

# Exchanging Goods



**1 Warm Up** Work with a partner.

- Where do you like to buy clothes?

**2 Conversation** Practice with a partner.

**Scene:** Leslie is at the customer services desk at a department store.

**Staff:** Good morning. Can I help you?  
**Leslie:** Yes, please. It's about this jacket...  
**Staff:** I see. Is there a problem?  
**Leslie:** Erm, yes. You see, it's too small. Can I change it for a bigger one?  
**Staff:** Do you have a receipt?  
**Leslie:** Yes – here it is.  
**Staff:** Great. Yes, that's fine to change it.  
**Leslie:** Thank you very much!

**3 Check!** Cover the text. Ask and answer these questions with your partner.

- 1) What did Leslie buy?
- 2) What is the problem?
- 3) What does she want instead?

**4 Language Check**

**Too**

These jeans are too small.  
 My computer .....  
 Andrew is too short.  
 These shoes .....  
 This bed is too hard.

**Not Enough**

These jeans .....  
 My computer isn't fast enough.  
 Andrew .....  
 These shoes aren't cheap enough.  
 This bed .....

**5 Role-playing** Use these role-play cards, and have conversations with a partner.

- Change the conversation in exercise two, using the information on the role-play cards below.
- Remember to look up when speaking. Don't just read!

**Role Play Card #1**



Jeans too tight bigger ones

**Role Play Card #2**



Shirt the wrong colour a blue one

**Role Play Card #3**



shoes the wrong size bigger ones

**Role Play Card #4**



sweater too big smaller one

# Exchanging Goods: Teacher's Notes

|                          |                  |
|--------------------------|------------------|
| <b>Target Structure:</b> | Too / Not Enough |
| <b>Vocabulary:</b>       | Shopping         |
| <b>Level:</b>            | Elementary       |
| <b>Time:</b>             | 30 minutes       |
| <b>Preparation:</b>      | None             |

## Suggested Teaching Method

This worksheet is a great way to practice too / not enough in a real-life conversational context.

- 1 The opening question introduces the topic. Students should work in pairs. Elicit some answers, but don't correct mistakes at this stage. If students are keen to discuss the topic of shopping, set some questions for the end of the lesson.
- 2 Follow the instructions. Students should practice once, and then change roles. Encourage the students to look up and make eye-contact with each other when speaking.
- 3 Follow the instructions. Students should work in pairs. If you prefer, students can write the answers to the questions on the worksheet.

Write on the board when eliciting the answers. You could then test your students by asking them to make the questions again, but without looking at the worksheet.

- 4 Before students begin this exercise, you may like to do a short presentation on the target structure. One way of eliciting 'too' and 'not enough' is to demonstrate using the classroom ceiling. Attempt to touch it (but fail). Ask what the problem is. Elicit, 'You are too short', using gestures. Write this on the board, along with an 'equals' sign. Then write 'I am not...' and elicit 'tall enough'.

Next, elicit the answer to the first space in exercise four. Point out how some clothing is singular, and some is plural.

Students can work alone, and check in pairs. Go through the answers on the board. As an additional exercise, they can turn the worksheets over, and you can quiz them on the language by reading a sentence from one column, and having the student say the sentence from the other column.

- 5 Again, demonstrate with a confident student. Using 'jeans' as an example, emphasise the changes to 'one', 'ones', 'it' and 'they'. Place students in new pairs, and have them change partners regularly.

## Answer Key

- 3
  - 1) She bought a jacket.
  - 2) It is too small.
  - 3) She wants a bigger one. / She wants to (ex)change it.

- |          |  |  |
|----------|--|--|
| <b>4</b> | <b>Too</b>                             | <b>Not Enough</b>                      |
|          | These jeans are too small.             | These jeans <u>aren't big enough</u> . |
|          | My computer <u>is too slow</u> .       | My computer isn't fast enough.         |
|          | Andrew is too short.                   | Andrew <u>isn't tall enough</u> .      |
|          | These shoes <u>are too expensive</u> . | These shoes aren't cheap enough.       |
|          | This bed is too hard.                  | This bed <u>isn't soft enough</u> .    |