

ENGLISH GRAMMAR TEACHING RESOURCES

Fun and Engaging Photocopiable Activities,
Worksheets and Games

ELEMENTARY (A1-A2)



ENGLISH GRAMMAR TEACHING RESOURCES

Elementary (A1-A2)

FIRST EDITION

By Teach-This.com



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TeachThis Limited

2301 Bayfield Building
99 Hennessy Road
Wanchai, Hong Kong

<https://www.teach-this.com>

Notes for Teachers

The Elementary Grammar Teaching Resources eBook

This collection of over 110 teaching resources from the Teach-This.com website provides worksheets, activities, and games aimed at Elementary level (A1-A2) students. These resources have been created by a dedicated team of highly qualified and experienced English teachers and ESL professionals and have been tried and tested many times in the classroom.

The resources can be used in any general English course and are intended to supplement other materials. These resources are flexible enough to be easily incorporated into most lesson plans and can be used to introduce or reinforce language, practice or revise language structures, or improve core skills.

The book contains a wide range of easy to use, practical, and effective supplementary materials that focus on speaking practice as well as grammar and vocabulary exercises or activities to help students develop their reading and writing skills.

How to Use this eBook

First, scan through the table of contents to select a teaching resource. To make the selection process easy, all resources are categorised according to their relevant grammar point and are arranged in alphabetical order. The table of contents also indicates the aim of each resource and lists activity types that the students will engage in. Shortcut hyperlinks that quickly and easily direct you to your chosen resource are included.

Each resource comes with detailed teacher's notes that provide key details such as activity types, language focus, aim, preparation requirements, and estimated time duration. The notes also include a comprehensive step-by-step procedure and answer keys, making lessons quick and easy to plan. Each resource comes in a user-friendly and printable A4 PDF format.

Activity Types Explained

Each resource in this eBook falls into one of three categories: worksheets, activities, or games. The worksheets provide opportunities for students to examine form and function and exercises typically focus on either grammar or vocabulary. The activities are designed to provide opportunities for students to practice using the language in more interactive and interesting ways. The games offer students more fun and engaging methods to practice the language and help to liven up lessons.

For each grammar point covered in this eBook, you will generally be provided with one standalone worksheet, one activity, and one game to help students learn and practice the language in different ways.

Controlled and Freer Practice

Speaking activities in this eBook are labelled as either controlled or freer practice. In the controlled practice activities, students are given the target language to practice in a limited form. These activities are more restricted, and the focus is more on developing accuracy. The freer practice activities provide students with prompts that require them to make meaningful choices before they use the language. This enables students to produce the target language more independently with more of a focus on fluency than accuracy.

Contents

Name	Aim	Activity Type
Adjectives		
1. Basic Adjectives	To learn and practice 12 basic adjectives.	Grammar and vocabulary exercises
2. Adjectives Bingo	To match adjectives with various nouns.	Vocabulary game
3. Adjective Match	To match and complete sentences with common adjectives.	Vocabulary game
Adverbs of Frequency		
4. Elementary Adverbs of Frequency	To learn and practice describing daily activities with basic adverbs of frequency.	Reading and grammar exercises Speaking activity
5. My Partner's Daily Life	To ask and answer present simple questions about daily life using frequency adverbs.	Speaking activity
6. Knowing Me, Knowing You	To guess how often people do certain things and to make sentences with adverbs of frequency.	Speaking game
Articles		
7. Introduction to Articles	To learn and practice how to use articles.	Grammar exercises
8. Amazing Articles	To practice completing sentences with articles and words.	Grammar activity
9. Match it	To match articles (<i>a, an, the</i>) with nouns.	Grammar game
Be Going To Statements		
10. Be Going To Practice	To practice positive and negative <i>be going to</i> statements.	Grammar exercises Speaking activity
11. What are they going to do?	To describe weekend plans using <i>is going to</i> and <i>isn't going to</i> .	Speaking activity
12. First Day of Work	To practice saying <i>be going to</i> statements.	Grammar game
Be Going To Wh Questions		
13. What are you going to do?	To practice forming, asking and answering <i>be going to Wh</i> questions about future plans.	Grammar exercises Speaking activity
14. Are you going to...?	To ask and answer questions about future plans using <i>be going to</i> .	Speaking activity
15. Connect Four Questions	To form <i>be going to Wh</i> questions from answers.	Grammar game

