



LEVEL 2
LESSON 11
THE BIG SNOW



Topics

Describe actions that have occurred
Describe actions that haven't occurred yet
Discuss duration of activity

Prepare Before Class

Print copies of the Student A and Student B Activity Sheets - note that Page 1 is the same for Students A & B while page 2 is different for A & B
Print handout for learning the names of snow activities
Print handout for practicing present perfect

Learning Strategy

Find and Apply Patterns

Goals

Present perfect simple/continuous
Past perfect simple/continuous

Day 1

Introduce the Lesson

Begin by asking, "Have you ever been in a big storm and had to stay inside for a long time?" Let students share their stories if they have had this experience. It may have been a rain storm, sand storm or snow.

Continue, "In Lesson 11, a big snow is coming. Anna and Pete work all weekend to report on it. We see how they both prepared for the blizzard. Who do you think will be better at preparing to work in a blizzard, Anna or Pete?" Let students hold their hands up to vote for Anna or Pete.

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.

As your students may not be familiar with snow, use the handout on snow activities in the Resources section to practice saying the names of several activities and learning their definitions.

Present the Conversation

Tell students that the video will show Anna and her coworker Pete preparing for a big snowstorm. 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.

Hunt for perfect verb tenses

Welcome to our most perfect lesson! Why is it perfect? Today we are reviewing the present perfect and past perfect verb tenses. These show that an action is completed. Kelly uses the present perfect when she says:

Kelly: Have you ever reported on a big weather event?

Anna uses the past perfect when she says,

Anna: I had been waiting for that blizzard for years.

Listen for “have” or “had” and the past participle to find more sentences with the perfect tense. I'll color those words to help you.

Examples

- I have wanted to report on a big weather event my whole life. (present perfect)
- I had just bought the latest weather forecasting software. (past perfect)
- Snow has been falling for 30 hours straight! (past perfect continuous)
- By Saturday night, stores and restaurants had closed. (past perfect)
- I thought I had brought enough food. (past perfect)
- We had reported together for 48 hours straight! (past perfect)
- That must have been a great team-building exercise for you and Pete. (present perfect)

Final Comment

I hope you found all the sentences with perfect tenses. Learn more on our website!

Present Perfect Activity

Tell students to stand and copy your movements. Say, “Shovel the snow” as you hold an imaginary shovel and bend down to fill a shovel full of snow. Put the imaginary shovel down. Then make movements to demonstrate “ski,” “make a snow angel,” “make a snow person”

and “snowboard.” Use a method from the How-to guide to form pairs and have students sit together with their partner.

Ask one student, “Have you ever shoveled snow? When the student answers, write their answer on the board. Underline or highlight the present perfect verb:

Yes, I **have shoveled** snow / No, I **haven't shoveled** snow.

Remind students that the present perfect tense uses a form of the helping verb “have” and the past participle. It shows an action happened some time before now. The exact time is not important so it is not used with a time word like “yesterday” or “when I was young.”

Hand out the present perfect activity handout. Tell students, “Step 1 is: Ask your partner a question about each of the other snow activities. Step 2 is: Write your partner’s answers. Then join with another pair and tell them what you learned about your partner.”

As students work in pairs, check to see if there are any questions about forming the present perfect. If time allows, have several pairs demonstrate their questions and answers. They may use the gestures you taught them as they ask the questions to show they understand the names of the actions.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Find and Apply Patterns. That means you listen carefully and notice new sounds. For example, when you are learning English, there may be some new sounds that you do not have in your native language.”

Continue, “In this lesson, Pete sees a pattern in Anna’s celebration of the weather records. Each time a weather record breaks, she honks her horn to celebrate. Pete does not like the horn, so he breaks it before Anna celebrates the next record-breaking weather fact. He does that to stop Anna’s pattern of celebrating and make his life quieter.”

Ask, “How about you? How do you find and apply patterns? Can you see patterns in the way people use English? How about in literature? There are also patterns in math, science, history, music and social studies.”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-to guide. Hand out one set of Student A Activity sheets and one set of Student B Activity sheets to each pair, Then ask them to sit together around the classroom.

Explain the activity: “You have a new job reporting on the weather. You and your partner can see different weather cameras on the internet. Each camera has symbols that give more information about the weather in that place. Your job is to read that information and think of the weather pattern they show. Then predict, or forecast, tomorrow’s weather in that place. Finally, tell your partner what activity will be good for tomorrow’s weather there.”

Have two students demonstrate the sample conversation from page 1 of the activity sheet. Then explain that students with the Student A sheet will ask about Guadeloupe and Tajikistan and those with the Student B sheet will ask about Canada and Mauritius.

As students work together, check to see if anyone needs help with the name of an activity for the weather pattern shown on their map. Write the names of activities on the board to help other pairs.

After the students have finished their pair work, call on a few students to share their predictions and suggested activities with the class.

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. Kelly says, “Me too! Weather is so important.”
Then Anna says, “ It is. It affects people’s lives!”
The question is: What do Kelly and Anna agree about?
2. Ask students, “Which of these sentences uses the past perfect tense?” Read the sentences below aloud.
Why do you have all this weather stuff?
I had just bought the latest weather forecasting software.

Do you have any games on that thing?

I have the best weather survival game.

3. Kelly says, “How else had you prepared?”

Then Anna says, “Well, I had just bought the latest weather forecasting software. So, I brought it!”

The question is: What does Anna want to use her computer for at work?

4. Anna says, “We just broke the wind speed record! (She honks her horn)

Then Anna says, “Snow has been falling for 30 hours straight! That’s another record! (She honks her horn. Pete comes into the room and breaks the horn.)

The question is: What is a pattern that Pete wants Anna to stop?

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, such as English names for weather events.

Here is the writing prompt:

Have you been in a big storm or an unusual weather pattern? Where were you when it happened? What did you do?

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Kelly: Hi, Anna. Why do you have all this weather stuff?
- Anna: I love weather.
- Kelly: Me too! Weather is so important.
- Anna: It is. It affects people's lives!
- Kelly: Have you ever reported on a big weather event?
- Anna: I have. I've reported on a blizzard.
- Kelly: Do you mean the one last weekend?
- Anna: Yes! I had been waiting for that blizzard for years. When it came, I was ready.
- Anna: I have wanted to report on a big weather event my whole life.
- Kelly: Who hasn't? Did you report all weekend ... by yourself?
- Anna: No, no. I volunteered Pete to help me.
- Pete: Why am I here on a Saturday? Why are you carrying things? Why? Why?
- Anna: Pete, these are my supplies – food, a blanket; warm clothing. Where are your supplies? Pete, Pete, Pete. This could be the “blizzard of the century.”
- Pete: It'll be fine.
- Kelly: How else had you prepared?
- Anna: Well, I had just bought the latest weather forecasting software. So, I brought it!
- Kelly: Do you mean The Weather Genie Pro?
- Anna: You know it. Pete thought it was pretty great too.
- Pete: Do you have any games on that thing?
- Anna: Yes! I have the best weather survival game. Boom!
- Pete: Sounds fun.
- Anna: It is. But right now, Pete, this computer is a work tool. It will give us the temperature, wind speed, wind direction and amount of snowfall ... in real time! Boom, boom!
- Pete: I can't wait.
- Anna: Pete, we need a name for this blizzard.
- Pete: No, we don't.

Anna: All the great storms have names.

Pete: No, they don't.

Anna: I know -- "The Big Snow!"

Pete: I am not saying "The Big Snow."
(later) Welcome to "The Big Snow."

Kelly: The Big Snow broke all kinds of records, didn't it?

Anna: Yes it did. And every time a record was broken, we celebrated!

Anna: So far, in Washington, D.C. 29 inches of snow has fallen. That, my dear listeners, is a record! (Honks horn)

We just broke the wind speed record! (Honks horn)

Snow has been falling for 30 hours straight! That's another record! (Honks horn. Pete comes into room and breaks the horn.)

Kelly: By Saturday night, stores and restaurants had closed. Did you bring enough food?

Anna: I thought I had brought enough food. But I ran out.

Anna: Hey, Pete, where is my bag of popcorn?

Pete: Maybe you ate it already.

Anna: No, I didn't.

Pete: I haven't seen it. (Pete has popcorn in his beard. Anna tries to hit him.)

Anna: We had reported together for 48 hours straight!

Kelly: Wow. That must have been a great team-building exercise for you and Pete.

Anna: Yeah. You - you could say that.

Key Words

affect	<i>v</i>	to act on (someone or something) and cause a change
amount	<i>n</i>	a quantity of something
blizzard	<i>n</i>	a severe snowstorm that goes on for a long time
century	<i>n</i>	a period of 100 years
event	<i>n</i>	something (especially something important or notable) that happens
forecast	<i>v</i>	to predict (something, such as weather) after looking at the information that is available
record	<i>n</i>	a performance or achievement that is the best of its kind or at an extreme when measuring data
software	<i>n</i>	the programs that run on a computer and perform certain functions
straight	<i>adv</i>	without interruption
survival	<i>n</i>	the state or fact of continuing to live or exist especially in spite of difficult conditions
volunteer	<i>v</i>	to say that someone will do something without asking if he or she wants to do it
sunset	<i>n</i>	the time when the sun goes below the horizon in the evening
wish	<i>v</i>	to want (something) to be true or to happen

Quiz - Level 2, Lesson 11- The Big Snow

Listen. Circle the letter of the correct answer.

1. What do Kelly and Anna agree about?

- a. There is a big blizzard coming soon.
- b. Anna is not ready for the next event.
- c. Weather is important to many people.
- d. Kelly is not interested in the weather.

3. What does Anna want to use her computer for at work?

- a. To order more food and supplies for Pete.
- b. To watch a video of the snowfall.
- c. To play games with Pete.
- d. To get weather information and forecasts.

2. Which of these sentences uses the past perfect tense?

- a. Why do you have all this weather stuff?
- b. I had just bought the latest weather forecasting software.
- c. Do you have any games on that thing?
- d. I have the best weather survival game.

4. What is a pattern that Pete wants Anna to stop?

- a. Her celebration as each weather record is broken.
- b. Telling people about the amount of snow.
- c. Her naming the storm, "The Big Snow."
- d. Preparing for the blizzard by bringing in supplies.



1. **shovel snow** — to lift and throw snow with a shovel
2. **making a snow angel** — to make a shape in snow by lying on your back and moving your arms and legs out and in
3. **catch snow on your tongue** — to stick out your tongue and let snow fall on it
4. **snowboard** — a board like a wide ski that is used for sliding down hills of snow while standing
5. **walk in the snow** — to walk during or after a snow fall
6. **make a snow man /person** — put large balls of snow together to make a figure, sometimes adding decorations or clothing
7. **warm your hands (over a fire)** — hold your hands over an open flame
8. **sled / go sledding** — to ride on a sled, especially down a hill
9. **have a snowball fight** — to form balls of snow and throw them at friends or family
10. **ski** — to move or glide on skis over snow or water

STEP 1

Say the snow words with your teacher. Then ask your partner about each activity. Write their answers.



Have you ever shoveled snow?

Yes, I have! It's fun!



Yes, I have shoveled snow every winter since I was 10.

Have you ever made a snowman or a snow person?

1. Yasmin has shoveled snow every winter since she was ten years old.
2. _____
3. _____
4. _____
5. _____

STEP 2

Join another pair and tell them what you have learned about your partner.

STUDENTS A & B

STEP 1

Your new job is reporting the weather. You and your partner can see different cameras from other places in the world. Ask your partner about the places without weather information. Answer your partner's questions with your forecast.

What do you see on the Galapagos islands?

It's hot and sunny. Tomorrow will be a good day to see the turtles.

What is happening in Canada?

It's cold. Tomorrow it will snow. It will be a good day to ski or snowboard.

Legend:
COLD
COOL
MILD
WARM
HOT & HUMID
HOT

Thermometer: 100°F

Locations: Canada, Galapagos

STEP 2

Choose a place near where you are now. Tell your partner about the weather pattern there. Forecast (or predict) the weather for tomorrow. What activity will be good for the day?

You have information on Guadeloupe and Tajikistan. Your partner has information on Canada and Mauritius. Look at each picture. Next to two pictures is the temperature. Above the pictures there is a weather symbol. Together they show a weather pattern. Think of the weather patterns you see and forecast tomorrow's weather.

Weather Symbols: Sunny, Partly Cloudy, Rainy, Wind, Snow

Temperature Legend: COLD, COOL, MILD, WARM, HOT & HUMID, HOT

Callouts: Canada, Guadeloupe, Tajikistan, Mauritius

You have information on Canada and Mauritius. Your partner has information on Guadeloupe and Tajikistan. Look at each picture. Next to two pictures is the temperature. Above the pictures there is a weather symbol. Together they show a weather pattern. Think of the weather patterns you see and predict tomorrow's weather.

Canada

Guadeloupe

Tajikistan

Mauritius

Galapagos

Sunny

Windy

Snowy

Rainy

Partly cloudy

COLD

COOL

MILD

WARM

HOT & HUMID

HOT



Topics Asking for information Indicating uncertainty Asking for and giving reasons Making deductions	Prepare Before Class Print copies of the student Activity Sheet.
Learning Strategy Sequence	Goals Learn how to use conditionals

Day 1

Introduce the Lesson

Begin by asking, “How do you feel when you see a bee?” Let several students answer. Tell students, “In this lesson, Anna is afraid of bees. Her friend Kaveh tells her to talk with Caroline, a beekeeper and bee educator. Do you think Anna will fight her fear and learn to love bees? We will learn how to talk about cause and effect, using the word ‘if.’ These are called conditionals.”

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.

As the topic of this lesson is bees, you may use some pictures to help teach the new words. See the handout with words related to beekeeping in the Resources section.

Present the Conversation

Tell students that the video will show Anna visiting a beekeeper. 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.

Introduction to conditionals In this lesson, you can learn about conditionals. They have “if” and “will” or “would.” There are two kinds of conditional sentences in this lesson.

Type 1 conditionals Type 1 conditionals have a real event, and a result that probably will happen. Chances are good. Here is the pattern:
If + present tense verb ... will + future tense verb.
Kaveh uses this when he says: “If you ignore it, it will fly away.”

Type 2 conditionals: Type 2 conditionals have a possible event and a result that may or may not happen. We don't know. Here is the pattern
If + past tense verb ... would + infinitive verb.
Kaveh uses this pattern when he says: “If all the bees died, there would be no food.”
Look for the “if” in a sentence to find more conditionals in today's lesson. I'll color them, too!

Closing Are you ready for one more conditional sentence?
If you are not afraid, you will join us next time to learn more about bees!

Conditional Activity

Draw lines on the board like this:



Ask, “Tell me some good and bad things to do in school. For example, study.” Write all the

“good” activities in the left column with a present tense verb. Write the “bad” activities in the right column. Some answers may be play video games, listen carefully, work hard and copy.

