Lesson 28 — Grammar: too and very

Grammar: too/very
Laser A1+ SB p. 37 — Grammar 2: too and very: Look! (very difficult – but I know the answer / too difficult – I don't know the answer), Use (very — yaxshi va yomon narsalar uchun, too — faqat salbiy: «so much that it's bad»); ex.1 ijobiy (P) yoki salbiy (N) — 8 gap; ex.2 too bilan javob yozish (8, «Use your imagination!»); ex.3 ikkinchi gapni too … (for me) to … bilan to'ldirish (8). Grammar database 8 p. 148 (Form, BE CAREFUL! □ very … to …, Quick check 1–5). Uyga: Workbook p. 27 ex. 1–3

Class	Grade 7
Lesson type	Grammar
Aim	By the end of the lesson students can use very for good and bad things and too for something that is a problem (so much that it's bad), and make sentences with too + adjective/adverb + (for me) to + verb.
Materials	Laser A1+ SB p. 37, Grammar database 8 p. 148; slides; vocabulary sheet (27 items) and flashcards with audio (sozlar.com/vocab) — handed out only AFTER the book tasks are checked; match-halves worksheet (Groups A and B); Workbook pp. 27–28.
New items	27 words and phrases

Learning outcomes

• decide if eight situations with too or very are positive or negative (p. 37 ex. 1)

• write eight answers with too, using their imagination (ex. 2)

• rewrite eight sentences with too … (for me) to … (ex. 3)

• explain the difference between It's very hot and It's too hot

Stage by stage (45 minutes)

Min	Stage	Teacher	Students
3	**Lead-in**	Show a heavy bag: It's very heavy — but I can carry it. Then a 'too heavy' mime: It's too heavy — I can't carry it! Ask: what's the difference?	Guess the difference (no problem / a problem).
4	**Form table**	Form table slide only (very / too + adjective / adverb; too … to). Do not show the focus or vocabulary slides yet.	Copy the table.
13	**Book p.37 ex.1–3 (test)**	Book tasks slide: Look! box together, ex.1 in pairs, ex.2 and ex.3 alone. Grammar database 8 is for checking.	Decide P/N, write answers with too, rewrite the sentences.
7	**Check and teach**	Answer key slide: students say WHY (problem → too). Then the focus slide and card sections A–D (say the cards, no audio — time is tight); hand out the vocabulary sheet now.	Check, correct and explain; repeat the new items.
6	**Practice + Matching halves**	Practice slide orally (2 min), then the match-halves worksheet (Group A and B, then swap).	Write too or very, match the halves, read them aloud.
7	**Speaking — excuses game**	Speaking slide: the excuses game (Why don't you …? — Because …), then 'very or too?'. Monitor 'very hot to drink' and 'too' in positive sentences.	Ask and answer with too; add a good or bad result.
3	**Reading — Why not, Bobur?**	Students read (or listen to) the text on the lesson page and answer the five questions.	Read, answer, circle every too and very.

Min	Stage	Teacher	Students
2	**Wrap-up and homework**	Memory check slide; set homework.	Say too or very and why.

Form — Grammar database 8 (p. 148)

	FORM	EXAMPLE
very	be + very + adjective	The test is **very** long — but I can finish it.
very	verb + very + adverb	She walks **very** slowly — that's OK.
too	be + too + adjective	The soup's **too** hot — I can't eat it.
too	verb + too + adverb	He talks **too** fast — I can't understand him.
too … to	too + adj./adv. + (for sb) + to + verb	The box is **too** heavy (for me) **to** carry.

BE CAREFUL! □ very hot for me to drink — after **very** there is no *(for me) to ….*

If you are running late (skip in this order)

Bu bosqichlar darsning maqsadiga ta'sir qilmaydi — vaqt yetmasa, shu tartibda tashlab keting.

1. «Why not, Bobur?» — uyda audio bilan qayta o'qish (~3 daq.).
2. Talaffuz slaydi: sifat va ravishlar, too /tuː/ va to /tə/ (~2 daq.).
3. «Memory check» slaydi (~2 daq.).

Questions to ask

• What is the difference between very hot and too hot?

• Can we use too for something positive?

• What comes after too + adjective when we say what we can't do?

