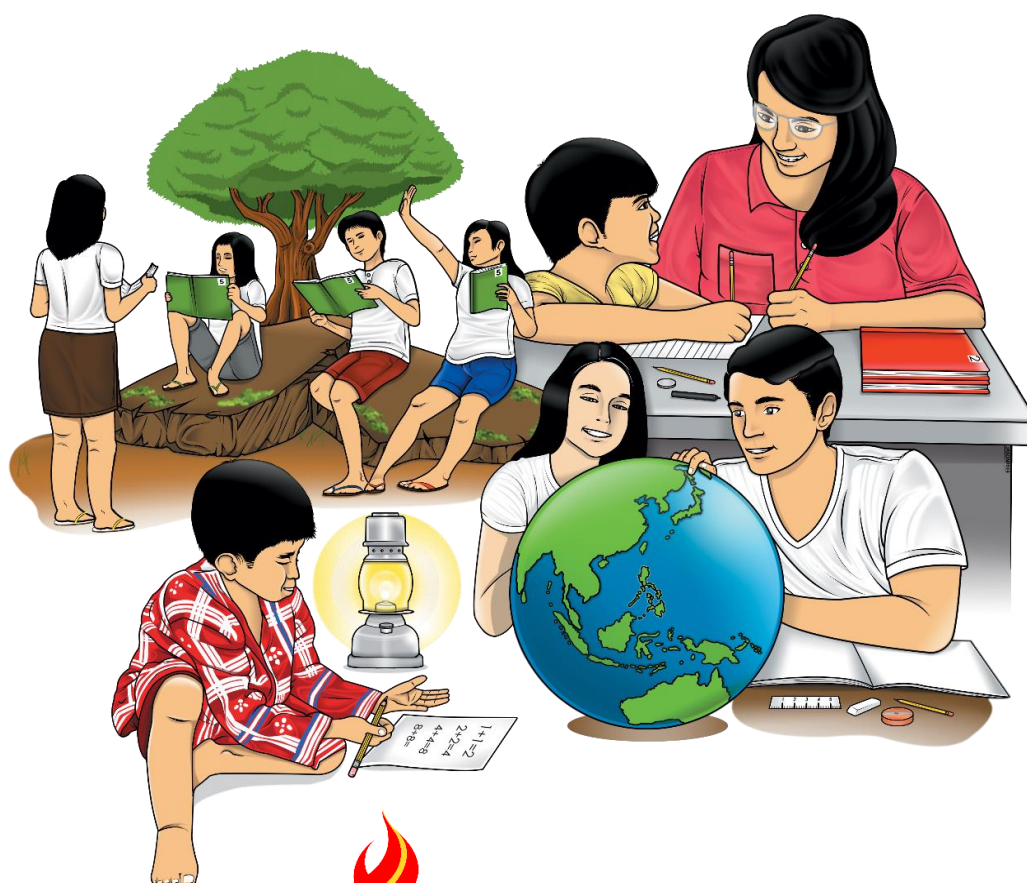


English

Quarter 2 – Module 1: Making Connections Between Texts to Particular Social Issues, Concerns, or Dispositions in Real Life



English– Grade 9

Alternative Delivery Mode

Quarter 2 – Module 1: Make Connections between Texts to Particular Social Issues, Concerns, or Dispositions in Real Life

First Edition, 2020

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Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers:	Maribel Anog-Gumangan and Irene S. Maniego
Editors:	Patricia Ulynn F. Garvida and Michelle G. Rocillo
Reviewer:	Eden F. Samadan
Layout Artist:	Michelle G. Rocillo, Antionette D. Sacyang
Management Team:	Malcolm S. Garma Genia V. Santos Dennis M. Mendoza Micah S. Pacheco Carleen S. Sedilla Angelita S. Jalimao Neil Vincent C. Sandoval

Printed in the Philippines by _____

Department of Education - National Capital Region

Office Address: Misamis St., Brgy. Bago Bantay, Quezon City

Telefax: (632) 8926-2213 /8929-4330 /8920-1490 and 8929-4348

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

English

**Quarter 2 – Module 1:
Making Connections Between
Texts to Particular Social Issues,
Concerns, or Dispositions in
Real Life**

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

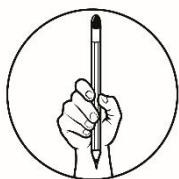
This module was designed and written with you in mind. It is here to help you master Making Connections between Texts to Particular Social Issues, Concerns, or Dispositions in Real Life. The scope of this module can be used by you in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into two lessons, namely:

- Lesson 1 –Bridging Connections between Poetry and Life
- Lesson 2 – Finding Meaning in the When, Where, and How of Life

After going through this module, you are expected to:

1. make connections between texts to issues, concerns, or dispositions in real life.
2. use literature as a way of understanding one's life experiences as well as other people's lives and circumstances.
3. distinguish the features present in poetry.
4. express appreciation for sensory images used.
5. identify adverbs in each text.
6. pick out adverbs in the given paragraph/s; and
7. express one's disposition in literary forms such as poem and essay using adverbs appropriately and effectively.



What I Know

Read each question carefully and then choose the letter of the best answer. Write your answer on a separate sheet of paper.