Next, ask, “What will happen if you study? Of course, you will get good grades.” Explain, “That is Type 1 - or the Real Conditional.”

Next, ask, “If you texted all day, what would happen? Of course, you would fail.” Explain, “That is a Type 2, or Unreal Conditional. We will talk about those in the next lesson. Now we will practice Type 1, the Real Conditional.”

Say, “If you play video games all day, you will have trouble on your test.” Write this pattern on the board:

If +present tense verb ... will + future tense verb

Ask two students to come to the front of the class and show the activity. Ask one to choose a good thing to do at school and begin a sentence with ‘If you....’ As the other student to finish the sentence.

Pair students and ask them to choose one of the good or bad things to do at school. Ask students in pairs to think of new examples using the Real Conditional pattern. If time allows, ask several pairs to share their sentences with the class.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Sequence. That means to look for the order of events in what you are learning. For example, we use a sequence when we write about a process, like how to make a pizza: ‘first, you mix the dough, next, you make the sauce...’”

Continue, “In this lesson, Anna thinks about the sequence of her experience with a beehive as a child. First, she hit the hive with a stick. Next, the bees came out and stung her. They were angry. Thinking about that sequence will make Anna more careful about hitting a beehive with a stick in the future! Caroline agrees: ‘If you do those things, you will get stung.’”

Give other examples. “In science, we study sequences like the water cycle, and the life cycles of different animals. It helps to remember the steps in order. How about you? How do you sequence when you are learning English?” List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-To guide. Have the students stand in two lines. Give students in one line the Student A activity sheet. Give the students in the other line the Student B activity sheet.

Explain how to do the activity: “Each of you has a set of pictures. Look at them and think of how you can sequence these events. Step one is to write a number in the circle under the picture to show the order in which you will talk about them in your story.”

Continue, “Write a story about the events in the pictures. Step two is: show the pictures to your partner and tell your story. Stop and let your partner ask a question after you talk about each picture.”

Ask two students to read the sample aloud from one of their activity sheets. Give students time to complete the activity with their partners, then, if time allows, have them join with another pair and share the stories they wrote. Point out that the stories of two students with the same pictures can be different, but they all should use the conditional form to show the result of an action.

When all have shared their stories with two other students, ask one or two pairs to tell their stories to the class.

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. Kaveh says, “Wow. Did you know that bees are dying?” Then Anna says, “That is bad news. If all the bees died, there would be no food. Bees are very important.”
The question is: What are Anna and Kaveh talking about?
2. Anna looks like she is afraid of bees. So Kaveh says, “Anna, you should call my friend, Caroline. She is a beekeeper and a bee educator. If you talk to her, she’ll probably help

you get over your fear of bees.”

The question is: What does Kaveh say to Anna?

3. Anna says, “Oh, sorry to bother you. I’m looking for beekeeper Caroline. I’m here to take her “Learn to Love Bees!” class.

Then Caroline says, “You’re in the right place! I’m Caroline!”

The question is: What does Caroline say about the “Learn to Love Bees” class?

4. Caroline says, “No, not at all, Anna. Even my children help me. Tell me, why are you afraid of bees?:

Anna says, “I don’t know. Well, when I was a little girl my mom ran out of honey. And I really wanted honey for my pancakes. So, I climbed high into a tree and hit a beehive with a stick ... several times. Then I reached inside with my bare hands to pull the honey out. That’s when I got stung ... a lot.”

The question is: Why is Anna afraid of bees?

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. Give examples using the word “because” to explain different reasons for why people are afraid of different things. Here is the writing prompt:

What were you afraid of as a young child? Some children are afraid of animals, insects or high places. Share a story of what you feared as a child. How about now? Have you stopped being afraid of it?

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Anna: Wow. Did you know that bees are dying?
- Kaveh: That is bad news. If all the bees died, there would be no food. Bees are very important.
(buzz sound)
- Anna: Yes, they are. Speaking of bees, one of our little friends is here now.
- Kaveh: You know, Anna, **if you ignore it, it will fly away. But if you swat it, it might sting you.**
- Anna: I'll ignore it. I can ignore it. See, I'm ignoring it. (she is swatting at the bee)
- Kaveh: Anna, are you afraid of bees?
- Anna: What makes you say that?
- Kaveh: Anna, you should call my friend, Caroline. She is a beekeeper and a bee educator. **If you talk to her, she'll probably help you get over your fear of bees.**
- Anna: I am not afraid of bees.
- Kaveh: Here's her card.
- Anna: Ahhh!
- Anna: I think I'm at the wrong address. This does not look like a place where bees are kept. (knocks on door)
- Anna: Oh, sorry to bother you. I'm looking for beekeeper Caroline. I'm here to take her "Learn to Love Bees!" class.
- Caroline: You're in the right place! I'm Caroline!
- Anna: Oh, nice to meet you! Um, Caroline, I thought this class used real bees and real hives.
- Caroline: It does! **If you look in my backyard, you will see my bees! I'm a home beekeeper!**
- Anna: What? You live with bees? That is really amazing! And at the same time really scary.
- Caroline: It's not scary. **If you come, I'll show you.**
- Anna: Caroline, how many bees are in that hive?
- Caroline: About thirty thousand (30,000) in each.

Anna: What? That's amazing! But, aren't you afraid that they are gonna come out and kill you?

Caroline: No, not at all, Anna. Even my children help me. Tell me, why are you afraid of bees?

Anna: I don't know. Well, when I was a little girl my mom ran out of honey. And I really wanted honey for my pancakes. So, I climbed high into a tree and hit a beehive with a stick ... several times. Then I reached inside with my bare hands to pull the honey out. That's when I got stung ... a lot.

Anna: Caroline, if you hit a beehive with a stick and reach inside, you might get stung.

Caroline: No, Anna. If you do those things, you will get stung.

Anna: Yes. I did.

Caroline: And you know that it was your fault you got stung, don't you?

Anna: Yes. I did.

Caroline: Bees know your feelings. And if you stay calm, the bees will be calm. If you're nervous, the bees will be nervous. And if bees are nervous, they may sting. So, please be calm.

Anna: I will be calm. I am calm. Okay, I'm ready. I'm ready

Caroline: Great. Let's get our equipment on.

Anna: Wait! Wait! I'm not ready! I'm nervous! Give me a minute to be calm.

Key Words

attack	<i>v</i>	to try to hurt, injure, or destroy (something or someone)
backyard	<i>n</i>	an area of grass behind someone's house
bare	<i>adj</i>	not covered by clothing, shoes or a hat
bee	<i>n</i>	a black and yellow flying insect that can sting and that is often kept in hives for the honey that it produces
beekeeper	<i>n</i>	a person who raises bees
calm	<i>adj</i>	not angry, upset, or excited
fault	<i>n</i>	responsibility for a problem, mistake, or bad situation
hive	<i>n</i>	a nest for bees
honey	<i>n</i>	a thick, sweet substance made by bees
ignore	<i>v</i>	to refuse to show that you hear or see (something or someone)
local	<i>adj</i>	relating to or occurring in a particular area, city, or town
probably	<i>adv</i>	very likely or almost certainly
run out of (something)	<i>phrasal verb</i>	to use up the available supply of (something)
sting	<i>v</i>	of an insect, plant, or animal
swat	<i>v</i>	to hit (someone or something) with a quick motion

Quiz - Level 2, Lesson 12- Run! Bees!

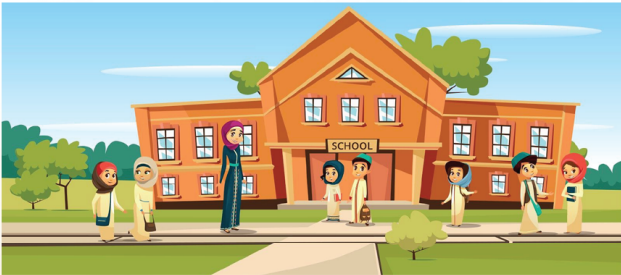
Listen. Circle the letter of the correct answer.

- | | |
|--|---|
| <p>1. What are Anna and Kaveh talking about?</p> <ul style="list-style-type: none">a. A story about food in the newspaperb. A friend who is coming to visit with themc. How Anna is ignoring what Kaveh told herd. The story in the newspaper about bees dying | <p>3. What does Caroline say about the “Learn to Love Bees” class?</p> <ul style="list-style-type: none">a. She has about thirty students in the backyard.b. She lives in the place where she gives the bee class.c. Caroline says the bees are coming soon for the class.d. Caroline says the bees will be very scary in the class. |
| <p>2. What does Kaveh say to Anna?</p> <ul style="list-style-type: none">a. Anna should visit Caroline to get over her fear of bees.b. He says Anna should not be afraid of bees.c. Kaveh says his friend Caroline is also afraid of bees.d. He says he has always been afraid of bees. | <p>4. Why is Anna afraid of bees?</p> <ul style="list-style-type: none">a. Anna thinks children are all afraid of bees.b. She says the bees want to kill her.c. Anna hit a hive as a child and got stung.d. She saw them often when she was a child. |

STUDENT A

STEP 1

Look at the pictures. Think of a sequence of events they may show. Write a number below each picture to put them in order. The alarm clock is number one. Then write a story about them in your notebook. Use If you... you will ... in your story.



1



If you set an alarm you will wake up on time for school.

What happens if you wake up on time for school?



STEP 2

Show your pictures to your partner. Then tell the story to your partner. Stop so your partner can ask about what comes next. Then listen to the story they wrote about their pictures. Join another pair of students and share your stories.



STUDENT B

STEP 1

Look at the pictures. Think of a sequence of events they may show. Write a number below each picture to put them in order. For picture number one, you can choose. Then write a story about them in your notebook. Use If you... you will ... in your story.



○



○



1



○



1



○

What happens if you learn to play music or sing?

If you take lessons, you will learn to play music or sing.



STEP 2

Show your pictures to your partner. Then tell the story to your partner. Stop so your partner can ask about what comes next. Then listen to the story they wrote about their pictures. Join another pair of students and share your stories.





LEVEL 2
LESSON 13
SAVE THE BEES!

Topics

Hope clauses
Consequences of actions
Discussing future events

Prepare Before Class

Print copies of the student Activity Sheet.
Print copies of the Type 2 Conditional handout.

Learning Strategy

Make Predictions

Goals

Learn how to use the present unreal conditional

Day 1

Introduce the Lesson

Begin by asking, “Have you heard about the danger to bees in recent years?” Explain that honeybees are disappearing in some places because of illness and changes to the environment. Let several students answer what they know about the problem. Tell students, “In our last lesson, Anna was afraid of bees. In this lesson, Anna learns how to stay safe around bees. She also learns how to help the bees.”

Ask students, “Do you remember that we started talking about conditionals in the last lesson? In this lesson, we will use conditionals again to talk about real and unreal situations, predicting what will or would not happen.”

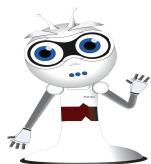
Teach Key Words

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 continues a visit to a beekeeper, the new words help students learn more details about how beekeepers work with bees. Review the “Bees” handout from Lesson 12. Picture 2 on that page shows a smoker and a veil, two of the new words for this lesson.

Present the Conversation

Tell students that the video shows more about beekeepers. 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.

Introduction to lesson

We are back with Anna and Caroline and the bees. Last time, Anna was afraid. But Caroline is helping her to stay safe.

Explanation of conditionals

Look at sentences that start with “If” to find more conditional sentences. Remember, Type 1 conditionals use the present tense and “will,” and Type 2 use the past tense and “would.” Now, let’s find out what happens with Anna and the bees.

Review of conditionals

I learned a lot about bees. Hey, if I worked with bees, I would not need protective clothing! Guess what? That was a Type 2 conditional. And I heard a Type 1 conditional, too. (Anna: If they don’t eat, they won’t live.)

Closing

So, if you want to learn more about bees, visit your local beekeeper like Anna did. Maybe you can try some local honey, too. Now it’s your turn. Practice making conditional sentences. If you practice, you will become better at them. That’s Type 1!

Conditional Activity

In this activity, students will practice making sentences with Type 2 conditionals. Explain that we use the Type 2 conditional to talk about something that is not probable. The structure uses these parts:

If (past tense verb) ... would (simple form of verb)

Give an example from this lesson’s conversation. “Professor Bot is a robot. So the bees

cannot sting him. He says,

‘If I worked with bees, I would not need protective clothing!’”

Give students the handout for Type 2 conditionals. Read the instructions aloud. Ask students to think carefully about what each person would do in the unreal situation in each sentence. Then ask students to write three more sentences about unreal situations using Type 2 conditionals.

Have students share what they wrote with the class or with a partner if time allows.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Make Predictions. That means to make a guess about what will happen. When you are reading a story in English, if you look at the title and the pictures, you can sometimes guess what the story is about. Predicting helps you get ready to learn new things, based on things you already understand.”

Continue, “In this lesson, Caroline says, “I have a feeling that your fear of bees will be gone soon.” She is predicting that Anna will stop being afraid of bees. She can guess that because she has taught other people who feared bees. When they learned about bees, they were no longer afraid.”

Give other examples. “You can predict in other subjects, too, like science. In science class, they call it making a hypothesis. How about you? How do you make predictions when you are learning English?” List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-to Guide. Have the students stand in two lines. Give students in one line the Student A Activity Sheet. Give the students in the other line the Student B Activity Sheet.

Explain how to do the activity: “Have you ever heard of a crystal ball? It is a ball of glass that appears in some stories. A person can look into it to see things far away or in another time. Today we will imagine we have a crystal ball. We can use our strategy, Make a Prediction, to tell something about what our partner would do. We are also practicing Type 2 Conditionals.”

Continue, “After you make predictions about your partner, check to see if they are right. Here is how it might sound.” Ask two students to read the sample conversation aloud from one of their activity sheets.

Explain, “The student in the picture made a prediction and found out it was not right. But she learned something about her partner by making the prediction and talking about it. You can do the same with your partner. Learn if your guesses - your predictions - were right, and then write what you learned at the bottom of the sheet.”

Make sure all students understand the instructions. Give students time to complete the activity with their partners. Then, if time allows, have them join with another pair and share what they learned about their partner.

When all pairs have shared with two other students, ask one or two pairs to talk about what they learned.

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. Caroline says, “I have a feeling that your fear of bees will be gone soon. If I use a smoker, the bees will stay calm.”
Then Anna says, “Let’s use smoke... lots of smoke!”
The question is: Why does Caroline use smoke?
2. Caroline says, “I will carefully take out a frame. This is where the bees live. There are worker bees, drone bees and the queen bee. The bees have different jobs. The queen bee lays the eggs. The worker bees collect nectar and pollen from flowers and bring it back to the hive. Then they make honey!”
The question is: What does Caroline say about the queen bee?
3. Anna says, “Caroline, bees are beautiful and important. If I wanted to help the bees, what would I do?”
Caroline says, “Great question. You can plant native flowers that bees like.”

