

ENGLISH GRAMMAR TEACHING RESOURCES

Fun and Engaging Photocopiable Activities,
Worksheets and Games

INTERMEDIATE (B1)



ENGLISH GRAMMAR TEACHING RESOURCES

Intermediate (B1)

FIRST EDITION

By Teach-This.com



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Notes for Teachers

The Intermediate Grammar Teaching Resources eBook

This collection of over 110 teaching resources from the Teach-This.com website provides worksheets, activities, and games aimed at Intermediate level (B1) 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, Freer and Communicative 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. The communicative activities are more free form in nature, giving students more control over the content and the structure of the language used.

Contents

Name	Aim	Activity Type
Adjective Order		
1. The Order of Adjectives	To learn and practice the order of adjectives before a noun.	Grammar exercises
2. Ordered Descriptions	To practice the order of adjectives by describing nouns.	Grammar game
Adverbial Clauses		
3. Introduction to Adverbial Clauses	To learn about and practice adverbial clauses.	Grammar exercises
4. Adverbial Clauses Challenge	To make sentences containing adverb clauses with specific subordinating conjunctions and verbs.	Speaking and grammar game
Be Going To and Present Continuous		
5. Who wrote this sentence?	To complete sentences about future plans or arrangements and ask yes/no questions.	Grammar game
6. The Explanation Game	To give explanations about future plans and arrangements.	Grammar game
Comparatives		
7. As ... As Expressions	To learn and practice common comparative expressions with <i>as ... as</i> .	Grammar exercise Speaking activity
8. Comparatives Board Game	To use comparative adjectives to ask and answer conversation questions.	Grammar and speaking game
Comparatives and Superlatives		
9. Comparative and Superlative Dogs	To review a variety of comparative and superlative structures.	Reading and grammar exercises
10. Comparatives and Superlatives Card Game	To form comparative and superlative sentences.	Speaking and Grammar game
Conditionals - Zero		
11. Zero Conditional Quiz	To practice zero conditional statements.	Grammar and speaking activity
12. What do you do if...?	To ask and answer <i>What do you do if...?</i> questions using the zero conditional.	Grammar and speaking game

Contents

Name	Aim	Activity Type
Conditionals - First		
13. First Conditional Practice	To practice using the first conditional.	Grammar activity
14. If and When	To complete first conditional sentences and sentences containing the future time clause <i>when</i> .	Grammar game
Conditionals - Second		
15. Second Conditional Exercises	To learn and practice how to form and use the second conditional tense.	Grammar exercises
16. What would you do?	To complete second conditional sentences about hypothetical situations.	Grammar and speaking activity
17. 20 Questions in the Second Conditional	To write, ask, and answer questions with the second conditional.	Grammar and speaking game
Conditionals - Third		
18. Guess my Sentence	To guess missing words in third conditional sentences.	Grammar game
19. Mary's Disastrous Dinner Party	To complete sentences using the third conditional.	Speaking activity
20. Just Imagine	To complete and practice asking third conditional questions.	Grammar and speaking game
Conditionals - Mixed		
21. Make your Own Dominoes	To review the zero, first, second and third conditionals.	Grammar game
22. Conditional Chains	To write mixed conditional sentences.	Grammar and writing activity
Future Continuous		
23. Future Continuous Practice	To learn and practice how to form and use the future continuous tense.	Grammar exercises Speaking activity
24. Paolo's Day	To use the future continuous to talk about daily schedules.	Grammar and Speaking activity
Future Continuous vs. Future Perfect		
25. This time next year...	To speculate about the future using the future continuous and future perfect tense.	Grammar and speaking game
26. Shot in the Dark	To make predictions using the future continuous and future perfect tense.	Grammar and speaking game

