

# LESSON PLAN GUIDE

PictureBook English Reading Series — Grammar Fluency

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<b>Category</b>	Fluency in Key Grammar	<b>Title</b>	Grammar Book 1 – The Interview Game: Present Tense
<b>Ages</b>	6–9	<b>Theme</b>	Do you...? Questions + Adverbs of Frequency + Daily Routines

## INTRODUCTION OF THE BOOK

This is the first book in the Grammar Fluency series — and it connects directly to the final book in the Vocabulary series, carrying adverbs of frequency from passive recognition into active, confident use. Through the Interview Game, children master 'Do you...?' questions and discover exactly where to place adverbs of frequency when describing their daily habits and morning routines.

The shift from the Vocabulary series is significant: children move from understanding grammar as a concept to using it fluently in real conversation. The Interview Game format makes this transition feel natural and exciting — asking and answering questions about real daily life gives the grammar immediate personal meaning.

## SIX ADVERBS OF FREQUENCY

always	usually	often	sometimes	rarely	never
100%	90%	70%	50%	10%	0%
<i>I always eat breakfast.</i>	<i>I usually walk to school.</i>	<i>I often read at night.</i>	<i>I sometimes watch TV.</i>	<i>I rarely eat candy.</i>	<i>I never skip class.</i>

## LEARNING OBJECTIVES

Children will be able to:

- Form and ask 'Do you...?' questions correctly in the present tense
- Answer 'Do you...?' questions using all six adverbs of frequency
- Place adverbs of frequency correctly before the main verb — 'I always eat breakfast'
- Distinguish the adverb position with action verbs from the position with 'be' — 'I am always happy'
- Build longer answers by responding to Wh- follow-up questions

## LEARNING ACTIVITIES

### 1. Review or introduce the six adverbs of frequency

If your child has completed the final Vocabulary book 'From Always to Never', begin with a quick review of the six adverbs. If not, introduce them now using the reference table above. Go through

each adverb, its approximate frequency percentage, and a simple example sentence. Ensure children are comfortable with all six before moving on to the Interview Game.

## 2. Spot the Adverb Shift

Before playing the game, point out the key word order difference between the two series. In the Vocabulary series, children learned: 'I am always happy' — the adverb comes after the verb 'be'. Now in this book, the adverb jumps in front of the action verb: 'I always eat breakfast.' Ask your child: 'Can you spot where the adverb moved?' Noticing this pattern is the key to sounding natural in English.

## 3. Play the Interview Game

Turn the book's questions into a real interview. Take turns being the interviewer and the interviewee. Ask: 'Do you brush your teeth every morning?' and encourage your child to answer with a full sentence using an adverb of frequency — for example: 'Yes, I always brush my teeth' or 'I usually brush my teeth after breakfast.' The more natural the conversation feels, the better.

## 4. Follow up with Wh- questions

After each answer, ask a follow-up Wh- question to encourage longer, more complex sentences. If your child says 'I usually play outside', ask: 'Where do you play?' or 'Who do you play with?' or 'When do you usually go outside?' This helps children understand the present tense more deeply and practise the verb forms they need for natural conversation.

## FOLLOW-UP ACTIVITIES

Play a Daily Routine Interview with the whole family. Each person is interviewed about their morning routine using 'Do you...?' questions and must answer with an adverb of frequency. Write down the most interesting answers — for example: 'Dad never eats breakfast!' or 'Grandma always drinks three cups of tea!' — and compare them. This turns grammar practice into a genuinely fun family activity and shows children that adverbs of frequency are part of real everyday English.

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## TEACHER'S NOTES AND TIPS

The adverb position rule is one of the most commonly confused points in early English grammar — children frequently say 'I eat always breakfast' by analogy with 'I am always happy.' The most effective correction is not to point out the error, but to model the correct form repeatedly in context and let the pattern become automatic through the Interview Game. For classroom settings, the game works brilliantly as a pair activity — one child interviews the other for two minutes, then they swap. The Wh- follow-up questions are particularly valuable as they naturally introduce children to the concept of the present simple tense as a whole, preparing them for the books ahead in this series.