Anna says, “Flowers make a big difference to bees. If they don’t eat, they won’t live.”
Caroline says, “Buying local honey also helps the bees. If you want to help bees, do those two things.”

The question is: Which of these has a Type 2 conditional?

Read the sentences below aloud.

If I wanted to help the bees, what would I do?

If they don’t eat, they won’t live.

If you ever want to see the bees again, I’ll be here!

If you want to help bees, do those two things.

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. Give examples using the unreal conditional form, such as “If I had three wishes, I would wish for ...” Here is the writing prompt:

Imagine you were walking and found a magic lamp. When you touch it, a voice says, “I can give you three wishes.” What would you wish for? Explain why.

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Caroline: I have a feeling that your fear of bees will be gone soon. There are things beekeepers do to protect ourselves. For example, we wear protective clothing. This is a beekeeper's veil, suit and gloves. There are other things we can do, too. If I use a smoker, the bees will stay calm.
- Anna: Let's use smoke ... lots of smoke.
- Caroline: Okay, Anna, that's enough smoke. Another thing you can do is stay calm. Okay. When I lift the frame, you will see the bees.
- Anna: I'm ready. Let's do this thing!
- Caroline: Okay, let's put on our protective clothing.
- Caroline: I will carefully take out a frame. This is where the bees live. There are worker bees, drone bees and the queen bee. The bees have different jobs. The queen bee lays the eggs. The worker bees collect nectar and pollen from flowers and bring it back to the hive. Then they make honey! Now, you hold the frame. There are the bees.
- Anna: There are so many! And they are so busy! Now I know why we say, "busy as a bee!"
- Caroline: Good job, Anna.
- Anna: Caroline, bees are beautiful and important. If I wanted to help the bees, what would I do?
- Caroline: Great question. You can plant native flowers that bees like. Here's a book to help you know which ones to plant.
- Anna: It's a beautiful book. And look, it tells you which bees like which types of flowers.
- Caroline: It also tells you how the flowers affect the flavor of the honey.
- Anna: Flowers make a big difference to bees. If they don't eat, they won't live.
- Caroline: Buying local honey also helps the bees. If you want to help bees, do those two things.
- Prof Bot: I learned a lot about bees. Hey, if I worked with bees, I would not need protective clothing! Guess what? That was a Type 2 conditional. And I heard a Type 1 conditional, too. (Anna: If they don't eat, they won't live.)
- Anna: Thanks for the book, Caroline, and the bee puppet and for teaching me

about bees. Look ... I'm not scared.

Caroline: Good job, Anna. If you ever want to see the bees again, I'll be here! You have my business card. I'll let you see yourself out.

Anna: Thanks! Bye! I will plant tons of flowers!

Bees: Thanks, Anna. (bees spell out the words)

Anna: Sure thing, bees! Oh, and I'm sorry about hitting that hive when I was a little girl.

Bees: We love you, Anna. (bees make a heart sign.)

Anna: Take care, bees! (to herself) Which way is the Metro?

Bees: That way. (they draw an arrow)

Anna: Thanks!

Key Words

affect	<i>v</i>	to act on (someone or something) and cause a change
difference	<i>n</i>	the quality that makes one person or thing unlike another
flavor	<i>n</i>	the quality of something that you can taste
flower	<i>n</i>	the part of a plant that is often brightly colored, that usually lasts a short time, and from which the seed or fruit develops
frame	<i>n</i>	an open structure that holds something
lift	<i>v</i>	to move (something or someone) to a higher position (raise)
local	<i>adj</i>	relating to or occurring in a particular area, city, or town
native	<i>adj</i>	produced, living, or existing naturally in a particular region
nectar	<i>n</i>	a sweet liquid produced by plants and used by bees in making honey
pollen	<i>n</i>	the very fine usually yellow dust that is produced by a plant and that is carried to other plants of the same kind usually by wind or insects so that the plants can produce seeds
protective	<i>adj</i>	used to protect someone or something : giving or meant to give protection
smoker	<i>n</i>	a piece of equipment used for making smoke
veil	<i>n</i>	something that covers or hides something else

Quiz - Level 2, Lesson 13- Save the Bees!

Listen. Circle the letter of the correct answer.

1. Why does Caroline use smoke?

- a. To keep other things out of the hive
- b. To help the bees stay calm
- c. To make the bees fly out of the hive
- d. To protect the bees

3. Which of these has a Type 2 conditional?

- a. If I wanted to help the bees, what would I do?
- b. If they don't eat, they won't live.
- c. If you ever want to see the bees again, I'll be here!
- d. If you want to help bees, do those two things.

2. What does Caroline say about the queen bee?

- e. The queen collects nectar from flowers.
- f. She makes honey.
- g. The queen brings pollen to the hive.
- h. She lays the eggs.



Write the name of a classmate or a friend in the first space.
In the second space, write he/she or they. In the third space,
write what you think that person would do in the unreal situation.

Sample: If *Dina* could travel to any place in the world, I think
she would travel to *Paris*.



1. If _____ could meet any world leader, I think _____ would like to meet
_____.

2. If _____ could learn another language, I think _____ would learn
_____.



3. If _____ could have any car in the world,
I think _____ would have a _____.

4. If _____ could be any age for a week, I think _____ would choose to be
_____.

5. If _____ could travel to any country in the world, I think _____ would travel
to _____.



Now write three more sentences using the Type 2 conditional:

If (past tense verb) ...would (simple form of verb)

1.

2.

3.

Imagine you have a crystal ball. It lets you predict what your partner would do in any situation. Write your predictions below.



1. If you bought a pet, you would buy a _____.
2. If you were an animal, you would be _____.
3. If you wrote a book, it would be about _____.
4. If you lived anywhere you wanted to, you would live _____.
5. If you had a super power, you would be able to _____.



STEP 2



Tell your partner about your predictions. Ask them if they agree with you and why. Then listen to your partner's sentences about you. Tell your partner if the sentences are right or wrong, and why. Write about two or three things you learn about your partner below.

I learned that my partner...

Learning Strategy

Predict

Use what you know to make a guess about what you will read or hear.

Imagine you have a crystal ball. It lets you predict what your partner would do in any situation. Write your predictions below.



1. If you played a musical instrument, you would play _____.
2. If you tried a new sport, you would try _____.
3. If you won a trip around the world for two, you would take _____ with you.
4. If you had any job you wanted in the world, you would be _____.
5. If you were a super hero, your name would be _____.



STEP 2



Tell your partner about your predictions. Ask them if they agree with you and why. Then listen to your partner's sentences about you. Tell your partner if the sentences are right or wrong, and why. Write about two or three things you learn about your partner below.

I learned that my partner...

Learning Strategy

Predict

Use what you know to make a guess about what you will read or hear.



LEVEL 2
LESSON 14
MADE FOR
EACH OTHER



Topics Discussing feelings Relationships	Prepare Before Class Print copies of the student Activity Sheet Print copies of the Connectors handout
Learning Strategy Self-evaluate	Goals Connectors: and ... either; and so... Pronunciations of “either”

Day 1

Introduce the Lesson

Say, “In this lesson, Pete and Ashley have found perfect partners. Anna says she has a new boyfriend but Pete and Ashley don’t believe her. Is he real or not? We will find out.”

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.

As this lesson’s topic is relationships, depending on the maturity of your students, ask students to think of other words in English that describe relationships and friendships. For example, there are similar words to “boyfriend, girlfriend and partner” to describe romantic relationships. Ask students what other words might describe these relationships, like “soul mate, wife, husband, spouse, bride, groom, and so on.” Ask students for words they know that describe friends who do not have romantic feelings for one another, such as “buddy, bestie or pal.”

Present the Conversation

Tell students that the video will show Anna talking with Pete and Ashley about their relationships. 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.

Pete and Ashley are talking about people they love. They are putting two ideas together with connectors.

Let's start with these two sentences: She can't whistle. Pete can't whistle. How do you put them together?

Hunt for Connectors

Pete says, "She can't whistle and I can't either."

You can see we just add the conjunction "either" and take away the verb "whistle." And Ashley says: "I don't like ball sports and he doesn't either!"

Keep looking for connectors!

Comment on connectors

Did you find any other connectors? Notice how the words are in a different order in the part after "so." "I am" becomes "am I" and "he can" becomes "can he."

"He's good at flying kites and so am I. I can play the ukulele and so can he."

Connectors Activity

In this activity, students will talk with other students to find someone with the same likes or dislikes. The goal is to practice using the words "and... either" and "and... so."

Give an example from this lesson's conversation. "Let's start with and... either. Pete says, 'She can't whistle and I can't either.' That is how we connect two sentences with a negative

idea. Here is how it works.” Write these two sentences on the board:

I cannot fly.
You cannot fly.

Continue: “We can connect these two sentences like this:” Write below the two sentences:

I cannot fly and you cannot either.

Explain: “We can also join two sentences with a positive idea. Here is how it works.” Write these two sentences on the board:

I like ice cream.
You like ice cream.

Continue: “We can connect these two sentences like this.” Write below the two sentences:

I like ice cream and so do you.

Give students the Connectors handout. Read the instructions aloud. Ask students to walk around among their classmates to learn about their likes and dislikes. Have a few students share their sentences with the class or with a partner if time allows.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is self-evaluate. That means to think about how well you are learning and about how your strategies for learning are working. We can ask questions like, ‘Do my strategies help me learn more easily?’ when we self-evaluate.”

Continue, “In this lesson, Anna self-evaluates when she thinks about lying to her friends Ashley and Pete. She knows it was wrong to lie. After she self-evaluates, she goes back to tell Ashley and Pete the truth.”

Have students turn to their neighbor and ask, “How about you? How do you evaluate yourself when you are learning or using English? Do you check your progress by quizzing yourself or taking a test? Or do you think about a recent conversation in English and ask yourself how well you did?” Ask for a few responses if students are willing to share them with the class.

Activity

Explain that this activity will ask students to think of decisions they might make and then think about them using the strategy Self-evaluate.

See if there is an equal number of students and pair them. Assign half to be Student A and the other half to be Student B. Hand them the appropriate A or B version of the Activity Sheet for this lesson.

Explain the example: “Step One is to look at the picture. Think of the situation. In the example, the picture shows that someone forgot their wallet. Think of how you would respond. The sample answer we see here is, ‘I would try to give the wallet back to the person.’ Then look at the other pictures. Choose two to answer. You will write your answer in the box.”

Tell students, “Step Two is to share the situations with your partner. You will explain your decision and why you made it. For this step, the example says, ‘I would be happy if it was my wallet and someone returned it.’ Ask your partner what they would say for your situations. Then listen to the situations they responded to.”

If time allows, ask students to find another pair and discuss their responses as a group. Ask students to answer this question: “What have you learned about yourself from this activity?”

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. Pete says, “I’m showing Ashley pictures of my girlfriend. We have so much in common -- even small things. She can’t whistle and I can’t either.”

The question is: What is one thing that Pete says?

2. Anna says, “Thanks, Ashley, but he’s really busy tonight with his uh, squirrel collection. Bye, guys! Gotta go!”

The question is: What is the one thing they say about Buster Carter?

3. Anna says, "I'm sorry. But later I really did meet someone and we have a lot in common!"
The question is: What does Anna tell her friends?
4. Pete says, "You know, she made all that up."
The question is: What do Anna's friends seem to think?
5. First, read the question: "Tell a friend about Anna's new boyfriend. Use a connector correctly. Which sentence would you use?"
Then, read these four sentences: "He likes to read comics and so likes she." "She can play the ukulele and so plays he." "He's good at flying kits and so is she." "She takes the train and he too does."

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. Give an example: "My sister doesn't like hot weather and I don't either. We both have the same feeling about pets. My sister loves dogs and I do, too."

Here is the writing prompt:

Tell how you and a friend or a family member have something in common and something that is different between you. Use the sentence structures "and so do I" and "and I don't either."

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you can put their work on the walls of the classroom.

Resources

Conversation

- Anna: Hello! What are you guys looking at?
- Pete: I'm showing Ashley pictures of my girlfriend. We have so much in common -- even small things. She can't whistle and I can't either.
- Ashley: (to Pete) And here's a picture of my boyfriend. (sighs)
- Ashley: My family is big and so is his. I don't like ball sports and he doesn't either! (sighs) We are made for each other ...
- Pete: ... and so are we. (sighs)
- Anna: Uh... you have found perfect partners ... and so have I!
- Ashley: You met someone, Anna? That's great! What's his name?
- Anna: His name? His name is uh... (stalling, looks around, sees a bus) Bus ... ter. (stalling, looks around, sees a car) Car ... ter.
- Ashley: (says it like Anna did) Bus...ter Car...ter?
- Anna: It's just Buster Carter, Ashley. I like him and he likes me. We're a great couple.
- Ashley: Hey, let's all get dinner tonight, together. You can bring Buster.
- Pete: (laughing) Yeah, I can't wait to meet him.
- Anna: Thanks, Ashley, but he's really busy tonight with his uh, (looks around, sees squirrel) squirrel collection. Bye, guys! Gotta go!
- Ashley: Squirrel collection?
- Pete: You know, she made all that up.
- Ashley: That's so sad. She needs to meet someone. Hey, do you know anyone who she might...
- Pete: No.
- Anna: (to herself) Anna, Anna, you lied! You lied! Now, they think you have a boyfriend - with a squirrel collection. Here, squirrel. (throws food) Well, you need to tell them the truth. You don't have a boyfriend.
- Man: Excuse me, is this seat taken?
(Anna shyly shakes head "no")
- Anna: Ashley, Pete, I need to talk to you. This morning, I lied.
- Pete: Let me guess. There's no Buster Carter. What a surprise!

Anna: I'm sorry. But later I really did meet someone and we have a lot in common!
He's good at flying kites and so am I.
He likes to read comics and so do I.
I can play the ukulele and so can he.

Ashley: He sounds perfect for you, Anna. Can he come tonight?

Anna: That's the sad part. You see, he just got a job as a spy, and tonight he leaves on assignment.

Pete: Of course he does.

Anna: But that's okay, because now I know that there is someone out there made for me. (looks at the time) Oh, it's late! I have to see him off at the train station. Bye, you guys!

Ashley: Bye Anna! Oh dear, she's worse than we thought.

Pete: She's lost her mind.

Ashley: What should we do?

Pete: (happy, excited) Let's tell her!
(Pete goes to leave but Ashley pulls him back.)

Ashley: No, Pete. Mr. Right may not be real but he makes her really happy.