Contents

Name	Aim	Activity Type
Be Going To Yes/No Questions		
16. What are your plans?	To learn and practice <i>be going to</i> yes/no questions about future plans.	Grammar exercises
17. Sun and Fun Resort	To ask and answer yes/no questions about future plans with <i>be going to</i> .	Reading and vocabulary exercise Speaking activity
18. Unwanted Questions	To match <i>be going to</i> yes/no questions with short answers.	Grammar game
Comparatives		
19. Introduction to Comparatives	To learn and practice comparative adjectives and comparative sentences with <i>than</i> .	Grammar exercises
20. Fun Facts	To guess missing comparative adjectives in sentences about fun facts.	Grammar game
21. Comparative Cards	To link nouns together by making comparative sentences with <i>than</i> .	Grammar game
Countable and Uncountable Nouns		
22. The Shopping List	To categorise nouns as either countable or uncountable.	Vocabulary exercise
23. Countability Crossword	To express countability and number.	Speaking activity
24. Countability Go Fish	To distinguish between countable and uncountable nouns.	Grammar, vocabulary and speaking game
Demonstrative Adjectives		
25. This Worksheet is Useful	To learn and practice demonstrative adjectives.	Vocabulary exercises
26. Demonstrate the Demonstrative	To form and practice saying simple sentences that use demonstrative adjectives.	Speaking game
27. This Dog is Sleepy	To describe nouns using demonstrative adjectives.	Speaking and vocabulary game
Future Simple		
28. Predictions Practice	To practice using <i>will</i> for predictions.	Grammar exercises Speaking activity
29. Cruel or Kind?	To reply to statements with positive or negative comments in the future simple.	Grammar game
30. I think you will...	To make predictions about a partner's future plans using the future simple form <i>will</i> and <i>won't</i> .	Speaking game

Contents

Name	Aim	Activity Type
Have got and Has got		
31. Have got or has got?	To learn and practice how to use <i>have got</i> and <i>has got</i> in affirmative and negative sentences, and questions.	Grammar exercises Speaking activity
32. Let's face it	To ask and answer questions about physical appearance using <i>has got</i> .	Speaking activity
33. Have Got Battleships	To ask and answer <i>have/has got</i> questions.	Grammar game
Imperatives		
34. Classroom Commands	To learn and practice imperatives related to classroom commands and language.	Grammar exercises
35. Treasure Map	To give instructions using imperatives.	Speaking activity
36. Who would say that?	To form orders and instructions using the imperative structure.	Grammar game
Irregular Verbs		
37. Introduction to Irregular Verbs	To learn and practice 10 irregular verbs in the past and present tense.	Grammar exercises Speaking activity
38. Past Tense Talk	To ask and answer questions using past simple irregular verbs.	Grammar game Speaking activity
39. Three in a row	To match base form, past tense and past participle irregular verbs together.	Grammar game
Modal Verbs of Ability		
40. Can or can't?	To learn and practice the modal verbs of ability <i>can</i> and <i>can't</i> .	Grammar exercises
41. Prove It!	To ask and answer questions about abilities using <i>can</i> and <i>can't</i> .	Speaking activity
42. Ability Bingo	To practice asking and answering questions with <i>can</i> and <i>can't</i> .	Speaking game
Past Simple Affirmative and Negative		
43. Alicia's Day	To learn and practice regular and irregular verbs in past simple affirmative and negative sentences.	Grammar exercises
44. In the Past	To make true past simple affirmative sentences with time expressions.	Speaking game
45. Who did the same?	To practice making past simple affirmative statements.	Speaking activity
46. Excuses Excuses	To practice forming past simple affirmative sentences.	Speaking game

Contents

Name	Aim	Activity Type
Past Simple Regular Verbs		
47. -ed Sounds	To practice the -ed sounds of past simple regular verbs.	Grammar exercises Pronunciation activity
48. Regular Verbs Connect 4	To practice the correct pronunciation of past simple regular verbs.	Grammar and pronunciation game
49. -ed Sorting Race	To pronounce and sort past simple regular verbs according to their -ed ending sounds.	Pronunciation game
Past Simple Was Were		
50. Was or Were?	To learn and practice the past simple of the verb <i>to be</i> (was and were).	Grammar exercises
51. Find Someone Who Was...	To practice asking and answering yes/no questions with <i>was</i> and <i>were</i> .	Speaking activity
52. Sentences and Questions	To make affirmative and negative statements and questions with <i>was</i> and <i>were</i> .	Speaking game
Past Simple Wh Questions		
53. Wh Questions with Did	To learn and practice past simple <i>Wh</i> questions with <i>did</i> .	Grammar exercises Speaking activity
54. Where did they go?	To practice asking and answering past simple <i>Wh</i> questions.	Speaking activity
55. Your Last Holiday	To ask past simple <i>Wh</i> questions to find out about a classmate's last holiday.	Speaking activity
Past Simple Yes/No Questions		
56. Did, Was and Were Questions	To practice past simple yes/no questions and short answers with <i>did</i> and the verb <i>to be</i> .	Grammar exercises Speaking activity
57. Copy Cat	To practice asking past simple yes/no questions with <i>Did you...?</i>	Speaking activity
58. Who did what?	To ask past simple yes/no questions with <i>Did you...?</i>	Speaking activity
Possessives		
59. This is your worksheet	To learn and practice possessive adjectives.	Grammar exercises
60. What's your favourite...?	To practice asking questions using possessive adjectives.	Speaking and writing activity
61. It must be true!	To create true sentences using possessive adjectives.	Grammar game