Contents

Name	Aim	Activity Type
Future Perfect Simple		
27. Future Perfect Simple Practice	To learn and practice the future perfect simple.	Grammar exercises
28. By the End of the Day...	To practice the future perfect simple.	Speaking game
Future Tenses (Mixed)		
29. Will or Be Going To?	To practice or review <i>will</i> and <i>be going to</i> .	Grammar and writing exercises
30. Questions of the Future	To practice using various future forms.	Grammar game
31. Race to the Top	To review future forms.	Grammar game
Future Time Clauses		
32. Into the Future!	To practice future time clauses.	Grammar exercises
33. When will you do it?	To practice using future time clauses.	Speaking game
Gerunds and Infinitives		
34. Bad at Badminton	To practice using verbs with gerunds and infinitives.	Grammar exercises Speaking activity
35. Discussion Time	To practice gerunds and infinitives with <i>to</i> by discussing various topics.	Speaking activity
36. Gerund and Infinitive Dominoes	To make sentences by matching verbs to gerunds or infinitives and vice-versa.	Grammar game
I Wish and If Only		
37. I wish and If only	To learn and practice using <i>I wish</i> and <i>If only</i> to express wishes and regrets.	Reading and grammar exercises Speaking activity
38. You're driving me crazy	To practice using <i>I wish</i> and <i>If only</i> to express annoyance.	Speaking game
39. Oh Dear!	To practice using <i>I wish</i> and <i>If only</i> for wishes and regrets.	Speaking game

Contents

Name	Aim	Activity Type
Irregular Verbs		
40. Past Participle Irregular Verbs Crossword	To practice past participle irregular verbs.	Grammar and speaking activity
41. Three of a kind	To learn and practice irregular verb forms.	Grammar game
Modals of Deduction and Speculation		
42. Deduction and Speculation	To learn and practice using modal verbs of deduction and speculation.	Grammar and writing exercises
43. What's the truth?	To practice using modal verbs of speculation.	Speaking game
44. The Deductions Game	To speculate on situations using past modals of deduction.	Grammar and speaking game
Modals of Necessity		
45. It's a date!	To review and practice the modal verbs of necessity: <i>must</i> , <i>mustn't</i> , and <i>needn't</i> .	Grammar and writing exercises
46. Necessity	To practice making sentences with the modal verbs of necessity: <i>must</i> , <i>mustn't</i> , <i>need to</i> and <i>needn't</i>	Speaking game
47. Necessary Skills	To ask questions with <i>have (got) to</i> and <i>need to</i> to talk about job requirements.	Speaking game
Modals of Obligations and Prohibition		
48. Should Survey	To practice <i>should</i> and <i>shouldn't</i> for mild obligation and giving opinions.	Speaking activity
49. Three Things	To make sentences expressing past and present obligation, lack of obligation, and prohibition.	Speaking game
Modals of Possibility and Certainty		
50. It might rain tomorrow	To learn and practice modal verbs of probability to talk about the weather.	Grammar exercises Speaking activity
51. It's Possible	To ask and answer questions about the future.	Speaking and writing activity
52. Will it happen?	To practice expressing possibility and degrees of certainty for statements about the future.	Speaking game

Contents

Name	Aim	Activity Type
Narrative Tenses		
53. Fairy Tale Fun	To complete fairy tales with correct narrative tense verb forms.	Reading and grammar exercises
54. Narrative Tenses Practice	To learn and practice four narrative tenses.	Reading, grammar and writing exercises
55. Match and Mime	To practice or review narrative tenses.	Grammar games
Noun Clauses		
56. Noun Clauses Practice	To become familiar with noun clauses and practice using them in sentences.	Grammar exercises
57. Noun Clauses Race	To practice forming single noun clause sentences.	Speaking game
Passive Voice		
58. Mixed Passive	To practice affirmative, negative and interrogative forms of the present, past and future simple passive.	Grammar and writing exercises
59. Passive Snap	To match active and passive sentences that have the same meaning.	Grammar games
60. Passive Question Time	To ask and answer questions in the present perfect and past simple passive.	Speaking activity
Past Continuous		
61. Convince Me	To practice asking and answering past continuous questions.	Speaking game
62. When, While, and As	To make sentences in the past continuous and past simple with the words <i>when</i> , <i>while</i> , and <i>as</i> .	Speaking game
Past Perfect		
63. Why did you say that?	To practice forming sentences using the past perfect tense.	Grammar game
64. Truth Seekers	To use the past perfect to ask and answer questions about experiences.	Speaking game
65. Fact or Fiction?	To practice writing sentences using the past perfect tense.	Grammar game