Key Words

boyfriend	<i>n</i>	a man that someone is having a romantic or sexual relationship with
collection	<i>n</i>	a group of interesting or beautiful objects brought together in order to show or study them or as a hobby
couple	<i>n</i>	two people who are married or who have a romantic or sexual relationship
girlfriend	<i>n</i>	a woman that someone is having a romantic or sexual relationship with
in common	<i>expression</i>	people who have something in common share interests, beliefs, attitudes, or opinions
kite	<i>n</i>	a toy that is made of a light frame covered with cloth, paper, or plastic and that is flown in the air at the end of a long string
lie	<i>v</i>	to say or write something that is not true in order to deceive someone
make (something) up	<i>phrasal verb</i>	created from the imagination or not true or real
Mr. Right	<i>expression</i>	the ideal future husband
partner	<i>n</i>	someone's husband or wife or the person someone has sexual relations with
squirrel	<i>n</i>	a small animal with a long tail and soft fur that lives in trees
see (someone) off	<i>phrasal verb</i>	to go to an airport, train station with (someone who is leaving) in order to say goodbye
truth	<i>n</i>	the real facts about something
whistle	<i>v</i>	to make a high sound by blowing air through your lips or teeth

Quiz - Level 2, Lesson 14- Made for Each Other

Listen. Circle the letter of the correct answer.

1. What is one thing that Pete says?

- a. He has a new girlfriend named Ashley.
- b. His girlfriend does not know how to whistle.
- c. He dislikes some small things about his girlfriend.
- d. Anna forgot about today's meeting.

4. What do Anna's friends seem to think?

- a. The man that she met is not a spy.
- b. Anna did not truly meet a man.
- c. The man is worse than Buster Carter.
- d. Anna has not met the right man yet.

2. What is one thing they say about Buster Carter?

- a. He wants to have dinner with Ashley and Pete.
- b. Buster Carter is busy with his squirrel collection.
- c. He can't wait to meet Anna's friends.
- d. Anna's boyfriend's real name is not Buster Carter.

5. Tell a friend about Anna's new boyfriend. Use a connector correctly. Which sentence would you use?

- a. He likes to read comics and so likes she.
- b. She can play the ukulele and so plays he.
- c. He's good at flying kits and so is she.
- d. She takes the train and he too does.

3. What does Anna tell her friends?

- a. Anna says she does not love Buster Carter.
- b. She lied about Buster's squirrel collection.
- c. Anna says Buster Carter likes to read comics.
- d. She did meet someone but it is not Buster.

Go around the room and talk to several students. Find someone in the room who is the same as you in some way, either in their likes or dislikes. Write sentences that practice the connectors (and... either, and.... so).

Find someone who has the same number of pets as you do.

Example Sentences:

Mark has 3 pets and so do I.

Mark doesn't have any pets and I don't either.



Find someone who likes the same season as you do.

Find someone who likes or dislikes the same color as you do.

Find someone who dislikes the same food as you do.



Find someone who has the same number of brothers and sisters as you.

Find someone who likes the same hobby as you do.



Choose two situations. Write what you would decide and what you think of your decision.



If you saw someone drop their wallet, what would you do? What do you think of your choice?

I would try to give the wallet back to the person. I would be happy if it was my wallet and someone returned it. I think this decision is the right thing to do.

You made plans to see someone after school but you forgot and went home. What do you think you should do?



Have you ever seen someone being bullied? What did you do? What do you think of your choice?

How often do you help around the house? Do you think you could help more? What do you think of how much you help?



Talk with your partner about one or two decisions. Share your self-evaluations.

Choose two situations. Write what you would decide and what you think of your decision.



If someone forgot their wallet, what would you do?

I would try to give the wallet back to the person. I would be happy if it was my wallet and someone returned it. I think this decision is the right thing to do.

Your teacher says you do not spend enough time on your school work. What change can you make to how you manage your time? What do you think of your decision?



One of your friends wants you to do something dangerous. What would you do and what do you think of your decision?



A friend tells you a secret, but it is important to tell someone else. What would you do? What do you think of this decision?



Talk with your partner about one or two decisions. Share your self-evaluations.



LEVEL 2 LESSON 15 BEFORE AND AFTER



Topics

Describing exercise

Prepare Before Class

Print copies of the student Activity Sheet
Print copies of the Adverb Clauses handout

Learning Strategy

Access resources

Goals

Adverb clauses (using even though, when, since, if, before, after, because)

Day 1

Introduce the Lesson

Say, “In this lesson, Anna hires a trainer to get back into shape. Her trainer does not read her application carefully. So, he offers her a workout program that she does not enjoy. In this lesson, you will learn how to use phrases to make adverb clauses using ‘even though,’ ‘when,’ ‘since,’ ‘if,’ ‘before,’ ‘after’ and ‘because.’”

If your students are adults, ask them if they ever wanted to learn a sport or physical activity. For younger students, ask what sports or physical activities they know and enjoy.

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.

As this lesson’s topic is training and parkour, ask students if they have seen videos of extreme sports that involve jumping over obstacles. Explain that the word “parkour” originally described a kind of military obstacle course training. Now it describes a sport where people jump over things in a park or city setting. If you wish to show videos, see parkour.com.

Present the Conversation

Tell students that the video will show Anna hiring a trainer to improve her ability to speed walk. 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.

Anna and Penelope are doing something they both love -- speed walking! They are also using adverb clauses.

Adverb clauses tell us when, why, how, where and under what conditions.

Introducing adverb clauses

For example, in “We’ve been speed walking since 8 a.m.” “since 8 a.m.” tells us when.

Adverb clauses are dependent clauses and need an independent clause to make a complete sentence.

Words like before, after, when, because, since, if and even though can signal an adverb clause.

Adverb Clauses Activity

In this activity, students will practice adverb clauses. Begin with an explanation of adverb clauses: “You learned about connectors in our previous lesson. In this lesson we will connect two ideas together in a different way. We can do this, as Professor Bot says, to answer the questions when, why, and how. Look at these two sentences.” Write on the board:

I ate dinner.

I did my homework.

Continue: “Imagine someone asked you, ‘When did you do your homework?’ To answer you

can put the two ideas together with the adverb, 'after.' You make an adverb clause this way." Write on the board:

After I ate dinner, I did my homework.

Point out the way the sentence is written. "Here you see that we begin the sentence with 'after.' Note that there is a comma between the two ideas in our new sentence."

Explain the activity. "In this activity we will practice using adverb clauses with 'before,' 'after,' 'since,' 'when,' and 'because.'"

Give students the Adverb Clauses handout. Demonstrate the example by having a student read the question and choose another student to answer. Guide students to complete the handout and then check the sentences together.

Day 3

Learning Strategy

Say, "The learning strategy for this lesson is Access Resources. That means finding help as you learn. Sometimes that help can come from a book or an electronic dictionary. At other times, you can find help from other learners or teachers.

Continue, "In this lesson, Anna looks for help from a personal trainer. She has forgotten how to speed walk well. Penelope thinks that the trainer can help Anna, so she gives Anna his card. Anna accesses resources when she asks the trainer for help."

Ask students, "There are many resources you can access as you learn English. Which ones work best for you? Do you use online dictionaries or grammar guides? Do you work with friends who are good at English?"

List some of the resources students mention on the board or a sign to post on the classroom wall to remind them of the strategy in future lessons.

Activity

Prepare for this activity by surveying the class. Ask “What sports do you do?” Have students volunteer to answer or, if the class is large, name common sports in your area and have students raise hands if they participate in the sport.

Choose a student to tell you the steps they take when they participate in the sport. Take running for example:

“Before I run, I stretch. After I stretch, I need to put on my running shoes. Before I run, I need to tie my shoes. After I run, I need to take a shower because I smell. I have been running since I was young.”

Pair students and hand all the Activity Sheet. Explain that they should begin by choosing a sport and telling what they do before, during, and after they take part in the sport. The sports on the sheet are: track, recumbent cycling, wheelchair basketball, running, table tennis / ping pong, tennis, soccer / football, swimming, fencing, and cycling. After they tell their first partner, let them know they can find a partner who takes part in a different sport to talk with.

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. Anna says, “Penelope, even though we both love speed walking, could we slow down a bit?” Then Penelope says, “No way! I think because I’m walking with you, I’m walking faster.” Anna says, “Come on, Penelope. Let’s take a break. We’ve been speed walking since 8 a.m.! You’re so competitive! You even wore your medals!”
The question is: What is one thing that Anna wants to do?
2. Ask students, “Which of these clauses is an adverb clause?” Read the sentences below aloud.
 - a. *When we were little girls*
 - b. *Even though we both love speed walking*

- c. *If both feet leave the ground*
- d. *All of these examples are adverb clauses.*

3. Anna says, “Wow, Penelope, you’re still really fast! Since I’ve been working in an office, my speed walking has been much slower. Then Penelope says “You are slower, Anna. Maybe you should hire a personal trainer.

The question is: What does Penelope suggest that Anna do?

4. Anna says, “That’s great but what about speed walking?”

Alaskan Albert says, “Speed walking? That’s funny! Since I’ve been living in the city, I’ve combined wilderness training with a city workout. I call it “Call of the Wild Parkour!” (He howls like a wolf.)

The question is: What is Call of the Wild Parkour?

5. Anna says, “I’m bad at Call of the Wild Parkour because I don’t want to do Call of the Wild Parkour! (she howls) I am a speed walker. It’s what I do. It’s part of who I am.

Alaskan Albert says, “Now I understand. Anna.”

The question is: What does Alaskan Albert finally understand about Anna?

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. Give an example: “Many people in my town like to run in the park. Before the runners go out, they like to stretch. If they stretch, they can run faster. After they run, they feel healthy.”

Here is the writing prompt:

Think about the city or town where you live. Share what kinds of exercises people like to do. Use adverbial clauses to describe what exercises people do in your city or town. Tell about your own exercise program.

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Anna: Penelope, even though we both love speed walking, could we slow down a bit?
- Penelope: No way! I think because I'm walking with you, I'm walking faster.
- Anna: Come on, Penelope. Let's take a break. We've been speed walking since 8 a.m.! You're so competitive! You even wore your medals!
- Penelope: You brought your trophies! You're out of shape. When we were little girls, we could speed walk all day! (pulls ahead)
- Anna: (chases her) Hey, wait for me! Hey, you know the speed walking rules! If both feet leave the ground, it's running! You ran!
- Penelope: Whew! That was great!
- Anna: (Anna catches up) Wow, Penelope, you're still really fast! Since I've been working in an office, my speed walking has been much slower.
- Penelope: You are slower, Anna. Maybe you should hire a personal trainer.
- Anna: That will be great. As long as the trainer understands speed walking.
- Penelope: (hands her a business card) Try this company. After you fill out an online application, they will match you to the perfect trainer.
- Anna: As soon as I get home tonight, I'll do it! Thanks.
- Anna: Are you my trainer?
- Albert: If you're Anna, then I'm your trainer -- Alaskan Albert. Because I'm from Alaskan wilderness, I'm skilled in all outdoor activities of the wild.
- Anna: That's great but what about speed walking?
- Albert: Speed walking? That's funny! Since I've been living in the city, I've combined wilderness training with a city workout. I call it "Call of the Wild Parkour!" (He howls like a wolf.)
- Anna: Okay ... but seriously, when do we speed walk?
- Albert: Your application did not say how funny you are!
- Anna: No. But it did say that I'm a speed walker! Did you read it? Forget it. We'll have to cancel.
- Albert: Why?
- Anna: We can't train today because it's too cold and too windy.

Albert: No way! No pain, no gain! When you exercise in really cold weather, you feel alive!

Anna: Really? Because right now I just feel cold.

Albert: You're so funny. But seriously, after our training, you will be ready for any extreme physical challenge. Let's get started!
(He leads Anna through some parkour exercises.)

Albert: Anna, even though you're trying really hard, you're really bad at Call of the Wild Parkour. (he howls)

Anna: I'm bad at Call of the Wild Parkour because I don't want to do Call of the Wild Parkour! (she howls) I am a speed walker. It's what I do. It's part of who I am.

Albert: Why didn't you say something?

Anna: I did. Several times! You thought I was joking.

Albert: Now I understand. Anna, I can help you. If you follow my advice, I'll put the speed back in your speed walk.
(He shows her how to improve her speed walking)

Albert: Go, Anna, go!

Key Words

advice	<i>n</i>	an opinion or suggestion about what someone should do
application	<i>n</i>	a formal and usually written request for something
challenge	<i>n</i>	a difficult task or problem or something that is hard to do
competitive	<i>adj</i>	having a strong desire to win or be the best at something
extreme	<i>adj</i>	(sports) unusual and dangerous
fill out	<i>phrasal verb</i>	to complete something by providing necessary information
follow	<i>v</i>	to be guided by (something)
no pain, no gain	<i>expression</i>	If you want to improve, you must work so hard that it hurts
parkour	<i>n</i>	the activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping, and climbing
personal trainer	<i>n</i>	a person who teaches or coaches athletes or animals
physical	<i>adj</i>	relating to the body of a person instead of the mind
skilled	<i>adj</i>	having the training, knowledge, and experience that is needed to do something
though	<i>adv</i>	used when you are saying something that is different from or contrasts with a previous statement
wild	<i>n</i>	a wild, free, or natural place, state, or existence

Listen. Circle the letter of the correct answer.

1. What is one thing Anna wants to do?

- a. Change the speed walking rules.
- b. Have a competition with Penelope.
- c. Take a break from speed walking.
- d. Begin their morning exercises later.

4. What is Call of the Wild Parkour?

- a. A style of speed walking the trainer created
- b. Wilderness training combined with a city workout
- c. A type of workout intended for cold weather
- d. Painful exercises that help you get into shape

2. Which of these clauses is an adverb clause?

- a. When we were little girls
- b. Even though we both love speed walking
- c. If both feet leave the ground
- d. All of these examples are adverb clauses.

5. What does Alaskan Albert finally understand about Anna?

- a. She has a lot questions about the workout.
- b. She will never be good at doing exercise.
- c. She does not follow his directions very well.
- d. She only wants to improve her speed walking.

3. What does Penelope suggest that Anna do?

- a. Join a speed walking company.
- b. Hire a personal trainer.
- c. Take an online exercise course.
- d. She suggests all of these.

Look at the question with each picture.
Write a sentence using *before*, *after*, *since*,
when or *because* to answer it.
Example: When do we usually see a rainbow?

After it rains, we usually see a rainbow.



1. Why do bike riders wear a helmet?

_____.

2. Since when has the woman been at work?

_____.



3. When do people have to shovel snow?

_____.

4. What do you put in your tea before you drink it?

_____.



5. When does she put on sunscreen?

_____.

STEP 1

Choose a sport and tell your partner what you do when you take part in it. Answer: What do you do before the sport? What do you do while playing the sport? What about afterwards? You may choose a sport that you like that is not in the pictures.