Contents

Name	Aim	Activity Type
Prepositions of Place		
62. Location, Location	To learn and practice ten prepositions of place.	Grammar exercises Speaking activity
63. Where are these places?	To practice giving locations using prepositions of place.	Speaking activity
64. Prepositions of Place Dominoes	To practice making prepositional phrases using prepositions of place <i>in</i> , <i>on</i> and <i>at</i> and then to use each prepositional phrase in a sentence.	Grammar game
Prepositions of Time		
65. In, On and At Practice	To learn and practice the prepositions of time: <i>in</i> , <i>on</i> , <i>at</i> .	Grammar exercises Speaking activity
66. Find Someone Who...	To ask and answer yes/no questions that contain prepositions of time.	Speaking activity
67. Make a Sentence	To practice forming sentences with prepositional time phrases.	Grammar game
Present Continuous		
68. Present Continuous Practice	To learn and practice the present continuous tense.	Grammar and writing exercises
69. What are they doing?	To practice asking and answering questions using the present continuous.	Grammar exercises Speaking activity
70. Fun Memory Game	To practice forming sentences using the present continuous.	Grammar game
71. Illustrations	To guess present continuous sentences from drawings.	Grammar game
Present Simple Affirmative and Negative		
72. Isn't or Doesn't?	To learn and practice third-person singular auxiliary verbs in present simple negative sentences.	Grammar exercises
73. Monday to Friday	To practice talking about routines using present simple affirmative and negative sentences.	Speaking activity
74. Positive or Negative?	To practice making present simple affirmative or negative statements.	Speaking game
75. Present Simple Dominoes	To practice present simple affirmative and negative sentence structure.	Grammar game
76. Habits and Lifestyles	To make present simple affirmative and negative statements.	Speaking game

Contents

Name	Aim	Activity Type
Present Simple <i>Wh</i> Questions		
77. Question Time	To learn and practice <i>Wh</i> questions in the present simple tense.	Grammar exercises
78. Information Exchange	To ask and answer present simple <i>Wh</i> questions with the third-person singular.	Speaking activity
79. A Day in the Life of a Football Player	To complete a text by asking and answering present simple <i>Wh</i> questions.	Speaking activity
80. Habits and Routines	To ask and answer present simple <i>Wh</i> questions about habits and routines.	Speaking activity
Present Simple Yes No Questions		
81. To Be and Do Questions	To practice yes/no questions and short answers in the present simple with the verb <i>to be</i> and <i>do</i> .	Grammar and reading exercises
82. Do or Does?	To practice present simple yes/no questions with <i>do</i> or <i>does</i> .	Grammar exercises
83. Find me	To practice asking and answering questions with the verb <i>to be</i> and <i>do</i> .	Grammar and writing activity
Quantifiers		
84. How Much and How Many	To learn and practice asking questions using <i>How much</i> and <i>How many</i> .	Vocabulary and grammar exercises Speaking activity
85. Some or Any?	To complete sentences with <i>some</i> or <i>any</i> phrases.	Grammar game
86. Many Guesses	To practice asking questions using <i>How much</i> and <i>How many</i> .	Grammar game
Question Words		
87. Introduction to Question Words	To learn and practice using question words.	Grammar exercises
88. Interview Me	To practice using question words.	Speaking activity
89. Questions, Questions	To practice question words.	Speaking activity
Singular and Plural Nouns		
90. Singular or Plural?	To learn and practice singular and plural nouns.	Grammar and vocabulary exercises
91. What do you see?	To practice using and spelling plural nouns correctly.	Vocabulary game
92. Make it Plural	To make singular nouns plural and to spell the plural forms.	Vocabulary game