Contents

Name	Aim	Activity Type
Past Perfect Continuous		
66. Michael had been wondering	To learn and practice the past perfect continuous tense.	Grammar and reading exercises
67. How does it end?	To practice saying past perfect continuous sentences.	Grammar and speaking game
Past Perfect Simple and Continuous		
68. Past Perfect Simple or Continuous?	To learn and practice the difference between the past perfect simple and the past perfect continuous tenses.	Grammar exercises Grammar game
69. Match and Complete	To complete sentences using the past perfect simple or past perfect continuous.	Grammar game
Past Simple Passive		
70. This worksheet was completed	To learn and practice the past simple passive.	Grammar exercises
71. Famous Inventions and Discoveries	To ask and answer questions using the past simple passive.	Speaking activity
Past Simple vs. Past Continuous		
72. Past Simple or Past Continuous?	To learn and practice how and when to use the past simple and past continuous.	Grammar exercises
73. Accidental Inventions	To practice using the past simple and past continuous tenses.	Grammar and speaking activity
Past Tense Review		
74. Let's Review Past Tenses	To review the past simple, past continuous, past perfect, and past perfect continuous tense.	Grammar exercises
75. Complete the Question	To practice forming and answering questions in the past simple, past continuous, past perfect simple, and past perfect continuous tense.	Grammar and speaking activity
76. Past Tense Race	To review and practice various past tense forms.	Speaking activity

Contents

Name	Aim	Activity Type
Phrasal Verbs		
77. Let's Make Phrasal Verbs	To learn and practice phrasal verbs with <i>take, go, come, and get</i> .	Grammar exercises Grammar game
78. Phrasal Verbs with Up	To learn and practice phrasal verbs with <i>up</i> .	Grammar exercises
79. Copy me	To practice the meaning of various phrasal verbs and idioms.	Vocabulary game
Possessive Pronouns/Nouns		
80. Correct it?	To review and practice possessive adjectives and pronouns.	Grammar game
81. Who does this belong to?	To practice language for talking about possessions.	Speaking activity
Present Perfect		
82. Present Perfect Review	To review different structures in the present perfect tense.	Grammar exercises Speaking activity
83. Present Perfect Board Game	To talk about various topics in the present perfect tense.	Speaking game
84. Are You Experienced?	To practice asking and answering <i>Have you ever...?</i> questions.	Speaking activity
85. Did you write this?	To practice forming present perfect simple and continuous <i>for</i> and <i>since</i> sentences and asking <i>How long have you...?</i> questions.	Grammar and speaking game
86. What has just happened?	To practice forming sentences using the present perfect with <i>just</i> .	Speaking game
Present Perfect Continuous		
87. A Perfect Review	To review the uses of the present perfect continuous.	Grammar exercises
88. What have you been doing recently?	To practice the present perfect continuous tense.	Speaking activity
Present Perfect vs. Past Simple		
89. Molly's CV	To practice using the present perfect and past simple together.	Reading and grammar exercises
90. I've done that!	To practice the present perfect and past simple.	Speaking game

Contents

Name	Aim	Activity Type
Present Simple Passive		
91. Hotel Inspection	To practice identifying and writing sentences in the present simple passive.	Grammar exercises
92. Present Simple Passive Quiz	To review and practice the present simple passive tense.	Grammar game
Present Simple vs. Present Continuous		
93. Guess the Sentence	To practice forming present simple or present continuous sentences.	Speaking game
94. Create a Company	To practice asking and answering questions using the present simple and present continuous. To give a class presentation.	Grammar exercises Speaking activity
Present Tense Review		
95. Let's Review	To review the use of the present simple, present continuous, present perfect simple, and present perfect continuous.	Grammar exercises
96. Present Tense Review Battleships	To practice using the affirmative and negative forms of the present simple, present continuous, present perfect, and present perfect continuous.	Speaking game
97. Present Tense Talk	To practice forming, asking and answering conversation questions in the present simple, present continuous, present perfect simple, and present perfect continuous.	Grammar and speaking activity
Reflexive Pronouns		
98. Reflexive Verbs	To learn and identify verbs that are commonly reflexive and practice using them with reflexive pronouns.	Grammar exercises
99. Ask Yourself	To complete sentences with reflexive pronouns and to ask yes/no questions.	Grammar and speaking activity
100. Reflexive Pronoun Race	To practice rewording sentences to include reflexive pronouns.	Speaking game

