

2B Teacher's notes *How often ...?*

Activity: Board game

Language point: Adverbs of frequency (Unit 2, Section B)

Time: 15–20 minutes

Materials: One handout for each group of students, counters and dice.

Procedure:

- Divide the class into groups of three or four. Ask them to make a list of adverbs of frequency in their groups, without looking in the Student's Book or at their notes.

- Draw a line chart on the board:

0% _____ 100%

- Ask students to copy the chart in their books and mark the adverbs on it. Check answers as a class:

0% _____ 100%
never not often sometimes often usually always

- If necessary, check that students remember the grammar rules for adverbs of frequency (see page 26 of the Student's Book).
- Tell the students that they are going to play a board game. Give each group a die, counters and a handout.

- Tell them to put their counters on the START square of the board game. The students in the group take turns to roll the die and move their counter along the squares. For each square they land on, they should make a sentence using an adverb of frequency and the words on the square. For example, 'get up early': *I don't often get up early.*
- If a student lands on a square with a question mark, they can ask any other student in their group a *How often ...?* question. Check the students understand *move forward*, *move back* and *miss a turn*. The winner in each group is the first to reach the FINISH square. The winning group is the first group to have all of its students' counters on the FINISH square.
- Option: With a strong class, when a student makes a sentence, the other students in the group can ask *Why?* or *Why not?* The answer can be a sentence using *like/dislike* phrases.
- While the students are doing the activity, walk around and listen for any problems with grammar, vocabulary or pronunciation, as well as examples of good language use. Make a note of these and give feedback to the class after they have finished the activity.