Contents

Name	Aim	Activity Type
Subject and Object Pronouns		
93. Subject and Object Pronoun Practice	To complete and write sentences with subject and object pronouns.	Grammar, writing and reading exercises
94. Love it or hate it?	To give opinions of people, places and things using subject and object pronouns.	Speaking activity
95. Replace it	To match and replace underlined words in sentences with subject or object pronouns.	Grammar game
Subject-Verb Agreement		
96. Francesca's Neighbours	To learn and practice subject-verb agreement with the present simple in both written and spoken forms.	Grammar and writing exercises Speaking activity
97. Fun with Verbs	To match verbs with nouns and make present simple sentences using the correct subject-verb agreement.	Grammar exercises
98. Sentence Tic-Tac-Toe	To complete present simple sentences with the correct subject-verb agreement and to pronounce verb forms correctly.	Grammar and pronunciation game
There is/are		
99. A Walk in the Park	To learn <i>There is</i> and <i>There are</i> structures for statements, questions and short answers.	Grammar exercises Speaking activity
100. Shop till you drop	To ask and answer questions about shops and shopping facilities using <i>Is there a...?</i> and <i>Are there any...?</i>	Speaking activity
101. Bedroom Bedlam	To describe a bedroom by making <i>There is/are</i> sentences.	Grammar game
Verb to be		
102. Verb To Be Practice	To practice present simple verb <i>to be</i> subject-verb agreement in affirmative and negative sentences and questions.	Reading and grammar exercises
103. Find Out	To practice the various uses of the verb <i>to be</i> by asking and answering questions.	Speaking activity
104. Are you...?	To practice asking and answering present simple yes/no questions with the verb <i>to be</i> .	Grammar game
105. Snap it up	To match yes/no questions with the verb <i>to be</i> to short answers.	Grammar game

Contents

Name	Aim	Activity Type
Verbs		
106. 20 Common Verbs	To learn and practice 20 common verbs in English.	Grammar, vocabulary and reading exercises
107. Collocations Challenge	To practice verb collocations and making sentences with 20 common verbs.	Vocabulary game
108. Verb Squares	To guess missing verbs in sentences.	Vocabulary game
Wh Questions		
109. What type of question is that?	To practice <i>Wh</i> questions in the present simple and present continuous.	Grammar exercises Speaking activity
110. Question Correction	To correct mistakes in questions and then use the questions to interview a partner.	Grammar exercise Speaking activity
111. First to Ask	To form <i>Wh</i> questions that elicit specific answers.	Speaking game

Activity Type

Grammar and Vocabulary Exercises: matching, categorizing, gap fill and unscrambling

Focus

Basic adjectives

Aim

To learn and practice 12 basic adjectives.

Preparation

Make one copy of the two-page worksheet for each student.

Time

25 minutes

Introduction

In this adjectives worksheet, students learn and practice 12 basic adjectives.

Procedure

Give each student a copy of the two-page worksheet.

Students begin by matching each adjective with its opposite.

Exercise A - Answer key

1. c 2. a 3. b 4. f 5. d 6. e

Next, students describe pictures with adjectives and nouns from boxes.

Exercise B - Answer key (some wording may vary)

- | | |
|-------------------|---------------------|
| 1. cold weather | 7. short hair |
| 2. a big dinosaur | 8. bad luck |
| 3. a good idea | 9. a new car |
| 4. an old man | 10. a small mouse |
| 5. hot coffee | 11. a high mountain |
| 6. a long snake | 12. a low price |

After that, students fill in gaps in sentences with suitable adjectives from Exercise B.

Exercise C - Answer key

- | | | | |
|---------|---------|---------|-----------|
| 1. high | 4. hot | 7. long | 10. bad |
| 2. cold | 5. big | 8. low | 11. short |
| 3. old | 6. good | 9. new | 12. small |

Finally, the students put words in the correct order to make sentences containing adjectives from the worksheet.

Exercise D - Answer key







1. He comes from a big family.
2. I will be here for a long time.
3. The clouds are low in the sky.
4. I had a bad headache last night.
5. I would like a hot drink please.
6. My parents give me expensive gifts.
7. The old city has high walls around it.
8. I bought some new clothes from the store.
9. The students take a short break at 10 o'clock.
10. David listens to old songs on the radio.

