

6 There Are Too Many People

Describing Places

Target patterns: . . . too much/many . . .
. . . isn't/aren't enough . . .

Communication skills: Describing cities
Describing neighborhoods
Describing our home

Language sets: City words
Neighborhood words

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Warm Up

Guess the Place

Secretly, think of a famous city. Write a series of words on the board, one at a time, connected with that city. After guessing the city, the students make sentences for each word, explaining the connection with the city. The students do the same activity in pairs. They take turns to think of cities.

What's Chiang Mai Like?

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

Anticipation questions

Who is friendly?

How many temples are there in Chiang Mai?

Follow-up questions

Where is Chiang Mai?

Where is your hometown?

What are the stores and restaurants like in Chiang Mai?

What are the stores and restaurants like in your hometown?

Comprehension – personalization

T: *Which part of Thailand is Sunee from?*

S1: *She's from Chiang Mai.*

T: *What's it like?*

S2: *It's an old city about 700 kilometers northwest of Bangkok.*

S3: *The people are very friendly.*

S4: *The stores and restaurants are very good.*

S5: *It has about 300 temples.*

T: *Which part . . . ?*

S6: *Which part of . . . are you from?*

S7: *I'm from . . .*

S6: *What's it like?*

S7: *It's . . .*

Continue in a chain.

Personalization

The students ask each other about places they know. Encourage them to talk about each place for as long as they can.

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Warm Up

The Bad Points of Places We Know

Ask students whether they like cities such as New York, Seoul, Paris, . . . When a student says "No," ask "Why not?" Help them answer using one of the four patterns on the board below. The students then ask each other about famous places. When they say they don't like a place, they give reasons using one or more of the patterns.

What's Kolkata Like?

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

Anticipation questions

What does Sunee's business import?

What's Kolkata like?

Follow-up questions

What does Sunee do?

What do you do?

How often does she go to Kolkata?

How often do you go to . . . ?

What social problems are there in Kolkata?

What social problems are there in your hometown?

Comprehension – personalization

T: *Kolkata . . . like?*

S1: *What's Calcutta like?*

S2: *There are too many people, and there's too*

much pollution.

S2: *What's (a place S3 knows) like?*

S3: *There are too many . . . , and there's too much . . .*

Continue in a chain.

T: *Social problems?*

S4: *What social problems are there?*

S5: *There aren't enough houses, and there isn't enough work.*

Say the name of a city. Ask the whole class for ways of completing the four sentences:

There are too many . . .

There's too much . . .

There aren't enough . . .

There isn't enough . . .

Personalization

Put prompts such as “*your country, the world, your neighborhood, your school, your office, the Earth, your bedroom, the universe . . .*” on the board. Students talk about each one using the four target patterns.

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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

In my country, there are too many busy roads.

In my country, there's too much poverty.

In my country, there aren't enough nice beaches.

In my country, there isn't enough food.

Controlled Practice In Big Cities

The students make two sentences about each picture.

Sample answers

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

2. *There aren't enough parks.*

3. *There are too many people.*

4. *There isn't enough green.*

5. *There isn't enough traffic.*

6. *There isn't enough fresh air.*

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7. *There are too many tall buildings.*

8. *There aren't enough places for children to play.*

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

Sample answers

In the countryside, there are too many insects.

In the countryside, there is too much mud.

In the countryside, there aren't enough shops.

In the countryside, there isn't enough public transport.

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Warm Up Describing Neighborhoods

Each of the students has a pencil and paper, and they draw your neighborhood from your description. They then take turns describing their neighborhoods for the other students to draw. They can do this in pairs, groups, or as a whole class.

May I Ask You Some Questions?

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

Anticipation questions

Does she live in a house or an apartment?

Where does she usually eat?

Follow-up questions

What's her neighborhood like?

What's your neighborhood like?

Who does she live with?

Who do you live with?

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.

Compass Publishing

Personalization

Students make sentences about themselves, their family etc., using each of these four patterns:

There are too many . . .
 There is too much . . .
 There aren't enough . . .
 There isn't enough . . .

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Communication Activities

A. What Place Is It?

One student thinks of a place (e.g. a city, a country, an ocean, a building). The other students ask general *yes/no* questions to try and find out what place it is. If an answer is "Yes," the student asking can try to guess the name of the place.

B. Tour Guides

One student plays the role of a tour guide, guiding the other students around a place he/she knows well. The other students play the role of tourists and ask the tour guide questions.

C. Challenge

In pairs or teams, one student picks up a card and challenges the other to make four sentences about the subject on the card. There needs to be one sentence for each of the following patterns: "*There are too many . . .*" "*There's too much . . .*" "*There aren't enough . . .*" "*There isn't enough . . .*" For a card worth four points, each answer is worth one point; for a card worth eight points, each answer is worth two points; for a card worth sixteen points, each answer is worth four points. A more exciting version of the game is for a student to roll a die after making the sentences and multiply his/her score by the number on the die.

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Review Exercises

Crossword

DOWN

1. much
2. so
4. over
5. tired
7. thinking
9. enough
11. feel
12. an
14. like
15. fed up
16. heard
17. call
18. for
19. win

ACROSS

1. miss
3. wont
6. its
8. home
10. herself
12. around
13. well
17. chances
18. few
20. polluted
21. run

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.