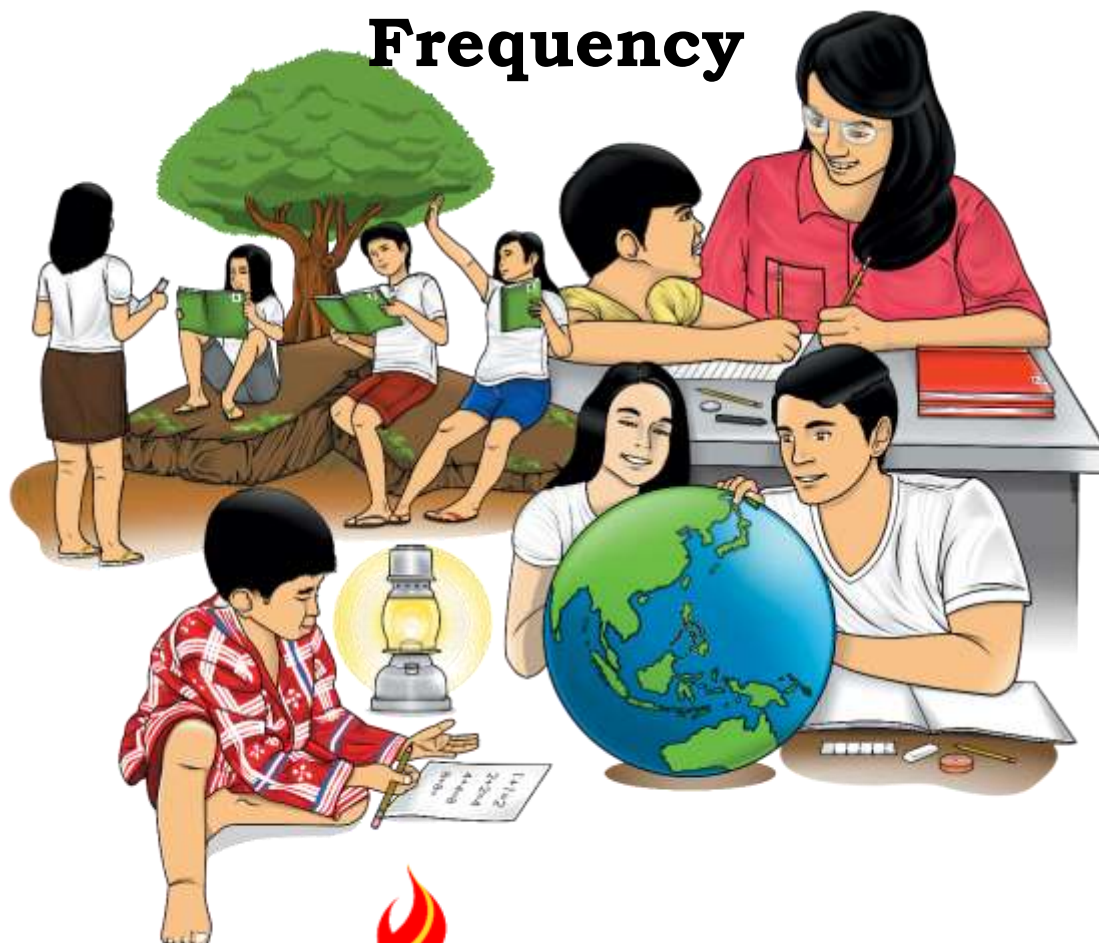


English

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

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English

Quarter 1 – Module 4

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

Introductory Message

This Self-Learning Module (SLM) has been created so that you 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.

Pretests 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 posttest 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.

Good luck and happy learning!



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 or 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. Playing under the sun always makes children happy.
2. They seldom go out with friends.
3. The dog barked repeatedly.
4. They almost won the championship game in basketball.
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***.

Take note also of the meaning of each word. Does the adverb talk about “how often” something happens or “how much” something is felt or done?

