

ESL Grammar Activities

for

Kids and Adults

“Wh-” Questions

Objective: Students will learn how to form and respond to “*Wh-*” questions (e.g., *who, what, where, when, why, how*) to seek and provide information.

Level: Beginner

Duration: 45 minutes

Materials Needed

- Flashcards with question words (e.g., *who, what, where, when, why, how*)
- Worksheet for “*Wh-*” question practice
- Conversation prompts or pictures for pair speaking activities

Teaching Outline

Introduction (5 minutes)

Begin by introducing the concept of “*Wh-*” questions, explaining that these are used to ask for specific information rather than simple yes/no answers.

Write the common “*Wh-*” question words on the board, such as:

- *Who* (for asking about a person)
- *What* (for asking about a thing)
- *Where* (for asking about a place)
- *When* (for asking about time)
- *Why* (for asking about a reason)

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- *How* (for asking about manner or method)

Give an example of each, such as:

- “*Who is your teacher?*”
- “*What are you doing?*”
- “*Where do you live?*”

Emphasize that “*Wh-*” questions start with these words followed by the verb and subject.

Guided Practice (10 minutes)

Show flashcards with different “*Wh-*” question words and ask the class to create a question using the word on each card. For example, show a “*Where*” card, and elicit:

- “*Where do you live?*”

Then, ask the students to answer the question. Repeat this with other question words:

- Show “*What*”, and ask for a question like: “*What do you eat for breakfast?*”
- Show “*Who*”, and elicit: “*Who is your favorite actor?*”

Make sure to correct word order if necessary, and model the correct pronunciation of each question.

Independent Practice (15 minutes)

Give students a worksheet with prompts for “*Wh-*” questions. The worksheet should contain sentences like:

- _____ (*what*) is your favorite color?
- _____ (*where*) do you go to school?

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Students need to fill in the blanks with the correct “*Wh-*” question word and then rewrite the full sentence. After completing the worksheet, pair students up to ask and answer the questions they have written. Walk around the classroom to monitor and provide assistance, ensuring they use the correct word order and question forms.

Review and Feedback (10 minutes)

Go over the worksheet as a class, asking students to share their questions and answers. Write a few example sentences on the board and review any mistakes, especially focusing on common errors in question word order. Reinforce the rules for forming “*Wh-*” questions (question word + verb + subject) and offer more examples as needed.

Extension Activity (5 minutes)

For additional practice, give students a set of conversation prompts or pictures to ask each other questions. For example, show a picture of a family at the beach and prompt them to ask questions like:

- “*Where are they?*”
- “*What are they doing?*”

Encourage them to use a variety of “*Wh-*” questions during the activity. This allows students to practice both asking and answering questions in a conversational setting.

Assessment

Throughout the guided practice and worksheet activity, observe students’ ability to form correct “*Wh-*” questions and their use of appropriate question words. Pay attention to their word order and whether they can provide accurate responses to their classmates’ questions. The extension activity can also serve as informal assessment of their ability to use “*Wh-*” questions naturally in conversation.

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This activity gives students a solid foundation in asking and answering “*Wh-*” questions, which are essential for gathering information and engaging in everyday conversations. By practicing question formation with different prompts and using varied question words, students build confidence in their ability to ask for specific information. The lesson promotes speaking and listening skills, as students interact and practice forming and answering questions in real-time.

Adverbs of Frequency

Objective: Students will learn to correctly use adverbs of frequency (e.g., always, usually, often, sometimes, rarely, never) in sentences to describe how often actions occur.

Level: Beginner to Intermediate

Duration: 45 minutes

Materials Needed

- Flashcards with incomplete sentences for adverb placement
- Worksheet for practicing adverbs of frequency
- Short dialogue passages using adverbs of frequency

Teaching Outline

Introduction (5 minutes)

Introduce adverbs of frequency as words that describe how often something happens. Write the most common adverbs of frequency on the board in order of frequency, from *always* to *never*. For example:

- *Always* (100%)
- *Usually* (80%)
- *Often* (60%)
- *Sometimes* (40%)
- *Rarely* (20%)
- *Never* (0%)

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Explain that these adverbs generally go before the main verb in a sentence, except when using the verb “to be,” where the adverb follows the verb.

Guided Practice (10 minutes)

Provide example sentences with blanks for students to fill in using adverbs of frequency. For example:

- “I ___ eat breakfast in the morning.”

Students can suggest different adverbs such as *always*, *sometimes*, or *never*, and discuss how the meaning of the sentence changes. Write their suggestions on the board, making sure the adverb is placed correctly in each sentence. For example:

- “I *always* eat breakfast in the morning.”
- “I *rarely* eat breakfast in the morning.”

Highlight the difference in meaning caused by each adverb choice.

Independent Practice (15 minutes)

Distribute a worksheet focusing on using adverbs of frequency. The worksheet may include tasks such as:

- Filling in the blanks with the correct adverb of frequency.
- Rewriting sentences using a given adverb of frequency.
- Writing original sentences about their own habits using adverbs of frequency (e.g., “I sometimes read before bed.”).

Students should complete the worksheet independently. After finishing, allow them to pair up to check their answers and discuss their reasoning.

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Review and Feedback (10 minutes)

Review the worksheet answers as a class. Write a few sentences on the board and ask students to place the correct adverb of frequency in the sentence. For example:

- “*She ___ goes to the gym.*”

Discuss where the adverb should be placed and why. Provide feedback, clarifying any misunderstandings about the placement and use of adverbs of frequency. Discuss common errors, such as placing the adverb in the wrong part of the sentence or misinterpreting the level of frequency an adverb expresses.

Extension Activity (5 minutes)

For further practice, organize a conversation activity where students must ask their partners about their routines and habits using adverbs of frequency. For example, one student might ask: “*How often do you go to the movies?*” and their partner might respond: “*I rarely go to the movies.*” Encourage students to practice forming both questions and answers using adverbs of frequency.

Assessment

During the guided practice and worksheet activity, observe students’ ability to correctly use and place adverbs of frequency in sentences. Pay attention to their understanding of how the meaning of a sentence changes depending on the adverb used. The extension activity allows for informal assessment of their speaking skills and ability to use adverbs of frequency in conversation.

This activity helps students understand how adverbs of frequency can modify actions and convey regularity in both spoken and written

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communication. By practicing the correct placement and use of adverbs through interactive exercises, students improve their fluency and grammatical accuracy. This lesson not only deepens their understanding of adverbs of frequency but also enhances their ability to express frequency accurately in everyday conversation and writing.

Verb Tense Timeline

Objective: Students will strengthen their understanding of different verb tenses by placing events on a timeline and constructing sentences using the correct tense.

Level: Intermediate to Advanced

Duration: 45 minutes

Materials Needed

- Large timeline drawn on the board or a timeline on paper
- Sentence cards or event prompts (e.g., “a trip to the beach,” “graduation day”)

Teaching Outline

Introduction (5 minutes)

Start by reviewing the key verb tenses the class has been studying (e.g., past simple, present perfect, future continuous). Write a few examples on the board, such as:

- “*She walked to the store yesterday.*” (past simple)
- “*He has lived here for five years.*” (present perfect)
- “*We will be studying at 3 PM.*” (future continuous)

Explain that today, students will practice using these tenses by placing events on a timeline and constructing sentences that fit the time frame of the event.

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Guided Practice (10 minutes)

On the board, draw a large timeline that spans the past, present, and future. Begin with an example event, such as “*graduation day*.” Ask students to determine where on the timeline the event would fall. Then, prompt them to create a sentence using the correct verb tense:

- “*I graduated last year.*” (past simple)

Write the sentence on the board, showing how the time of the event informs the verb tense. Repeat this process with a few more examples, guiding students through the reasoning behind each tense choice.

Independent Practice (15 minutes)

Hand out sentence cards or event prompts to students, and have them work individually or in pairs to place their events on a timeline (either on paper or on the board). Once they have positioned their events, they must write a sentence for each using the appropriate verb tense. Encourage them to use a range of tenses to reflect the timing of the events. Walk around the classroom to assist students with tense selection and sentence construction, ensuring they understand the relationship between time and verb tense.

Review and Feedback (10 minutes)

After students have completed their sentences, invite a few volunteers to share their events and sentences with the class. Write their sentences on the board, and discuss the tense choices. For any incorrect uses of tense, ask the class to help correct the sentence and explain why the correction is necessary. This allows students to see the broader context of verb tenses and how they apply to different situations. Provide positive reinforcement for correct tense use and clarify any common misunderstandings.

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Extension Activity (5 minutes)

As an extension, ask students to create a story by selecting three to five events from their timeline and stringing them together using a variety of verb tenses. They can either write this story or share it aloud with a partner. This activity helps students to apply their understanding of verb tenses in a more extended, narrative context.

Assessment

Formative assessment occurs as students create sentences during independent practice. You can gauge their grasp of tense selection based on their event placements and sentences. For summative assessment, collect their completed timelines and sentences to review how accurately they have applied the different verb tenses.

The verb tense timeline activity helps students visualize the relationship between time and grammar, making abstract tense concepts more concrete. By positioning events on a timeline, students gain a clearer understanding of when to use each tense and how to describe events in the past, present, and future. The activity supports critical thinking as students decide on tense usage and provides an engaging way to reinforce grammar knowledge through visual and contextual learning. Additionally, the task can be adapted to focus on specific tenses or a broader range of grammar structures, making it a versatile tool for grammar instruction.

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Present Simple

Objective: Students will learn how to describe their daily routines using the present simple tense.

Level: Beginner

Duration: 45 minutes

Materials Needed

- Flashcards with daily routine activities (e.g., brushing teeth, eating breakfast, going to school)
- Worksheet for writing daily routine sentences
- Example routine schedule (optional)

Teaching Outline

Introduction (5 minutes)

Start by explaining that we use the present simple tense to talk about actions that happen regularly, such as daily routines. Write a few sentences on the board as examples:

- *“I wake up at 7 a.m.”*
- *“She goes to school at 8 a.m.”*

Emphasize that the present simple tense is formed using the base form of the verb for most subjects, but for *he/she/it*, we add an *-s* to the verb (e.g., *he brushes, she eats*). Go over basic time expressions like *“every day,” “in the morning,”* and *“at night”* to show how students can describe when these routines happen.

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Guided Practice (10 minutes)

Use daily routine flashcards to elicit sentences from the students. Show the class a flashcard, such as someone eating breakfast, and ask them to create a sentence using the present simple tense, like:

- *“I eat breakfast at 7 a.m.”*

For each card, choose a student to describe the activity using the present simple, guiding them if necessary. For example, show a picture of a person brushing their teeth and elicit:

- *“He brushes his teeth after breakfast.”*

Make sure to point out the difference between subjects like *I/you* and *he/she* when forming sentences, ensuring that students correctly add *-s* to third-person singular verbs.

Independent Practice (15 minutes)

Give each student a worksheet with pictures or a list of common daily activities (e.g., wake up, have breakfast, go to school, do homework). Ask them to write sentences describing their own daily routines using the present simple. For example:

- *“I wake up at 6:30 a.m.”*
- *“She does her homework in the afternoon.”*

Encourage students to use time expressions like *“in the morning,”* *“after lunch,”* and *“before bed.”* As they work, circulate around the room to check their sentences and provide assistance where needed, ensuring they use the correct verb forms for different subjects.

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Review and Feedback (10 minutes)

Ask a few students to share the sentences they wrote about their routines. Write some of their sentences on the board and review them as a class. Focus on correcting common errors, such as missing the *-s* in third-person singular verbs or incorrect word order. Use these sentences to reinforce the rules for forming the present simple tense, and provide more examples if necessary.

Extension Activity (5 minutes)

For additional speaking practice, pair students up and ask them to talk about their daily routines with their partners. One student describes their routine, and the other listens and asks questions. For example:

- *“What time do you wake up?”*
- *“Do you go to school by bus or by car?”*

This lets students engage in real conversations while practicing the target grammar in a meaningful context.

Assessment

Assess students' understanding during the independent practice by checking their sentences for correct usage of the present simple tense. Pay close attention to their ability to use time expressions and proper verb forms for different subjects. The extension speaking activity can also serve as informal assessment, allowing you to see if students can accurately describe their routines in conversation.

This activity helps students use the present simple tense in a functional and practical way by focusing on a topic they can easily relate to—their daily routines. Practicing how to describe routine activities builds students' confidence in using the present simple tense for regular

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actions. The flashcards provide a visual aid to reinforce vocabulary, while the sentence-writing activity ensures students get hands-on practice with verb forms and time expressions. The lesson combines speaking, writing, and listening skills, providing a well-rounded approach to learning this fundamental grammar point.

Present Continuous

Objective: Students will practice using the present continuous tense by describing actions happening in pictures.

Level: Beginner to Intermediate

Duration: 40 minutes

Materials Needed

- A set of pictures or illustrations showing people engaged in various activities (e.g., playing soccer, cooking, dancing)
- Handouts with sentences using present continuous
- Projector (optional for displaying images to the class)

Teaching Outline

Introduction (5 minutes)

Begin by reviewing the present continuous tense. Write an example sentence on the board:

- *“She is reading a book.”*

Explain that the present continuous tense is used to describe actions that are happening right now or around the current moment. Point out that the tense is formed with the verb *to be* (am/is/are) followed by the main verb ending in *-ing*. Provide a few more examples:

- *“They are playing football.”*
- *“I am writing a letter.”*

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Emphasize that the present continuous is used for actions in progress and can also be used to describe future planned events.

Guided Practice (10 minutes)

Show a picture (either projected on a screen or passed around the classroom) of people engaged in different activities. Ask the students to describe what they see using the present continuous tense. For example, if the picture shows people at the park, students could say:

- *“The boy is riding a bicycle.”*
- *“Two girls are playing with a ball.”*

Write their sentences on the board and correct any mistakes. Guide students in forming proper present continuous sentences, making sure they use the correct form of the verb *to be* and add *-ing* to the main verb.

Independent Practice (15 minutes)

Hand out individual pictures or sets of pictures to pairs of students. Instruct them to look at the pictures and describe what is happening using the present continuous. For example, if the picture shows someone cooking, the students might write:

- *“She is cooking dinner.”*
- *“He is chopping vegetables.”*

Tell students to describe multiple actions within each picture. Walk around the room to monitor their work and provide help where needed. This independent practice allows students to apply the grammar rules on their own in a creative and visual context.

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Review and Feedback (5 minutes)

After students have completed their picture descriptions, ask a few pairs to share their sentences with the class. Write some of their sentences on the board, and go over any mistakes or common errors. Discuss variations in how different groups described the same picture, emphasizing that there can be more than one correct way to describe an image, as long as the grammar is used properly.

Extension Activity (5 minutes)

For an extra challenge, ask students to write a short story based on their pictures, using the present continuous to describe what is happening in the scene. They can connect different actions in the picture to form a coherent narrative, which allows for more extended practice with the tense. For example:

- *“The children are playing soccer in the park while their parents are sitting on the bench. A dog is running around the field, and a boy is flying a kite.”*

Assessment

During the independent practice, observe how well students are forming present continuous sentences. Summative assessment can be done by reviewing their written descriptions and ensuring that they have correctly applied the tense, using the *-ing* form and the correct form of *to be*.

This activity helps students practice the present continuous tense in a fun and visual way by connecting grammar to real-life actions depicted in pictures. Describing ongoing activities encourages them to use the tense naturally and reinforces its function in English. Additionally, students develop speaking and writing skills, as they describe and create

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sentences based on visual stimuli. The activity is adaptable to various levels and can be expanded with more complex images or actions for advanced learners.

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