• Do we say She sings very good or She sings very well?

Anticipated problems and solutions

• 'I love this film — it's too good!' — positive: it's very good.

• 'This tea is very hot to drink.' — too hot to drink.

• 'It's too difficult that I can't do it.' — too difficult for me to do.

• 'She speaks English very good.' — an adverb after a verb: very well.

• 'too' and 'to' — same sound? No: too /tuː/ is stressed, to /tə/ is weak.

Fast finishers / weaker students

Kuchli o'quvchilar ex.3 dan keyin o'zi haqida to'rtta too … to … gap yozadi va Quick check (p. 148) ni bajaradi; kuchsizlarga «muammo bormi? → too» kartochkasi va ex.2 uchun sifatlar ro'yxati (young, old, expensive, tired, hot, difficult) beriladi.

Homework

• Workbook p. 27, ex. 1–3.

• Learn the 27 items with the flashcards: sozlar.com/vocab/cards/?set=grade7-lesson28

• Write six sentences about you: three with very (good or bad) and three with too … to …

Reading text — Why not, Bobur?

Bobur is twelve, and he always has an answer. On Saturday, Grandma has lots of questions.

“Why don’t you go to the park, Bobur?” — “Because it’s too **cold**, Grandma. It’s too **cold** to play football.”

“Why don’t you read this book?” — “Because it’s too **long**. Three hundred pages! It’s too **difficult** for me to finish.”

“Why don’t you help your dad in the garden?” — “Because I’m too **tired**. I’m very busy this week.”

Then Grandma says, “OK. I’m making plov for lunch. It’s very good, but maybe it’s too **hot** for you …”

“No, Grandma!” says Bobur and runs to the kitchen very **quickly**. “Plov is never too **hot** for me!”

Reading questions — answer key

1. Because it’s too cold to play football; 2. Because it’s too long — it’s too difficult for him to finish; 3. Negative — he doesn’t want to help, but very is possible for good and bad things; 4. Plov; 5. It’s too cold to play football / too difficult for me to finish; very quickly

Book task — answer key

ex.1 1 P · 2 N · 3 P · 4 N · 5 N · 6 N · 7 P · 8 P

ex.2 (open) 2 too tired / busy · 3 too expensive · 4 too old · 5 too big / small · 6 too difficult · 7 too difficult / boring · 8 too hot

ex.3 2 too long (for me) to · 3 too difficult (for them) to · 4 too short (for me) to · 5 too fast (for me) to

ex.3 6 too badly (for me) to · 7 too slow (for him) to play · 8 too hot (for me) to

Quick check (p. 148) 1 very · 2 noisily · 3 for you to · 4 good · 5 very

Ask WHY: is there a problem? → too; good or bad, no problem → very.

p.37 ex.1 (4) «That’s a very difficult question.» — a difficult question is a negative thing, so N; but very does not mean the person can’t answer. Accept P if the student explains.

Homework key WB p.27 ex.1: 1 too → very · 2 □ · 3 very → too · 4 too → very · 5 □ · 6 too → very

WB p.27 ex.2: 2 Mrs Niles is too old to ski. · 3 The article’s too short to use. · 4 She’s too young to have a car. · 5 Evan writes too badly (for them) to read his work. · 6 It’s too early to go to bed.

WB p.27 ex.3: 1 too · 2 well · 3 very · 4 for me to · 5 good · 6 very · 7 quickly · 8 too

Word list (quick reference)

long — uzun	**heavy** — og‘ir	**light** — yengil (vazni)
difficult — qiyin	**easy** — oson	**hard** — qiyin, mashaqqatli
boring — zerikarli	**slow** — sekin (sifat)	**fast** — tez
hot — issiq	**cold** — sovuq	**warm** — iliq
dark — qorong‘i	**crowded** — odam gavjum	**far** — uzoq
young — yosh (yoshi kichik)	**old** — keksa, qari	**tired** — charchagan
smart — aqlli	**hungry** — och (qorni och)	**strong** — kuchli
quickly — tez (ravish)	**slowly** — sekin (ravish)	**carefully** — diqqat bilan, ehtiyotkorlik bilan
badly — yomon (ravish)	**well** — yaxshi (ravish)	**noisily** — shovqin solib