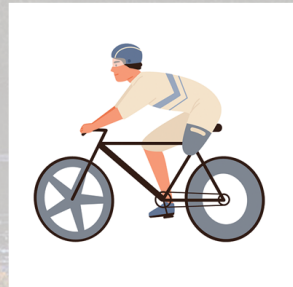
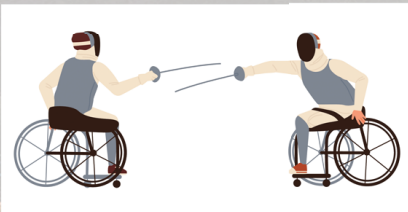
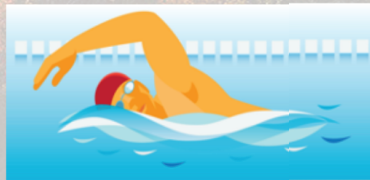
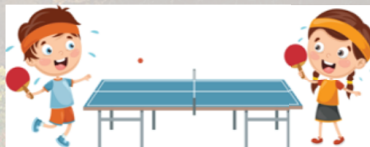
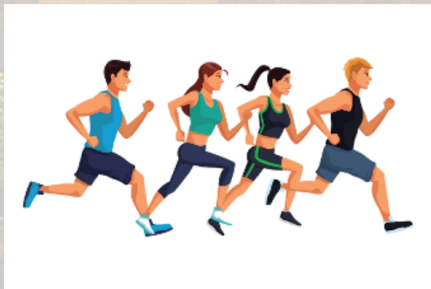
After I run track, I have a cold drink.



When I race, I always watch out for traffic.



Before I play basketball, I get in my sport chair.



STEP 2

Find another classmate who participates in a different sport. Ask them to tell you what they do before, while, and after they do the sport.



LEVEL 2
LESSON 16
FIND YOUR JOY!



Topics

Discussing fulfillment
Discussing habitual actions

Prepare Before Class

Print copies of the student Activity Sheet.
Print copies of the Habitual Past handout.

Learning Strategy

Personalize

Goals

Habitual past with “used to” and “would”

Day 1

Introduce the Lesson

Say, “In Lesson 16, Anna loses her key. When she goes looking for it, she finds a life coach instead. And that’s where the confusion begins. You will learn about the strategy to talk about past habitual activities using ‘used to’ and ‘would.’”

Ask students, if they have ever wanted to make a change in their life. Explain that a life coach is a person who talks with someone about their abilities and needs to help them find the best life choices for them.

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.

One character in the lesson talks about leaving a well-paid job to “find her joy.” Perhaps your students know of others who have made a major career change. Discuss people they know or people in your school who have changed their paths in life. Write any relevant words, such as “happiness,” “rewards,” and others in English on the board for students to learn.

Present the Conversation

Tell students that the video will show Anna talking with a life coach at work. 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.

Introducing *used to* and *would*

I hope Anna can find the Lost & Found office! *Used to* and *would* describe something that happened repeatedly in the past.

Kaveh uses *would* when he says, "When I first started working here, I would go every day!"

There are two differences between *used to* and *would*.

Number 1: We use *would* only when we say the time period first.

Number 2: For verbs like *be*, *think*, *feel*, *see* and *understand*, we can only use *used to*.

Kaveh says, "It used to be across from the cafeteria."

Keep listening for more!

Comment

Oh no. Serenity lost her joy. But at least Anna found her key!

Activity

In this activity, students will practice using "used to." Remind students of the information given in Professor Bot's lesson. "'Used to' and 'would' describe something that happened repeatedly in the past and is no longer true. The repeated action was like a habit, so we can call this the habitual past. In this lesson, you hear Anna say, 'When I was little, I used to sing all the time with my family.'

We can say this in two other ways." Write on the board:

When I was little, I would sing all the time with my family.

When I was little, I sang all the time with my family.

Continue: “All of these show it was a habit for Anna to sing with her family.”

Make sure students understand the explanation, then conclude: “Today we will practice using ‘used to.’ When people speak quickly ‘used to’ may sound like ‘usta.’”

Give students the handout for Habitual Past and if the classroom has colored pencils, crayons or markers, make them available for students to draw on the handout. Have students draw and write their answers, then ask several to share what they used to do at different ages.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Personalize. That means to think of how what you are learning applies to you. It can be how something relates to your own experiences, interests, or talents. When we think about how the things we learn relate to ourselves, we make them more meaningful and memorable.

Continue, “In this lesson, Anna meets Serenity, a life coach. It is a funny situation because Serenity does not understand why Anna is there, and tries to help her find more joy in her life. As a life coach, Serenity’s job is to help people have more joy and do work that they like doing. To do her job well, Serenity cannot give everyone the same advice. She has to learn what each person enjoys individually. That is why she asks Anna to personalize -- to tell what she used to do to feel happy.”

Continue, “There are many ways you can personalize while you are learning English. You can read stories in English about things that interest you. You can join a group of English learners to take part in activities you enjoy. You can write in English about yourself and your experiences. What have you been doing to personalize your English learning?”

List some of the ways students say they personalize on the board or a sign to post on the classroom wall to remind them of the strategy in future lessons.

Activity

Explain the activity: “Today we will talk about the idea of ‘finding your joy.’ Experts tell us that even in bad times, we can find something to give us joy. In this activity, we will talk about things that make us happy.”

Pair students and hand all the Activity Sheet. Explain that the five circles at the top show ways that people can feel joy. Make sure students understand the meaning of each point. The people in the pictures give examples of things that help them feel joy. Have students ask their partner to tell what they find joy in.

Continue: “For Step One, write sentences about how your partner finds joy in their everyday activity. For Step Two, personalize -- what has helped you find joy in the past? Write some sentences about things you used to do. If you talk about a repeated or habitual action, you can use “would” or “used to.”

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. Kaveh says, “You should check the Lost & Found office.”
Anna says, “Great idea. Where is it?”
Then Kaveh says, “Oh, it used to be across from the cafeteria. But now it’s down in the basement next to the elevators. It’s really hard to find.”
Anna says, “The Lost & Found is hard to find. That’s funny.”
The question is: What does Anna think is funny?
2. Serenity says, “I used to be a very important person with a very important job. I made a lot of money -- I mean a lot.”
Anna says, “Wow. Good for you!”
The question is: What is one thing that Serenity tells Anna?
3. Serenity says, “As a child, what did you use to do to feel happy?”
Anna says, “When I was little, I used to sing all the time with my family. Those were good times.”

Then Serenity says, “Singing is so joyful! I used to sing. But now that I’ve started my business, I’ve just been too busy. Too busy! Anna, why don’t you sing again?”

The question is: What is one thing that Anna tells Serenity?

4. Anna says, “I don’t know. I think I left it in the ladies’ room. You know, this isn’t the Lost & Found, is it?” (Anna starts walking out of the room)

Then Serenity says, “It could be the Lost & Found. I’m lost! And I used to find joy for people! I used to find joy!”

The question is: What does Anna finally understand?

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. Give an example. “When I was younger, I would cry a lot. I used to only want to eat ice cream and chocolate.” Brainstorm some of the habitual past activities common in the area where your students live and suggest some they can write about. If there are no well-known activities, places or foods from the region, suggest they write about their favorite and least favorite activities as a child. Here is the writing prompt:

What did you used to do when you were younger? What would people in your country traditionally do for work and for fun? What would they eat and where would they like to go in your country?

If time allows, have students exchange their writing with another student and discuss the past activities that they have described. This writing project would be a good one to combine with illustrations made by the students or cut from magazines, printed from the internet or drawn by students. The finished works can be put on the classroom walls and serve as future reminders of the use of the habitual past tense.

Conversation

Anna: Hi, Kaveh! Let's go to lunch!

Kaveh: Ooh, I know a great place. When I first started working here, I would go every day!

Anna: Great. Oh, no.

Kaveh: What's wrong?

Anna: I lost my key! I just had it this morning.

Kaveh: You should check the Lost & Found office.

Anna: Great idea. Where is it?

Kaveh: Oh, it used to be across from the cafeteria. But now it's down in the basement next to the elevators. It's really hard to find.

Anna: The Lost & Found is hard to find. That's funny.

Kaveh: It is.

(A worker moves the sign for the Lost & Found office. So, Anna walks into the wrong office without knowing it.)

Serenity: Come in! I am Serenity.

Anna: Hi, Serenity. I'm Anna!

Serenity: Please, sit down. How can I help you?

Anna: I lost something very important.

Serenity: Shh. I already know. You need help.

Anna: Yes. I need help finding the key ...

Serenity: Shh. You need to find the key – the key that will give you happiness.

Anna: Yes. Finding this key will make me very happy.

Serenity: First, Anna, let me tell you a little bit about myself.

Anna: Okay.

Serenity: I used to be a very important person with a very important job. I made a lot of money -- I mean a lot.

Anna: Wow. Good for you!

Serenity: No! No, it was bad for me. I lost the most important thing – the key! You've lost it too, haven't you, Anna? Haven't you?

Anna: I guess. So, how does this work? Do I have to fill out a form or something?

Serenity: No. No forms. Just answer this one question: As a child, what did you use to do to feel happy?

Anna: When I was little, I used to sing all the time with my family. Those were good times.

Serenity: Singing is so joyful! I used to sing. But now that I've started my business, I've just been too busy. Too busy! Anna, why don't you sing again?

Anna: I sing everywhere! I sing in the office. I sing on the metro. I sing in the elevators. I sing on the escalators. I sing in the bathroom. Serenity! Serenity! I really need to find my key. Yeah!

Serenity: Yes, we need to find the key ... the key to happiness.

Anna: No, no. I just need to find the key to my apartment.

Serenity: I used to know. But now I don't! Do you, Anna?

Anna: I don't know. I think I left it in the ladies' room. You know, this isn't the Lost & Found, is it?

(Anna starts walking out of the room)

Serenity: It could be the Lost & Found. I'm lost! And I used to find joy for people! I used to find joy!

Anna: You know, this is a bad time for you. I'll find the Lost & Found myself. Bye, thanks.

Serenity: I used to find joy. I used to find joy! I used to find joy!

Anna: Ah, I found my key!

Serenity: I used to find joy!

Key Words

basement	<i>n</i>	the part of a building that is entirely or partly below the ground
cafeteria	<i>n</i>	a place where people get food at a counter and carry it to a table for eating
elevator	<i>n</i>	a machine used for carrying people and things to different levels in a building
escalator	<i>n</i>	a machine used for carrying people and things to different levels in a building
form	<i>n</i>	a document with blank spaces for filling in information
joy	<i>n</i>	a feeling of great happiness
joyful	<i>n</i>	full of joy
key	<i>n</i>	something that provides a solution or explanation
life coach	<i>n</i>	a person who counsels and encourages people on matters about their careers or personal challenges
Lost & Found	<i>n</i>	a place where lost items are kept to await reclaiming by their owners (sometimes also written as lost-and-found or lost and found)
serenity	<i>n</i>	a feeling of calm and peacefulness ("Serenity" is also the name of the life coach)
state	<i>n</i>	a way of living or existing

Quiz - Level 2, Lesson 16 - Find Your Joy!

Listen. Circle the letter of the correct answer.

1. What does Anna think is funny?

- a. Kaveh wants to have lunch at the cafeteria.
- b. She cannot find her key again.
- c. The Lost & Found office is not easy to find.
- d. She often gets lost in the building.

3. What is one thing that Anna tells Serenity?

- a. She sang in many places as a child.
- b. She used to sing often with her family.
- c. She likes to sing more than Serenity.
- d. She would like to get a job as a singer.

2. What is one thing that Serenity tells Anna?

- a. She made a lot of money in her past job.
- b. She has Anna's key in her office.
- c. She used to help people fix their problems.
- d. She cannot help Anna find her key.

4. What does Anna finally understand?

- a. Serenity cannot help her find happiness.
- b. Anna is not in the Lost & Found office.
- c. Serenity knows where her apartment key is.
- d. Anna finally understands all these things.



Think of things you used to do, things you used to eat, or places you used to go, at different ages in your life. In each box, write an age, then draw a picture showing the food, place, or action. Write a sentence below the picture. Then get together with a classmate and compare your sentences.



Sample: *When I was three, I used to eat everything with my fingers.*

Age: _____

Age: _____

Age: _____

Age: _____



STEP 1

Life coaches tell us that there are some simple things we can do to find joy every day. Find a partner and write about what helps them find joy in the box.

I give to others by volunteering.

Sharing makes me happy.

Running together brings us joy.

I savor every cup of tea.

Empty rectangular box for writing.

STEP 2

Personalize - what brings you joy now? Has it changed over the years? Think of some things you used to do that gave you joy and write sentences about them. Use "would" if it was a habitual action.

Empty rectangular box for writing.



LEVEL 2
LESSON 17
FLOUR BABY,
PART 1



Topics Interpreting information and advice Providing instructions	Prepare Before Class Print copies of the student Activity Sheet.
Learning Strategy Rehearse	Goals Using reflexive pronouns

Day 1

Introduce the Lesson

Say, “In Lesson 17, Ms. Weaver gives Anna and Pete a new assignment: Make a show about single parents. But first, she wants them to try out parenting for themselves. Today, you will learn about how to interpret information given to you, give advice and provide instructions.”

Ask students if they have ever taken care of a baby or a younger member of their family. Explain, “Taking care of a child means you take responsibility for their safety. In this lesson ,we see how Anna and Pete handle their responsibility.”

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.

One of the vocabulary words for this lesson is the reduced form “gonna.” Ask students if they use this word in speaking or in writing. Let them know it should not be used in writing, except in informal writing or when recording a person’s exact words. Ask students what other reduced forms they know, such as “wanna,” “hafta” and “gotta.” Write the full forms on the board: going to, want to, have to and got to.

Present the Conversation

Tell students that the video will show Ms. Weaver meeting with Anna and Pete. 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.

You may be asking yourself the same thing that I'm asking myself: what is Ms. Weaver talking about!? I am sure we will find out shortly.

This lesson teaches reflexive pronouns.

Introducing reflexive pronouns

Reflexive pronouns refer back to the subject of a sentence or clause. We use them when the subject and the object are the same person or thing.

For example, Ms. Weaver says, "I asked myself the same question."

"I" is the subject and "myself" refers back to it. Here, she would not use the pronoun "me." You need to use the reflexive pronoun "myself."

Hunt for reflexive pronouns

Reflexive pronouns are easy to find: they end in "self" or "selves." I have a feeling we are going to see a lot of reflexive pronouns. Listen for them!

Reflexive Pronouns

<i>List of reflexive pronouns</i>	myself	itself
	yourself/yourselfs	ourselves
	himself /herself	yourselves
	oneself	themselves

More on singular and plural reflexive pronouns

Singular reflexive pronouns end in “self.” Plural ones end in “selves.” Anna says, “We need to throw ourselves into the research!” The subject “we” is plural. So, we must use the plural reflexive pronoun “ourselves.”

Comment

Professor Bot: We will all see how Pete is doing in the next episode. We’ll also learn when not to use reflexive pronouns.

Reflexive Pronouns Activity

In this activity, students will practice using reflexive pronouns. Expand on the explanation above: “A reflexive pronoun can be a direct object, indirect object or an object of the preposition.” Write the following on the board and underline the reflexive pronouns:

Direct Object: A baby cannot take care of itself.

Indirect Object: I asked myself the same question.