1. What mood is suggested by the last two lines of William Ernest Henley's poem, *Invictus*: "I am the master of my ship, I am the captain of my soul"?
A. persistent
B. sad
C. vindictive
D. funny
2. Prose is written in sentences which are arranged in paragraphs while poetry is written in lines grouped in _____.
A. composition
B. clause
C. stanza
D. phrase
3. "I should have forgotten you if not for the wind who whispered your name to me!" What figure of speech is used in the sentence?
A. metaphor
B. alliteration
C. personification
D. irony
4. What literary devices are used in the poem, "O Captain, My Captain," by Walt Whitman?
"But O heart! heart! heart!, O the bleeding drops of red,
Where on the deck my Captain lies, Fallen cold and dead"
A. simile and metaphor
B. apostrophe and alliteration
C. hyperbole and assonance
D. apostrophe and metaphor
5. "O Captain, My Captain" is an example of a/an _____.
A. epic
B. sonnet
C. elegy
D. ode
6. The song, "Auld Lang Syne" is intentionally played during _____.
A. funeral service
B. birthdays
C. Christmas party
D. New Year's Eve
7. *Auld Lang Syne* is a title of a poem written by Robert Burns in 1788. What does the phrase literally mean?
A. Happy New Year
B. For the good times
C. Old long since
D. Till we meet again
8. Our national heroes, soldiers, poets, artists, educators, and leaders are great people in the society. During this time of pandemic, who could be your new heroes? Identify at least three sectors of people in your society whom you consider great and heroic.
_____, _____, _____

9. Which of the following sentences uses an adverb?
- The doctor is very jolly and lovely.
 - The show will be held tomorrow at the quadrangle.
 - The policeman warned the people politely.
 - Both b and c
10. The following sentences contain different types of adverb. Which one does not?
- Today, the *Bayanihan* spirit thrives among the people.
 - The modern-day heroes are the front liners who serve ceaselessly amid the dangers of COVID-19.
 - Doctors and nurses work under great pressure in the hospital.
 - The president praised all the front liners.
11. Which of the given sentences below contain an adverb of manner?
- Today, the *Bayanihan* spirit thrives among people.
 - The modern-day heroes are the front liners who serve ceaselessly amid the dangers of COVID-19.
 - Doctors and nurses work under great pressure in the hospital.
 - The president praised all the front liners.
12. Which of the following statements is true about an adverb?
- It is a part of speech that modifies a noun or pronoun.
 - It is a part of speech that modifies a verb, adjective, or another adverb.
 - It is a part of speech that tells when, where, and how a thing is done.
 - Both b and c
13. Which sentence correctly shows an adverb of manner?
- She talks spontaneously and fluently.
 - Ana delivered a short message in front of the children.
 - Ben strolled at the park.
 - They arrived one hour late at the venue.
14. What sentence correctly shows an adverb of time?
- Alex waited for me for almost three hours.
 - He immediately consulted his doctor about the symptoms that he felt.
 - "Meet me at the lobby", said the nurse.
 - The soldier instructed him to show his quarantine pass.
15. The police officer handed back my pass carefully and cheerfully. What type of adverb are the underlined words?
- Adverb of manner
 - Adverb of time
 - Adverb of place
 - None of the above

Lesson

1

Bridging Connections between Poetry and Life

Men always find meaning in anything that happens to them; whether good or bad, pleasant or dishonorable, blissful or anguished. Indeed, there is always a connection between poetry and life! And why not, when poetry is given life by men's experiences, feelings, decisions, dispositions, struggles, and successes? Let us then be inspired with what is written for no matter how excellent or miserable its subject may be, poetry still bears bright ripples of hope and success!



What's In

Activity: Just for Fun!

Are you familiar with these lines? Read these interesting lines with the emotions they convey then answer the questions for each item.

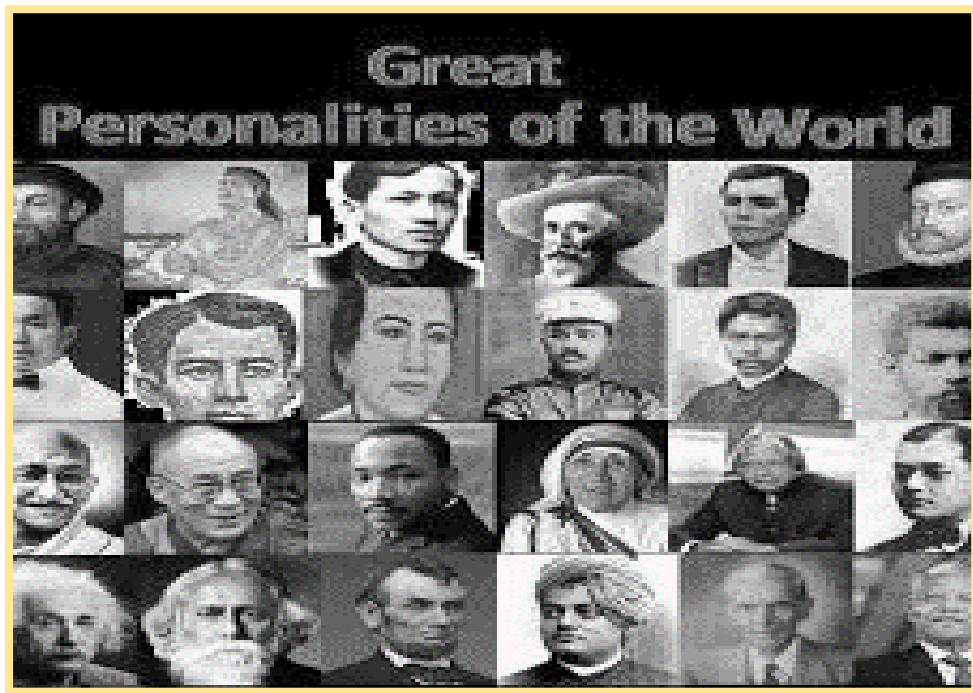
1. In poetry, how do you call the underlined words?
*"Mirror, mirror, on the wall
Who's the greatest of them all?"*
2. What literary device is used in the tongue twister below?
*"Peter Piper picked a peck of pickled pepper
A peck of pickled pepper Peter Piper picked
If Peter Piper picked a peck of pickled pepper
Where's the peck of pickled pepper Peter Piper picked?"*
3. Where are these romantic lines lifted?
*"If I profane with my unworthiest hand
This holy shrine, the gentle fine is this;
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss."*
4. What is the rhyme scheme of these lines from Shakespeare's Sonnet 130?
*"My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head."*



What's New

Activity1: Memories and Photographs!

