

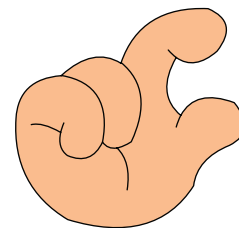


Unit 2 - How Bad?

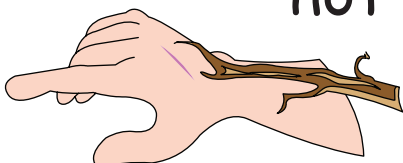


deep

very bad



a little sore



not bad

not deep



painful



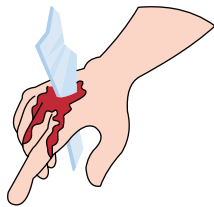
Choose
and Describe

Conductor chooses an item and picks different students to speak.



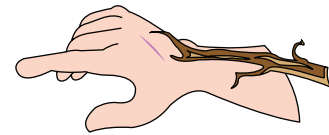
How Bad?

Vocab & Key Phrase Integration



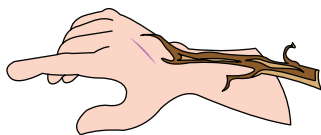
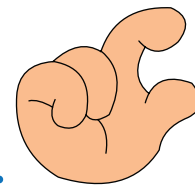
It is deep.

It's not deep.



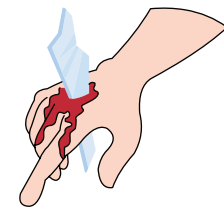
It is painful.

It's a little sore.



It is not bad.

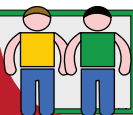
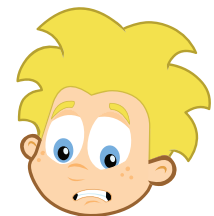
It's very bad.



Key Expressions

A: How bad is it?

B: It is deep.



Pair
Q and A

Make student partner pairs to exchange a Q & A set. 1st student gives the prompt. 2nd student gives the response. Go to next partner pair



How Bad?

Repetition and Recognition



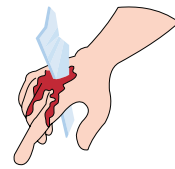
TEACHER DIRECTED
Teacher leads the class and students follow.

TEACHER SUPPORTED
Students conduct with close teacher support and supervision.

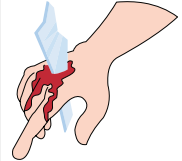
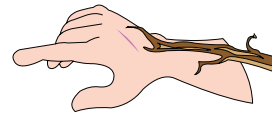
STUDENT DIRECTED
Students lead the classroom activities and manage classroom performance. Teacher evaluates.

A: Circle the correct picture

How bad is it?
It's a little sore.



How bad is it?
It's very deep.



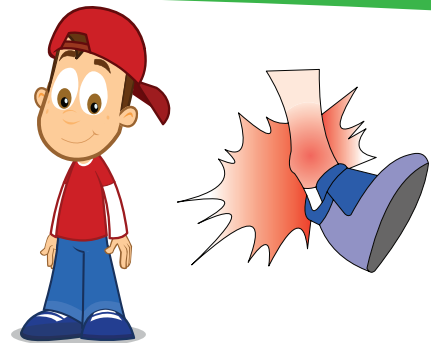
How bad is it?
It is painful.



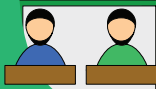
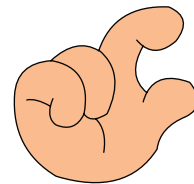
B: Complete the sentences

What happened?

Stig _____ his arm.



How bad is it?



Simple Pair-Work

Students work in pairs to complete the worksheet.



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TEACHER SUPPORTED
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STUDENT DIRECTED
Students lead the classroom activities and manage classroom performance. Teacher evaluates.

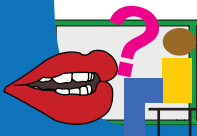
A: Number the pictures.
Draw a line to how bad it is.

1. He dislocated his finger. It's not bad.
2. She cut her finger. It's deep.
3. He broke his foot. It's painful.
4. She hurt her back. It's a little sore.

<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Note: A line is drawn from the third row (dislocated index finger) to the fourth row (splinter in index finger).

B: Did you ever get hurt? What happened?
How bad was it it?



Interview Students interview each other in front of the class.



TEACHER DIRECTED

Teacher leads the class and students follow.

TEACHER SUPPORTED

Students conduct with close teacher support and supervision.

STUDENT DIRECTED

Students lead the classroom activities and manage classroom performance. Teacher evaluates.

Read the short story and answer the questions:

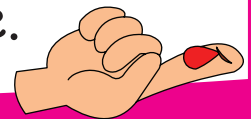
Sten went to Manu. "What happened?" he asked.

