



LEVEL 2
LESSON 18
FLOUR BABY,
PART 2



Topics Following instructions Describing an accident	Prepare Before Class Print copies of the student Activity Sheet Bring several small objects or wrapped hard candies for object pronoun practice
Learning Strategy Evaluate	Goals When not to use reflexive pronouns Use object pronouns

Day 1

Introduce the Lesson

Say, "In Lesson 18, Anna and Pete complete their parenting experiment. But which one did a better job? And who will win the extra day of vacation? Today, you will learn how to describe different kinds of accidents and to follow instructions."

Ask students if they have ever taken a First Aid course. If so, ask some students to give examples of some accidents for which they know how to give first aid.

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

Since this lesson includes some words that relate to child care, you may ask students to choose some words from the vocabulary list and make sentences about their own experiences caring for a younger person. For example, "I fed my baby brother with a bottle. Then I baked cookies for us."

Present the Conversation

Tell students that the video will show the end of Pete and Anna’s parenting experience. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot’s Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

In Part 1 of this two-part lesson, Ms. Weaver gave Anna and Pete an assignment. Ms. Weaver instructed them to do everything by themselves.

Introduction

“Themselves” is a reflexive pronoun.

In today’s lesson, Ms. Weaver will look at Pete’s and Anna’s research. First, let’s see Pete’s experiment.

When not to use reflexive pronouns review

Okay. So, we use a reflexive pronoun when it refers to the subject of a sentence or clause. But we DON’T use a reflexive pronoun with prepositions of place. Anna uses examples of both in one sentence: “While I was making myself dinner, I put Baby next to me.”

We use a reflexive pronoun in the first part of the sentence. “Myself” refers to the subject “I.” But in the second part of the sentence, we don’t use a reflexive pronoun in the prepositional phrase. We use the pronoun “me.” Why? “next to” is a preposition of place.

Final comment

So, what have we learned? We’ve learned when to use reflexive pronouns and when not to.

Object Pronouns Activity

For this activity, you will need some small object that you know students can name in English: an eraser, a marker, scissors, a key or small wrapped candies which students can eat after the activity is finished. Ask students to look in the conversation for examples of reflexive pronouns and object pronouns. Remind students of the object pronouns by writing them on the board or saying them:

Singular	Plural
me	us
you	you
him	them
her	
it	

Ask students: “Circle the sentences in the conversation with reflexive pronouns. Tell me a sentence with a reflexive pronoun.” Have students come to the board and write the sentences they found, underlining the reflexive pronouns as shown below.

I was making myself a salad.

While I was making myself dinner, I put Baby next to me.

Anna, you should be very proud of yourself.

I made them myself this morning.

You should be ashamed of yourself!

Pete, will you listen to yourself?

Continue: “Now tell me the sentences you found with object pronouns.” Have students write the sentences on the board and underline the object pronouns.

And I fed her every three hours.

I put my flour baby in front of me.

And then I accidentally stabbed it.

But I gave it first aid!

I put Baby next to me.

I accidentally knocked her into the sink.

So I put her in the microwave to dry.

I made them myself this morning.

I baked them at the end of the experiment, Pete.

Tell students: “Last week, Professor Bot taught you when to use reflexive pronouns. This week, he teaches you about times when you should NOT use them. One of the times we do not use them is after prepositions of place.”

Continue: “We will practice using object pronouns with prepositions of place today.” To demonstrate the activity, have two pairs of students come to the front of the class. Say to each pair in turn: “You two are partners.” Place two chairs in front of the class. Ask one member of each pair to sit while the other member stands. Place a piece of candy or a small object in front of the seated students.

Ask the students standing in the front of the class, “Where is the candy? Is it behind your partners?” Seek answers from the standing students. They should say, “It is in front of them.” Confirm the answer: “That’s right. Now put the candy in another place near your partners.”

After the candy or the objects have been placed, ask the class, “Where is the [name of one of the objects]?” Choose a student to answer and confirm their use of object pronouns by repeating: “It’s next to him” or “It’s behind her.” Thank the students who have demonstrated for the class and have them return to their places.