1. Can you name some of the great personalities of the world who are included in the collage? Do you think they are truly great? Why? Why not?
2. Among those whom you have identified, who do you consider as the greatest? Why?
3. In this time of pandemic, who do you regard as *truly great*? Why?



Read the poem aloud and listen to the message it whispers to you. Observe the abundance of literary devices used by the author. Analyze how wonderfully the words are chosen to extract the richness of the ideas in each stanza.

I Think Continually of Those Who Were Truly Great

By Stephen Spender

I think continually of those who were truly great.
Who, from the womb, remembered the soul's history
Through corridors of light, where the hours are suns,
Endless and singing. Whose lovely ambition
Was that their lips, still touched with fire,
Should tell of the Spirit, clothed from head to foot in song.
And who hoarded from the Spring branches
The desires falling across their bodies like blossoms.

What is precious, is never to forget
The essential delight of the blood drawn from ageless springs
Breaking through rocks in worlds before our earth.
Never to deny its pleasure in the morning simple light
Nor its grave evening demand for love.

Never to allow gradually the traffic to smother
With noise and fog, the flowering of the spirit.

Near the snow, near the sun, in the highest fields,
See how these names are fêted by the waving grass
And by the streamers of white cloud
And whispers of wind in the listening sky.
The names of those who in their lives fought for life,
Who wore at their hearts the fire's centre.
Born of the sun, they travelled a short while toward the sun
And left the vivid air signed with their honour.

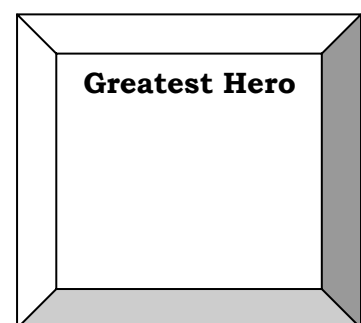
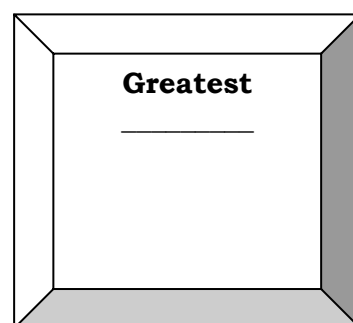
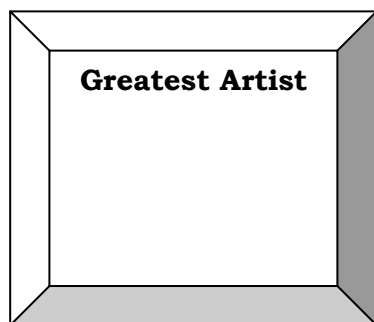
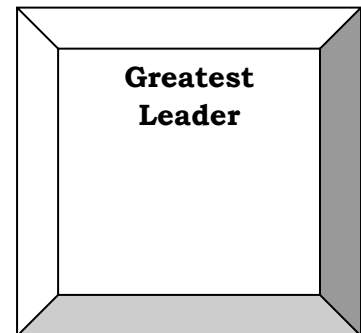
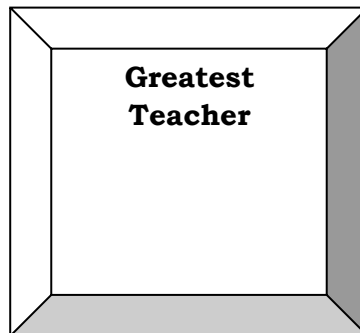
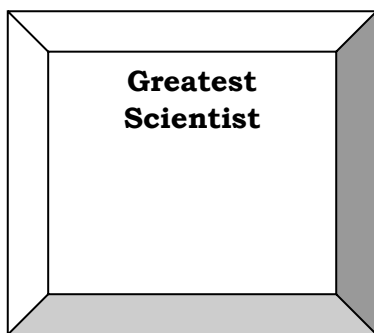
Activity 2: Check Me Out!

1. Who are being described by the persona in the first verse? What tone did the author use to describe them?
2. According to the second stanza, how are we supposed to treat precious things and great people?
3. In the last two lines of the third verse, name a few groups of people who, by virtue of their job or vocation, fall under this category.

*"Born of the sun they traveled a short while towards the sun,
And left the vivid air signed with their honor."*

Activity 3: A Wall to Remember!

Imagine that these frames will be hung on the Wall of Fame. Whose faces would you like to appear in the frame based on the given category? Cut their pictures and paste them on their appropriate frames. The one at the middle is for you. What could you be great of in the future?





What is It

Prose is basically a literary piece presented in the pattern of natural, straightforward, and ordinary language written in sentences that are arranged in paragraphs. It does not pay much attention to metrical or rhythmic structures but is most concerned about the accuracy of grammatical structure, punctuations, capitalization, and syntax.

Poetry is a special kind of artistic writing. It is a way of blending art with language. Repetition and rhythm are often used as building blocks for poetry. Poems use well-chosen words which are so intricately woven to convey lots of ideas, making each word very essential.

Category	Prose	Poetry
Structure/Form	Written in sentences forming paragraphs	Written in lines forming stanzas/verses
Syntax	Observes strict grammar, punctuation, and capitalization	Has loose grammar and punctuation Has poetic license
Kinds/Types	Common examples are essays, novels, journals, articles, blogs, news, speeches, diary entries, etc.	Common examples are: Lyric – elegy, ode, and sonnet Dramatic – tragedy, comedy, tragic-comedy, closed drama, and masque Narrative – epic, ballad, tale, metrical, and romance
Language Style	Usually straightforward, ordinary, and natural No limit in terms of word usage	Uses creative, concise, articulate words Uses figurative Language and is rhythmical
Content/Purpose	Informational, logical, practical	Emotional

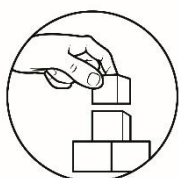
Now that you have a clearer understanding on the difference between prose and poetry, you are now ready to study the elements of poetry!

