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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## QUESTIONS ABOUT YOU ADVERBS of FREQUENCY

- Answer the questions about you. Use adverbs of frequency in your answers.



1. What do you **always** do on the weekend?  
\_\_\_\_\_
2. What do you **almost always** do in the evenings?  
\_\_\_\_\_
3. What time do you **usually** get up in the mornings?  
\_\_\_\_\_
4. Where do you **often** go after class?  
\_\_\_\_\_
5. Where do you **sometimes** eat lunch?  
\_\_\_\_\_
6. What do you **hardly ever** do in your free time?  
\_\_\_\_\_
7. Who do you **seldom** talk to?  
\_\_\_\_\_
8. What do you **never** watch on TV?  
\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GRAMMAR WORKSHEET ADVERBS of FREQUENCY

• always	100%	• I <b>always</b> watch TV at night.
• almost always	95%	• She <b>almost always</b> eats breakfast.
• usually	75%	• Mike <b>usually</b> gets up late.
• often	50%	• I <b>often</b> exercise in the morning.
• sometimes	25%	• They <b>sometimes</b> go to Starbucks.
• seldom	5%	• I <b>seldom</b> see him.
• rarely	5%	• I <b>rarely</b> see him.
• hardly ever	5%	• I <b>hardly ever</b> see him.
• never	0%	• We <b>never</b> come to class late.

- Fill in the blanks below with the best adverbs of frequency (some sentences may have more than one answer).

1. My brother is never sad. He's always happy.
2. I was late for work only one time last year. I'm \_\_\_\_\_ late.
3. Mary failed only one test in high school. She \_\_\_\_\_ passed her tests.
4. I always remember to do my homework. I \_\_\_\_\_ forget to do it.
5. Steven seldom goes to a cinema. He \_\_\_\_\_ sees movies.
6. Judy saw a doctor for the first time in three years. She \_\_\_\_\_ gets sick.
7. I get up at five o'clock seven days a week. I \_\_\_\_\_ get up early.
8. It's always hot and sunny where I live. That's why I \_\_\_\_\_ see snow.
9. A: Do you ever drink coffee? B: Yes, but only \_\_\_\_\_ not often. Just a few times a week.
10. My sister almost never eats burgers and fries. She \_\_\_\_\_ eats healthy foods.
11. I \_\_\_\_\_ take a bus to class, maybe three or four days a week.
12. A: Do you ever watch action movies? B: No, never. Well, I watched an action movie a few years ago, so I guess should say \_\_\_\_\_.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GRAMMAR WORKSHEET PREPOSITIONS OF TIME: AT / IN / ON

- Complete the sentences below with *at*, *in*, or *on*.



1. He always gets up at seven o'clock in the morning.
2. Our flight to London leaves \_\_\_\_\_ the second of July.
3. Sharon's birthday is \_\_\_\_\_ January.
4. My grandfather was born \_\_\_\_\_ 1963.
5. I stayed up really late last night. I went to bed \_\_\_\_\_ midnight.
6. Did you do anything special \_\_\_\_\_ your birthday?
7. Stewart usually goes cycling \_\_\_\_\_ the evenings after work.
8. In Canada, it always snows \_\_\_\_\_ winter.
9. Would you like to join us for dinner \_\_\_\_\_ Thursday?
10. I like to read stories to my kids \_\_\_\_\_ bedtime.
11. That store isn't open \_\_\_\_\_ Sunday mornings.
12. We sometimes eat our lunch in the cafeteria \_\_\_\_\_ noon.
13. Hurry up! The train will leave \_\_\_\_\_ a few minutes.
14. My brother often goes swimming \_\_\_\_\_ the weekend.
15. Our classes finish at three \_\_\_\_\_ the afternoon.
16. The Beatles were a popular music band \_\_\_\_\_ the 1960s.
17. I sometimes get up \_\_\_\_\_ sunrise and do exercise.
18. What time does he go to work \_\_\_\_\_ the morning?
19. Do you and your family ever go traveling \_\_\_\_\_ summer?
20. What time do you go to bed \_\_\_\_\_ night?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Context Clues Worksheet (Writing Part 3)

Context Clues are words in the sentence that help you figure out the meaning of a difficult word that you do not know.

Directions: Read the words in the box below. Write each word where it belongs.

