. Rubber bands sang **loudly**.

What do the underlined words express?

M		N	N		R
---	--	---	---	--	---

What questions do they answer?

H		W
---	--	---

Try to answer before moving on.

You are right! They tell about **manner** and answer the question **how**.

Here are more examples:

Grandmother walks **slowly** down the stairs.
Mom asked **kindly** if we still want more food.
Father told us **clearly** how to get there.
Her hair swayed **wildly** during the trip.



REMEMBER:

Adverbs of manner tell **how things are done**. They answer the question "**how**." Most adverbs of manner are formed from adjectives.

Examples: happy-happily
 easy-easily
 slow- slowly
 silent-silently

Source: Remember, K to 12 English 4, Learners' Material, 299.

B.

1. The poster paper hung **on the walls**.
2. The clock's hand went **around the circle**.

What do the underlined words express?

P		A	C	
----------	--	----------	----------	--

What question do these words answer?

W	H	E		E
----------	----------	----------	--	----------

Try to answer before moving on.

Right! They tell about the **place** and answer the question **where**.

Some adverbs of place also function as prepositions.

The most common are **AT**, **IN** and **ON**.

Let us differentiate the uses of these three.



In general, we use at for a point

Examples:

Jane is waiting **at the bus stop** for you.

We stopped **at the end of the street**.

When will you arrive **at the office**?

In for an enclosed area

Examples:

Sarah opened the front door and went **in**.

I am staying **in** tonight.

On for a surface

Examples:

You are standing **on my foot**.

The van just drove **on**.

Here are more examples:

I cannot find it **anywhere**.

He put the book on the shelf **above**.

Do you think we can swim **across**?

Source: Judith Pett, “Adverbs of Place: Full List with Examples and Exercises”, www.onlineteachersuk.com/adverbs-of-place/

REMEMBER:

The underlined words and the phrases express **Adverb of Place**. A word that answers “where” is an adverb of place.



C.

1. I had an unusual dream **last night**.

2. My school supplies look normal **today**.

What do the underlined words express?

T		M	E
---	--	---	---

What question do these words answer?

W	H		N
---	---	--	---

Try to answer before moving on.

Right! They tell about **time** and answer the question **when**.

Let us read more examples of it.

We plan to leave in the morning.
The team practiced last Monday.
Mother will teach me how to bake today.

REMEMBER:

The underlined words and phrases above express **Adverb of Time**. Adverbs of time tell "when" or how an action is done.

Let us differentiate the three kinds of adverbs using the table below.



ADVERBS	What question does it answer?
Manner	How?
Place	Where?
Time	When?



Let us try if you were able to get it right. Here is a **Quick Check!** On your answer sheet, write **AP** if the phrase is an **adverb of place**, **AT** for **adverb of time**, and **AM** for **Adverb of Manner**.

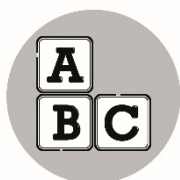
1. _____ last week
2. _____ at home
3. _____ noisily
4. _____ in October
5. _____ gently
6. _____ at the park
7. _____ behind the door

Check your work. Look for the answers on page 18.

Wow! You must have gotten everything correctly!

Always think of the **question** that can be answered by the adverbs so that you can identify and use them correctly.

Adverb of **manner** answers **how**; adverb of **time** answers **when**; and adverb of **place** answers **where**. Here are more! You can choose to continue or take a short break.



What's More

A. Using Adverbs of Manner

Analyze the following sentences carefully. Write the letter of the correct adverb of manner on your answer sheet.

1. When the leader talks too _____, it is difficult to understand what he's trying to say.

- A. quick B. quickly C. slowly

2. The singers _____ followed the directions of their conductor.

- A. easily B. goodly C. well

3. The audience cheered _____ at the great show.

- A. gently B. loudly C. successfully

4. Children _____ joined the parlor games.

- A. angrily B. excitedly C. sadly

5. Participants waited for their turn _____.

- A. correctly B. loudly C. patiently

Source: Do and Learn A and B, Adverbs of Manner, K to 12 English 4, Learners' Material, 300.

B. Using Adverbs of Place

Complete each sentence by writing the appropriate adverb of place on your answer sheet. Choose your answer from the words in the box.

in the library at the park everywhere
outdoors on the seashore

1. We enjoy having picnic _____.
2. Children love to read books _____.
3. It is nice to exercise _____.
4. We can see God's creations _____.
5. They enjoyed making sand castles _____.

Source: Do and Learn A and B, Adverbs of Place,
K to 12 English 4, Learners' Material, 272.

C. Using Adverbs of Time

Choose the letter of the correct adverb of time to complete the sentences.

1. Mother went to market _____.
A. today B. tomorrow C. yesterday
2. Sister will help me do my homework _____.
A. later B. last Tuesday C. a few hours ago
3. She will wash our dirty clothes _____.
A. last night B. on Wednesday C. never
4. I promise to clean my room _____.
A. last year B. tomorrow C. yesterday
5. I am busy working on my projects _____.
A. tomorrow B. last week C. now



Review all your answers before checking.

