

**Name of activity:** Grammar snacks: Adverbs of frequency

**Short description:** students categorize, reorder and do a gap fill to gain further practice in using adverbs of frequency.

**Link to curriculum:** Grade 7; Unit 1.7

**Difficulty level:** medium

**Time:** 30 minutes

**Learning outcomes:** students will be able to identify the usage of adverbs of frequency and their positioning in a sentence.

Students will also be able to gain practice in using adverbs of frequency appropriately.

(Competency; 6 Grammar)

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
Lesson plan with: <ul style="list-style-type: none"><li>✓ Worksheet</li><li>✓ Flashcards</li><li>✓ Cut ups</li></ul>	Lesson plan with: <ul style="list-style-type: none"><li>✓ Worksheets to project (data projector)</li></ul>	Lesson plan with: <ul style="list-style-type: none"><li>✓ Activities for a Computer Room</li></ul>

Links to material:

1. <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-snacks/adverbs-frequency>
2. [http://learnenglishteens.britishcouncil.org/sites/teens/files/gs\\_adverbs\\_of\\_freq\\_-\\_exercises.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/gs_adverbs_of_freq_-_exercises.pdf)
3. [http://learnenglishteens.britishcouncil.org/sites/teens/files/gs\\_adverbs\\_of\\_freq\\_-\\_answers.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/gs_adverbs_of_freq_-_answers.pdf)

## Option 1: Worksheet

<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Make photocopies of the worksheets below.</li> <li>• Cut out the adverbs of frequency (flashcards) for the first activity or use the suggestion given.</li> </ul>	
Stage	Procedure
<p><b>Introduction</b></p> <p><b>2 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they are going to practice using adverbs of frequency.</li> <li>2. Put students into groups of 4.</li> <li>3. Explain to students that first, they are going to group some adverbs of frequency according to the place they can be used in a sentence.</li> </ol>
<p><b>Activity 1</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw the 2 columns in the worksheet of worksheet 1 with their headings on the board and ask students to make a copy of it. (1 copy per group)</li> <li>2. Put up the cut up adverbs (given below the work sheets, see flashcards) on the wall around the room.</li> <li>3. Tell students that one student from each group will be the runner. The runner must look at a word, memorize it and tell it to the group.</li> <li>4. Then the group must decide which column the adverb belongs to. Once this is done, the runner can go memorize another word. Different groups members can take it in turns to run.</li> <li>5. Once students have completed the first activity check answers as a whole class and clarify answers.</li> </ol>
<p><b>Activity 2</b></p> <p><b>8 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students should work individually for this activity.</li> <li>2. Tell the students that they are going to reorder sentences with adverbs of frequency.</li> <li>3. Handout worksheet 2 or put the 3 sets of sentences in the activity on the board.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Explain that they must reorder the sentences in the order of frequency.</li> <li>5. Put up the following order on the board. (Least frequent = 1 and most frequent = 3).</li> <li>6. Get 3 students who finish early and have ordered correctly to order the sentences on the board.</li> <li>7. Clarify the answers with relevant explanations.</li> </ol>
<p><b>Activity 3</b> <b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students should work in pairs for this activity.</li> <li>2. Give each pair a copy of worksheet 3 or if photocopies are a problem put the sentences up on the board.</li> <li>3. Tell students that they must place the adverb of frequency in the correct blank.</li> <li>4. Monitor activity.</li> <li>5. When students finish, ask them to compare and discuss their answers with another pair before giving and clarifying the answers.</li> </ol>
<p><b>Variation</b></p>	<ol style="list-style-type: none"> <li>1. You could write up the adverbs of frequency on colored pieces of paper and stick them around the class for activity 1.</li> <li>2. If photocopies are a problem, put up the sentences on the board (for activities 2 and 3)</li> </ol>

## Worksheet 1

### 1. Check your grammar: grouping – adverbs of frequency

Write the words and phrases into the correct group.

occasionally	hardly ever	seldom	once a month	never
every Wednesday	sometimes	quite often	on Mondays	three times a week

Before the main verb e.g. I _____ go swimming	At the end of the clause e.g. I go swimming _____

## Worksheet 2

### 2. Check your grammar: reordering – adverbs of frequency

Write a number 1-3 to put these sentences in order of frequency (least frequent = 1 and most frequent = 3).

1. .... He usually goes bowling on Saturdays.  
 .... He often goes bowling.  
 .... He seldom goes bowling.

2. .... I only see him once a month.  
 .... We see each other every weekend.  
 .... We hardly ever see each other.

3. .... Occasionally we watch TV together.  
 .... We like watching TV together every evening.  
 .... We watch TV together on Thursdays.

## Worksheet 3

### 3. Check your grammar: gap fill – adverbs of frequency

Write the word or phrase in the correct place.

