

9 It's Becoming Too Difficult

Describing Trends

Target patterns:	... getting/becoming ... The number/amount/ price of ...
Communication skills:	Describing trends Assessing/Suggesting what to do
Language sets:	Rising, increasing, going up, falling, decreasing, fluctuating Getting, becoming

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Warm Up

Learning English

Have a natural conversation about how the students study English and whether the class is too easy or difficult. Introduce questions such as “*Do you think your English is getting better?*” In pairs or groups, the students then have natural conversations about whether their English is getting better and how they study. They can give each other advice.

My English Is Getting Worse

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

Anticipation questions

How hard is Paula studying?

Is David going too fast or too slowly?

Follow-up question

What's getting worse?

What do you think is getting worse?

What's becoming more difficult?

What do you think is becoming more difficult?

Comprehension – personalization

T: *Emel's English ... better? worse?*

S1: *Is Emel's English getting better or worse?*

S2: *It's getting worse.*

T: *Your English?*

S2: *Is your English getting better or worse?*

S3: *It's getting ...*

Continue in a chain.

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T: *Emel ... her English class?*

S4: *What does Emel think of her English class?*

S3: *It's becoming too difficult.*

T: *You?*

S3: *What do you think of your English class?*

S4: *It's becoming ...*

Continue in a chain.

Personalization

Write *getting* and *becoming* on the board. The students talk naturally about work/school and try to include the words. They can talk about school subjects, the work they have to do, a particular class, the business situation ...

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Warm Up

Talking About Prices

Have a natural conversation about the prices of various things. Elicit or use the patterns on the board in the illustration. The students then do the same activities in pairs. Encourage them to use the words on the board.

The Price of Our Cars Is Rising

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

Anticipation questions

What is falling?

What will they have to improve?

Follow-up questions

What is rising?

What do you think is rising?

What will they have to spend more money on?

What do you want to spend more money on?

Comprehension – personalization

T: *Business is very good at the moment.*

All students:

No! Business isn't very good at the moment!

T: *The price of American submarines is falling.*

Compass Publishing

All students:

No! The price of American cars is falling!

T: *Jin-Woo thinks his company will have to spend more money on hamburgers.*

All students:

No! He thinks his company will have to spend more money on marketing.

Personalization

Write *rising, falling, increasing, decreasing* on the board. The students talk naturally about things around them. They can talk about prices, the weather, their neighborhood, television shows, demographics, local shops . . .

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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

*The number of whales is decreasing.
The amount of pollution in the local rivers is rising.
The price of bread is falling.*

Controlled Practice

Graphs

The students make sentences about each picture.

Sample answers

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

2. *The number of car accidents is falling/ decreasing/going (coming) down.*
3. *The amount of pollution is staying the same/ not changing.*
4. *The value of the dollar is changing all the time/fluctuating.*

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

Sample answers

*The amount of electricity we need is increasing.
The value of online sales is decreasing.
The price of gasoline is fluctuating.*

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Warm Up Fashion

Have a natural conversation with the students about fashionable clothes, music, etc. Help the students use patterns such as “. . . *is/are becoming popular/going out of fashion.*” The students can then have the same kind of conversation in pairs. Write topic prompts on the board such as the ones shown in the illustration. Let the students say anything they want.

Omelets Are Becoming Popular

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

Anticipation questions

*Where is the first contestant from?
Why is Atchoo's shirt so special?*

Post-listening questions

*What does Hic look like?
What does one of your friends look like?*

*What is Atchoo wearing?
What are you wearing?*

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

Write *going up, coming/going down, becoming popular, more, less, going out of fashion, better than before* on the board. The students talk naturally about things around them. They can talk about prices, unemployment, the business situation, fashions, their work/school, their hobbies/interests . . .

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Communication Activities

A. Warmer or Colder?

A student thinks of a thing in the room or a place in the city. The others make guesses to try to find out

what it is. The student answers “*You’re getting warmer*” if a guess is nearer than the previous guess, and “*You’re getting colder*” if the guess is further away.

B. Three Sentences

The class are in teams or pairs. One student/team names a subject (e.g. the weather, Europe, this book,) and challenges another to make three trend sentences about it (e.g. “*It’s getting colder,*” “*The amount of pollution is increasing*”). Nobody can use a sentence that has been used before.

C. Concentration

All the cards are put face down on a table. The students take turns turning over two cards. If these cards fit logically together (e.g. *The temperature . . . decreases in winter*), the student says the sentence, takes the pair, and has another turn. If not, the turn passes to the next student. It is usual to use more than one set of cards.

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Review Exercises

Crossword

ACROSS

2. upset
5. few
7. of
8. weekend
10. out
11. over
12. now
14. mean
16. number

17. why
18. used
19. you
21. trusts

DOWN

1. forgot
3. spend
4. there
6. wont
8. worse
9. do
12. nobody
13. were
14. may
15. amount
16. need
17. want
20. up

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.