Pair the rest of the students and give one member of each pair a small object or candy that you have brought in. Ask that person to stand. Tell them: “Place the object near your partner. It can be next to, in front of, or behind your partner.” Give students time to place the objects. Address the seated students, “Now, tell your partner where the object is.” Ask a few students to respond. The answers may be like this:

The marker is next to me.

The eraser is behind me.

The candy is in front of me.

Then ask the standing students to tell their partner where the object is. Answers may be like this:

The marker is next to you.

The eraser is behind you.

The candy is in front of you.

Tell students, “Now, seated students, tell one of the other pairs of students where the object is. You will say it like this, ‘The candy is in front of her/him.’ Then ask the pair closest to you to tell you where their object is.” Have students trade places and repeat the activity with the formerly standing students seated with their partners placing the objects near them.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Evaluate. In earlier lessons, we talked about evaluating ourselves. Now we will talk about understanding how others evaluate us and how we can evaluate our experiences. Let’s look at how Ms. Weaver evaluates the experiences that Pete and Anna had with their ‘flour babies.’ What is she looking for?” Ask students to look at the conversation and find evidence for Ms. Weaver’s evaluation. Here are some possible answers:

Ms. Weaver to Pete: "You and your baby look great."

Ms. Weaver to Anna: "Anna, you and your baby look awful."

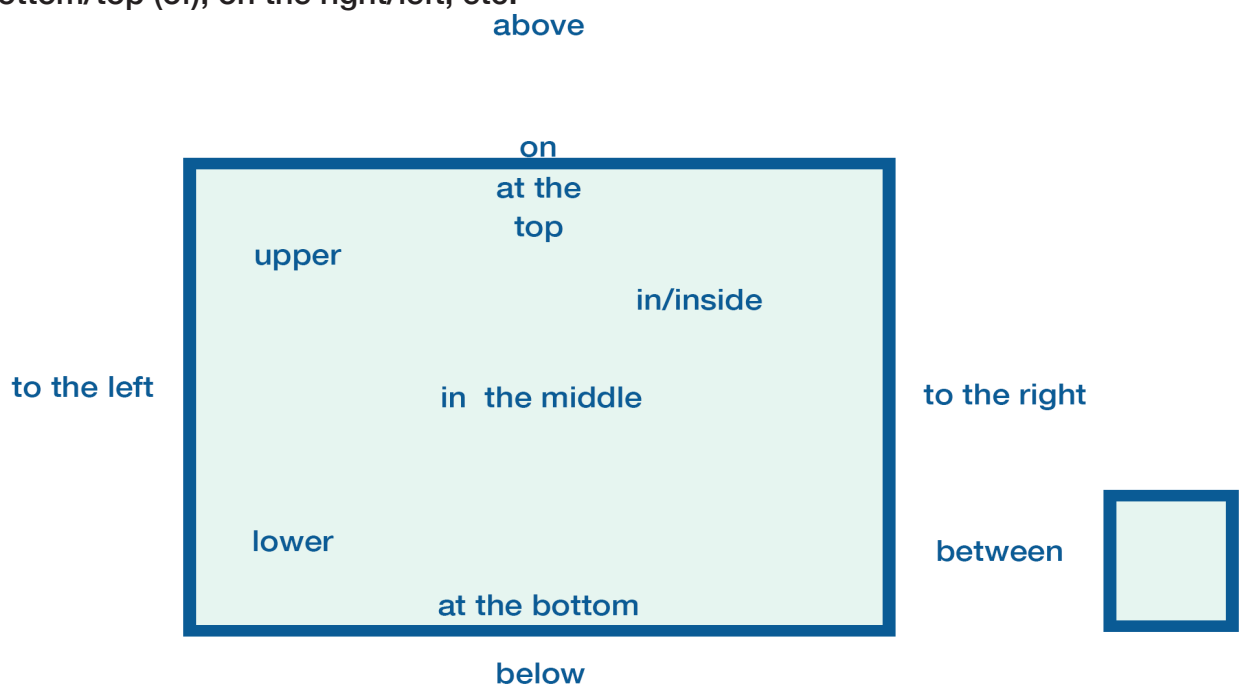
Ms. Weaver to Pete: "But she followed instructions."