Contents

Name	Aim	Activity Type
Relative Clauses		
101. Defining Relative Clauses Practice	To practice defining relative clauses with <i>who, which, where, and when</i> .	Grammar exercises
102. Relative Clause Bingo	To describe people, places and things using defining relative clauses.	Speaking game
103. Who, Which, When, Where	To describe people, things, places and times with defining relative clauses.	Grammar game
Reported Speech		
104. Run and Report	To practice forming sentences using reported speech.	Reading, speaking, and grammar activity
105. What did they say?	To practice using reported speech.	Speaking game
106. Telephone messages	To relay telephone messages using reported speech.	Speaking game
Tag Questions		
107. I'm right, aren't I?	To practice asking tag questions.	Grammar and speaking game
108. Let's Find Out	To ask tag questions.	Grammar and speaking activity
109. Question Tag Dominoes	To match question tags to affirmative and negative statements and vice-versa.	Grammar game
Used to		
110. People used to...	To talk about what people used to do and didn't use to do.	Grammar and vocabulary game
111. Recent Changes	To talk about recent life changes using various forms of <i>used to</i> .	Grammar game
112. Usually, Used to, Get used to	To ask and answer questions about things that are usually done, used to be done, or things students could/couldn't get used to doing.	Speaking game
Wh questions		
113. Ask the Right Question	To practice forming <i>Wh</i> questions.	Grammar game
114. I know you	To practice forming, asking, and answering <i>Wh</i> questions.	Grammar and speaking game

Activity Type

Grammar Exercises: categorising, identifying errors, ordering, writing sentences from prompts

Focus

Adjective order

Aim

To learn and practice the order of adjectives before a noun.

Preparation

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

Time

25 minutes

Introduction

This adjective order worksheet helps students to learn and practice the order of adjectives before a noun.

Procedure

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

Review the order of adjectives from the top of the worksheet together as a class.

Students then practice categorizing the adjectives according to their type.

When the students have finished, go through the answers with the class and elicit other possible adjectives for each group.

Exercise A - Answer key

Opinion: pretty, horrible, lovely, nice

Size: huge, large, little, small

Shape: triangular, oval, rectangular, fat

Age: 19th-century, young, ancient, antique

Colour: black, yellow, blue, white

Origin: British, French, Dutch, Arabic

Material: silk, plastic, gold, ceramic

Purpose: writing, school, shopping, kitchen

Next, students decide if sentences containing a series of adjectives are right or wrong.

Exercise B - Answer key

1. right

2. right

3. wrong (an old, red, Chinese)

4. right

5. wrong (small, round, red)

6. right

7. wrong (wonderful, new, English)

8. wrong (cool, new, black)

9. right

10. wrong (small, old, black)

(continued on the next page)

The Order of Adjectives

Activity Type

Grammar Exercises: categorising, identifying errors, ordering, writing sentences from prompts

Focus

Adjective order

Aim

To learn and practice the order of adjectives before a noun.

Preparation

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

Time

25 minutes

Procedure continued

After that, students complete sentences by putting adjectives in the correct order.

Exercise C - Answer key

1. strange, green, metallic
2. long, narrow, plastic
3. beautiful, tall, thin, young, American
4. amazing, little, old, Chinese
5. old, red, Italian, sports
6. small, round, dining
7. black leather
8. wonderful, old, German
9. small, round, wooden
10. charming, Victorian, silver

Finally, students put words in order to make sentences containing adjectives in the right order.