- |           |          |           |
|-----------|----------|-----------|
| potatoes  | account  | pronounce |
| author    | bicycle  | council   |
| dangerous | frighten | newspaper |

1. My friends said the movie would \_\_\_\_\_ me.
2. Do you ride a \_\_\_\_\_ to school?
3. The \_\_\_\_\_ of the book was famous.
4. Don't do anything \_\_\_\_\_.
5. The \_\_\_\_\_ grew in the yard.
6. How do you \_\_\_\_\_ your name?
7. Can you give an \_\_\_\_\_ of what happened?
8. I love to read the \_\_\_\_\_ in the morning.
9. The \_\_\_\_\_ will take a vote at the meeting.

Context Clues Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Identifying Clauses Worksheet

A clause is a group of words that contains a verb and its subject. There are two kinds of clauses, *independent* and *dependent*. An **independent clause** expresses a complete thought and can stand by itself as a sentence. A **dependent clause** does not express a complete thought and cannot stand alone as a sentence.

Directions: Identify each sentence below as an independent clause or a dependent clause.

*Example A: While I was asleep*  
*Answer: dependent clause*

1. If you give me a reason, \_\_\_\_\_
2. After months of research, \_\_\_\_\_
3. I enjoy ice cream. \_\_\_\_\_
4. John hit the baseball. \_\_\_\_\_
5. Whoever shows up on time. \_\_\_\_\_
6. Whatever makes you happy. \_\_\_\_\_
7. Whomever you like. \_\_\_\_\_
8. The poet received many awards. \_\_\_\_\_
9. When the president arrives. \_\_\_\_\_

Answers:

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1. Division of the city schools of Tayabas Tayabas Cittá Lesson exemplary degree 9-English I. Learning competence En9WC-III-A-9: composing forms of literary writing En9LC-III-8-2: judges the relevance and value of information/objective ideas: 1. Analyze the meaning and message of poetry 2. View an information video and extract information from it 3. Compose an acrostic poetry on the subject given 4. They collect the poetry content to particular social issues, concerns or provisions in real life for how much it concerns telephone use and other technologies II. Learn of learning content: à ç à, ~ à "The phone of Edward Field Materials: 1. Laptop 2. Projector/Monitor 3. References of the speakers: 1. Cover Guide from K to 12 (May 2016) p. 206, 208 2. A journey through the material of Anglo-American literature for English p. 236-239 3. Online references III. Learning tasks Introduction: How do you imagine the world without a phone? District: Third theme: connection to the world sub-text: through the standard of technological performance: the student cleverly performs in a single game using verbal and non-verbal strategies effective according to the following criteria: focus, voice, delivery and dramatic conventions. Content standard: the student demonstrates the understanding of how Anglo-American literature and other types of text serve as a means of connecting to the world; In addition, how to use the ways to analyze the game in an act and different forms of minutes for him/she perform in a way too skillfully in a game in an act. 2. Preliminary activities: Activities 1: The phone and beginning 1. Students will be asked to watch a video on the phone. Source: 2. Guide question: àhorto àie who invented the phone? Os àhrough when it was the first phone call àhorto àie as it was invented First phone? Activity: Activity 2: Phone and its importance analysis: Activity 3: breaking barriers listen carefully asTeacher reads the poem, à ç • "The phone knowledge of Edward Field. Then read it with your partner. (LM in English, p. 237) Edward Field's phone My happy depends on an electrical appliance and I don't mind giving him so much credit with life in this city being there that he is every person separated from the friends' work friends: 1. Working with a partner. 2. Interviewing on it that you think is the most great importance of a phone. 3. Write a response of a single sentence of your partner in the speech bubble. 3. With a tangle of metro and buses, my phone is my joy tells me that I am in the world and wanted rings and I am alerted to love or gossip I go comb my hair that starts to shine without it I was like An bear in a cave that overturns through a shaded winter rings and spring has come to relax and acted in the Hungry sun again while I take the receiver for the human voice and the good news of Amici \*Source: "The phone" of Edward Field, from counting of myself lucky. à © Black Sparrow Press, 1992. Presidency of the vice president students work in five (5) groups to discuss the message of poetry. (LM, pp. 238-239) Group 1 Group 2 Group 3 My happiness depends on an electrical appliance and I don't mind giving it so much credit 1. What is the predominant feeling of the speaker in these lines? 2. Why do you feel like this? Obstacle with life in this city being there that he is every person separated from friends 1. why are friends disconnected? PLESA SI, my phone is my joy tells me that I am in the world and wanted rings and I am alerted to love or gossip I go comb my hair that begins to shine 1. As the speaker justifies his joy of having a telephone? Group 4 without it I was like a bear in a droWning cave through a shaded winter rings and the came 1. What compares the situation of man before the arrival of the phone? 2. 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Poetry is not written in its correct form. Grammar The correct use of English spelling and grammar is used consistently in every poem. Punctuation punctuation utilized when necessary. A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem. Punctuation is utilized when necessary. The poet's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused. There are numerous spelling or grammar errors, making the poems difficult to understand. Punctuation is used incorrectly. Assessment: Students with best outputs will share their work to the class. Source: . cfm?sp=ves&code=12359B 6. CITY SCHOOLS DIVISION OF TAYABAS Tayabas City LESSON EXEMPLAR Grade 9-English I. LEARNING COMPETENCY EN9LT-III-16: Analyze literature as a means of connecting to the world EN9LC-III-6.5: Provide appropriate and critical feedback/reaction to a specific context or situation Objectives: 1. Analyze the radio play and relate it to actual experiences in the modern world 2. Listen to the radio play and share thoughts regarding the values gained from the text 3. Create infographics and disseminate information to the community 4. Share insights, feedback, and reaction to given situations that require critical processing II. LEARNING CONTENT Lesson: eÀÀASorry, Wrong NumbereÀÀA (A Radio Play) by Lucille Fletcher Materials: 1. Laptop 2. Projector/Monitor 3. Speaker References: 1. K to 12 Curriculum Guide (May 2016) pp. 206-207 2. A Journey through Anglo-American Literature LearnersÀÀAs Material for English pp. 240-253 3. Online References Quarter: THIRD Theme: Connecting to the World Sub-Theme: Through Technology Performance Standard: The learner skillfully performs in one-act play through utilizing effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions. Content Standard: The learner demonstrates understanding of how Anglo-American literature and other text serve as a means to connect to the world; Also how to use ways to analyze the game in an act and different forms of minutes for him/her perform too skillfully in a game in an act. 7. Iii. Learning Activity Introduction: How do you respond to emergency situations? How much are you willing to help others caught in emergency situations? Preliminary activity: Activity 1: Looking for an emergency situation? Who's calling for help? Group work: in paper strips are critical situations. Present the situation in a role game (maximum of 3 minutes) and focus on representing the solution if you will be compared to that. (LM, p. 235) Role playbook Criteria 4PT. Admirable 3pts. 2pt acceptable. Tent 1pt. 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These Key Stage 2 simple fractions of shapes worksheets are a fantastic way of introducing your class to fractions and helping them visualise fractions as part of a whole. The three differentiated worksheets ask your class to either colour in a fraction of a 2D shape or label how much of a shape has been filled in already, giving them the chance to practice recognising and ... I have-Who has is a whole-class interactive card game. This activity can be used to teach math skills, sight words, and phonics. Classroom Scavenger Hunts. Hide clues around the classroom for students to find. Students use the clues to answer science, math, and grammar questions. A collection of English ESL worksheets for home learning, online practice, distance learning and English classes to teach about like, doing, like doing ... dealing with activities the children like doing in thier free time.They have to find ... 861 Downloads ... By magkam2010 Three exercises for practising likes/dislikes. Students answer ... 29/05/2018 - Bronze, Silver, Gold and Platinum - KS2 questions in increasing difficulty January 1st January Bronze Silver Gold Platinum 2nd January Bronze Silver Gold Platinum ... Course materials, exam information, and professional development opportunities for AP teachers and coordinators. English-Language Arts Worksheets. S.T.W. has thousands of ELA worksheets for elementary students, including reading comprehension passages, phonics printables, spelling lists, writing prompts, and grammar worksheets. Main Idea Worksheets. On these worksheets, students determine the main idea of reading passages. Compare-Contrast Worksheets Choose a spelling rule then choose to either practise the spelling or take a test with those words. All words are read aloud (make sure your sound is turned up) and provided within a ... A collection of English ESL Beginner (pre-A1), adults worksheets for home learning, online practice, distance learning and English classes to teach about for... 27/11/2019 · 7. The miser hated spending money. 8. Staying at home is her form of relaxation. 9. He is afraid of hurting your feelings. 10. Her par time job, encoding data, gave her extra money. 29. Assessment: TASK 5: TEST YOURSELF Underline the gerund in the sentence and give its use. Write your answer on the spaces provided before each number. \_\_\_\_ 1.

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