Elements of Poetry

The following are the most common elements of poetry:

1. **Stanza**– a group of lines that form the basic metrical unit in a poem or verse. Stanzas may be classified into different types, such as couplet- two lines that rhyme, tercet-three lines that may or may not rhyme, quatrain-four lines, cinquain-five lines, sestet-six lines septet-seven lines, and octave-eight lines. Three-lined poems up to eight-lined poems may or may not rhyme.
2. **Rhyme**– the repetition of the same or similar sounds at the end of each line. It is achieved when two or more words have the same sound when spoken or read, though these words may not have the same spelling. This rhyme creates a pattern within the poem, called rhyme scheme, which makes the poem more interesting.

3. **Rhythm**– the pattern of stressed and unstressed syllables in each line, giving the poem a regular beat. Each group of stressed and unstressed syllable is called “*foot*”. One kind of metered foot is the *iamb*, which is a unit of rhythm consisting of one unstressed (˘), followed by one stressed (/) syllable. *Iambic pentameter* consists of *five iambs* in a single line.
4. **Tone**– the attitude of the writer about a subject. This is created by word choice, setting, regular or irregular meter, and figurative language.
Mood– the emotion evoked by the author. It is the feeling or the atmosphere that the reader gets when he is reading a text.
5. **Imagery**– the use of vivid words that appeal to the five senses in order to deepen the reader’s understanding of the text. It also means the use of figurative language to represent ideas in a way that appeals to our physical senses. It usually creates an image in the reader’s mind.
6. **Figurative Language**– refers to a language that conveys deeper and more complex meaning of words than what it literally suggests. It is achieved mostly when identifying or comparing one to another. The most common figures of speech used in poems are simile, metaphor, personification, hyperbole, irony, alliteration, assonance, consonance, onomatopoeia, repetition, and symbolism.



What’s More

A Glimpse of Sonnet and the Sonneteers

Sonnets were first written as love poems which started in Italy by **Francesco Petrarch** in the 14th century. He was the first known major sonnet writer. Petrarch wrote a lot of poems compiled in a book called *Canzoniere*, meaning *songs*. His first epic poem, *Africa*, and other writings on Roman history made him very popular in Europe. In 1341, he became Rome’s *Poet Laureate*, one who is appointed to write poems for special events and occasions for the government.

William Shakespeare, a well-known dramatist and poet, started using sonnets during the Elizabethan Era. He was born in Stratford-Upon-Avon, England. He is regarded as the god of English Literature. Today, Shakespeare is known as one of the most prolific sonnet writers of all times. He wrote 154 sonnets which were published in 1609 by Thomas Thorpe.

Take time to read this additional information which differentiates English sonnet from Italian sonnet.

English Sonnet	Italian Sonnet
14 lines divided into three quatrains and a rhyming couplet 3 Quatrains x 4 lines = 12 lines Rhyming couplet = 2 lines Total= 14 lines	14 lines divided into two sections: octave and a sestet Octave = 8 lines Sestet = 6 lines Total = 14 lines
First two quatrains present a proposition, an argument, or a problem	The first eight lines present a problem or an argument; the last six lines provide an answer or a resolution

The third quatrain presents a turn from question to answer, from proposition to question	
The final couplet provides the theme of the poem or the final answer.	
Rhyme scheme is abab, cdcd, efef, gg	Rhyme scheme plays around: abba, abba, cde,cde; abba, abba, cde,dec; abba, abba, cdc, dcd
Its meter is <i>aperfectiambic pentameter</i>	Its meter is iambic pentameter
Sonnets 1-126 were dedicated to a young man Sonnets 127-154 were dedicated to a dark lady	Petrarch dedicated his sonnets to a beautiful woman named Laura. He wrote 317 sonnets for her.
Popularized by William Shakespeare	Canonized by Francesco Petrarch

Activity: Dress Me Up!

Copy Sonnet 18 in your Journal Notebook. Let us clothe the sonnet in fashion. First, label the lines according to their division as quatrains and couplet on the left side. Then on the right, underline all end words and write its rhyme scheme using the alphabet. When this is all done, try to mark the unaccented as well as the accented syllable in each line using the appropriate symbols.

Sonnet 18	
By William Shakespeare	
Shall I compare thee to a summer's day?	_____
Thou art more lovely and more temperate:	_____
Rough winds do shake the darling buds of May,	_____
And summer's lease hath all too short a date:	_____
Sometime too hot the eye of heaven shines,	_____
And often is his gold complexion dimm'd:	_____
And every fair from fair sometime declines,	_____
By chance or nature's changing course untrimm'd:	_____
But thy eternal summer shall not fade,	_____
Nor lose possession of that fair thou ow'st:	_____
Nor shall death brag thou wander'st in his shade.	_____
When in eternal lines to time thou grow'st:	_____
So long as men can breathe or eyes can see,	_____
So long lives this, and this gives life to thee.	_____



What I Have Learned

Activity: Exit Ticket

You have been exposed to different types of poetry and have experienced sonnets as well. It would be nice to show us your take-away by doing the Exit Ticket below. Be sure to answer all items to pass through the next level.

EXIT TICKET

1. In this lesson, I learned new words, such as:

- a. _____
- b. _____
- c. _____

2. I was especially *Hooked* in the particular topic on

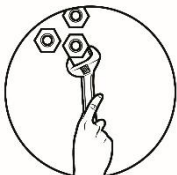
_____.

But then I think I need more time understanding the topic on

_____.
As a consequence, I will try to cope with it by _____
_____.

3. Through this lesson, I realized that life _____

_____.



What I Can Do

Literature and Life

By: Maribel Anog-Gumangan

It has been said that literature is life! It mirrors everything that transcends in our everyday life. Literature encompasses all types of emotions in any circumstances across people in all walks of life. At times it greatly manifests how man braves the storm of life to see the glittering rays at dawn. Sometimes it also paints man in his quest for the truth and how he explores every unturned stone to quench his thirst for what is! Often, though, literature portrays man in response to the dictates of his heart—whether that be on love, despair, bliss, trials, triumph, struggles, and power, to name a few! All these things having been scribbled on the pages comprise Literature!

