TOO / ENOUGH — TEACHER'S LESSON PLAN

1. LESSON INFORMATION

Class: 1st Year Baccalaureate

Structure: too + adjective / adverb (+ to + base verb); adjective / adverb + enough (+ to + base verb); enough + noun

Time: 45 minutes of teaching (a 55-minute session, minus time for late arrivals and the register)

Materials: the student activity sheet (with the beach picture for Exercise D), the board.

Interaction: whole class, individual, pairs, groups of 4

2. OBJECTIVES

By the end of the lesson, students will be able to:

1. explain in their own words what *too* and *enough* mean and where they go in a sentence (skill level);
2. complete and transform sentences with *too* and *enough*, getting at least 8 out of 10 right (capability level);
3. tell the difference between *too* and *very* (capability level);
4. describe environmental problems in their town, orally and in a paragraph, using at least 5 *too* / *enough* structures correctly (competency level).

3. STAGES AT A GLANCE

Stage 1: Presentation and comprehension check — skill level — 13 min

Stage 2: Practice in new contexts — capability level — 17 min

Stage 3: Use and application — competency level — 11 min

Stage 4: Wrap-up and evaluation — 4 min

I. STAGE 1: PRESENTATION (13 MIN)

Students read a short text, work out the rules themselves, then use them in single sentences.

1. **Lead-in (1 min).** Ask: *Is there a river or a beach near your town? Is it clean?*
2. **Presentation in context (4 min).** Students read the text on their sheet silently, then answer: *Can people swim in the river today? Will they swim in it again?*

> **Our Town's River** — Ten years ago, people swam in our river every summer. Today, the water is **too dirty to swim in**. The river is **too polluted for fish to live in**. Some people also drive **too fast** along the riverbank and throw litter from their cars. But there is good news. Our town now has **enough volunteers** to clean the riverbank every Sunday. They are **strong enough to carry** heavy bags of rubbish, and they work **fast enough** to clean one kilometer each week. The new recycling center is **big enough** for all the town's plastic. Soon, the river will be **clean enough to swim in** again!

3. **Comprehension check: students find the rule (4 min).** Let students answer from the text before you confirm:
   - "The water is too dirty to swim in." Can people swim? *(No.)* So does *too* give a positive or a negative idea? *(Negative: more than is acceptable.)*
   - Look at "strong enough" and "enough volunteers". Where is *enough*: before or after the adjective? Before or after the noun? *(After the adjective, before the noun.)*
   - Compare "too dirty to swim in" and "clean enough to swim in". Which is negative and which is positive? *(Too = negative: it's not possible. Enough = positive: as much as needed, so it's possible.)*

Students complete the rule box on their sheet. **Answers:** too + adjective / adverb; adjective / adverb + enough; enough + noun. Copy two examples on the board: *The water is too dirty to swim in.* and *Our town has enough volunteers.*

4. **Use in isolated sentences (4 min).** Students make a sentence from each cue, orally first, then in writing:

1. the bag / heavy / carry (too) → The bag is too heavy to carry.
2. the city center / noisy / live in (too) → The city center is too noisy to live in.
3. our school / have / bins (enough) → Our school has enough bins.
4. he / run / fast / catch the bus (enough) → He ran fast enough to catch the bus.

II. STAGE 2: PRACTICE (17 MIN)

Students use the structure in new situations, from receptive to productive practice.

Pair work: put students in pairs, model the first item, set a time limit, then ask volunteer pairs to read their answers.

EXERCISE A: TOO OR ENOUGH? (4 MIN, INDIVIDUAL)

1. The air is _____ polluted to breathe easily.
2. The beach is _____ dirty for children to play on.
3. Our school now has _____ recycling bins for every classroom.
4. It's _____ hot to work outside in the afternoon.
5. After the clean-up, the beach was clean _____ to walk on.
6. The new park is big _____ for all the children in the neighborhood.

EXERCISE B: TRANSFORMATION (4 MIN, INDIVIDUAL)

Introduce the negative form here. *Enough* stays positive; the negative idea comes from *not*. *Not + adjective + enough = too +* the opposite adjective: *The river isn't clean enough to swim in. = The river is too dirty to swim in.* (Textbook, Exercise 3.)