Exercise D - Answer key

1. Look at those big black clouds!
2. We took a trip on a beautiful small Japanese sailing boat.
3. Isabella is the pretty girl with long blonde hair.
4. Can you get the new steel carving knife from the kitchen?
5. I work in a large modern office.
6. Never press this big, round, red, plastic button!
7. There are some new Chinese students in the class.
8. My phone is on the old square wooden table in the bedroom.

The Order of Adjectives

The order of adjectives before a noun is as follows:

Opinion Attitude/ observations	Size Size/ height	Shape Shape/ weight/length	Age How old is it?	Colour What colour is it?	Origin Where is it from?	Material What is it made from?	Purpose What is it used for?
delicious amazing beautiful	big tiny tall	square round long	old new 8-year-old	red purple green	Victorian Chinese Spanish	glass silver wooden	sports cooking hotel

A. Put the adjectives into the correct group.

shopping yellow little rectangular horrible French ancient kitchen nice gold
pretty triangular large young Dutch school silk blue small fat ceramic
oval 19th-century black plastic British lovely writing antique white Arabic

Opinion:

Size:

Shape:

Age:

Colour:

Origin:

Material:

Purpose:

B. Is the adjective order right or wrong?

1. He was drinking from a lovely, old, ceramic, coffee cup.
2. Can you pass me that big red ball?
3. We travelled in a red, old, Chinese bus.
4. That restaurant has overpriced Japanese food.
5. It's a round, red, small fruit.
6. They live in an enormous old house.
7. I just signed up for a new, wonderful, English class.
8. That black, new, cool car was made in England.
9. She was wearing a beautiful, red, silk dress.
10. The man carried a small, black, old suitcase.

Right	Wrong

C. Put the adjectives in the correct order.

1. The box was made of a material. (metallic/green/strange)
2. It's a brush. (narrow/long/plastic)
3. She was a lady. (thin/American/tall/beautiful/young)
4. What an vase! (old, Chinese, little, amazing)
5. Look at that car! (sports, Italian, red, old)
6. I like your table. (round, dining, small)
7. I bought a pair of shoes. (leather, black)
8. Where did you buy that clock? (German, old, wonderful)
9. The room contained six chairs. (round, small, wooden)
10. I just bought some bracelets. (silver, charming, Victorian)

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

1. clouds / at / black / look / big / those!

.....

2. small / a / trip / boat / beautiful / we / Japanese / on / a / took / sailing.

.....

3. blonde / girl / with / pretty / long / Isabella / is / the / hair.

.....

4. the / carving / the / you / from / get / new / can / steel / kitchen / knife?

.....

5. modern / a / work / office / large / I / in.

.....

6. plastic / this / button / round / never / big / press / red!

.....

7. there / students / class / the / are / new / some / in / Chinese.

.....

8. phone / my / table / on / bedroom / is / in / old / the / wooden / the / square.

.....

Activity Type

Grammar Game:
matching, ordering
(group work)

Focus

Order of adjectives

Adjectives for describing
opinion, size, age, shape,
colour, origin, material
and purpose

Aim

To practice the order of
adjectives by describing
nouns.

Preparation

Make one copy of
the game board and
adjective cards for each
group of three or four.
Cut the cards out as
indicated. You will also
need a dice and counters
for each group.

Time

30 minutes

Introduction

In this fun adjective order board game, student practice the order of adjectives by describing nouns.

Procedure

Divide the students into groups of three or four.

Give each group a copy of the game board, a set of adjective cards, a dice and counters.

Ask the students to shuffle the adjective cards and deal out six each, leaving the rest in a pile face-down on the game board.

Next, the players place their counters on the start square.

The players then take it in turns to roll the dice and move their counter along the board.

When a player lands on a square, they look at the noun and put down as many of their adjective cards as they can to describe it, making sure the adjectives are in the correct order.

The player then reads out the adjective order for the noun to the group, e.g. delicious, hot, Italian pizza.

The other group members judge the player's use of adjectives and the order. If they think an adjective is in the wrong position or inappropriate, they challenge the player to correct or remove the adjective. If students are unsure, they can ask you to adjudicate.