Object of the Preposition: Anna and Pete are experiencing parenthood for themselves.

Continue: “Sometimes, we use reflexive pronouns simply to emphasize the person or thing in the sentence. In this case, the reflexive pronoun often appears at the end of the sentence.” Write on the board:

To show emphasis: Anna took care of the baby herself.

Have students line up in two equal rows using one of the methods described in the How-to guide. Give the Student A Reflexive Pronouns handout to the students in one row. Give the Student B handout to the students in the other row.

Explain: “First, complete the sentences you have on your sheet with the reflexive pronouns in the box. Then ask your partner the questions from your sheet. Your partner will use the sentences they wrote to respond. After you each have a turn, write two more sentences using reflexive pronouns. Collect the handouts or check the sentences as a class.

Learning Strategy

Say, “The learning strategy for this lesson is Rehearse. That means to do something - maybe a difficult thing - by yourself before you do it for others. Before making a video or a film, the actors rehearse the things they say in TV shows or movies. News reporters also rehearse what they say on the radio or on television.”

Continue, “In this lesson, Ms. Weaver tells Anna and Pete that she wants them to do a show about single parents. To help them understand what it is like to be a parent, she asks them to take care of a bag of flour for a week. This is a kind of rehearsal. Have you ever carried a paper bag of flour? If you have, you will know that it is easy to break the bag and spill the flour. So in some school classes on parenting, young people have to care for a bag of flour. This helps them rehearse the skills they need as parents.”

Ask students, “Do you sometimes rehearse what you want to say in English? If so, how do you do it? Before you give a presentation in class, do you practice at home? If you have done that, did it help you be more confident when you gave the presentation?”

List some of the ways students say they rehearse on the board or a sign to post on the classroom wall to remind them of the strategy in future lessons.

Activity

Put students into groups of three or four using one of the methods described in the How-to guide.

Explain the activity. “This activity will help you practice the strategy Rehearse. We will make groups and plan a short play. You will have time to rehearse with your group before you perform it.”

Hand out the Activity Sheet. Explain that for Step One, the group should choose a topic or write one for themselves. Let them know how much time they have to rehearse. Depending on the size of your class, either allow enough time for each group to perform or put one or more groups together and have the groups perform for their classmates in one or two other groups.

Continue: “For Step Two, think about how this strategy helped you and your group. Write about it in the box at the bottom of your sheet.”

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. Anna says, "This is a great idea, Ms. Weaver!" Then Pete says, "This is a terrible idea." Anna is talking about the flour babies when she says, "We need to throw ourselves into the research! I'm starting right now!"

The question is: What does Pete think is a terrible idea?

2. Ms. Weaver says, "Anna, Pete, I have a new assignment for you -- a show on single parents! What is it like for a mother or a father to raise a child by herself or himself?" Later she says, "You need to experience parenthood yourselves."

The question is: What does Ms. Weaver want Anna and Pete to do?

3. Ms. Weaver says, "Here are your babies! For the next six days, this is your baby. Here are your instructions. Do not leave your babies alone. A baby cannot take care of itself. And you two must do everything by yourselves. We will meet next Friday. Oh, and the person who does the best research will get an extra day of vacation."

The question is: What is one thing Ms. Weaver tells Pete and Anna about their "babies?"

4. Anna says, "This is a great idea, Ms. Weaver!" then Pete says, "This is a terrible idea." Anna is talking about the flour babies when she says, "We need to throw ourselves into the research! I'm starting right now!"

The question is, What does Pete think is a terrible idea?

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. If students need help with ideas for things to write about, you may suggest cooking or baking something, cleaning the house, throwing a party, growing something, learning a language or learning to play an instrument. Here is the writing prompt:

Write about something you have accomplished by yourself. Explain how you decided to do it and how doing it alone was different from working with others.

If time allows, have students exchange their writing with another student and discuss the accomplishment that they have described.

Conversation

Ms. Weaver: Anna, Pete, I have a new assignment for you -- a show on single parents! What is it like for a mother or a father to raise a child by herself or himself?

Anna: We can interview single parents. They can share their experiences themselves.

Ms. Weaver: Yes, but you need to experience parenthood yourselves.

Anna: Ourselves?

Peter: Yeah, how do we do that? We're not parents.

Ms. Weaver: I asked myself the same question. I said, "Caty, how are they gonna do that?" Then an idea came to me. I will give you the babies!

(Pete and Anna continue their meeting with Ms. Weaver. She puts two bags of flour on the table. Pete and Anna still look confused.)

Ms. Weaver: Here are your babies!

Pete: Those are bags of flour.

Ms. Weaver: No, Pete, for the next six days, this is your baby. Here are your instructions. Do not leave your babies alone. A baby cannot take care of itself. And you two must do everything by yourselves. We will meet next Friday. Oh, and the person who does the best research will get an extra day of vacation. Help yourself to a baby.

Anna: Pete, look, my baby is organic and whole grain. Your baby is ordinary.

(Pete pushes her flour baby off desk.)

Anna: (to Pete) Monster! (to Caty) This is a great idea, Ms. Weaver!

(Pete and Anna are now outside.)

Pete: This is a terrible idea.

Anna: Speak for yourself, Pete! We need to throw ourselves into the research! I'm starting right now!

(She leaves but forgets her Flour Baby.)

Pete: Hey, Anna, you forgot your baby!

(She turns and looks at Pete.)

Anna: Come to mama!

(The bag of flour flies at her. She catches it.)

Anna: Good girl! Good girl!

(The parenting research begins. Anna tries to open a baby stroller but can't. A man walking by helps her. She pushes Flour Baby in the stroller but it falls out. On another day, she jogs with it. After several days, she is tired!)

Anna: This is hard! I hope Pete is not doing well. I really need that vacation day!

Key Words

experience	<i>n</i>	the process of doing and seeing things and of having things happen to you
gonna	<i>informal</i>	In casual conversation, most Americans change “going to” to “gonna”
instructions	<i>n</i>	statements that describe how to do something
monster	<i>n</i>	an extremely cruel or evil person
ordinary	<i>adj</i>	normal or usual
parenthood	<i>n</i>	the state of being a mother or father
refer	<i>v</i>	to have a direct connection or relationship to something
single	<i>adj</i>	not married or not having a serious romantic relationship with someone
speak for yourself	<i>expression</i>	something you say to someone to say that the opinion that they have just expressed is not the same as your opinion
stroller	<i>n</i>	a small carriage with four wheels that a baby or small child can ride in while someone pushes it
terrible	<i>adj</i>	very shocking and upsetting
throw (reflexive pronoun) into	<i>phrase</i>	to begin to do something with great energy and determination

Quiz - Level 2, Lesson 17 - Flour Baby

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want Anna and Pete to do?
- a. Talk on a show about their lives as single parents.
 - b. Create a new show about single parenting.
 - c. Interview local single mothers and single fathers.
 - d. Ms. Weaver wants them to do all these things.

3. What is one thing Ms. Weaver tells Pete and Anna about their “babies”?
- a. They cannot leave their “babies” alone
 - b. They have to take care of the “babies” together.
 - c. They should take the “babies” on vacation.
 - d. They must bring their “babies” to the next meeting.

2. Which of these sentences contains a reflexive pronoun?
- a. They can share their experiences themselves.
 - b. I asked myself the same question.
 - c. Yes, but you two need to experience parenthood yourselves.
 - d. All of these sentences contain a reflexive pronoun.

4. What does Pete think is a terrible idea?
- a. Having a show with Anna
 - b. Doing research on single parenting
 - c. Taking care of a bag of flour
 - d. He thinks these are all terrible ideas



VOA LEARNING ENGLISH

Student A



myself	ourselves
yourself	yourselves
himself /herself / itself	themselves

Use a word from the box above to fill in the blanks in the sentences below. Then, choose a sentence to respond to what your partner says.

1. Maybe she should buy _____ a new one.




No, I should have done the work _____.

No, they are giving _____ a rest today.

We really enjoyed _____ at the beach.

Why don't you introduce _____ to them?

Yes, but now she is washing _____.

Ask your partner a question from Box 2. Write their answer below the question.

2. What do you do when you are hungry?





Is it raining now?

What made the little girl cry?

Where did the visitors go?

Who helped Jamie make the coffee?

Why does your computer have a black screen?

Now, write two sentences using reflexive pronouns by yourself.

Ask your partner a question from Box 1.
Write their answer below the question.

1. Are the kids playing basketball this afternoon?

Did the workers do a good job?

Did your cat get dirty today?

How was your vacation with your family?

I want to meet the new students.

My friend has a bad wheel on her bike.



myself	ourselves
yourself	yourselves
himself /herself / itself	themselves

Use a word from the box above to fill in the blanks in the sentences below. Then listen to your partner. Answer with one of these sentences.

2. Jamie made the coffee by _____ .

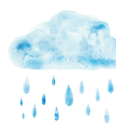
You should go out and see for _____ .

I make _____ something to eat.

The computer turned _____ off.

She hurt _____ falling from the chair.

They let _____ out of the gate.



Now, write two sentences using reflexive pronouns by yourself.

STEP 1

With your group, choose one suggestion for a roleplay or make up one for yourselves. Rehearse the roleplay. Then perform it for your class or another group.

You are eating in a restaurant. The server tells you about the specials and takes your order. There is a problem in the kitchen so the cook cannot make the things you want.

One person is the leader of a company. The others are interviewing for a job. Decide what the job is and what your skills are. Have interviews and see who gets the job.

There will be an election for class president. Have a debate where two or more candidates tell about what they would do if elected. Ask the class to vote for the president they would choose.

One person is a famous celebrity who has come to visit your town. The others are reporters who interview the person. Find out why the celebrity is visiting and what they will do while in your town.

There was a fire or a crime on your street. A reporter comes to talk with the people who live nearby to find out what happened.

One person hit their head and forgot everything. The others are doctors and nurses. Help the person remember who they are. (Or imagine who the person might be.)

STEP 2

In the box below, write about how rehearsing your roleplay helped you to perform it. Did you feel more confident? Will you rehearse at other times?

Learning Strategy
Rehearse
Practice doing something by yourself before you do it for others.



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."

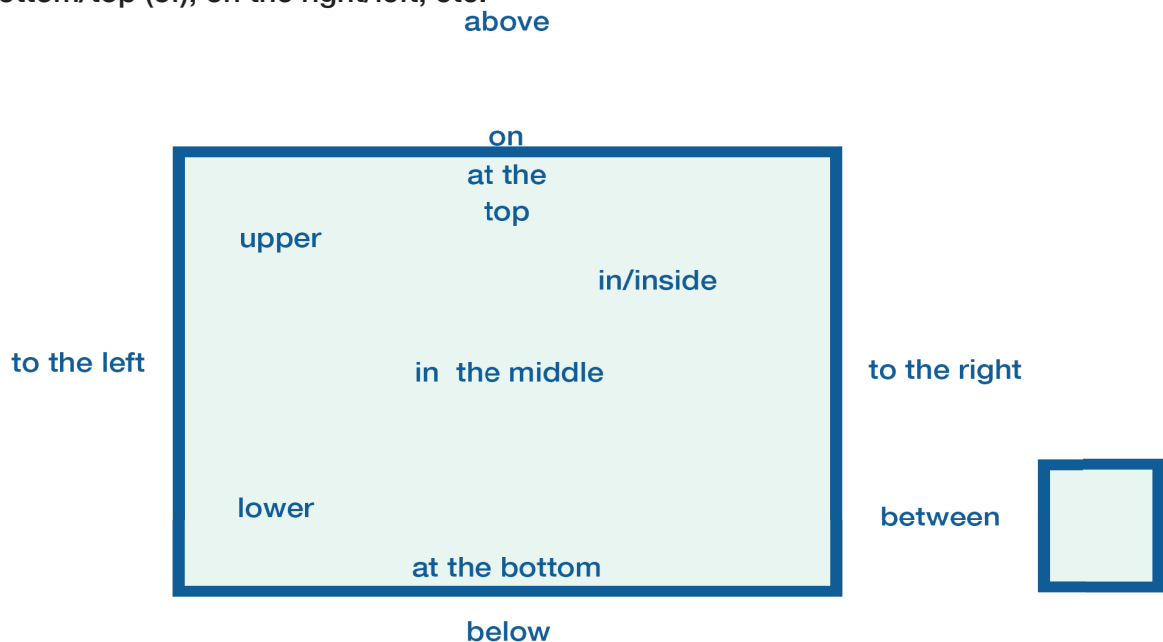
Ms. Weaver to Pete: "But she followed instructions."

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.

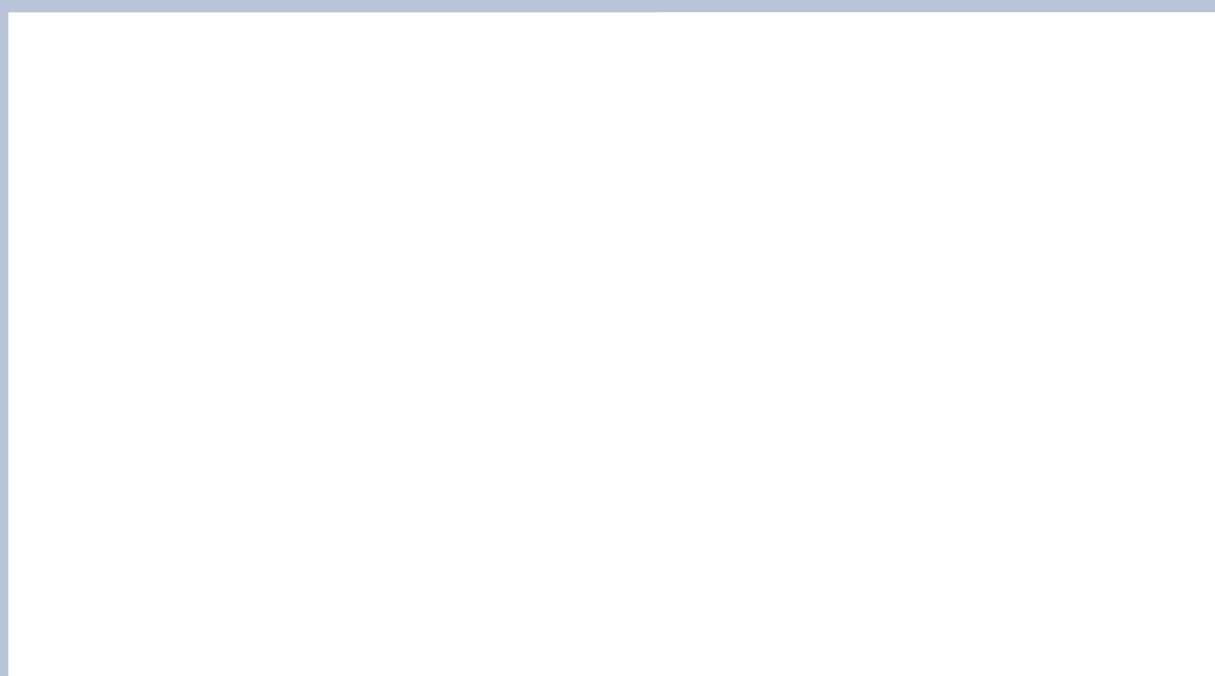
1. Draw an airplane in the middle of the box.
2. Draw a cloud above the airplane.
3. Draw a bird to the left of the cloud.
4. Draw a house at the bottom in the center of the box.
5. Draw three flowers to the left of the house.
6. Draw a butterfly on the middle flower.



