

16 Question Strips

ADVERBS of FREQUENCY



• What do you **seldom** do when you are in English class?

• What do you **often** do when you are in English class?

• What kinds of movies do you **never** watch? Why?

• What do you **sometimes** eat for breakfast?

• Are you **always** tired in the mornings? Why? / Why not?

• Are you **always** tired in the evenings? Why? / Why not?

• What do you **often** do on the weekends?

• What kinds of food do you **rarely** eat? Why?

• What things do you **seldom** drink? Why?

• What time do you **usually** get up in the mornings?

• What time do you **usually** go to bed at night?

• What do you **hardly ever** watch on TV? Why?

• Do you **always** text your friends? Why? / Why not?

• Do you **always** check your e-mail? Why? / Why not?

• What do you **sometimes** dream about?

• What do you **sometimes** think about? Why?

Grammar Focus Adverbs of Frequency

Level Beginner to Elementary (CEFR Level A1)

- **As a Seated Activity**

Have your students seated in pairs or in groups of three.

Lay the sixteen cut-up questions – face-down – between the students.

Students take turns randomly selecting questions to ask their partner(s).
Encourage follow-up questions.

Be sure to set a time frame for your students (try starting with 10 – 15 minutes for 16 questions; you may want to adjust this in later classes). Monitor and assist.

- **As a Standing Activity 1**

Have all your students stand up.

Give one question strip to each student.

Students find a partner and ask their question. Encourage follow-up questions.

After the students have asked each other their questions, have them exchange question strips and find new partners and continue.

Set a time frame as above. Monitor and assist.

- **As a Standing Activity 2**

This activity runs exactly the same as in ‘Standing Activity 1’ except that students first have about a minute to memorize their question (before placing it in their pocket – it can be used as a prompt if needed).

After each short conversation, students ‘mentally exchange’ their questions – they must help each other memorize their new questions before setting off to find a new partner.

This activity version is a little challenging, but also lots of fun – and it’s great to see all the learning that takes place!

Set a time frame as above. Monitor and assist.