A. Match each adjective with its opposite.

- | | | | |
|---------------|----------|----------------|---------|
| 1. good | a. old | 4. small | d. high |
| 2. new | b. short | 5. low | e. hot |
| 3. long | c. bad | 6. cold | f. big |

B. Describe each picture with an adjective and noun from the chart.

Adjectives				Nouns			
low	hot	new	high	mouse	idea	snake	dinosaur
good	long	short	bad	mountain	man	coffee	weather
cold	small	old	big	car	price	luck	hair

1.	..... .....	7.	..... .....
2.	..... .....	8.	..... .....
3.	..... .....	9.	..... .....
4.	..... .....	10.	..... .....
5.	..... .....	11.	..... .....
6.	..... .....	12. \$100 \$10	..........

C. Fill in each gap with a suitable adjective from Exercise B.

1. The buildings in New York are
2. The weather is in winter.
3. My grandmother is
4. Don't touch the plate. It's
5. My house is It has six bedrooms.
6. She is a cook. Her food is great!
7. He is tall and has legs.
8. Buses can't go under the bridge.
9. I just bought a watch.
10. Don't say that! It's a word.
11. He has hair.
12. The kitten was so cute.

D. Put the words in the correct order to make sentences containing adjectives.

1. family / from / comes / big / a / he

.....

2. for / I / time / here / a / long / will / be

.....

3. low / clouds / the / the / sky / in / are

.....

4. bad / a / had / last / night / I / headache

.....

5. drink / like / hot / a / please / would / I

.....

6. me / parents / my / gifts / give / expensive

.....

7. city / around / old / the / has / walls / it / high

.....

8. I / from / new / some / bought / clothes / store / the

.....

9. short / take / at / o'clock / students / 10 / a / break / the

.....

10. old / David / the / radio / to / listens / songs / on

.....

Activity Type

Vocabulary Game:
matching, bingo (group
work)

Focus

Adjectives
Adjective-noun
collocations

Aim

To play bingo by
matching adjectives with
various nouns.

Preparation

Make one copy of the
bingo cards and noun
cards for each group
of three and cut as
indicated.

Time

25 minutes

Introduction

In this adjectives game, students play bingo by matching adjectives with various nouns.

Procedure

Divide the students into groups of three.

Give each student a bingo card and each group a set of noun cards. Have the students shuffle the noun cards and place them face-down in a pile on the desk.

Students then take it in turns to turn over the top noun card from the pile.

All the students then match the noun with an appropriate adjective on their bingo card and write it in the space provided, e.g. a black cat.

After all the students have matched the noun with a suitable adjective, they read their answers to the group to check them.

If a student doesn't have an appropriate adjective, they write nothing for that round.

The first student to get four squares in a row horizontally, diagonally or vertically wins and shouts 'Bingo!'.

Students can play several rounds by erasing their answers and swapping bingo cards each time. In this case, ask the students to use a pencil when writing.

Bingo card A

a black	a loud	a hot	a hard
a short	an easy	a clean	a small
a happy	a big	a white	a tall
a dirty	a cold	a quiet	a sad

**Bingo card B**

a small	an easy	a tall	a hot
a hard	a big	a black	a quiet
a loud	a white	a sad	a cold
a short	a clean	a happy	a dirty

Bingo card C

a hard	a clean	a white	a small
a big	a tall	a happy	a dirty
a black	a hot	a quiet	a sad
a loud	an easy	a short	a cold



Noun cards



test	room	sheep	mouse
elephant	mountain	boy	T-shirt
cat	day	park	movie
song	game	book	drink

Activity Type

Vocabulary Game: gap-fill, pelmanism (pair work)

Focus

Adjectives

Aim

To play a pelmanism game where you match and complete sentences with common adjectives.

Preparation

Make one copy of the sentence cards and adjective cards for each pair of students and cut as indicated.

Time

25 minutes

Introduction

In this adjectives game, students match and complete sentences with common adjectives.

Procedure

Divide the students into pairs.

Give each pair of students a set of sentence cards and a set of adjective cards.

Ask the students to shuffle each set of cards separately and spread them out face-down on the table in two sets.

The students then take it in turns to turn over one sentence card and one adjective card.

If the adjective completes the gap-fill sentence appropriately, the student reads the sentence aloud, replacing the missing word with the adjective on the card.

The student then keeps the two cards and has another turn.

If the cards don't match, the student turns them back over, keeping them in the same place and it's the other student's turn to play.

The game continues until all the cards have been matched.

The student with the most pairs of cards at the end of the game is the winner.

Afterwards, go through the correct answers with the class.