Explain: "Anna did the best at parenting her flour baby because she kept it with her all the time. Pete thought he could do reading research to learn about parenting. Anna followed the instructions carefully. Remember, Ms. Weaver said, 'Here are your instructions. Do not leave your babies alone.' Now it's your turn to evaluate Ms. Weaver's experiment. Do you think it was a good way to learn about parenting?"

Give students the chance to answer. Point out that Pete thinks it's crazy, while Anna throws herself into the experience. How they evaluated it seemed to influence how much they learned from it.

Activity

Explain the activity. Begin the activity by drawing a box on the board. Label it with the prepositions of place from the worksheet and explain the meanings of the prepositions, e.g. at the bottom/top (of), on the right/left, etc.



Have the students take turns drawing objects in the box in a range of positions that you describe. Try to review all the prepositions shown on the worksheet in this part of the activity.

After several objects have been drawn in the frame, ask students to describe where the objects are located. Next, divide the students into two groups (A and B). Give each student a corresponding worksheet. Tell the students not to show their worksheet to their partner.

Student A then reads the instructions on their worksheet to Student B. Student B listens and draws the objects in the empty box. When Student A has read out all the instructions, the students change roles. Afterwards, each student should, without looking at their partner's sheet, ask questions to check how their partner followed the instructions. For example,

Is the airplane above the cloud? The airplane is below it.

Is the bird in the cloud? No, the bird is below it.

As an extension, have the students think of new objects to draw and give further instructions to their partner.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Ms. Weaver says, "Anna, you and your baby look awful. What happened?"
Then Anna says, "Well, I took her everywhere. Everywhere. And I fed her every three hours. So, I haven't slept since ... what day is it?"
The question is: Why is Anna so tired?
2. Anna tells about getting her baby wet in the sink, stabbing it with a knife and putting it in the microwave.
The question is: "How does Anna explain what happened to Baby?"
3. *The question is: We do not use reflexive pronouns after prepositions of place. Which of these lines uses a preposition of place?*
I was making myself a salad and had a little accident with a knife.
So, I haven't slept since ... what day is it?
While I was making myself dinner, I put Baby next to me.
4. Anna says, "Yes. I'd like to share ... these! I made them myself this morning."
Then Pete says, "You baked your baby? You should be ashamed of yourself!"

Anna says, “I baked them at the end of the experiment, Pete. At that point, this was just a bag of flour.”

The question is: Why does Pete think Anna should feel ashamed?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below in one or more paragraphs using a “Hamburger Paragraph” format as taught earlier. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Tell about a time you had to do something new. It could be a school or a work assignment or learning a new skill like sewing, cooking or drawing. Or, it could be a sport, a game, a kind of craft or art. Tell about what you learned during the new experience.

If time allows, have students exchange their writing with another student and discuss the new skill they learned.

Conversation

(Pete throws the bag of flour on his chair and throws many other things on his flour baby. Next, we see him outside enjoying ice cream without his flour baby.)

Ms. Weaver: Okay, Pete, let me see your research first.

(Pete hands her a big binder filled with research.)

Ms. Weaver: That's a heavy binder. And you and your Baby look great.

Pete: Thanks, Ms. Weaver. We feel great!

Ms. Weaver: Anna. Anna, you're next. Anna? Anna wake up!

(She wakes up but is very confused.)

Anna: I'm here, Baby! I'm here! I'm here! Here's your bottle.

(She accidentally squirts her bottle and milk goes everywhere.)

Ms. Weaver: Anna, you and your baby look awful. What happened?

Anna: Well, I took her everywhere. Everywhere. And I fed her every three hours. So, I haven't slept since ... what day is it?

Ms. Weaver: It's Friday. What happened there?

(Ms. Weaver points to a large bandage on Anna's flour baby.)

Anna: Oh, that. Oh, that. I was making myself a salad and had a little accident with a knife. I put my flour baby in front of me. And then I accidentally stabbed it. But I gave it first aid!

Ms. Weaver: Is that a burn?

Anna: Yes. Yes it is. While I was making myself dinner, I put Baby next to me. I accidentally knocked her into the sink. So I put her in the microwave to dry. That's when she caught fire.

(Pete is smiling, thinking he won.)

Ms. Weaver: Anna, Anna, you should be very proud of yourself.