It must be understood that literature and life do not outsmart each other. They walk alongside, hold each other's hand, and leave their mark on the sand! And like the story of the *Footprints in the Sand*, they leave only one mark because one

carries the other! It means, whatever man experiences, whatever man imagines happening, whatever man puts to life, it is artistically interwoven in literature! One

glorious thing about literature is that the rough edges of man's experiences are refined by the lessons conveyed in the written pages.

The adversities experienced by man today due to this pandemic must not cripple his desire towards the attainment of his dreams. He should learn to blend colors in life to let Prism glow its natural beauty as it is swiftly moved by the blow of the wind. Amidst these eminent changes, man must trust the One True God and His plans for us. Look at a man in the eye and wipe away the glaring shadow of fear and uncertainty in him. Look at a child in the eye and assure him of hope, direction, and discernment. Let literature paint the color of a meaningful life in the hearts of everyone!

Activity: Bridging the Gap!

1. Read the article again and take special notice on the figurative language used by the author. List them down in your journal notebook then try to analyze their meaning.
2. Pick out words that are unfamiliar to you then look up their meaning in a dictionary. Beside your definition, construct a sentence using the vocabulary word.
3. Choose a line or an idea that struck you the most. Relate that line or idea to your present situation in life.
4. Think of something positive to say to someone in your family whom you think is most affected by the pandemic. Talk to him/her about the other side of this inevitable challenge. You may find inspiration in the message that the article conveys.

Scoring Guide

	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pts
Content	Content is thorough and appropriate with relation to time period. There's an abundance of descriptive details.	Content is mostly appropriate with relation to time period. There are many descriptive details.	Content is somewhat appropriate with relation to time period. There are a few descriptive details.	Content has no relation to the time period and has very little descriptive details.
Knowledge	The journal reflects an excellent understanding of knowledge of the time period. The journal is developed effectively.	The journal reflects good knowledge of the time period.	The journal reflects knowledge of the time period, there may be a few minor misconceptions.	The journal shows no reflection of knowledge of the time period.
Organization / Structure	The journal is organized and the text flows smoothly.	The journal is mostly organized and most text flows smoothly.	The journal is somewhat organized. Text is slightly hard to follow.	The journal is not organized. Text is nearly impossible to follow.
Grammar, Punctuation & Spelling	Journal has no grammatical or punctuation errors. There are no spelling errors.	Journal has a few minor grammatical, punctuation and/or spelling errors.	Journal has many minor or major grammatical, punctuation and/or spelling errors.	Journal has many major grammatical, punctuation and/or spelling errors.

Lesson

2

Finding Meaning in the When, Where, and How of Life

Before we start with the discussion on adverb and its types, it might be of great help to recall what you previously know about adverbs as a part of speech.

Study the sentences below:

1. The room was elegantly decorated.
2. The horse runs quickly.
3. The house was painted yesterday.
4. The sun shines brightly.
5. He delivered all the items in the hospital.

How are the underlined words used?



What's In

Activity: Pliant as a Bamboo!

Do you remain grateful despite all your circumstances in life? Read the letter below and connect your thoughts and emotions to the thoughts and feelings of the writer. Have you ever experienced the same? If so, what is it about? Write it in your journal or diary.

Then, consider the underlined words. What are they and how do they function in the sentences they are situated?

Dear Lord,

As I start the day, I just want to thank you for all that you've been, for all that you are and for your faithfulness in my life. Today, Lord, indeed is a fresh beginning a perfect day to forget about the pains and sufferings of yesterday and head on to the hopes of tomorrow. Yesterday is but just a shadow; now, is the brilliance or gleam and not just flickers of light. As I walk on with a head held high and feet firmly planted on the ground, I, your humble and weak creature was once again empowered and well-directed by your lamp carrying the brightest light. With your compassion, grace, and mercy, my spirit would always be strong and free. No evil power can hamper me to walk directly in the path you are leading me. I cling to your resounding words in Psalm 123 "The Lord is my shepherd, I shall not want, He makes me lie down in green pastures, and He leads me in still waters".

Yesterday, I was guilty of many things. Today, I am a new creation through your cleansing power. Things may be difficult. Life itself, and even people around could knock me down through their words and actions; but I would always stand with pride, honor, and dignity for you alone Lord, know exactly what's in my heart and mind. People's actions causing unexplainable heartaches ignite me to be always pursuing, still achieving, continuously laboring, and patiently waiting for your outpouring of blessings. I may be crashed, and my head is bloody, but it remains unbowed knowing that you are always there to lift me up, God. I thank you Father for being with me in all circumstances of my life and for staying by my side guiding me through my life's journey.

Humbly yours,

Eneri



What's New

Activity: Expressing Sincere Appreciation in No Occasion!

Read the poems below and underline the adverbs.

Then, relate your personal experiences to that of the poet. As a student, was there ever a time when you wrote a thank you note or have you ever composed a poem dedicated to your teacher/s who inspired you and made an impact on your life and with whom you are thankful with? And have you expressed your deep and sincere appreciation to our doctors, nurses, policemen, soldiers, sanitary engineers, and all other front liners? If so, how did you do it? Scribble your answer in not more than three (3) sentences.

