

At the Hairdressers

Hairdresser

1. Good morning, _____.
(partner's name)
3. _____ Your hair looks like a _____'s nest!
Expression of shock a bird
5. Really? I think it _____ looks like that, what happened?
adverb of frequency (+)
7. Did you do that this morning?
9. Really? You should _____ use _____ instead.
adverb of frequency (+) liquid
11. OK. Well, do you ever dry your hair with a _____.
kitchen machine (singular)
13. You're kidding! How long does that take?
15. You should stop brushing your hair with a _____.
a car part
17. And massage your head with a/an _____ for _____ minutes a day.
a carpenter's tool number
19. I'm not sure. I _____ do that, myself.
adverb of frequency (-)
21. If you want to, but put some _____ juice on your head when you're done.
a vegetable
23. It will make your hair look _____.
Adjective (positive)



(+)	Adverbs of Frequency	(-)
Always	100%	Occasionally 30-50%
Almost always	95-99%	Seldom 10-30%
Usually	75-95%	Hardly ever 5-10%
Often	50-75%	Almost never 1-5%
Frequently	50-75%	Never 0%

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Customer

2. Good morning, _____.
(partner's name)
4. I know. It's _____ been this bad before.
adverb of frequency (-)
6. Well, you know, I _____ put _____ in my hair.
adverb of frequency (+) liquid
8. No, this morning I washed my hair with _____ juice.
a fruit
10. I know. I _____ do that too, but I was in a hurry.
adverb of frequency (+)
12. _____. Recently I've been using a /an _____.
adverb of frequency (-) a kitchen machine
14. It _____ takes more than _____ minutes. So, what should I do?
adverb of frequency (-) number
16. But I _____ do that.
adverb of frequency (+)
18. That sounds _____. Is that safe?
adjective (negative)
20. OK, I'll try that, should I _____ my hair before going to bed?
cooking verb
22. Oh, that's a good idea. I have _____ done that.
adverb of frequency (-)
24. OK. Thanks a lot.



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This is a highly amusing teaching activity for adverbs of frequency.

Before class, make one copy of the two worksheets for each pair of students.

Procedure

Before you start the activity, pre-teach the language the students will need by writing these words and phrases on the board: liquid, bird, expression of shock, kitchen machine, car part, carpenter's tool, cooking verb, vegetable, adjective (positive/negative). Ask the students to give you a few examples for each word/phrase and write these on the board.

Next, write the list of adverbs of frequency from the worksheets on the board. Review each word and its percentage.

Divide the students into pairs and hand out the worksheets, one student will be the hairdresser, and the other student will be the customer.

It is important to tell the students not to read the sentences. Instead, they only ask their partners for the missing words and phrases to fill in the blanks.

Example:

Student A: What's your name?

Student B: Tom.

Student A: Give me an expression of shock.

Student B: Oh my god.

Student A: Name a bird.

Student B: An eagle.

When both students have finished completing their script with their partner's answers, they can read their script by alternating lines, i.e. The hairdresser begins by reading line 1 on his or her page. Then the customer responds by reading line 2 from his or her page and so on.

The script should turn out to be very funny. You should hear lots of laughter coming from your students at this point.

When the students have finished reading, have pairs of students read their scripts to the rest of the class.

You may also have the students form new partners and read through their scripts again.