1. The river is too polluted. (clean) → The river isn't _____.
2. The volunteers aren't fast enough. (slow) → The volunteers are _____.
3. The bin is too small for all this waste. (big) → The bin isn't _____ for all this waste.
4. Our town isn't green enough. (trees) → Our town doesn't have _____.

EXERCISE C: TOO OR VERY? (3 MIN, PAIRS)

Students already know *very*. Contrast in one line: *very* = a lot, but still possible; *too* = more than acceptable, so it's not possible.

1. The tea is _____ hot, but I can drink it.
2. The tea is _____ hot to drink.
3. The mountain is _____ high, but we can climb it.
4. The box is _____ heavy for me to carry.

Then students correct: *She isn't enough old to vote.* / *We have trees enough.*

EXERCISE D: PICTURE PROMPTS (3 MIN, PAIRS, ORAL)

Students look at the beach picture on their sheet. Pairs write three sentences and then say them aloud with *too* or *enough*: *The beach is too crowded to relax on. There aren't enough bins. The sand is too dirty to sit on.* Volunteer pairs share their best three.

EXERCISE E: WRITTEN PRACTICE (3 MIN, INDIVIDUAL)

Students write a sentence about their school from each cue and check spelling and form.

1. classroom / hot / study
2. chairs / enough
3. homework / difficult / finish
4. playground / big enough / play football

III. STAGE 3: USE AND APPLICATION (11 MIN)

TASK 1: STUDENTS' COUNCIL MEETING (5 MIN, GROUPS OF 4)

- **Moving in:** form groups: 3 Students' Council representatives and 1 headmaster. Each student first

writes their complaints or suggestion in the planning space on the sheet (1 min).

- **Monitoring:** the representatives tell the headmaster about environmental problems at school, using *too* and *enough* (*The playground is too dirty to play in. We don't have enough recycling bins.*). The headmaster answers with a suggestion (*Why don't we...? Let's...*). Don't interrupt; note mistakes for later.
- **Moving out:** one group performs its meeting for the class (1 minute).

TASK 2: PARAGRAPH (6 MIN, INDIVIDUAL)

Students write 6–8 sentences: **"What's wrong with my town's environment?"** They use at least 5 *too* / *enough* structures (one with *to* + base verb), end with one solution, and use correct capitals and punctuation. They underline every *too* and *enough*. Fast finishers swap and check.

IV. WRAP-UP, EVALUATION AND HOMEWORK

Wrap-up (2 min). Write 3 common mistakes from Stage 3 on the board without names (e.g. *enough old*, *too dirty for swim*). Students correct them together.

Exit question (2 min). Each student writes one sentence with *too* and one with *enough* about today's weather or the classroom, and hands it in.

EVALUATION CHECKLIST

The guideline's checklist: 1 = unsatisfactory, 2 = fairly satisfactory, 3 = satisfactory, 4 = very satisfactory. Score a few students each lesson from Tasks 1 and 2.

Automaticity: How fluently does the learner use *too* and *enough*? 1 2 3 4

Authenticity: How well does the learner understand them in authentic discourse? 1 2 3 4

Contextualization: How well does the learner use them in a contextualized piece of discourse? 1 2 3 4

Skills integration: How well does the learner understand and use them in listening, speaking, reading and writing? 1 2 3 4

HOMEWORK (30–40 MIN AT MOST)

- Finish or correct the paragraph from Task 2.
- Write 5 sentences about your house or neighborhood with *too* and *enough*.
- Find two sentences with *too* or *enough* in the textbook's Unit 4 reading text and copy them.

V. ANSWER KEY

Exercise A: 1. too, 2. too, 3. enough, 4. too, 5. enough, 6. enough

Exercise B: 1. clean enough, 2. too slow, 3. big enough, 4. enough trees

Exercise C: 1. very, 2. too, 3. very, 4. too

Corrections: She isn't old enough to vote. / We have enough trees.

Exercise E (sample answers): 1. The classroom is too hot to study in. 2. We have enough chairs. 3. The homework is too difficult to finish. 4. The playground is big enough to play football.