"I twisted my ankle." Manu said.
"Is it serious?" asked Sten.
"It's painful." said Manu.



Next, Sten went to Stig to ask how bad his finger was. Stig said that it was a deep cut.

Then Sten went to Klara to ask how bad her sprained back was. She said it was not too bad. Sten helped his friends get back to their feet and they slowly made their way back home.



How bad is Stig's cut finger? _____

How bad is Manu's twisted ankle? _____

How bad is Klara's strained back? _____



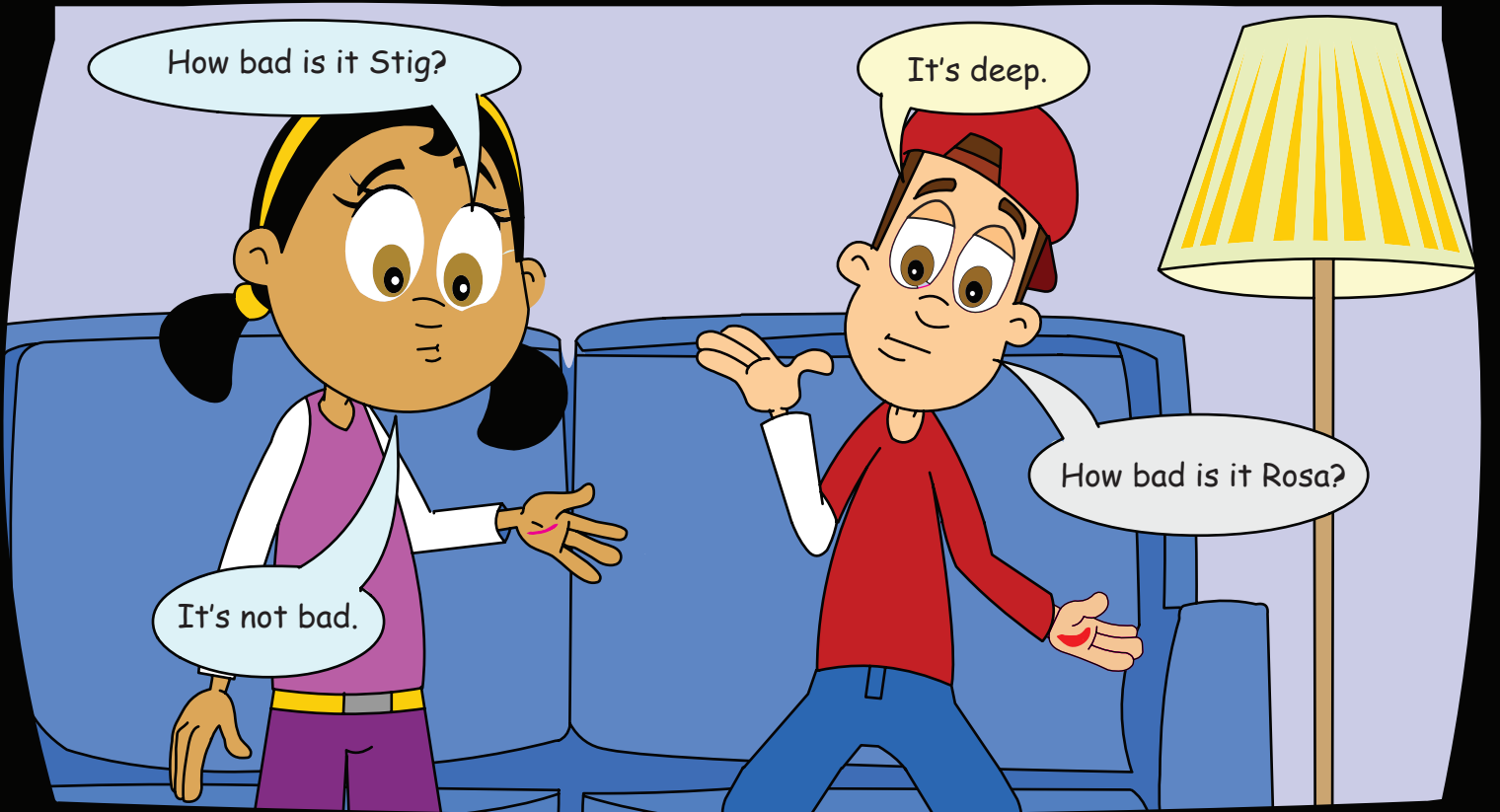
Town Hall Meeting

Call on volunteers or assign students to read and answer.



How Bad?

Communicative Activation



A: Ouch! I cut my hand!

A: It's deep!

B: How bad is it?

B: That's too bad.