When the group members agree the player's adjectives are correct, the player keeps the cards they have used in a pile next to them. The player then picks up the same number of cards from the top of the pile on the game board.

If a player lands on a 'Change your cards' square, they can exchange any adjective cards they don't want by putting them at the bottom of the pile on the game board and taking the same number from the top.

If a player lands on a 'Free noun' square, they can choose any noun they want and describe it using as many of their adjectives as they can.

The game ends when a player reaches the finish or all the adjective cards have been used up.

The student with the most adjective cards in their pile wins the game.

Ordered Descriptions

 tie	 book	 coins		 house	 dog	 shirt
 mug		Free noun	 teacher	 clock		 woman
 briefcase						 plate
 box		 eyes	 coffee	Free noun		 table
 cat		 apple		 chair		 jacket
 dress		 castle		 necklace		Change your cards
Change your cards		Finish		 bottle		 car
 bicycle	Adjective cards			Change your cards		 ball
 building				 bag		 pizza
 ring	Free noun	 frog	 pen	 bed		Start

Ordered Descriptions



young	big	thin	brown
expensive	beautiful	leather	round
new	large	colourful	china
hot	dark-haired	angry	delicious
alarm	polo	fast	brick
old	black	fashionable	white
annoying	striped	Italian	plastic
red	small	strong	sports

Ordered Descriptions



circular	shiny	happy	friendly
old-fashioned	smart	dazzling	gold
long	square	silk	interesting
soft	modern	rectangular	wooden
English	short-haired	cardboard	charming
tall	comfortable	cheap	cute
blue	glass	tacky	paper
plastic	medieval	uncomfortable	green

Introduction to Adverbial Clauses

Activity Type

Grammar Exercises: matching, identifying, categorising, forming sentences from prompts

Focus

Adverbial clauses

Aim

To learn about and practice adverbial clauses.

Preparation

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

Time

30 minutes

Introduction

This adverbial clauses worksheet helps students to recognise and practice using adverbial clauses in sentences.

Procedure

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

The students begin by looking at examples of adverbial clauses in sentences and matching punctuation rules for adverbial clauses.

Exercise A - Answer key

1. b 2. c 3. a

Next, the students underline adverbial clauses in sentences.

Exercise B - Answer key

1. in case I felt thirsty later.
2. as much as humans do.
3. until it got dark.
4. Since I didn't have school,
5. While I had no problem learning English,
6. wherever I go.
7. like he's never eaten before.

After that, the students match the underlined adverbial clauses with the things that they express.

Exercise C - Answer key

1. g 2. d 3. b 4. c 5. a 6. e 7. f

The students then move on to categorize subordinating conjunctions used in adverbial clauses.

Exercise D - Answer key

Contrast	Time	Reason	Comparison
while although even though	until as soon as before, when, whenever	because since as	as than as ... as

Manner	Place	Condition
as like as if	where everywhere wherever	unless in case if

(continued on the next page)

Introduction to Adverbial Clauses

Activity Type

Grammar Exercises: matching, identifying, categorising, forming sentences from prompts

Focus

Adverbial clauses

Aim

To learn about and practice adverbial clauses.

Preparation

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

Time

30 minutes

Procedure continued

Afterwards, the students match sentence halves that contain adverbial clauses together.

Exercise E - Answer key

- | | |
|------|------|
| 1. g | 5. b |
| 2. f | 6. c |
| 3. h | 7. d |
| 4. e | 8. a |

The students then underline the correct subordinating conjunction in each sentence.

Exercise F - Answer key

- | | |
|-------------|----------------|
| 1. wherever | 5. as |
| 2. although | 6. if |
| 3. as if | 7. until |
| 4. Before | 8. Even though |

Finally, the students create sentences of their own using the adverbial clauses shown. When the students have completed their sentences, they compare them with a partner.

Introduction to Adverbial Clauses

Adverbial clauses are a group of words functioning as an adverb that begin with a subordinating conjunction and contain a subject and a verb. Adverbial clauses can go at the beginning, in the middle, or at the end of a sentence and can serve a variety of purposes.