1. I \_\_\_\_\_ think \_\_\_\_\_ about \_\_\_\_\_ becoming a pilot. (sometimes)
2. The Queen \_\_\_\_\_ celebrates \_\_\_\_\_ her birthday \_\_\_\_\_. (twice a year)
3. We \_\_\_\_\_ play \_\_\_\_\_ computer games \_\_\_\_\_. (In the evening)
4. You \_\_\_\_\_ think \_\_\_\_\_ about \_\_\_\_\_ your future. (hardly ever)
5. I \_\_\_\_\_ have \_\_\_\_\_ seen \_\_\_\_\_ her before. (never)
6. I \_\_\_\_\_ use \_\_\_\_\_ the school library \_\_\_\_\_. (most afternoons)
7. My parents \_\_\_\_\_ go \_\_\_\_\_ to the cinema \_\_\_\_\_. (about once a year)
8. I \_\_\_\_\_ don't \_\_\_\_\_ wear \_\_\_\_\_ black in summer. (normally)

**Flashcards (cut these words up and stick them around the room)**

<b>Occasionally</b>	<b>Hardly ever</b>	<b>Once a month</b>
<b>Seldom</b>	<b>Never</b>	<b>Every Wednesday</b>
<b>Sometimes</b>	<b>Quite Often</b>	<b>Three times a week</b>
<b>On Mondays</b>		

## Option 2: Data projector

### Preparation:

- Make 1 photocopy of the worksheet below.  
[http://learnenglishteens.britishcouncil.org/sites/teens/files/gs\\_adverbs\\_of\\_freq\\_-\\_exercises.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/gs_adverbs_of_freq_-_exercises.pdf)
- Go to the following link and do the activities yourself.  
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-snacks/adverbs-frequency>
- Cut out the adverbs of frequency for the first activity or use the suggestion given.
- Make individual copies of the 2<sup>nd</sup> activity or use the suggestion given.
- Make copies (1 per pair) of the third activity.

Stage	Procedure
<p><b>Introduction</b></p> <p><b>2 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they are going to practice using adverbs of frequency.</li> <li>2. Put students into groups of 4.</li> <li>3. Explain to students that first, they are going to group some adverbs of frequency according to the place they can be used in a sentence.</li> </ol>
<p><b>Activity 1</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Project worksheet 1 and ask students to make a copy of it. (1 copy per group)</li> <li>2. Put up the cut up adverbs (given below the worksheets) on the wall around the room.</li> <li>3. Tell students that one student from each group will be the runner. The runner must look at a word, memorize it and tell it to the group.</li> <li>4. Then the group must decide which column the adverb belongs to. Once this is done, the runner can go memorize another word. Students can take turns as the runner.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Monitor activity.</li> <li>6. Check answers as a whole class by opening the activity in the given link and nominating students to give the answer for you to drag and drop into the correct column.</li> </ol>
<p><b>Activity 2</b> <b>8 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students should work individually for this activity.</li> <li>2. Tell the students that they are going to reorder sentences with adverbs of frequency.</li> <li>3. Display the sentences in worksheet 2 using the data projector.</li> <li>4. Explain that they must reorder the sentences in the order of frequency. (Least frequent = 1 and most frequent = 3).</li> <li>5. Tell students that there are 3 sets and you will move on to the second set after 2 minutes and they can copy first and re order later.</li> <li>6. Monitor activity.</li> <li>7. Elicit and clarify the answers with relevant explanations.</li> </ol>
<p><b>Activity 3</b> <b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students should work in pairs for this activity.</li> <li>2. Project worksheet 3</li> <li>3. If students are copying down from the screen give them 1 minute per sentence.</li> <li>4. Tell students that they must place the adverb of frequency in the correct blank.</li> <li>5. Tell them that they can copy first and then attempt to answer if they are copying from the screen.</li> <li>6. Monitor activity.</li> <li>7. When students finish, ask them to compare and discuss their answers with another pair before displaying and clarifying the answers.</li> </ol>

## Option 3: Computer Lab

### Preparation:

- Arrange students in pairs and give them the following link to open the activity.  
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-snacks/adverbs-frequency>

Stage	Procedure
<b>Introduction</b>  <b>2 mins</b>	<ol style="list-style-type: none"> <li>4. Tell students that they are going to practice using adverbs of frequency.</li> <li>5. Put students into groups of 4.</li> <li>6. Explain to students that first, they are going to group some adverbs of frequency according to the place they can be used in a sentence.</li> </ol>
<b>Activity 1</b>  <b>10 mins</b>	<ol style="list-style-type: none"> <li>1. Give students the link to open the activity</li> <li>2. Ask students to work in pairs and drag and drop the adverbs into the correct columns.</li> <li>3. Early finishers could attempt the activity individually.</li> <li>4. Elicit and clarify answers.</li> </ol>
<b>Activity 2</b>  <b>8 mins</b>	<ol style="list-style-type: none"> <li>1. Tell the students that they are going to reorder sentences with adverbs of frequency.</li> <li>2. Ask students to open the second activity in the given link.</li> <li>3. Ask students to take turns to do this activity: One student attempts all questions, checks the score before giving the chance to the other student.</li> <li>4. Explain that they must reorder the sentences in order of frequency. (Least frequent = 1 and most frequent = 3).</li> <li>5. Display and clarify the answers with relevant explanations.</li> </ol>

<p><b>Activity 3</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Explain to students that they are going to do a gap fill on adverbs of frequency. They must type in the adverb in the correct space.</li> <li>2. Ask students to open the third activity on the given link.</li> <li>3. Students remain in pairs and take turns to do the sentences. (Students should check score after each student finishes).</li> <li>4. Students should only check answers when all questions have been answered.</li> <li>5. Check for students with the highest score.</li> <li>6. Monitor activity and go through the answers question by question, clarifying all.</li> </ol>
<p><b>Variation</b></p>	<ol style="list-style-type: none"> <li>1. If time tell students to attempt the third activity individually.</li> </ol>