<p>A Poem for my Professor (Eneri S. Ogeinam)</p> <p>To an epitome of grace, wit and beauty A woman of strength and exceptional character No words can describe you further That's all I can utter Truly because you are beyond compare</p> <p>For all the laughter you continuously share Overflowing knowledge, wisdom and care A humor that makes learning fun and enjoyable Imploring meaningful ideas and making things comfortable All these make you admirable</p> <p>In this world full of mystery and wonder Your influence is like a roar of thunder It echoes here, there and everywhere Mobilizing me to be better In my craft and character</p> <p>To you, my superb professor With all pride and honor That is my clamor Innate in you is the glamor Of a woman worth emulating for</p> <p>Your smile brings power and happiness To our week full of stress Each time I look at you I am reminded of people who I looked up to They seem so few, and one of them is you!</p>	<p>Thank You Teacher (Eneri S. Ogeinam)</p> <p>How can I forget thee? From this day on, to eternity? Your light is shining so brightly With a heart full of love and mercy To a learner like me</p> <p>Your fairness exudes far beyond marvel With which I am inspired to do better Your versatility has taught me greatly To be the best of what I can be You truly are an inspiration to me!</p> <p>A teacher of grace, charm and beauty I will never ever forget thee For you taught and mentored me patiently Deeply encouraged me amid life's perplexity All these, I owe to thee</p> <p>A teacher like no other A great mentor and encourager Motivating every learner to be better You were there to scaffold Acting as a great stronghold</p> <p>I am what I am today Because you light the way I am now a teacher too; Greatly influenced by you And if one day, we cross way... I will proudly say Thank you teacher! I honestly and sincerely love you!</p>
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What is It

ADVERB

An **adverb** is a part of speech that simply acts or functions to modify an adjective, a verb, or another adverb. It answers the questions: When? Where? How? To what extent? Simply, it tells us how a thing is done, and when and where it is done.

Examples:

1. An adverb describes an adjective.

The doctors are extremely busy attending COVID-19 patients.

What adjective describes doctors? Busy.

How busy? Extremely is the adverb.

2. It describes another adverb.

The victim acted quite suspiciously.

How did the victim act? = suspiciously (adverb)

How suspiciously? = quite (adverb describing another adverb)

3. It describes a verb.

The sun *shines* brightly amid the rain.

What did the sun do? Shines (verb)

How did it shine? = brightly (adverb)

Remember:

A. Adverbs can be anywhere in a sentence.

1. Quickly, the doctors attend to the needs of the COVID-19 patients.
2. The doctors attend quickly to the needs of the COVID-19 patients.
3. The doctors attend to the need of the COVID-19 patients quickly.

B. Two or more adverbs may be present in a sentence, a combination plainly of an adverb and an adverb phrase.

The teachers are crafting modules carefully and skilfully in the library hub.

Carefully, skilfully (adverb of manner)

in the library hub- adverb phrase (adverb of place)

C. Adverbs remind us about the what, when, where, why, and how of the events in our life. Hence, let us face these circumstances/events with courage and with arms widely open to handle and hurdle challenges bravely and wilfully.

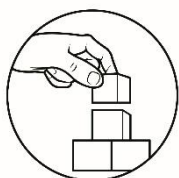
Types of Adverb

Adverbs play various functions aside from what were already discussed. They also serve to indicate location (where), time (when), and the manner of how things are done.

Adverbs of place talk about location	Adverbs of time indicate or tell when
outside	recently
inside	last year
in	yesterday
out	soon
here	then
there	later
everywhere	today
anywhere	daily
somewhere	presently
nowhere	immediately
abroad	now
upstairs	tonight
downstairs	tomorrow

Adverbs of manner tell us how an action is being done.			
accidentally	fortunately	poorly	swiftly
angrily	frankly	powerfully	tenderly
anxiously	frantically	promptly	tensely
awkwardly	generously	punctually	thoughtfully
badly	gently	quickly	tightly
beautifully	gladly	quietly	truthfully
blindly	gracefully	rapidly	unexpectedly
boldly	greedily	rarely	victoriously
bravely	happily	really	violently
brightly	hard	recklessly	vivaciously
busily	hastily	regularly	warmly
calmly	healthily	reluctantly	weakly
carefully	honestly	repeatedly	wearily
carelessly	hungrily	rightfully	well
cautiously	hurriedly	roughly	wildly
cheerfully	inadequately	rudely	wisely
clearly	ingeniously	sadly	
closely	innocently	safely	
correctly	inquisitively	selfishly	
courageously	irritably	sensibly	
cruelly	joyously	seriously	
daringly	justly	sharply	
deliberately	kindly	shyly	
doubtfully	lazily	silently	

eagerly easily elegantly enormously enthusiastically equally eventually exactly faithfully fast fatally fiercely fondly foolishly	loosely loudly madly mortally mysteriously neatly nervously noisily obediently openly painfully patiently perfectly politely	sleepily slowly smoothly so softly solemnly speedily stealthily sternly straight stupidly successfully suddenly suspiciously	
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What's More

Activity 1: Pick Me Rightly!

Choose the word that best fits in to complete each sentence.

1. The woman designed the room (elegant, elegantly).
2. Front liners perform their job carefully and (skilful, skilfully).
3. The soldiers and policemen stayed (steady, steadily) all day and all night in checkpoint areas.
4. We are (current, currently) in Modified Extended Community Quarantine (MECQ).
5. The Prime Minister explained (clear, clearly) his points of view.

Activity 2: Label Me Correctly!

Underline and label the adverbs in the given paragraph below. Write above your underlined word the letters AT for Adverb of Time, AM for Adverb of Manner, and AP for Adverb of Place.

Today, the world is caught off guard with the coming of the COVID-19, a global pandemic. It has affected everything and everyone. It has taken lives and is continuously infecting hundreds of thousands, if not millions, around the world. To date, scientists and health experts are still working together to discover a vaccine as

a means to cure and to stop the spread of the aforesaid virus. Currently, the best ways for people not to contract the virus are to observe proper hygiene, frequent hand washing, and use of mask and alcohol anytime, anywhere, and everywhere they go. Equally important, is to strengthen one's immune system by eating healthy and nutritious food, having enough rest and sleep, as well as doing healthy exercises. Furthermore, staying at home and strictly observing physical distancing are also some of the best measures in avoiding the contraction of the virus.

Activity 3: It's Adverb Harvest Time!

Read the text below and pick all the adverbs you can see, and then put them in the column where they belong in the table provided below.

