



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 I 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.

I predict...



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.

I predict...



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 _____.



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