

3 It's Too Expensive

Too/Enough

Target patterns: *Too/Enough* with adjectives
Too/Enough with verbs
 How about . . . ?
 Why not . . . ?

Communication skills: Making suggestions
 Criticizing
 Shopping

Language sets: How about . . . ?
 Why not . . . ?

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Warm Up

Giving Reasons Using "Too"

Ask the students if they can do things that they obviously cannot do such as "Can you touch the ceiling?" "Can you swim across the Pacific Ocean?" Help them answer using "It's too . . ." or "I'm too . . ." The students then take turns to ask about things the other student obviously cannot do, and answer using *too*.

Don't Worry Too Much

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's wrong with the expensive house?
 What's wrong with the cheap house?

Follow-up questions

Which house is too expensive?
 What do you think is too expensive?
 Which house is too cheap?
 What do you think is too cheap?

Comprehension – personalization

T: How many rooms does the house have?
 S1: It has a large living room and six bedrooms?
 T: Your house/this school etc.
 S1: How many rooms does your house have?
 S2: It has . . .
 Continue in a chain.

T: What does Paula think of the house?
 S3: She thinks it's too big and too expensive.
 T: Your house/your school/your day/your

teacher/the president, etc.

53: What do you think of . . . ?

54: I think it's too . . .

Continue in a chain.

Personalization

The students ask each other about people and places, and answer using "too".

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Warm Up

Giving Reasons Using "Enough"

Ask the students if they can do things that they obviously cannot do, such as "Can you buy a Ferrari?" Help them answer using "It isn't (They aren't) . . . enough" or "I'm not . . . enough." The students take turns asking about things the other student obviously cannot do, and answer using *enough*.

You Don't Practice Enough

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's wrong with Carmen's tennis?
 Why doesn't she practice enough?

Follow-up questions

What isn't good enough?
 What do you think isn't good enough?
 What doesn't Manuel do enough?
 What don't you do enough?

Comprehension – personalization

T: What does Carmen think is wrong with her tennis?
 S1: She thinks her backhand isn't good enough and her serve isn't powerful enough.
 T: What sports do you play?
 S2: (Volleyball) and (basketball) .
 T: What do you think is wrong with your . . . ?
 S2: I think . . .

Continue in a chain.

T: What should Carmen do?

- S3: *She should (practice more) .*
 S4: *She should . . .*

Personalization

The students take turns to state personal problems using “*enough*”. The other students give advice.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I think there are too many magazines in my bedroom.

I think there aren't enough jobs in this city.

I think I eat too much.

Controlled Practice

Too much / Enough

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

3. *He eats too much.*
4. *She doesn't eat enough.*
5. *He studies too much.*
6. *He doesn't study enough.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I work too much.

I don't relax enough.

One of my friends plays video games too much.

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Warm Up Shopping

Ask a few students to contribute one object to be sold in a store. Get one student to role play being a storekeeper and one a customer. Just see what

happens, and help them express what they want to say. The students can then role play storekeeper/customer dialogs. They can sell each other their possessions, pictures of animals, toy objects, etc.

How About Some Golf Clubs?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is she looking for?

Why doesn't she want to buy a computer?

Follow-up questions

Why doesn't she want to buy golf clubs for her husband?

What are you too lazy to do?

Why doesn't she want to buy a jacket?

Would you like to buy a jacket?

Why?

Why does she want to buy a notebook and pencils?

Would you like to buy a notebook and pencils?

Why?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student is a clerk in a general store and the other student is himself/herself or a famous person wondering where to go for a vacation. The students have natural conversations. Encourage them to use ‘*too*’ and ‘*enough*’.

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Communication Activities

A. Identical Pictures

One student uses a picture from a magazine or book or draws a picture. He/She then describes the picture for the other students to draw, gently criticizing what they are drawing, using *too* or *enough*.

B. Tennis

The game can be played as singles or doubles. One student serves by asking a “*Why can't you . . . ?*” question. The opposing student has to include *too* or

enough in his/her answer, and hits back by asking a different “*Why can’t you . . . ?*” question. The rally continues until a player cannot ask or answer a question or hesitates too long.

C. Haunted Castle

1. Each player (or team) places a counter on the knight (start) square.
2. The players take turns to roll the die and move through the corresponding opening as indicated by the die (e.g. if they roll 1, 2, 3, or 4 they move straight ahead, 5 to the left, and 6 to the right).
3. On entering a new square, the player rolls again to determine which question to answer (e.g. if the player moves with a 5 and then rolls a 3, he/she answers question 5-3 from the question sheet). Failure to answer the question means the player misses a turn.
4. If a player lands on a ghost square, the class can decide the penalty. They can ask the player to answer three questions (roll the dice six times), miss a turn, or perform some difficult English task.
5. If a player lands on the vampire or werewolf square, he/she is either out of the game or starts again. The winner is the first to make it to the castle exit.

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Review Exercises

Crossword

DOWN

1. have
2. might
4. time
5. days
7. heard
9. give
10. too

12. probably
14. win
15. pays
17. trips
18. dont
20. wish
22. the

ACROSS

3. study
6. again
8. may
9. get
11. hope
13. forward
16. haunted
19. away
21. still
23. put
24. these
25. yes

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.