

ADVERBS OF FREQUENCY

Place the adverb
before the **verb**

I **usually** *get* coffee before work.
He **almost always** *gets* tea.

after the **be verb**.

Simon **is almost always** late for work.
Peter **is almost never** tired.

Sometimes is a lot of fun. It has **four** different positions.

Sometimes I **go** out for dinner.
I **sometimes** **eat** dinner at home.
I **am sometimes** hungry in the afternoon.
My wife **cooks** breakfast **sometimes**.

always
almost always
usually
sometimes
almost never
never

Rewrite the following sentences using adverbs of frequency.

EX: Marge and Steve commute to work. ► Marge and Steve **almost always** commute to work.

1. I cook dinner at home. _____
2. My friends and I go out for drinks. _____
3. Marge is tired in the morning. _____
4. We go to the beach on Sundays. _____
5. My best friend drinks red wine. _____
6. I smoke. _____

How often do you How often are you . . .

- . . . wash your car? _____
- . . . in a rush? _____
- . . . go out on a date? _____
- . . . have breakfast? _____
- . . . steal things from local stores? _____
- . . . late for work? _____
- . . . listen to your favorite music? _____

Adverbs of Frequency

This worksheet is for intermediate and beginner students who need to improve their usage of patterns involving adverbs of frequency to answer those great How often questions.

Using the worksheet.

Option

Give students the word cards and have them put them in order. Offer correction where necessary, then move on to the drill. (This is what I do.)

1. Drill lots of examples. You can do this a number of ways, by asking questions or by simply drilling five or six solid examples it's up to you.

2. Review the patterns outlined at the top of the sheet. The best way to do this is to make it part of the drill. So actually, parts one and two are part of the same idea.

3. Give students a little practice asking some How often questions. There are some at the bottom of the sheet if you need but at this point in the lesson you don't even need to have given them the sheet. This could all be done on your white board or by call and response depending on the size of the class.

4. It's time to talk! Ideally everything above has only taken you a few minutes. The drills and practice DO NOT need to take a long time and the most time consuming "activity" is the arrangement of the cards and correction. That should be really easy to do in a very short amount of time. Students need to talk though so let the How often question be the start of a conversation and let them get talking in short rounds.

5. Use the sheet to review.

Note: There are a lot of adverbs of frequency that we just don't use that often. Depending on where you are from or what words are in the texts or other materials you are using some terms may be used more often than others. Some may also be a bit more difficult to use, such as almost always. Here in Japan lots of students make errors based on the usage of the word almost. I've included word cards for twelve of the adverbs of frequency but you don't necessarily have to use all of them. Feel free to pick and choose the terms that are the most useful to you. On the worksheet above I've tried to keep it simple with a shortened list.

**HARDLY
EVER**

NEVER

RARELY

**ALMOST
NEVER**

FREQUENTLY

SELDOM

OCCASIONALLY

SOMETIMES

**ALMOST
ALWAYS**

USUALLY

OFTEN

ALWAYS