



Too Many Times



1. Student ability: **Beginner ~ Low Intermediate**
2. Approximate length of lesson: **25+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Pair Work Activity**

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Language Target: Asking and answering questions using present perfect while working with irregular verbs and less common adverbial phrases of frequency.

Language Note: When we are bored of doing something over and over, or when we do something silly or stupid, we tend to exaggerate the number of times that we have done this thing. For example, if we have taken a wrong bus a few times, we tend to say that we've taken the wrong bus hundreds or even thousands of times to get the point across.

With this lesson, students can practice using such common phrases as *millions of times* or *zillions of times* to emphasize their point.

Setting Up: Start the class with a statement such as:

Teacher: *Oh no, I've forgotten my wallet!*

Students: *Have you ever forgotten your wallet before?*

Teacher: *Yes. I've forgotten it dozens of times.*

OR

Teacher: *Oh no, I've made a big mistake!*

Students: *Have you ever made a big mistake before?*

Teacher: *Oh sure. I've made a big mistake zillions of times.*

Make a list on the board of the phrases printed in the lower right corner of the worksheet – *a few times, a couple of times*, etc. Explain each of these as necessary.

Ask a few students if they have ever done or not done something. For example:

Teacher: *Have you ever forgotten to do your homework?*

Student: *Yes, I have.* (Sure, Yeah, Occasionally, etc.)

Teacher: *How many times have you forgotten to do your homework?*

Student: *I've forgotten to do my homework a handful of times.*

Try a few more questions to help the students acquire the pattern.

Getting Started (Partner #1): Pair the students and give one student Worksheet A and the other Worksheet B. Students take turns asking each other the *Have you ever...?* questions from their worksheets. If the answer is *No*, that's the end of the question. If the answer is *Yes*, then the student continues with the second question: *How many times have you...?* The answers should be written in the NOTES column.

A blank space is at the bottom for students to ask their own *Have you ever...?* question.

Getting Started (Partner #2): When pairs have finished, put two Worksheet A and two Worksheet B students together. This time they continue asking and answering questions but the information is from their first partner (thus third person). For example:

Student #1: *Has he / she* (referring to the previous partner) *ever taken a wrong bus?*

Student #2: *Yes, he / she has.*

Student #1: *How many times has he / she taken the wrong bus?*

Student #2: *He / She has taken the wrong bus a bunch of times.*

They continue until all of the answers for Partner #2 have been filled in.

Variation 1: After Part 2 is finished, encourage the Worksheet A students (and Worksheet B students) to ask each other additional *Have you ever...?* questions.

Variation 2: When students have finished, assemble the whole class and ask questions such as:

Teacher: *Who has done something a handful* (thousand, zillion) *of times?*

Student: *Jerry has.*

Teacher: *What has Jerry done a handful of times?*

OR

Jerry, what have you done a handful of times?

Student: *Jerry has been in love a handful of times.*

Variation 3: It's fun to introduce other adverbial phrases of frequency not included on the worksheet. Billions of times, Trillions of times, oodles of times. OR six-hundred thousand times, 50 zillion times, a billion billion times, etc.

Building Fluency: For higher ability students, encourage them to add a few follow-up questions after asking *How many times have you...?* These could include questions such as:

Have you..., recently?

Why do you... so often? (Changing into simple present tense.)

How often do you...?

When was the first time you...? (Changing into simple past tense.)

When was the last time you...?

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Contributed by Robert Jenkins

Illustrated by Chris Kennett

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