Answer key

- | | | |
|-----------|---------------|------------|
| 1. clean | 11. beautiful | 21. young |
| 2. new | 12. happy | 22. easy |
| 3. heavy | 13. late | 23. dark |
| 4. wrong | 14. short | 24. fast |
| 5. strong | 15. thirsty | 25. hungry |
| 6. right | 16. good | 26. wet |
| 7. tall | 17. early | 27. cold |
| 8. hot | 18. old | 28. loud |
| 9. quiet | 19. sad | 29. angry |
| 10. funny | 20. dirty | 30. dry |



1. The windows were because I'd just washed them.	2. I lost my mobile phone, so I had to buy a one.	3. My school bag was so that I couldn't carry it.	4. That's the answer. Please try again.	5. Pedro is very He can carry heavy things.
6. Please raise your hand if you have a question.	7. Nick is only 15 years old and he is already two metres	8. The cake was very when we took it out of the oven.	9. Please be! The children are sleeping.	10. We were all laughing because he'd told us a joke.
11. She's such a girl. She should play basketball.	12. When Pablo told me the good news, I was really	13. I like to wake up I never get out of bed before 10 a.m.	14. I would love to be tall like my brother. I hate being so	15. May I have some water, please? I'm really
16. Sven is a student. He works really hard.	17. Fred likes to wake up and watch the sun rise.	18. My computer is very I've had it for 15 years.	19. After her grandmother died, Ana felt very	20. I decided to wash my car because it was very
21. You're only 14 years old. You're too to drive a car.	22. The test was really, so all the students passed.	23. Richard is a runner. He always wins races.	24. Please don't drive so You'll have an accident.	25. I was feeling because I hadn't eaten breakfast.
26. It suddenly started raining and we all got very	27. It was a day, so I was wearing a jumper and a jacket.	28. My neighbour's party was so I couldn't sleep.	29. The teacher was because nobody had done their homework.	30. It is in the desert because it doesn't rain very often.

HAPPY

WET

OLD

HOT

DIRTY

RIGHT

TALL

WRONG

QUIET

FUNNY

THIRSTY

SHORT

COLD

YOUNG

DRY

GOOD

EARLY

HEAVY

SAD

STRONG

CLEAN

EASY

DARK

HUNGRY

BEAUTIFUL

LOUD

ANGRY

NEW

FAST

LATE

Elementary Adverbs of Frequency

Activity Type

Reading and Grammar Exercises: answering reading comprehension questions, binary choice, gap-fill, categorising

Speaking: forming sentences from prompts, freer practice (pair work)

Focus

Adverbs of frequency

Aim

To learn and practice describing daily activities with basic adverbs of frequency.

Preparation

Make one copy of the two-page worksheet for each student.

Time

30 minutes

Introduction

This elementary adverbs of frequency worksheet helps students learn and practice describing daily activities with basic adverbs of frequency: *never, sometimes, often, usually* and *always*.

Procedure

Give each student a copy of the two-page worksheet.

Students start by reading Erica's class schedule and using clues to complete a crossword.

Exercise A - Answer key

- | | | | |
|----------|------------|------------|-------------|
| 1. music | 4. English | 7. science | 10. science |
| 2. lunch | 5. history | 8. English | |
| 3. music | 6. maths | 9. art | |

Next, students choose the best frequency adverb to complete sentences about Erica's schedule.

Exercise B - Answer key

- | | | | |
|------------|--------------|----------|---------------|
| 1. always | 4. always | 7. often | 10. sometimes |
| 2. never | 5. usually | 8. never | |
| 3. usually | 6. sometimes | 9. often | |

After that, students complete sentences with adverbs of frequency from a box. One of the words is used two times.

Exercise C - Answer key

- | | | |
|--------------|------------|-----------|
| 1. never | 2. often | 3. always |
| 4. sometimes | 5. usually | 6. often |

Afterwards, students complete sentences containing adverbs of frequency with their own information. When the students are finished, have some students read their sentences to the class.

Students then move on to sort activities into categories based on how often they do them.

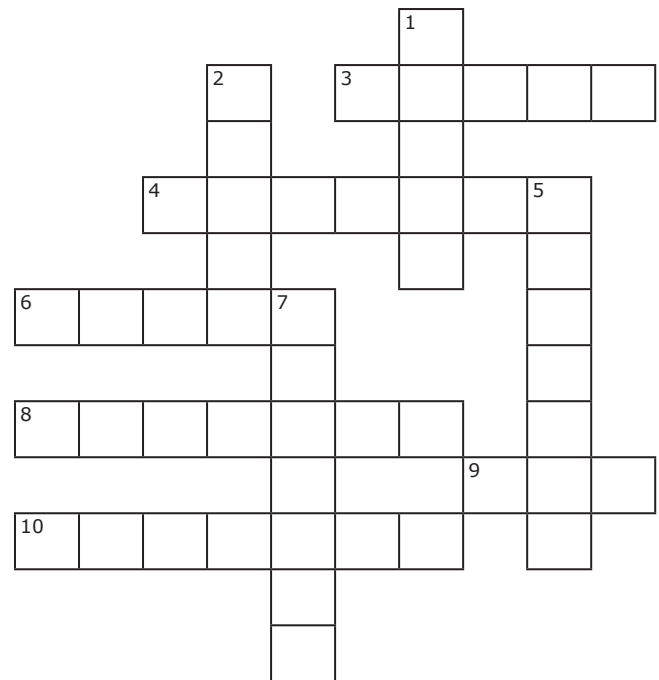
Finally, students tell a partner how often they do the activities, adding additional information if possible.