A. Look at the adverbial clauses in bold in the sentence examples. Then, match the punctuation rules for adverbial clauses.

Before I went to school, I had a snack.

Juan went to bed early **because he was tired**.

Children, **as they are smaller than adults**, require less food.

- | | |
|---|----------------------------|
| 1. Adverbial clauses at the start of sentences | a. are offset by commas. |
| 2. Sentences ending in adverbial clauses | b. are followed by commas. |
| 3. Adverbial clauses in the middle of sentences | c. do not require commas. |

B. Look at the sentences below and underline the adverbial clause in each sentence.

- | | |
|--|---------------|
| 1. I packed a drink in case I felt thirsty later. | a. contrast |
| 2. Dogs like cheese as much as humans do. | b. time |
| 3. I stayed at the park until it got dark. | c. reason |
| 4. Since I didn't have school, I stayed in bed until noon. | d. comparison |
| 5. While I had no problem learning English, Jo found it hard. | e. place |
| 6. I take my laptop with me wherever I go. | f. manner |
| 7. Kim walked past as if she hadn't seen us. | g. condition |

C. Adverbial clauses can be categorized depending on the type of clause, e.g. adverbs of contrast, adverbs of time, etc. Match each underlined clause above with the thing that they express on the left.

D. Categorize the subordinating conjunctions used in adverbial clauses.

as unless where because while until wherever in case
 like as soon as than before when if everywhere
 as if although even though as ... as whenever since

Contrast	Time	Reason	Comparison	Manner	Place	Condition

Introduction to Adverbial Clauses

E. Match the sentence halves that contain adverbial clauses together.

- | | |
|--|---|
| 1. I waited in the cafe | a. like I was a child. |
| 2. Since we had eaten a big breakfast, | b. I won't be able to afford a holiday. |
| 3. That restaurant is not as | c. caffeine, is good for your health. |
| 4. We can start eating | d. I play games on my phone. |
| 5. Unless I start saving, | e. as soon as the lasagna is ready. |
| 6. Coffee, although it has lots of | f. we decided to skip lunch |
| 7. Whenever I'm bored, | g. where he said that he would meet me. |
| 8. He talked to me | h. good as it used to be. |

F. Underline the correct subordinate conjunction in each sentence.

- He followed her *whenever* / *wherever* she went.
- Miko, *although* / *because* he is small, is stronger than his classmates.
- Gino was dressed *as* / *as if* he was going to a costume party.
- Before* / *until* we go on holiday, we must renew our passports.
- As* / *like* it was raining, we decided to stay indoors.
- We will miss the train *if* / *unless* we don't hurry.
- I won't lend you any more money *until* / *as soon as* you pay me back.
- Even though* / *since* I love chocolate, I'm not fond of sweet food.



G. Now, create sentences of your own using the adverbial clauses shown.

- Although we are in class at the moment, I
- I everywhere I go.
- Before I get home, I
- I don't as much as my friends do.
- Learning English is a lot better than
- Whenever I get angry, I

H. After you've completed your sentences, compare them with a partner to see if any of your sentences are similar.

Adverbial Clauses Challenge

Activity Type

Speaking and Grammar Game: forming sentences from prompts, freer practice (group work)

Focus

Adverbial clauses

Aim

To make sentences containing adverb clauses with specific subordinating conjunctions and verbs.

Preparation

Make one set of subordinating conjunction cards and verb cards for each group of three or four and cut as indicated, keeping the two sets of cards separate.

Time

30 minutes

Introduction

In this fun adverbial clauses activity, students play a game where they make sentences containing adverb clauses with specific subordinating conjunctions and verbs.

Procedure

Divide the students into groups of three or four and give each group a set of subordinating conjunction cards and a set of verb cards.

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

The students take it in turns to turn over a subordinating conjunction card and a verb card.

The student then makes a sentence containing an adverbial clause using the conjunction and verb.

For example, if the subordinating conjunction was 'after' and the verb was 'eat', the student might say 'After Tom ate lunch, he went to the gym'.

Students can make any sentence they like as long as it is grammatically correct and has an adverbial clause in it that uses the subordinating conjunction and verb.

