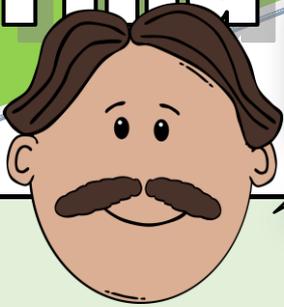


NAME: _____

DATE: _____

Find Someone Who ...

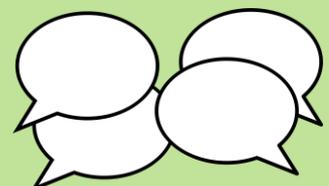


Do you ever get up before six o'clock?

ADVERBS of FREQUENCY

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... always gets up before six o'clock.				
... almost always eats sandwiches for lunch.				
... usually takes a bus to class.				
... often goes to bed before nine o'clock.				
... sometimes sneezes loudly in class.				
... seldom comes to class on time.				
... never sends text messages.				

- A: Do you ever get up before six o'clock?
- B: Yes, I always get up before six o'clock!
- A: Why do you get up so early?
- B: I like to go jogging in a park in the morning.



Aim Speaking practice; Grammar practice (adverbs of frequency)

Level Beginner to Elementary (CEFR Level A1)

ACTIVITY NOTES

Lead-in

Lead-in to this activity with a quick review of adverbs of frequency.

- See the additional downloadable resources at: www.allthingsgrammar.com

'FIND SOMEONE WHO' Activity – Version 1

Distribute one activity handout to each learner. Have your students stand and find different classmates to interview. When a classmate answers with the corresponding adverb of frequency, the interviewer should write the classmate's name and ask for and record additional information. For example:

- A. ***Do you ever*** get up before six o'clock?
- B. Yes, I ***always*** get up before six o'clock.
- A. (writes classmate's name in the box) Why do you get up so early?
- B. I like to go jogging in a park in the morning.
- A. (writes this information in the box)

NOTE #1: Students should begin each question with: 'Do you ***ever*** ...' (This is more natural-sounding in English than: "Do you seldom ...?").

NOTE #2: For the last two boxes on the handout ('seldom' and 'never': "Do you ever ...?" Answers: "Yes, but I ***seldom*** come to class on time." / "No, I ***never*** send text messages." -> These answers count as finding a person.

When a classmate answers with 'No' (except the last 2 boxes), the interviewer should the leave box empty. Another classmate may later answer 'Yes' for this question.

IMPORTANT: Be sure to ***model*** this activity with a student. Consider using the board to write a similar conversation as above.

'FIND SOMEONE WHO' Activity – Version 2

Although not the 'traditional' *Find Someone Who* activity procedure, I find this second version more interesting and easier to manage in class.

In this version, students are allowed to ask one classmate one question (excluding follow-up questions) – and the answer, no matter 'Yes' or 'No', is written in the box. After a mutual interview exchange, students can move on to find another classmate to speak with.

'Version 2' guarantees that every box can be filled, and that students will not stick with just one classmate in an attempt to find a 'Yes' answer. It is also less complicated (see Note #2 above).

Wrap-up

Wrap-up either version by having your learners sit down in pairs or groups of three and share the information they collected. Finally, elicit any especially interesting information your learners may have discovered.