Elementary Adverbs of Frequency

A. Read Erica's class schedule. Then, use the clues to complete the crossword.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Science	Science	Art	History	Science
9:40	History	Music	History	Art	History
10:50	English	English	Science	English	English
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:10	Maths	Maths	Maths	Maths	Maths
2:20	Art	History	English	Music	Music

1. What does Erica **never** study on Monday?
2. What does she **usually** have after English?
3. What does she **often** study at 2:20?
4. What does she **never** study before science?
5. What does she **sometimes** study before art?
6. What does she **always** study after lunch?
7. What does she **sometimes** study at 10:50?
8. What does she **usually** study at 10:50?
9. What does she **often** study in the morning?
10. What does she **always** study in the morning?



B. Choose the best frequency adverb to complete each sentence.

1. Erica (always / never) studies English.
2. She (sometimes / never) studies maths before lunch.
3. She (often / usually) studies English before lunch.
4. She (always / usually) has lunch at 12:00.
5. She (always / usually) studies music in the afternoon.
6. She (sometimes / often) studies art in the afternoon.
7. She (sometimes / often) studies history at 9:40.
8. She (never / always) studies art on Tuesday or Friday.
9. She (often / never) studies science first thing in the morning.
10. She (usually / sometimes) studies English after studying maths.



Elementary Adverbs of Frequency

C. Complete the sentences with the adverbs of frequency from the box. Use one of the words two times.

never

sometimes

often

usually

always

1. I drive to work. It's close, so I **always** walk.
2. That game is fun, so I play it.
3. I leave home early. I'm **never** late.
4. I eat chocolate, but I **usually** try not to.
5. I go to bed at 10:00, but **sometimes** I go to bed late.
6. I go to my favourite restaurant because it's near my house.

D. Complete the sentences with your own ideas.

1. I **never** on Sunday.
2. I **sometimes** in the morning.
3. I **often** after class.
4. I **usually** before bed.
5. I **always** every day.

E. Sort these activities into categories based on how often you do them.

read a book before bed write letters to your friends buy bread at the supermarket
 run in the morning listen to music in the car eat rice take the train to class
 play games at night give your family birthday presents watch films at home

Never	Sometimes	Often	Usually	Always

F. Now, tell a partner how often you do the activities. Add additional information.

Example: *I sometimes take the train to class, but I usually ride my bike.*

Activity Type

Speaking Activity: asking and answering questions from prompts, controlled and freer practice (pair work)

Focus

Adverbs of frequency

Present simple

Aim

To find out about your partner's daily life by asking present simple questions and to respond to your partner's questions using frequency adverbs.

Preparation

Make one copy of the two worksheets for each pair of students.

Time

30 minutes

Introduction

In this adverbs of frequency speaking activity, students ask and answer questions about their daily routines using the present simple and frequency adverbs.

Procedure

Divide the students into pairs (Student A and B).

Give each student a corresponding worksheet.

Explain that the students are going to find out about their partner's daily life using the questions on their worksheet.

Students then take it in turns to find out about their partner's daily life by asking the questions on their worksheet, e.g. 'Do you have a big breakfast (every day)?'

Their partner responds using one of the frequency adverbs in the chart, e.g. 'Yes, I usually have a big breakfast'.

The students note down their partner's answers in the chart and ask follow-up questions, noting the extra information in the last column of the worksheet.

When everyone has finished, ask the students to tell the class what they found out about their partner.

As an extension, students write about a day in the life of their partner using the information they found out.

Student A

A. Find out about your partner's daily life using the questions below. Record your partner's answers in the chart and ask follow-up questions to gain more information.

Do you...	Yes, always	Yes, often	Yes, sometimes	No, hardly ever	No, never	Extra information
have a big breakfast?						
wash your hair?						
arrive late to class/ work?						
exercise?						
read a news website?						
check your email?						
go shopping?						
have lunch with friends?						
drink coffee in the morning?						
call your best friend?						
cook your own dinner?						
watch TV in the evening?						
go to bed before 11 p.m.?						