TIME	PLACE	MANNER

Man and Faith

Eneri S. Ogeinam

Bowed by the weight of this global pandemic, our human character and resilience are again tested. Whether rich or poor, weak or strong, famous or not, no one is exempted by this COVID-19 virus. Since time immemorial, many have been crying loudly and eagerly for equality. Suddenly, this cry was answered differently. Yes, COVID-19 came not just to cause havoc on humanity and economy; but also on a lighter note, it came as a great global equalizer.

This global pandemic opens doors towards various realizations and several universal truths as points of reflection. Indeed, everything in life is but just temporary. Our life, our wealth and all possessions we have, including our own skills and knowledge, they become limited, at times become meaningless and uncertain. Even the most powerful people and countries suddenly become powerless. Everything is unpredictable. We have no control of our time here on earth, for in this current situation, we all have nothing to behold. Our friends may come and go and our social connections and interactions gradually cease. Dreams, aspirations and all things we hold dearly, with a wink of an eye they slowly disappear like bubbles. Everything in this world swiftly becomes volatile, uncertain, complex and ambiguous. Indeed, we live in a VUCA world where all of us need to swim by. Nothing is certain and the only constant now is change. And the very question is, “Who do we run to? Can we fully and truly rely on the government, family and friends for help?

As we battle this global pandemic, all we need is a positive mindset. More than ever, it is a time indeed of awakening, rekindling, and strengthening our FAITH. Faith to a supreme being, our God Almighty is primarily the source of our hope that keeps us going and enables us to conquer our fears and anxieties amid the gaps and huge changes in this “new normal”. We all are caught off-guard, but with our faith, we continue to fight, to be proactive and to be positive at all times. We learn how to look at the brighter side of life and choose to be optimistic amid the negativity around. Hence, our faith spells the big difference in facing all forms of life’s challenges. Therefore, let us hold onto our faith strongly and dearly for as long as we believe we will never tremble nor fear the unseen. Remember, God is greatest and strongest above all forms of viruses such as this COVID-19.

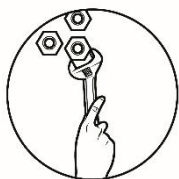


What I Have Learned

Activity: A PENny for Your Thoughts?

Have a flashback of your experiences for almost six months now during the period of Extended Community Quarantine (ECQ), Modified Extended Community Quarantine (MECQ), and General Community Quarantine (GCQ). Scribble your ideas using adverbs correctly by following the format below.

Topic: COVID-19
What is it about?
When did it occur?
Where did it come from?
Why did it occur/happen?
How did it occur/happen?
What are your reflections/realizations amid this global pandemic?
What message can you give to your fellowmen in this time of global pandemic?



What I Can Do

Activity: Express Your Heart Out!

Amid this global pandemic, do you still find reason/s to smile and be grateful about what you have? Why? Jot down your ideas in a 2-3 paragraph essay or in a 4-5 stanza poem depicting your gratefulness about your life's circumstances. State also who you cling to and depend on in this trying time. Remember to use the types of adverb in your poem or essay.

Be guided of the following mechanics:

Organization-

10 points

Content-

30 points

Effective use of adverb and its types-

10 points

Total-

50 points

Scoring Rubric

Category	Scoring Criteria	Total Points	Score
Organization (10 points)	POEM/ESSAY presentation is appropriate for the topic and audience.	5	
	Lines/sentences are presented in a logical sequence.	5	
Content (30 points)	Introduction is catchy and provides framework for the body and ending of the composition writing or lines in poetry are beautifully written.	5	
	Good and effective choices of words are used and they are well-defined in language appropriate for the target audience.	5	
	Paragraph/Poem presentation contains unity of ideas/oneness of thought.	5	
	Ideas cohere or ties with one another and length of presentation is within the assigned number of paragraphs or number of stanzas.	5	
	Points made reflect relative importance to the topic and focuses on the central theme of the activity and information was well communicated.	5	
	There is a conclusion summarizing the Poem or paragraph and or effective clincher was employed.	5	
Effective use of adverbs (10 points)	Writer made use of adverb types effectively and appropriately.	5	
	Speaker uses types of adverb in variety of sentences in a paragraph or in lines of poetry.	5	
Score	Total Points	50	

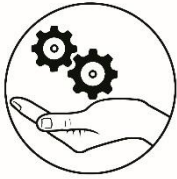


Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which is NOT one of the basic characteristics of an adverb?
 - A. It modifies a verb or another adverb.
 - B. It tells when, where, or how an action is done.
 - C. Time, place, and manner are some of its types.
 - D. It modifies a noun or pronoun.
2. Manny Pacquiao is an epitome of a man worth emulating because he helps his constituents ceaselessly especially during this time of global pandemic. Which is true about the sentence?
 - A. The word ceaselessly does not tell how an action is done.
 - B. The word ceaselessly is used as an adjective in the sentence.
 - C. The word ceaselessly in the sentence is an adverb of manner.
 - D. The word ceaselessly is merely for Manny.
3. Which of the following sentences contain an adverb of time?
 - A. I had a nightmare last night about this global pandemic.
 - B. I had a vision that this pandemic will vanish immediately.
 - C. I had a dream of helping humanity globally.
 - D. I had high hopes that it will disappear quickly as a bubble.
4. Which of the following sentences depict an adverb of place?
 - A. In the hospital the doctors and nurses serve with a wide smile.
 - B. They serve all their patients cheerfully and patiently.
 - C. They only rest for few minutes.
 - D. They quickly run to meet the president.
5. Which of the following sentences expresses an adverb of manner?
 - A. The policemen and soldiers greatly suffer from lack of sleep.
 - B. The policemen and soldiers stayed the whole night on their post.
 - C. The policemen and soldiers work day and night.
 - D. The policemen and soldiers cannot stay in their own homes.
6. The teachers will soon work as front liners in the academe. What type of adverb is the underlined word?
 - A. Adverb of time
 - B. Adverb of place
 - C. Adverb of manner
 - D. All of the above
7. The delivery man handed me the package carefully. And as he left, he uttered "thank you" shyly. How do you call the underlined words?
 - A. Adverb of manner
 - B. Adverb of place
 - C. Adverb of time
 - D. None of the above
8. Which of the following is a characteristic of poetry?
 - A. It is written in stanza form that uses special kind of language and figurative devices.
 - B. It is usually conventional and ordinary.
 - C. It strictly observes grammatical rules and structure.
 - D. It uses sentences and paragraphs.