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

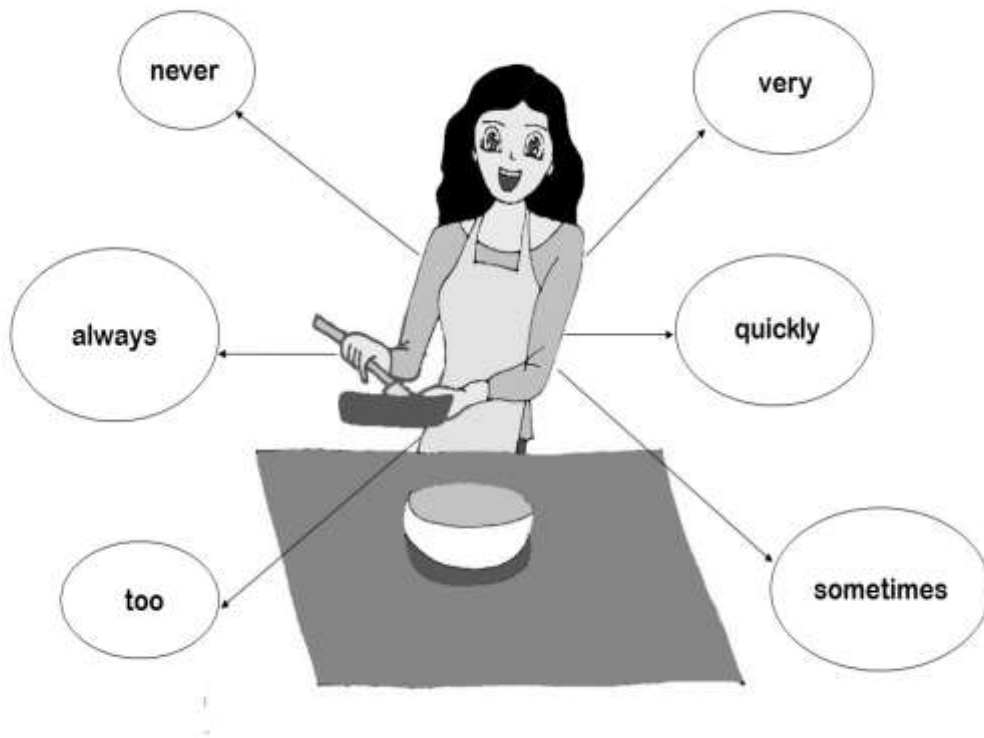
Directions: Read the following sentences. Tell if the underlined adverb in each sentence has something to do with **frequency** (how often something happens) or **intensity** (how strong or weak, high or low something exists). Write your answers in a notebook.

1. We need to work every day.
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, six slices of bread, two pieces of chicken wings, a plate of pasta, and a gallon of ice cream.



What's New

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



Thoughtful parents...

- (1) are also _____ attentive parents.
- (2) _____ think about their children's future.
- (3) make sure that the baby doesn't eat _____ much.
- (4) _____ forget.
- (5) know that kids _____ need to play.



What Is It

Adverbs describe or modify a verb, an adjective or another adverb. Adverbs are words that answer questions like *how*, *when*, *where* and to *what extent*.

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 are adverbs that tell “**to what extent**” something exists or is done. Usually, adverbs of intensity are written **before** the verb, adjective, or adverb that they modify although there are some exceptions. The words “very,” “quite,” “too,” “absolutely,” “extremely,” and “so” are examples of adverbs of intensity.

Examples:

- | | |
|--|---------------------------|
| 1. You are working too diligently. | (more diligent) |
| 2. The water was extremely cold. | (the cold is unbearable) |
| 3. The movie was quite fascinating. | (completely interesting) |
| 4. The group just left. | (they left very recently) |
| 5. He has almost finished his assignment. | (about to finish) |

B. Adverbs of Frequency

Adverbs of frequency tell “**how often**” an action is done. The most commonly used adverbs of frequency are: always, frequently, occasionally, sometimes, never, often, seldom, and usually. Adverbs of frequency are usually placed before a verb since they describe the frequency of the act or event stated in the verb.

Examples:

1. Lastikman **always** wears his mask on every mission.
2. Mary **usually** picks her up at the bus terminal.
3. Ben and Emma **often** go out for lunch together.
4. During rainy days, Jade **sometimes** comes to school wearing her raincoat.
5. Nick and Nadia **rarely** see each other because of the pandemic.

If we go back to your answers in the activity on the “thoughtful parents,” you will notice that the answers consisted of both adverbs of frequency (**always** think, **never** forget, 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 my 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 sure that you match the correct adverb with the sentence. Write the adverb in your notebook.

exactly	enough
very	monthly
extremely	
too	frequently
never	
every day	

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. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |



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 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 adding one-digit numbers?

_____ one-digit numbers.
(adverb of intensity)

Activity 2

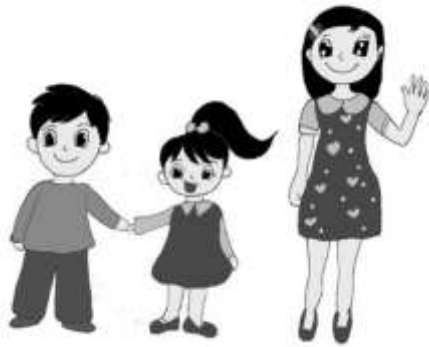
Directions: Put the words in the correct order to make a sentence. Write the sentences in your notebook.

1. frequently, brownouts, happen
2. feel, incredibly, great, I
3. never, room, messy, we, leave, should, our
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 siblings? (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 every day.
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

Assessment

Activity 1

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 2

6. Brownouts happen frequently or Brownouts frequently happen.
7. I feel incredibly great.
8. We should never leave our room messy.
9. Alita's arm was completely broken.
10. Let us pray silently.

What I Can Do

Activity 1

1. extremely
2. frequently
3. everyday
4. very
5. too

Activity 2

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

Additional Activities (Answers may vary)

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