B. Now, tell the class what you found out about your partner, include the extra information.

He/She always...

He/She often...

He/She sometimes...

He/She hardly ever...

He/She never...

Student B

A. Find out about your partner's daily life using the questions below. Record your partner's answers in the chart and ask follow-up questions to gain more information.

Do you...	Yes, always	Yes, often	Yes, sometimes	No, hardly ever	No, never	Extra information
get up before 7 o'clock?						
have eggs for breakfast?						
study English?						
write emails?						
play sport?						
eat fruit?						
play computer games?						
arrive at class/work early?						
use the Internet?						
go out in the evening?						
do the housework?						
listen to music?						
watch TV in bed?						

B. Now, tell the class what you found out about your partner, include the extra information.

He/She always...

He/She often...

He/She sometimes...

He/She hardly ever...

He/She never...

Activity Type

Speaking Game: guessing, forming sentences, freer practice (group work)

Focus

Adverbs of frequency

Aim

To guess how often your classmates do certain things and to make sentences with adverbs of frequency, explaining your answers.

Preparation

Make one copy of the worksheet for each student.

Time

30 minutes

Introduction

In this adverbs of frequency speaking activity, students play a game where they guess how often their classmates do certain things and make sentences with frequency adverbs, explaining their answers.

Procedure

Give each student a copy of the worksheet.

Tell the students to keep their worksheet secret at all times.

The students begin by ticking the adverb of frequency that demonstrates how often they do each thing shown in the chart marked 'Me' on their worksheet.

When the students have finished, divide them into groups of four.

The students then write the names of the other group members in the space provided in each chart.

Students then guess how often each student does the things shown in the chart by ticking the appropriate adverb of frequency. Students do this without speaking to the other people in the group.

When the students have completed their charts, they choose one group member and take it in turns telling the group what answers they gave for that student.

They do this by making sentences with adverbs of frequency, explaining their answers, e.g. 'I think Amy usually buys new clothes, because she often wears different clothes to class', etc.

After all the students have explained how they answered, the group member reveals the correct frequency adverbs.

Students score one point for each correct guess.

The student with the most correct guesses wins the game.

Knowing Me, Knowing You

Me	always	usually	sometimes	hardly ever	never
buy new clothes					
go to bed late					
get angry					
play sport					
wake up early					
eat junk food					

	always	usually	sometimes	hardly ever	never
buy new clothes					
go to bed late					
get angry					
play sport					
wake up early					
eat junk food					
Total correct					

	always	usually	sometimes	hardly ever	never
buy new clothes					
go to bed late					
get angry					
play sport					
wake up early					
eat junk food					
Total correct					

	always	usually	sometimes	hardly ever	never
buy new clothes					
go to bed late					
get angry					
play sport					
wake up early					
eat junk food					
Total correct					

Activity Type

Grammar Exercises:
drawing, listing, gap-fill,
rewriting

Focus

Articles

Aim

To learn and practice how
to use articles.

Preparation

Make one copy of the
two-page worksheet for
each student.

Time

35 minutes

Introduction

This articles worksheet helps elementary students learn and practice how to use articles.

Procedure

Give each student a copy of the two-page worksheet.

Students begin by drawing pictures of certain things, paying attention to the articles shown in bold.

Next, students write three things they have at home that are used with *a*, *an*, and *no article*.

After that, students complete usage rules and examples with *a*, *an*, *the* or *no article*. In the example for *no article*, students write a dash (—).

Exercise C - Answer key

1. the / the 2. an / an 3. no article / — 4. a / a

Students then complete sentences that contain articles using nouns from boxes.

Exercise D - Answer key

1. dogs	5. cats	9. coat
2. Sally	6. ostrich / zoo	10. eraser
3. car	7. shop	11. homework / lesson
4. airplane / sky	8. woman / piano	12. London

In the last exercise, students rewrite short conversations, adding *a*, *an*, *the* or *no article* before the noun phrases in bold.

Exercise E - Answer key

- A: Are you going to **the** supermarket?
B: Yes, to buy eggs and **a** bag of chips.
- A: I bought you flowers.
B: Thank you! **The** roses are beautiful.
- A: I want **an** elephant for Christmas.
B: Sorry, it won't fit in **the** house.
- A: Do you have **an** orange pencil?
B: No, but I have **a** red one.
A: OK. Can I borrow **the** red one?