



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.

Resources

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.

1. What are Anna and Kaveh talking about?
- a. A story about food in the newspaper
 - b. A friend who is coming to visit with them
 - c. How Anna is ignoring what Kaveh told her
 - d. The story in the newspaper about bees dying

3. What does Caroline say about the “Learn to Love Bees” class?
- 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.

2. What does Kaveh say to Anna?
- 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.

4. Why is Anna afraid of bees?
- 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.



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1



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1



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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.