If the other students in the group agree that the sentence is correct, the student keeps the two cards. If not, the cards are turned back over, keeping them in the same place.

The students continue taking it in turns to turn over two cards and make a sentence until all the cards have been used.

Students should try to remember where cards are positioned to help them make sentences as they go through the game.

The student with the most cards at the end of the game wins.

As a variation, you can give the students more practice by having them score a point when they make a sentence. Then, for an extra point, the student says the type of adverb clause used in the sentence, e.g. adverbial clause of time. In this case, the student with the most points at the end of the games wins.

Adverbial Clauses Challenge

Subordinating conjunction cards

AFTER

WHEN

ALTHOUGH

BEFORE

AS

EVEN THOUGH

SINCE

AS IF

IF

WHEREVER

AS SOON AS

LIKE

ONCE

UNLESS

WHILE

UNTIL

AS ... AS

BECAUSE

THAN

WHENEVER

AFTER

SO

ALTHOUGH

WHEREAS

EVEN IF

EVEN THOUGH

SINCE

AS

IF

WHEREVER

BEFORE

LIKE

SO

UNLESS

WHILE

UNTIL

AS ... AS


WHEN

THAN

WHENEVER

Adverbial Clauses Challenge

Verb cards



EAT	DRIVE	WORK	LOOK
USE	WEAR	BRING	MAKE
HAVE	RUN	WATCH	GO
STUDY	PRETEND	PAY	WASH
LISTEN	PLAY	READ	SLEEP
GIVE	SPEAK	TRY	VISIT
BUY	DO	DRINK	BRUSH
OPEN	SMILE	SWIM	SMOKE
TRAVEL	WAKE UP	BREAK	ENJOY
FALL	FINISH	COOK	GET

Who wrote this sentence?

Activity Type

Grammar Game: writing sentences, asking and answering questions, communicative practice

Focus

Be going to for future plans and intentions

Present continuous for definite arrangements

Future time expressions

Aim

To complete sentences about future plans or arrangements and ask yes/no questions.

Preparation

Make one copy of the cards for each group of four and cut as indicated. You will also need one small box or container.

Time

30 minutes

Introduction

In this *be going to* and present continuous game, students complete sentences about their future plans and arrangements and then find out who wrote other sentences by asking yes/no questions.

Procedure

Divide the students into groups of four. Give each group a set of sentence cards. Ask the students to shuffle the cards and deal them out equally.

Tell the students to complete the sentences on the cards with true information about their future plans or definite arrangements.

Tell the students not to write their names on the cards or let anyone else see what they are writing.

The students now work together as a class. Put a box in the middle of the room and tell the students to fold up their completed sentences and put them in the box.

Explain that the students are going to find out who wrote each sentence by asking their classmates yes/no questions with *be going to* or the present continuous. The student that finds out who wrote the most sentences wins.

All the students stand up and take one card each from the box. If a student picks up their own sentence, they put it back and take another card.

The students then go around asking yes/no questions to find the person who wrote the sentence on their card, e.g. 'Are you meeting a friend after class?'

When a classmate answers 'Yes, I am', the student asks 'Did you write this sentence?' to check they have the person who actually wrote it. If so, the student writes their name on the card, keeps it and takes another one from the box.

If a classmate replies 'No, I'm not' or they didn't write the sentence, the student moves onto ask someone else.

The students repeat the activity until there are no cards left in the box. The student with the most sentences at the end is the winner.

Finally, ask the students to report back to the class on what they found out about their classmates.

Who wrote this sentence?



I
..... after class.

I
..... this evening.

I
..... tonight.

I
..... tomorrow.

I
..... tomorrow morning.

I
..... tomorrow afternoon.

I
..... tomorrow tonight.

I
..... this weekend.

I
..... at the weekend.

I
..... this week.

I
..... on Saturday.

I
..... on Sunday.

I
..... next week.

I
..... in two weeks.

I
..... the week after next.

I
..... next month.

I
..... this year.

I
..... next year.

I
..... in the next five years.

I
..... in the next ten years.