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.





LEVEL 2
LESSON 19
MOVIE
NIGHT

Topics

Politely correcting someone's behavior
Asking for something politely

Prepare Before Class

Print copies of the Indirect Questions
handout and the student Activity Sheet

Learning Strategy

Ask Questions

Goals

Use indirect questions

Day 1

Introduce the Lesson

Say, "In this lesson, we will watch Anna and Pete go to see a movie. Anna loves movies. Pete invites her to see one with him. Today, you will learn about using indirect questions to ask for something politely or correct someone who is not following rules."

Ask students if they have ever been to a movie theater. If they have not, ask them to think of a place where they must stay quiet and show polite behavior.

If the expected behavior in movie theaters in your students' country is different from in the U.S., explain that American movie-goers are supposed to sit quietly in the theater. Food is sold in the theater and the theater owners do not want people to bring in their own snacks.

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 is about watching movies, ask students what words they already know to describe kinds of movies.

Present the Conversation

Tell students that the video will show Pete and Anna in a movie theater. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask 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.

Introduction

Anna loves movies. And..she loves talking about movies. And Pete doesn't sound happy about that. But he's trying to be polite. He can do that with Indirect Questions.

Indirect questions

We can ask a question directly: Where is your movie theater? or indirectly as Anna does.
 Anna: Can you tell me how to get to your movie theater?
 They have the same meaning. But indirect questions are more polite and a little more formal.
 Many indirect questions begin with:
 Can/Could you tell me...
 Would/Do you mind...
 Would it be possible...
 or
 Do you know...
 Hmm, do you know if Anna will stop talking? I sure don't.
 Keep watching. And, this time look for indirect questions that begin with: Would you mind...

Final comment

Well, that's a surprise! I thought Anna would be the noisy one. Well, she was ... with her food. But Pete did all of the talking. At least he tried to be polite by using indirect questions.

Indirect Question Activity

Explain: “Direct questions are questions that we can ask family, friends, or other people with whom we are close. Here is a direct question.” Write on the board:

Where is the movie theater?

Continue: “Indirect questions are polite and a little more formal. We use them when we talk to strangers or people we are not close with and in work situations. Here is an indirect question.” Write on the board:

Could you tell me where the movie theater is?

Ask, “What happened to the word order in the indirect question?” Ask a student to describe the change and circle the word ‘is’ at the end of the indirect question. Ask students to find some other examples of indirect questions in the conversation and write them on the board. For each one, compare how the direct question would be worded, such as:

Anna, do you mind not drinking so loudly?

Anna, would you stop drinking so loudly?

Review the expressions used to make indirect questions:

Can/Could you tell me...

Would/Do you mind...

Would it be possible...

Do you know...

Continue to explain the ways indirect questions are formed: “For direct questions with do, does or did, this word is removed from the noun clause in the indirect question. (The noun clause in the first example below is “what time the meeting starts.”) Write the sentences on the board or show them on a projector.

Direct: What time does the meeting start?

Indirect: Do you have any idea what time the meeting starts?

WRONG: ~~Do you have any idea what time does the meeting start?~~

Direct: Where do you want to sit?

Indirect: Can you tell me where you want to sit?

WRONG: ~~Can you tell me where do you want to sit?~~

Then say, “With some direct questions that begin with ‘can’ or ‘could,’ this word is removed from the indirect question.”

Direct: Can/could I come to the movie?

Indirect: Would it be possible for me to come to the movie?

WRONG: ~~Would it be possible can I come to the movie?~~

Direct: Can/could you share your popcorn?

Indirect: Would you mind sharing your popcorn?

WRONG: ~~Would you mind can you share your popcorn?~~

Continue, “For ‘yes’ or ‘no’ direct questions without ‘what,’ ‘where,’ ‘why,’ ‘who,’ ‘when’ and ‘how,’ we use ‘if’ or ‘whether’ in the indirect question.”

Direct: Does Anna take movies seriously?

Indirect: Do you know if Anna takes movies seriously?

Indirect: Do you know whether Anna takes movies seriously?

WRONG: ~~Do you know does Anna take movies seriously?~~

Direct: Is this the right theater?

Indirect: Can you tell me if this is the right theater?

Indirect: Can you tell me whether this is the right theater?

WRONG: ~~Can you tell me is this the right theater?~~

Direct: Has the movie ended?

Indirect: Do you have any idea if the movie has ended?

Indirect: Do you have any idea whether the movie has ended?

WRONG: ~~Do you have any idea has the movie ended?~~

Give students the Indirect Questions handout and make sure the instructions are clear. After students finish the handout, collect the papers and write a few of the students’ sentences on the board. Ask the class to correct any errors in the sentences.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Ask Questions. In an earlier lesson, we talked about asking questions to learn more, as Anna did at the BBQ festival. In this lesson, Pete and Anna ask questions to make polite requests.”

Explain how students can practice asking questions in their daily life. “In class, you can

always ask direct questions to learn more about your lessons. Outside the classroom, you can use indirect questions to start a conversation with someone and practice your English. For example, let's say you meet an English speaker at a social event. You could say, 'Would you mind telling me about yourself?'"

Ask students, "Can you think of a time you have asked a question to learn more in class or outside of class? Take a minute now to write a question using an indirect question like the ones we practiced today." Collect the papers or ask a few students to share their questions with the class.

Activity

Explain the activity. "We will practice the 'asking questions' strategy now with the Activity Sheet. First, read the situations in the six boxes. For Step One, under each situation, write an indirect question to get the help you need. Then you may walk around the classroom and ask your classmates the questions until you have found someone who agrees to help with each situation. Write their names under Step Two."

Ask two students to stand up and demonstrate the sample conversation on the Activity Sheet. Tell Student A: "You have to go away for the weekend. There is no one else at home to feed your cat. You need someone to feed your cat for the weekend." Pause while the students demonstrate the sample conversation. Explain, "Since the other student cannot help, 'Student A' should then go ask another student. Keep asking until you find someone to help."

Watch as students carry out the activity and correct any errors in making indirect questions. When students have finished, have a few pairs of students demonstrate their questions and answers.

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. Anna says, "I love movies. I love the plot! I love the set design! I love the costumes!"
The question is: What does Anna tell Pete about movies?

2. Read what Professor Bot said: “Many indirect questions begin with: Can/Could you tell me, Would/Do you mind, Would it be possible or Do you know...”

The question is: Which of these is an example of an indirect question? (Read the options or let students choose from the written options on the quiz)

Do you know if Anna will stop talking?

Can you tell me how to get to your movie theater?

So, would you mind not talking?

All of these are examples of indirect questions.

3. Anna says, “Ooh look, the previews are starting. I love to see what movies are coming out. Oh, this one looks good!”

Then Pete says, “Anna, the previews are part of the movie experience. So, would you mind not talking?”

The question is: What is one thing Pete says about movie previews?

4. Pete says, “Excuse me, would you mind turning down your phone light?” And “Anna, can you please turn off your phone?”

The question is: What does Pete ask Anna to do with her phone?

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:

Write about your favorite movie and where you watched it. What did you think of the plot, the set design and the costumes?

If time allows, have students exchange their writing with another student and discuss their favorite movies.

Conversation

- Anna: Hi, can you tell me how to get to your movie theater?
(Movie theater worker on the phone gives directions.)
- Anna: Oh, that's easy. OK, thank you. Bye.
(Anna meets Pete outside of the theater.)
- Anna: Hi, Pete! Thanks for the movie invitation.
- Pete: Yeah, sure Anna.
- Anna: I love movies. I love the plot! I love the set design! I love the costumes!
I love...
- Pete: Anna, I take movies very seriously. You're not one of those people who talks during a movie, are you?
- Anna: No.
- Pete: Good.
- Anna: I love the smell of popcorn. I love seats that rock.
(Her chair makes noise as she rocks back and forth.)
- Pete: I love when people are quiet.
(The lights go down and we see movie light on their faces.)
- Anna: Ooh look, the previews are starting. I love to see what movies are coming out. Oh, this one looks good!
- Pete: Anna, the previews are part of the movie experience. So, would you mind not talking?
- Anna: Oh, sure, sure.
(Anna eats her popcorn loudly. Then, she begins drinking her milkshake loudly.)
- Pete: Anna, I was wondering: are you almost finished with that?
- Anna: No. There's still a lot of milkshake at the bottom.
(She drinks loudly again. And again.)
- Pete: Anna, do you mind not drinking so loudly?
- Anna: I'll try. But it's really thick.
(She moves the straw around and makes even more noise.)

Pete: Anna, what are you doing?!

(A person in the audience shushes Pete.)

Person: Shh!

(Pete tells the person what was happening.)

Pete: I'm not the one making all the noise.

Person: Shhh!

Anna: I'm done now.

(Anna now holds many noisy boxes of candy. Finally, she chooses a candy bar.)

Pete: Anna, would you mind opening that a little bit more quietly?

Anna: I'll try.

(She tries to open it quietly but cannot.)

Pete: Anna, just give it to me!

(He tears it open with his mouth. It makes a loud noise. Again, someone in the audience thinks he is making too much noise.)

Person: Shhh!

Pete: (To the person) It's not mine. I'm opening it for her. Here.

Person: Shhhhhh!!

Pete: (Gives the candy bar quickly back to Anna) Here!

Anna: Thanks, Pete.

Pete: Now, would you mind being more quiet?

(The light of someone's phone shines in Pete's face. He asks the person a question.)

Pete: Excuse me, would you mind turning down your phone light?

(Then, Anna's phone rings.)

Anna: Oh, sorry! I forgot to turn my phone off.

(She tries to turn it off but drops it under the seat.)

Anna: Oh no! I dropped it. Where is it?

(She looks under the seat in front of her.)

Pete: Anna, can you please turn off your phone?

(She speaks to the person Pete just asked to turn their phone light down.)

Anna: Excuse me, would you mind lending me your phone light for a minute?

Pete: No! I'll get it!

Person: Shhhhh!

(People shush Pete again. He finally has had enough.)

Pete: Look, people, I'm not the noisy one here! So, you all need to shush the right person. And I should know about shushing! I shush people all the time!!

Guard: Excuse me, sir. You can't yell in a movie theater. Would you mind coming with me?

Pete: You're kicking me out? Me? But I'm always the quiet one in the movie!

(The security guard takes Pete out. Anna watches the movie and eats quietly from her bag of popcorn.)

Anna: Pete should know better. You have to be quiet in a movie theater. Shh, the movie's starting!

Key Words

candy bar	<i>n</i>	a long, thin, sweet food, usually covered in chocolate
direct	<i>adj</i>	connected or related to something in a clear way
formal	<i>adj</i>	suitable for serious or official speech and writing
indirect	<i>adj</i>	not direct
invitation	<i>n</i>	a written or spoken request for someone to go somewhere or to do something
kick out	<i>v</i>	to force someone to leave a place
lend	<i>v</i>	to give something to someone to be used for a period of time and then returned
milkshake	<i>n</i>	a thick drink made of milk, a flavoring syrup, and often ice cream
plot	<i>n</i>	a series of events that form the story in a novel, movie, or live theater performance
polite	<i>adj</i>	having or showing good manners or respect for other people
popcorn	<i>n</i>	corn in the form of hard yellow seeds that burst open and become soft and white when they are heated
preview	<i>n</i>	a selected group of scenes that are shown to advertise a movie or television show
rock	<i>v</i>	to move someone or something back and forth or from side to side
seat	<i>n</i>	something, such as chair, that you sit on
set design	<i>n</i>	the creation of film, television or theatrical scenery
shush	<i>v</i>	to tell someone to be quiet using the interjection “shh”
straw	<i>n</i>	a thin tube used for sucking up a drink
take (something) seriously	<i>expression</i>	to treat someone or something as being very important and deserving attention or respect

thick	<i>adj</i>	not flowing easily
turn down	<i>v</i>	to lower the volume, temperature or channel of something by pressing a button or moving a switch
turn off	<i>v</i>	to stop the operation or flow of (something) by pressing a button, moving a switch, etc

Quiz - Level 2, Lesson 19 - Movie Night

Listen. Circle the letter of the correct answer.

1. What does Anna tell Pete about movies?

- a. Where the best movie theaters are
- b. How she was a movie actor
- c. Why she loves seeing movies with him
- d. What she loves about movies

3. What is one thing Pete says about movie previews?

- a. The previews ended while you were making noise.
- b. It's OK to talk during the previews if you speak quietly.
- c. The previews are part of the the movie experience.
- d. If you can't stop talking over the previews, you must go.

2. Which of these is an example of an indirect question?

- a. Do you know if Anna will stop talking?
- b. Can you tell me how to get to your movie theater?
- c. So, would you mind not talking?
- d. All of these are examples of indirect questions.

4. What does Pete ask Anna to do with her phone?

- a. Put it away.
- b. Lend it to him.
- c. Turn it off.
- d. Stop playing with it.



Change the direct questions into indirect questions. You can use these common indirect phrases:

- Can/Could you tell me...
- Would you mind...
- Would it be possible...
- Is there any chance....
- Do you know...
- Do you have any idea...

1. When is the store open?
_____?
2. How much is the bus ticket?
_____?
3. Does this train go to the city?
_____?
4. Why didn't Penelope come?
_____?
5. Where is my phone?
_____?
6. Where is she?
_____?

Now write three indirect questions that you can ask your classmate about what you have been studying in this class.

1. _____
2. _____
3. _____

STUDENT A
STEP 1

Read the situations. Write an indirect question to make a polite request. Go around your class asking your classmates the questions. Write the names of the ones who will help you.



- Can/Could you tell me...
- Would you mind...
- Would it be possible...
- Is there any chance....
- Do you know...
- Do you have any idea...

You are going away for two weeks. You need someone to water your plants while you are away.

You missed class last week and there is a test coming up. You need someone to lend you their notes so you can study.

You have a friend arriving at the airport tonight but you cannot meet them. You need someone to meet them and bring them to your house.

You forgot to bring your lunch to school. You need someone to lend you money to buy a sandwich.

You need to write a report by tomorrow, but your computer is broken. You need someone to let you use their laptop.

Your bike has a flat tire. You need to find someone who can help you repair it.

