

## Activities & Games using the Present Simple and Adverbs of Frequency

For: Pre-Intermediate/Intermediate level students, all ages

Resources included:

- 🌀 Summary of Adverbs of Frequency form and use
- 🌀 Adverbs of Frequency cards
- 🌀 Action cards
- 🌀 Picture cards
- 🌀 Questionnaire chart

Before you play the games, go through the information on the **Adverbs of Frequency Summary** sheet. You should also revise the **Present Simple in Positive, Negative and Interrogative form**.

For each game it's probably a good idea to do a demonstration before the students start playing so they're clear how it works.

With the Picture cards and Action cards, encourage the students to elaborate on the picture or phrase on the card.

For example, if the card says "*swim in the sea*", rather than just saying "*I sometimes swim in the sea*" you could say "*I often swim in the sea during the summer, but hardly ever during the rest of the year*". This particularly applies to more advanced students.

These instructions are aimed at class and larger groups, however they can be easily altered to work for pairs as well.

### Language preparation activities

- 🌀 As a preparation activity to familiarise the students with all the *adverbs of frequency*, set them a group task of putting the cards in order of frequency, from the most frequent: **always** to the least frequent: **never**.  
Tell them that some of the words and phrases are synonyms so can be grouped together. Once they've finished the task and you've checked it's correct, they should write down the list as it will be useful for the games/activities to follow
- 🌀 Another simple activity to practice *adverbs of frequency* and *present simple in the 3<sup>rd</sup> person singular* is to use the Picture cards and Adverbs of frequency cards. Students take one of each and make a sentence using the *3<sup>rd</sup> person positive, negative or question form* (you could use a dice to decide which form).

*So, without further ado.... Let the games begin!!*

## HOW OFTEN...?

### Game with Picture cards and Adverbs of Frequency cards

Language required:

- *Vocabulary – identifying correct verbs for pictures*
- *Question form using “how often...”*
- *Word order – replying using the adverb of frequency in the correct place*

### Preparation:

- Before the lesson make sure the Pictures and Adverb of Frequency cards are cut into separate cards. You'll need one of each sheet of cards for each group of 4-6 students.
- Divide the class into groups of 4-6 students and give each group the two sets of cards.
- The students shuffle the picture cards and deal out 5 cards per person face down.
- Put the adverbs of frequency cards in a pile in the middle of the table, face down.
- You need to use a stop watch and set a time limit for the game as otherwise it could go on for quite a long time. Make sure all the groups are ready to start at the same time.

### The game:

- Start the stopwatch
- The person to the right of the dealer goes first. They look at their pictures and choose one to make a question to ask to any other student in the group, using the question form:  
  
“How often do you....?” With a suitable verb for the picture they have.  
  
(The other students should make sure the question is in the correct form.)
- The other student turns over the top *adverb of frequency* card and answers the question using that *adverb of frequency* or *adverbial phrase*.
- If they answer correctly, they win the picture card from the asker and then they take the next turn asking a question. If the student answering makes a mistake (i.e. doesn't put the *adverb of frequency* in the correct position), the other students can make a challenge, state their correction and if they get it right, they take the picture card and ask the next question. The teacher needs to keep an eye out for any disputes or controversies going on and intervene if necessary!
- The adverbs of frequency cards should always be put back at the bottom of the pile after the go is complete.
- The student with the most picture cards when the time is up on the stopwatch is the winner.

## TRUE or FALSE (aka CALL MY BLUFF)

### Game with Action cards and Adverbs of Frequency cards

Language required:

- *Present Simple in Positive and Negative forms.*
- *Word order – replying using the adverb of frequency in the correct place*

### Preparation

- Before the lesson make sure the Action cards and Adverb of Frequency cards are cut into separate cards. In this version you don't need to divide the class up (see below for small group version)

### The game

- Give each student two action cards and two adverbs of frequency cards.
- Explain that they need to make two sentences about themselves, one false and one true, using the vocabulary on the action cards together with an adverb of frequency. They can decide which goes with which. Remind them that they can use the present simple in *positive* or *negative form*. The idea is to make it as difficult as possible for the other students to guess which is true and which is false.
- Allow a few minutes for them to write down their sentences. Be ready to help in case there is any unfamiliar vocabulary.
- In turn each student reads out their two sentences (No. 1 and No. 2) while the other students make a note of which they think is TRUE and which is FALSE.
- After each student reads out their two sentences hold a vote and ask the rest of the class to raise their hands if they think sentence No. 1 (you can count up the total for each). The student then reveals the correct answer.
- The "winner" is the student who tricks the largest number of students into believing the false statement.
- Don't forget after each time the student reads out their sentence, to make sure they've used the correct form of *present simple* and *word order* with the *adverb of frequency*. If there's a problem see if the other students can identify it.

### A variation of the same game where the students work in teams of 4 or 6 (must be an even number)

- Put the students into groups of 4 and give each group 8 activity cards and 4 adverb of frequency cards.
- Get them to prepare a sentence each using the cards but this time they decide as a group who will make a *true* sentence and whose will be *false*. They can help each other make sure the forms are correct and check that it's not too obviously true or false.
- Then each group reads out their 4 sentences and the rest of the students vote (in the same way as the previous version).
- This time the score is made for each team, rather than by individual.

## QUESTIONNAIRE

### Activity with Action cards

Language required:

- Question form using "how often..."
- Adverbs of frequency: *always, often, sometimes, rarely or never*
- Word order – replying using the adverb of frequency in the correct place
- Practice 3<sup>rd</sup> person singular form of present simple and comparative form *more often/less often*

### The game

- Divide the class into pairs or small groups and give each group 6-8 Action cards and give each student a questionnaire chart.
- From these cards the group chooses 3 activities that they want to ask their classmates about.
- The group then prepares 3 questions based on these activities using the form "How often...?"
- Each student must write down a copy of the questions for themselves using the questionnaire chart provided.
- When all the groups have written down their questions, rearrange the groups by giving each group member a letter (A, B, C and D, if they are in groups of 4, for example) then tell all the 'A's to create a new group, and the 'B's etc. This is to make sure the groups all have representatives from 4 different groups.
- In the new groups, the students can then ask each of the other 3 members of the group their 3 questions. The student answering must respond with a full sentence using one of the following adverbs of frequency: *always, often, sometimes, rarely or never* which the interviewer puts in the questionnaire under the name.
- The interviewer marks their responses on their chart. Here's an example:

Questions <i>How often... ?</i>	Name: <i>.....Mika.....</i>	Name: <i>.....Jana.....</i>	Name: <i>.....Anna.....</i>	Name: <i>.....Simon.....</i>
<i>How often do you go to the cinema?</i>	<i>sometimes</i>	<i>rarely</i>	<i>sometimes</i>	<i>often</i>
<i>How often do you eat pizza?</i>	<i>often</i>	<i>rarely</i>	<i>sometimes</i>	<i>sometimes</i>
<i>How often do you go for a walk?</i>	<i>rarely</i>	<i>sometimes</i>	<i>rarely</i>	<i>often</i>

- Once all the questions have been asked the students go back to their original groups to compare the responses. At this stage, it's a good idea to give some examples using the *comparative form* that they can copy. For example:
  - Mika goes to the cinema **more often** than Jana.*
  - Jana doesn't eat pizza **as often as** Mika.*
  - Anna goes for a walk **less often than** Simon*
- Depending on the level of the group and whether they have already studied comparative forms you could encourage them to use a greater variety of both *adverbs of frequency* (*now and then, hardly ever etc*) and also *comparative forms* such as:
  - Slightly more often*
  - A great deal less often*
  - Much more/ much less etc.*