



**LEVEL 2**  
**LESSON 14**  
**MADE FOR**  
**EACH OTHER**



<b>Topics</b>  Discussing feelings Relationships	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet Print copies of the Connectors handout
<b>Learning Strategy</b>  Self-evaluate	<b>Goals</b>  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.

### 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.

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

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Find someone who dislikes the same food as you do.




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

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Find someone who likes the same hobby as you do.

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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?

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

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

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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?



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

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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?



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STEP 2

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