



# LEVEL 2 LESSON 17 FLOUR BABY, PART 1



<b>Topics</b>  Interpreting information and advice Providing instructions	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet.
<b>Learning Strategy</b>  Rehearse	<b>Goals</b>  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/yourselves	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.

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|--|---|
| <p>1. What does Ms. Weaver want Anna and Pete to do?</p> <ul style="list-style-type: none"><li>a. Talk on a show about their lives as single parents.</li><li>b. Create a new show about single parenting.</li><li>c. Interview local single mothers and single fathers.</li><li>d. Ms. Weaver wants them to do all these things.</li></ul>        | <p>3. What is one thing Ms. Weaver tells Pete and Anna about their “babies”?</p> <ul style="list-style-type: none"><li>a. They cannot leave their “babies” alone</li><li>b. They have to take care of the “babies” together.</li><li>c. They should take the “babies” on vacation.</li><li>d. They must bring their “babies” to the next meeting.</li></ul> |
| <p>2. Which of these sentences contains a reflexive pronoun?</p> <ul style="list-style-type: none"><li>a. They can share their experiences themselves.</li><li>b. I asked myself the same question.</li><li>c. Yes, but you two need to experience parenthood yourselves.</li><li>d. All of these sentences contain a reflexive pronoun.</li></ul> | <p>4. What does Pete think is a terrible idea?</p> <ul style="list-style-type: none"><li>a. Having a show with Anna</li><li>b. Doing research on single parenting</li><li>c. Taking care of a bag of flour</li><li>d. He thinks these are all terrible ideas</li></ul>  |



**VOL** 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  
yourself  
himself /herself / itself

ourselves  
yourselves  
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?

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**Learning Strategy**

**Rehearse**

*Practice doing something by yourself before you do it for others.*