STEP 2

Here are the people who will help me:

<https://learningenglish.voanews.com>



LEVEL 2
LESSON 20
THE TEST
DRIVE

Topics

Describing similarities and differences
Discussing opinions

Prepare Before Class

Print copies of the Reported Speech handout and cut out the cards for the activity
Print out the student Activity Sheet

Learning Strategy

Focus

Goals

Use reported speech

Day 1

Introduce the Lesson

Say, “In this lesson we will go to an auto show with Anna and Penelope. We will learn how to tell others what someone else said. That is called ‘reported speech.’”

Ask students if they have ever seen a car show. Explain that in the U.S. and other countries as well, a car show is a yearly event to show new automobiles to the public.

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 is about automobiles, ask students what words they already know to describe kinds of vehicles or different kinds of drivers.

Present the Conversation

Tell students that the video will show Anna and Penelope at a car show. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask 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.

Introduction

Penelope and Rick are making a news story about the Washington Car Show. Ms. Weaver gave them instructions.

We often need to tell others what someone else said. There are two ways to do this. One is to use the person's exact words and use quotation marks. We call this "direct speech."

For example, Ms. Weaver had said, "You need to show lots of cars."

Reported Speech

The other way is to talk about what someone said. We call this "reported speech."

Anna tells Penelope: "She said that we need to show lots of cars." In this sentence, "she," is the subject, "said" is the reporting verb, "that" is the conjunction and "we need to show lots of cars" is the reporting clause.

Keep watching, and listen for sentences where Anna talks about what someone else said!

Final comment

Penelope said she wants to go to lunch. But I don't think that's going to happen soon.

Reported Speech Activity

Review the explanation Professor Bot gave: “We often need to tell others what someone else said. We can do this in two ways. One is to say the person’s exact words and use quotation marks. We call this ‘direct speech.’ The other is to talk about what someone else said. We call this ‘reported speech.’”

Give students pages 1 and 2 of the Reported Speech handout or show them on a screen as you explain. Make enough copies of page 3 so you can give copies to one-fourth of the students in your class. Cut out the cards on page 3 and have students make groups of four.

Demonstrate the activity by inviting two students to come to the front of the class and show them the card or whisper the command in their ear, for example, “Close the door,” “Don’t turn off the radio,” etc. Then one student mimes, or acts out, the command to the class. If the command is negative, the student should make an X by crossing their arms before they do the mime. The class then guesses what the first student told the second student to do using reported speech, e.g. “He said to close the door,” “She said not to turn off the radio,” etc.

Explain, “Now we will play this game in our groups. Split each group into two competing pairs. Give each group a set of cards. Ask the students to shuffle the cards and place them face down in a pile on the desk. Pairs take turns picking a card to play. Here are the instructions:

1. One student picks up a card and whispers the command on the card to their partner.
2. Their partner mimes the command to the other pair of students. If the command is negative, the student makes an X by crossing their arms before they begin the mime.
3. The other pair of students watch the mime and try to guess what the student told their partner to do.
4. The pair then uses reported speech to say what they think the command was, e.g. “He/she said to close the door.”
5. The pair has one minute to guess what the student told their partner to do. If they manage to do this and make a suitable sentence with reported speech, they score a point.
6. The pairs then swap roles and the process is repeated.
7. Students play until there are no more cards left.
8. The pair with the most points at the end of the game wins.

Learning Strategy

Say, “The learning strategy for this lesson is Focus. That means to pay close attention. In our lesson today, Penelope asks Anna, ‘Those were her exact words?’ Do you think Anna was focusing, or paying close attention, to what Ms. Weaver said? I think she was, because she answers with Ms. Weaver’s exact words, ‘Have fun, Anna!’”

Tell students, “When you are learning English, it helps to know when to focus more carefully on what you are hearing or seeing. Imagine that we are having a test tomorrow. When you hear me say, ‘The test tomorrow will cover...’ you should look up and pay close attention to what I’m saying. You also need to focus when I explain something new, like I did in this lesson with reported speech, so you can use it when you speak English. The important thing to know about this strategy is that you can decide to focus and it really helps you understand what you want to learn.”

Ask, “Can you think of other times when you have to focus your attention carefully?” Give students a chance to answer. Their answers may include when announcements are made at a train station, when scores are reported for their favorite team on television or radio programs or when they are playing a game and reading the instructions.

Activity

Pair students and give each student a copy of the Activity Sheet. Ask students if they know what a magic carpet is. The picture on the Activity Sheet shows a carpet that floats in the air. In stories, a person can ask this carpet to take them any place they want to go.

Explain the activity: “We will practice the ‘Focus’ strategy now with the Activity Sheet. You have a magic carpet and you can go anywhere in the world. For Step One, think of the places you want to visit. Answer the questions in the top box. For Step Two, your job is to ask questions. Listen carefully. Use the strategy ‘Focus’ to pay close attention to your partner’s answers. You will have to remember them and write a story for the school newspaper about your partner’s trip.”

After students have written their stories, ask several pairs to share what they learned about their partners’ travels on the magic carpet. As they retell the stories, check their use of reported speech.

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. Penelope asks, "Anna, did Ms. Weaver give us instructions for covering the car show?" Anna says, "She did. She said that we need to show lots of cars. She said we need to interview people. And she also said that we should have fun."
The question is: What does Ms. Weaver want them to do?
2. Read what Professor Bot said: The other way is to talk about what someone said. We call this "reported speech."
*The question is: Which of these sentences is an example of reported speech?
(Read the options or let students choose from the written options on the quiz)*
She said, "Have fun Anna!"
Ms. Weaver gave us instructions.
She said we need to interview people.
3. Hank the Robot says, "Anna, you know, what an effort. What an effort to robot dance. How about a round of applause for Anna! I've never seen anyone try so hard."
The question is: What does Hank the Robot ask people to do?
4. Anna says, "This course is smooth. So you can drive faster. He said...that I can't drive, unfortunately." Later, she says, "That was awesome! I just want to go one more time."
The question is: What does Anna say about the Jaguar test drive?

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. Remind students of their imaginary travels on the magic carpet earlier in this lesson. Explain that some use the phrase 'dream car' to talk about the best vehicle for them. Here, they may write about a car, a boat, a plane, a bike, or whatever means of transportation they can imagine. Write the words or phrases you think

they may need on the board. Here is the writing prompt:

What would be your 'dream vehicle?' Imagine that you could design and build any kind of vehicle for your own use. It can be possible with today's technology or something that may only be possible in the future. Tell about how it looks and what it can do. Why do you think it is the best vehicle for you? Draw a picture of the vehicle.

If time allows, have students exchange their writing with another student and discuss their dream vehicles. Put the students' writing and pictures on the classroom walls or have a few students draw their dream vehicle on the board.

Conversation

- Anna: (to Penelope) That's a great idea. (to the videographer) Rick, I think we should use this as the opening shot.
- Penelope: Anna, did Ms. Weaver give us instructions for covering the car show?
- Anna: She did. She said that we need to show lots of cars. She said we need to interview people. And she also said that we should have fun.
- Penelope: Those were her exact words?
- Anna: Yeah. She said, "Have fun, Anna!" And she is the boss.
- Anna: (to Rick) Okay, Rick, are you - are you ready? OK. Hello, I'm Anna Matteo. Welcome to the Washington Car Show!
- Anna: People all over town are saying that if you like cars, this is the place to be! So, let's see what people are talking about. (at Rick) How was that? Okay? Is that Good?
- Anna: This car show has many styles of vehicles. There are utility vehicles, classic cars, trucks, sports cars, and everyday vehicles.
- Penelope: Okay, I think we got good interviews.
- Anna: Me too! People had very different opinions. But they all said they loved cars.
- Penelope: Anna, look -- a robot!
- Anna: A robot!
- Penelope: A robot!
- Anna: Rick, we have to use the robot in the show!
(They walk over to the robot. Anna begins to dance like a robot.)
- Robot: What is your first name?
- Anna: Anna! Anna!
- Robot: Anna, you know, what an effort. What an effort to robot dance. How about a round of applause for Anna! I've never seen anyone try so hard.
- Anna: Penelope, did you hear that? Hank the Robot said that he has never seen anyone dance like me.
- Penelope: Uh, I think many people here are saying that, Anna.
- Anna: That was fun. You know what someone told me? You can test drive a Jaguar at this car show.

Penelope: Now, that sounds fun.

Anna: Let's go.

Penelope: Okay.

Anna: This course is smooth. So you can drive faster.

Anna: He said...that I can't drive, unfortunately.
(They begin the test drive. Kurt, the stunt driver, does the driving.)

Anna: Oh my gosh...reverse.

Anna: That was great. This is awesome.

Kurt: Are you ready to go on the rollercoaster?

Anna: I'm ready.

Kurt: Here we go!

Anna: That's awesome.

Anna: That was...That was awesome! I just want to go one more time. I promise.
That's it. Just one more time.

Anna: This course is bumpy and uneven. I was told that I could drive this course.
So I am.

Anna: (to Rick) Okay, Rick, are you rolling? Awesome. Okay, this course is uneven.
But I think the ride will be smooth.

Anna: Ooh. This hill is really steep.

Anna: Oh my gosh. I can't tell you how much fun this is.

Anna: Penelope, that was so much fun! I think I need to go again.

Penelope: Uh, Anna, I think we have enough test drive video.

Anna: Ms. Weaver said to get a lot. So, I think I should go again. (to Rick) Rick, I'm
going to go again. Until next time!

Penelope: But I want to get lunch, Anna!

Key Words

bumpy	<i>adj</i>	having or covered with bumps
classic car	<i>n</i>	an older car, usually of a style that is no longer being manufactured
course	<i>n</i>	the path or direction that something or someone moves along
cover	<i>v</i>	to report news about something
effort	<i>n</i>	energy used to do something
everyday	<i>adv</i>	used or seen everyday
exact	<i>adj</i>	full or completely correct or accurate
hill	<i>n</i>	a usually rounded area of land that is higher than the land around it but that is not as high as a mountain
opinion	<i>n</i>	a belief, judgment, or way of thinking about something
roll	<i>v</i>	to operate something, such as a movie camera
round of applause	<i>exp.</i>	an outburst of clapping among a group or audience
shot	<i>n</i>	a part of a movie or a television show that is filmed by one camera without stopping
smooth	<i>adj</i>	having a flat, even surface
sports car	<i>n</i>	a low-built car designed for performance at high speeds
steep	<i>adj</i>	rising or falling sharply
stunt driver	<i>n</i>	a trained driver who drives vehicles for dangerous scenes in films and on television
test drive	<i>v</i>	an act of driving a motor vehicle that one is considering buying in order to determine its quality
uneven	<i>adj</i>	not level, flat or smooth
unfortunately	<i>adv</i>	a word used to say that something is bad or disappointing

utility vehicle	<i>n</i>	a powerful vehicle with four-wheel drive that can be driven over rough ground (also called sport utility vehicle or SUV)
vehicle	<i>n</i>	a machine that is used to carry people or goods from one place to another

Quiz - Level 2, Lesson 20 - The Test Drive

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want them to do?

- a. Show lots of cars.
- b. Interview people.
- c. Have a good time.
- d. All of these things

3. What does Hank the Robot ask people to do?

- a. Give Anna a round of applause.
- b. Tell Anna to stop trying to be a robot.
- c. Teach Anna how to dance better.
- d. Hank the Robot asks all of these things.

2. Which of these sentences is an example of reported speech?

- a. She said, "Have fun Anna!"
- b. Ms. Weaver gave us instructions.
- c. She said we need to interview people.
- d. All of these are reported speech.

4. What does Anna say about the Jaguar test drive?

- a. She says the test drive was awesome and she wants to go again.
- b. She says the driver will not let her do the driving.
- c. She says you can drive faster on the course because it's smooth.
- d. She says all of these things about the test drive.



Reported Speech

We often need to tell others what someone else said. We can do this in two ways. One is to say the person's exact words and use quotation marks. We call this "direct speech." The other is to talk *about* what someone else said. We call this "reported speech."

Direct Speech

"You need to show lots of cars."

Reported Speech

She said (that) we need show lots of cars.

Reported speech contains a subject, reporting verb, conjunction and reporting clause. (The word "that" is optional.)

Subject noun or pronoun

Reporting Verb

Conjunction

Reporting Clause

She

said

(that)

we need to show lots of cars.

Using Reported Speech

To use reported speech, choose a reporting verb, such as *say*, *tell* or *ask*. Usually, the verb in direct speech moves one tense back in time in reported speech.

Direct Speech

"I **drive** my car every day."

"I **am driving** my car."

"I **have driven** mv car."

"I **will drive** my car."

Reported Speech

She said (that) she **drove** her car every day.

She said (that) she **was driving** her car.

She said (that) she **had driven** her car.

She said (that) she **would drive** her car.

If the speaker is reporting something that was *just* said, the reporting clause is often in present tense. This is also common for general facts.

Direct Speech

"You **need** to show lots of cars."

"The sky **is** blue."

Reported Speech

She said (that) we **need** to show lots of cars.

She said (that) the sky **is** blue.



The modals *might*, *should*, *would*, *could* and *ought to* do not change in reported speech. However, *can*, *must* and *have to* do change.

Direct Speech

- "I **can/could drive** my car."
- "I **may/might drive** my car."
- "I **must drive** my car."
- "I **have to drive** my car."
- "I **should drive** my car."
- "I **ought to drive** my car."

Reported Speech

- She said (that) she **could drive** her car.
- She said (that) she **might drive** her car.
- She said (that) she **had to drive** her car.
- She said (that) she **had to drive** her car.
- She said (that) she **should drive** her car.
- She said (that) she **ought to drive** her car.

Change the point of view. For example, the subject "I" becomes "he" or "she" and the subject "we" becomes "they."

Direct Speech

- "I have two tickets to the Car Show."
- "**We** want to dance like Hank the Robot."

Reported Speech

- He** said (that) he had two tickets to the Car Show.
- They** said (that) they wanted to dance like Hank the Robot.

Use *if* or *whether* to report a "yes or no" question. And use the reporting verb "ask."

Direct Speech

- "Do you like the Washington Car Show?"

Reported Speech

- She **asked if/whether** I liked the Washington Car Show.



Cut the cards out and hand one to a student or whisper the instruction in their ear. The student should mime (act out) the action. Students take turns saying the instructions using reported speech.



Turn off the music.	Come in and sit down.
Make me a cup of tea.	Turn on the light.
Don't answer the phone.	Wash the dishes.
Don't come in.	Pick up your bag.
Open the window.	Do your homework.
Take the dog for a walk.	Don't speak English.
Make me breakfast.	Don't play the piano.
Clean the house.	Don't drive fast.
Don't look out the window.	Listen to me.

STEP 1

Your found a magic carpet. You can take a 1-week trip around the world on it. First, write your answers to these questions. Then tell your partner your answers.

1. Which countries are you planning to visit?
2. What do you want to see on the trip?
3. Who are you going with?
4. What will you miss the most while you're away?
5. When are you leaving?



STEP 2

Ask your partner the same questions you answered. Write a story about their trip for your school newspaper in the box below. Use reported speech.