Use the **Answer Key** on page 18 to check your work. Were you able to get:

12-15: Excellent! We were able to follow through the lessons presented. You have shown outstanding performance!

11 and below: Oops, you need to keep your mind back in the activities. Focus, take a deep breath, and go on.



What I Have Learned

Complete the following sentences.

These words describe or modify a verb, an adjective, or another adverb. They are called (1) _____.

*The adverbs that answer the question **where** is an adverb of (2) _____, adverbs of (3) _____ tell **when** or how frequent an action is done, and adverbs of (4) _____ answers the question **how**.*



place

adverbs

time

manner

Check your answers using the Answer Key on page 18.



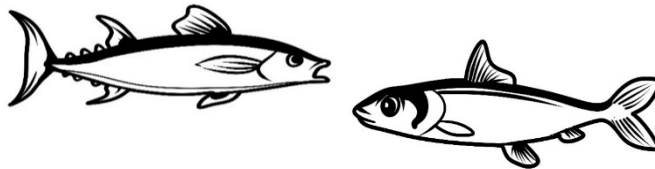
What I Can Do

THE ANIMAL KINGDOM

Draw three animals that you think are interesting. Write clear and coherent sentences using **adverbs of place** to tell where they live. Write the answers on your answer sheet.



Examples:



1. Most fish live **in freshwater lakes, streams, and rivers.**



2. The jellyfish can be found at the **bottom of the ocean** and **near the surface.**



3. Some turtles lay their eggs **in moist soils in the forest.**

Look at the **Answer Key** on page 18 to know how you will check your work.



Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.



Assessment

A. Adverbs of Place and Time

Complete each sentence by using the appropriate adverb of place or time. Choose your answer from the phrases in the box then write it on your answer sheet.

last Sunday	last month	in school	next summer
early in the morning		at home	at the front yard

1. Mother prepared breakfast _____.
2. Father keeps himself busy by fixing the fence _____.
3. We missed Grandmother so we visited her _____ after church.
4. Parents train us in doing household chores _____.
5. My brother bought a new bike _____.
6. Our teachers teach us to read _____.
7. For the _____, we plan to visit Boracay.

B. Adverb of Manner

Write or compose clear and coherent sentences using adverbs of manner from the given choices.

1. It is important to have notes organized _____.
2. Pupils should _____ join school activities.
3. Everybody should practice answering exams _____.

honestly

properly

Actively

Use the **Answer Key** on page 18 in checking your work. **If your score is---**

8-10: It means **you did great!** You know how to effectively use adverbs of manner, time, or place in sentences.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again. We are still here to help you out.





Additional Activities

Popcorn Graphic Organizers

Think of as many adverbs as you can and create your own Popcorn Graphic Organizer for the **three types of adverbs** to show them.

Here is an example of a Popcorn Graphic Organizer for Adverbs of Time.

Note: You cannot go to the next adventure unless you finish and pass all activities included in this module.



Congratulations on a job well done! You were able to master the skills in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!



Answer Key

Assessment

A.

1. early in the morning
2. at the front yard
3. last Sunday
4. at home
5. last month
6. in school
7. next summer

B.

1. properly
2. actively
3. honestly

Additional Activities

Rubric for Checking

15 points: made three organizers with their examples

10 points: made two organizers and their examples

5 points: made one organizer and its examples

What's New

Comprehension Questions:

1. The paperclips could talk.
2. The binders and tape were inseparable.
3. He became a ruler.
4. No, things can't talk.
5. Keep them when not in use. Handle them with care.

(Answers may vary.)

What I Have Learned

adverbs
place
time
manner

What I Can Do

Rubric for Checking

15 points: provided *three* drawings of animals with complete sentences *telling where* they live

10 points: provided *two* drawings of animals with complete sentences *telling where* they live

5 points: provided *one* drawing of animals with complete sentences *telling where* they live

What's New

One Time

1. simply
2. walking
3. folders
4. impossible to separate
5. textbooks
6. decorations
7. small computers that do math computations
8. gave
9. unusual
10. leader

Quick Check

1. AT
2. AP
3. AM
4. AT
5. AM
6. AP
7. AP

What's More

A. Using Adverbs of Manner

1. B
2. A
3. B
4. B
5. C

B. Using Adverbs of Place

1. at the park
2. in the library
3. outdoors
4. everywhere
5. on the seashore

C. Using Adverbs of Time

1. C
2. A
3. B
4. B
5. C

What I Know

A. Where Was It?

- 1) in the kitchen
- 2) at the canteen
- 3) at the playground
- 4) in our garden

B. When Was It?

- 1) tonight
- 2) tomorrow
- 3) next month

C. How Was It?

- 1) easily
- 2) neatly
- 3) promptly

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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph