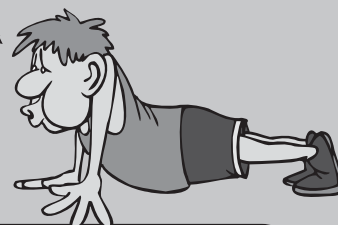
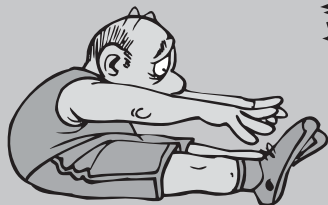


How often is often?



A

- #1 Do you ever exercise? - - - - - Yes, I do. / No, I don't.
- #2 How often do you exercise? - - - - I _____ exercise.
- #3 How often is _____? - - - - - I exercise _____.

Ask your partners:

Questions:

#1	Do you ever _____?
	dream in color?
	talk to animals?
	oversleep?
	tell a lie?
	sleep in front of the TV?
	sing in the shower / bath?
	send e-mail?
	get angry?
	speak English?
	go to bed after midnight?
	wish you were rich?

Partner #1 _____ name

#1 Do you ever...?
#2 How often do you...?
#3 How often is ...?

Partner #1:

#1	#2	#3

Partner #2 _____ name

#1 Does he/she ever...?
#2 How often does he/she...?
#3 How often is ...?

Partner #2:

#1	#2	#3

#2 How often do you _____? I _____ exercise .

<i>always</i>	100%
<i>usually</i>	70~90%
<i>often</i>	40~60%
<i>occasionally</i>	20~30%
<i>seldom</i>	10~15%
<i>hardly ever</i>	5%
<i>never</i>	0%

#3 How often is often? I exercise _____ .

<i>Once</i>	<i>a day</i>
<i>Twice</i>	<i>a week</i>
<i>Three times</i>	<i>a month</i>
<i>Four times, etc.</i>	<i>a year</i>
<i>Two or three times.</i> ..	
<hr/>	
<i>Every other</i>	<i>day, week, month, year</i>
<i>Every two</i>	<i>days, weeks, months, years</i>



How Often is Often?



Student ability: **Beginner ~ Low Intermediate**
Approximate length of lesson: **30+**
Number of students necessary: **2+**
Preferred age/maturity: **JHS ~ Adult**
Type of lesson: **Pair work activity**

* * * * *

Language Target: A great pair work activity to practice adverbs and adverbial phrases of frequency. Students will need to use both first person and third person.

Setting Up: On the board, write two columns – one with these words: **always, usually, often, occasionally, seldom, hardly ever** and **never**.

The other column has these phrases: **once a day, twice a week, three times a month, four times a year, two or three times a week, every other day** and **every two months**.

Then ask the class a simple **Do you ever...?** question such as: **Do you ever sleep in the bathtub?**

When a student says: **Yes, I do**, follow up with this question: **How often do you sleep in the bathtub?**

The student answers with one of the words from the first column, for example:

I occasionally sleep in the tub.

Then, ask the next question: **How often is occasionally?**

The student offers a more specific definition of the word occasionally by saying something like:

I sleep in the bath once a month.

Getting Started (Part A): In pairs, one student receives a copy of **Worksheet A** and the other receives **Worksheet B**. Students look at the example at the top.

Practice the conversation as written and students supply their own adverbs and adverbial phrases choosing from the lists at the bottom of the worksheet.

Students write their partner's name next to Partner #1 on the worksheet.

Student A asks **Student B** the first question from Part 1 ❶: **Do you ever dream in color?**

Student B responds with **Yes, I do**. Or **No, I don't**. This response is noted with either a **Yes** or **No** in Column #1 under Partner #1.

If **Student B** said **Yes**, then **Student A** continues to the second question from Part 2 ❷: **How often do you dream in color?**

Student B responds with something like: **I usually dream in color.**

Student A writes the word **usually** in the second column then continues by moving on to the third question from Part 3 ❸: **How often is usually?**

[Note: **Student B** answered Part 2 with the word **usually**. **Student A** now adds the word **usually** to the end of the sentence. **How often is usually?**]

Student B responds with something like: **I dream in color four or five times a week.**

Student A writes: **Four or five times a week**, in the third column.

Now **Student B** asks a question from his/her worksheet. Students alternate between asking

and answering the questions and keeping notes of their partner's responses.

Getting Started (Part 2): When pairs of students have finished asking all the questions on the worksheet, they split up and find a new partner.

This time, however, **two students** with **Worksheet A** team up as do **two students** with **Worksheet B**. Important: A and B students working together will not work for Part 2.

Students ask their new partners for their previous partner's name which is written next to **Partner #2**.

Now, both students ask for information concerning their previous partners.

In other words, **Student A #1** asks **Student A #2: Does Nancy ever dream in color?**

Student A #2 checks the written answer given by previous **Partner #1** and responds with: **Yes, she does.**

Student A #1 continues with the question: **How often does she dream in color?**

Student A #2 again checks the information written for Partner #1 and responds with: **She hardly ever dreams in color.**

Student A #1 asks the last question: **How often is hardly ever?**

Student A #2 responds appropriately with: **She dreams in color twice a year.**

Variation 1: When all pairs have finished, randomly pick any one of the sentences and ask a question such as the following to the whole class:

Who occasionally sends e-mail?

Students look at the information for Partners #1 and #2 and respond with:

Greg occasionally sends e-mail.

Then ask: **How often is occasionally?**

Students reply according to their notes. For example: **Bob sends e-mail three times a month. Sue sends e-mail 20 times a day.**

Variation 2: Additional adverbs of frequency could be added including: **almost always, frequently, rarely, not usually, not often, almost never,** etc.

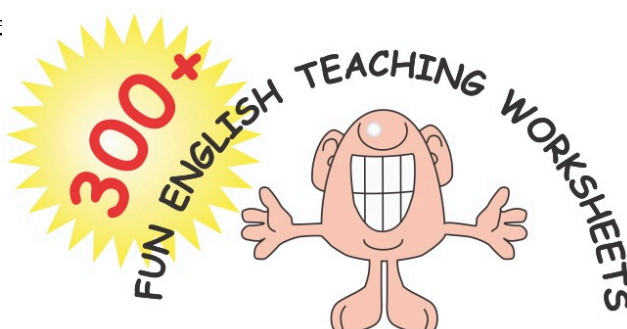
[**Note:** The word **sometimes** is not included in this lesson simply because it has such a wide range of meaning. It can mean anything from **once a day** to **once a year.**]

Similar Lesson:

Do You Ever...?

(Lesson Collection Set #2 – Lesson 18)

Contributed by Kurt Scheibne
Illustrated by Carsten Mell



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