Pete: Proud? She stabbed and burned her baby!! And she only did one page of research...and it's covered in milk. Ew.

Ms. Weaver: Yes, Pete. But she followed instructions.

Pete: Hey, I did ...

Ms. Weaver: Please, Pete. Anna, I think your baby has lost some weight. Is there something

else you want to share?

Anna: Yes. I'd like to share ... these! I made them myself this morning.

Pete: You baked your baby? You should be ashamed of yourself!

Anna: I baked them at the end of the experiment, Pete. At that point, this was just a bag of flour.

Pete: It was always just a bag of flour!!

Ms. Weaver: Pete, will you listen to yourself?! You sound crazy.

Pete: I sound crazy! This whole experiment was crazy!! She was the one who carried around and fed it and ...

(Anna puts a cookie into his mouth. He chews it and begins to smile.)

Pete: Mmm. That is good.

(They all agree and eat the cookies.)

Key Words

accidentally	<i>adj</i>	happening in a way that is not planned or intended
ashamed	<i>adj</i>	feeling shame or guilt
bake	<i>v</i>	to make food, such as bread and cake, by preparing a dough, batter or the like
bandage	<i>n</i>	a covering, such as a strip of cloth, that protects or supports part of the body that has been hurt
binder	<i>n</i>	a cover for holding together sheets of paper
bottle	<i>n</i>	a glass or plastic container that has a narrow neck and usually has no handle
burn	<i>n</i>	an injury caused by fire, heat or acid
burn	<i>v</i>	to destroy or damage something by fire or heat
cookie	<i>n</i>	a sweet baked food that is usually small, flat, and round and is made from flour and sugar
dry	<i>v</i>	to remove water or moisture from something or someone
first aid	<i>n</i>	emergency treatment given to a sick or injured person
knife	<i>n</i>	a usually sharp blade attached to a handle that is used for cutting
knock	<i>v</i>	to touch or hit someone or something in a way that is not planned or intended
microwave	<i>n</i>	an oven in which food is cooked or heated quickly by very short waves of electromagnetic energy
squirt	<i>v</i>	to suddenly force a liquid out through a small opening

Quiz - Level 2, Lesson 18 - Flour Baby 2

Listen. Circle the letter of the correct answer.

1. Why is Anna so tired?

- a. She took her baby everywhere and fed it often.
- b. Anna says her baby would not sleep.
- c. She helped Pete finish his parenting research.
- d. Anna forgot about today's meeting.

3. We do not use reflexive pronouns after prepositions of place. Which of these lines uses a preposition of place?

- a. I was making myself a salad and had a little accident with a knife.
- b. So, I haven't slept since ... what day is it?
- c. While I was making myself dinner, I put Baby next to me.
- d. All of these lines use a preposition of place.

2. How does Anna explain what happened to Baby?

- a. She stabbed it with a knife.
- b. Anna tried to dry Baby in the microwave.
- c. She knocked it into the sink.
- d. Anna did all of these things to Baby.

4. Why does Pete think Anna should feel ashamed?

- a. Anna's research was too serious.
- b. She tried to win the experiment by baking cookies.
- c. Anna baked her baby.
- d. She came to the meeting with one page of research.



Give your partner the six instructions below to draw in their box.

1. Draw a big tree in the middle of the box.
2. Draw a dog below the tree.
3. Draw a cat to the left of the dog.
4. Draw a fish bowl to the right of the dog
5. Draw two fish inside the fish bowl.
6. Draw a bird to the upper left of the tree.



STEP 2



Then listen to your partner and draw in your box. Afterwards, ask your partner questions about each thing they drew. Where is the big tree? Where is the dog? Then, compare your drawings.



Give your partner the six instructions below to draw in their box.

1. Draw an airplane in the middle of the box.
2. Draw a cloud above the airplane.
3. Draw a bird to the left of the cloud.
4. Draw a house at the bottom in the center of the box.
5. Draw three flowers to the left of the house.
6. Draw a butterfly on the middle flower.



STEP 2



Then listen to your partner and draw in your box. Afterwards, ask your partner questions about each thing they drew. Where is the butterfly? Where is the house? Then, compare your drawings.



A large empty rectangular box for drawing.