9. Tic-tac, tic-tac, says the wall clock
Tic-tac, tic-tac, says the raindrop
This is an example of _____?
A. assonance
B. onomatopoeia
C. alliteration
D. repetition
10. The following lines were taken from *Sonnet 116* by William Shakespeare. How do you call the group of four lines in a Shakespearean sonnet?
A. sestet
B. tercet
C. quatrain
D. octave
11. What kind of love is suggested by lines 1-4?
*Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when its alteration finds,
Or bends with the remover to remove.*
A. A love that changes when things go wrong
B. A love that fades away as they aged
C. A love that remains faithful and constant
D. A love that dies as one moves to another place
12. Shakespeare's sonnets consist of a perfect iambic pentameter. How many iambs per line are referred to in an iambic pentameter?
A. 10
B. 5
C. 14
D. 12
13. Italian sonnet was popularized by Francesco Petrarch who wrote hundreds of poems to a lady whom he eventually found to be married. Who is this lady?
A. Queen Anne
B. Mona Lisa
C. Queen Elizabeth
D. Laura
14. The following are taken from the third quatrain of *Sonnet 116*. What is the theme of the entire quatrain?
*Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.*
A. It talks about love that is like a clown with red lips and cheeks, whose job is to fool us with his magic tricks.
B. Time cannot alter real love and that time is of little significance because it lasts only a few weeks yet true lasts forever.
C. Time is like a fool and love ends when the world ends.
D. There is no use loving truly because everything will end during the Last Judgment.
15. Personally, I think of poetry as _____.



Additional Activities

“Those who never changed their mind never changed anything,” Winston Churchill.

Today, change is inevitable! In fact, everything about us, everything around us, and everything within us has changed! This change came unnoticed! It happened so swiftly that no one was able to prepare for it! It seems that there is nothing that we can do about it. Our only hope is *Divine Intervention* that can surely put an end to the cause of this dilemma that people in the entire world is facing! Shall we succumb to this despair? Will this be a reason to give up your dreams and your aspirations? Of course, not!

We, Filipinos, are known for our resilience! It is in fact our trademark and which no other nation has claimed greater possession of than we do! We endure, we laugh, we sing, we share, and we care, amidst calamities which make any turbulence we face lighter. Dear Grade 9 students, you are expected by the whole world to continue working towards the achievement of the dreams you started to build! Let us show the world that no virus is too strong to topple us down!

Activity 1: Changing Times

Look closely at the collage of pictures below. Identify the activities from each picture. What do these pictures say about the sudden change in our lifestyle these days? Are you able to cope with the new normal?



Activity 2: One Last Try!

Did you know that Francesco Petrarch was not the only sonnet writer in the land of the English? In the 19th century, Elizabeth Barrette Browning, a daughter of a wealthy landowner in England, was held in high respect for her courage in writing.

Elizabeth met Robert Browning, a poet, in one of the family gatherings her father usually sponsors. The two felt love at first sight. But Elizabeth's father disapproved of their love. From day one, the two began to exchange love letters in the form of sonnets. One day, the two decided to elope and went to Florence, Italy and got married. Their love letters were then compiled and published with the title, "*Sonnets from the Portuguese*." Let us experience one of her sonnets, entitled, "*Sonnet 43, How Do I Love Thee, Let Me Count the Ways*."

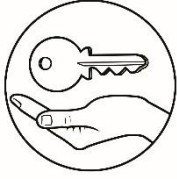
Sonnet 43: How Do I Love Thee, Let Me Count the Ways

By Elizabeth Barrette Browning

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right;
I love thee purely, as they turn from praise.
I love thee with the passion put to use
In my old griefs and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.

Try This!

1. Use your journal notebook and do the same thing with this poem as you have done in Activity 1.1.
2. This time draw the line between the two sections of the 14 lines which will separate the octave from the sestet. See for yourself the difference between the two poems in terms of structure.
3. Underline all end words and determine the rhyme scheme of the sonnet by assigning a letter in the alphabet as you have done with Sonnet 18. Compare the difference between the two in terms of rhyme scheme.
4. Finally, feel the rhythm of the poem by giving one tap on the table for unaccented syllable, and a clap on accented syllable.



Answer Key

What I Know	
1. A	
2. C	
3. C	
4. B	
5. C	
6. D	
7. C	
8. Doctors, nurses,	
9. D	
10. D	
11. B	
12. D	
13. A	
14. A	
15. A	
LESSON 1	
What's In	
1. Rhyme	
2. Alliteration	
3. Shakespeare's Romeo	
4. ABAB	

What's New	
Activity 2	
1. people who have great contribution; proud	
2. never forget them and their legacy	
3. soldiers, social workers, peace advocates, teachers, etc.	
LESSON 2	
What's New	
• A Poem for My Professor (truly, continuously)	
• Thank You Teacher (brightly, greatly, truly, patiently, deeply, proudly, sincerely)	
What's More	
Activity 1	
1. elegantly	
2. skilfully	
3. steadily	
4. currently	
5. clearly	

Activity 2	
• AT (anytime, today, frequent)	
• AM (continuously, still, strictly)	
• AP (around the world, anywhere, everywhere)	
Activity 3	
• Adverb of Time (since time immortal)	
• Adverb of Place (in a world, on the government)	
• Adverb of Manner (loudly, eagerly, differently, suddenly, gradually, slowly, fully, truly, strongly, dearly, swiftly, primarily)	
Assessment	
1. D	
2. C	
3. A	
4. A	
5. A	
6. A	
7. A	
8. A	
9. B	
10. C	
11. C	
12. B	
13. D	
14. B	
15. Any sensible answer may be accepted	

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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