

Teaching notes

Activity

Whole class

Time

10 minutes

Objective

To practise agreeing and disagreeing expressions

Language

So do I, So am I, I'm not that keen on, I don't really like, etc.

Preparation

Make one copy of the activity sheet on page 16 and cut out the opinion sentences, one for each student.

Procedure

1. Write the following expressions on board:
 - *So am/do/would I, nor am/do/would I*
 - *Actually, I'm not that keen on...myself. Actually, I don't really like...myself.*
 - *Really? Why's that? How come? Do/Are/Would you really?*

Tell the class that the expressions in the first group are used for agreeing, the expressions in the second group are used for disagreeing and the ones in the third group express surprise. Practise the pronunciation of the phrases, focusing on the intonation. Then, express an opinion, for example, *I love a nice cup of tea in the morning*, and have the class react using some of the expressions.

2. Give each student a card with an opinion on it and ask them to read it. Answer any questions they may have about vocabulary. Explain that they should pretend that this is their opinion. They should find a partner and tell them their opinion. Their partner should react with one of the expressions on the board and add a follow-up question:
A: *I'm a fitness fanatic.*
B: *So am I! How often do you work out?*
They can then keep the conversation going for a short time. Then they listen to their partner's opinion and react in the same way. When they have finished, they exchange cards and find a new partner. The process is then repeated with the new opinion card.
3. After sufficient time, stop everyone and ask the class to tell you which of these opinions they really agree with.

Follow-up

Give each student a slip of blank paper and ask them to write an opinion of their own on it. The activity can then be repeated.



I'd love to go to Brazil someday.

I would never go to a rock concert.

I think the best thing about learning English is grammar.

I quite like country and western music.



I'm not really into English football that much.



I'd really like to be a professional singer one day.

I don't really like the countryside.

I don't really drink at all.

I love going around markets.

I'm a real fitness fanatic.

I don't understand why the English drink so much tea. It tastes awful.

I'd love to be able to speak English like the British royal family.



I'm really into jazz, old blues, that sort of thing.



I'd really like to try snowboarding.

I like nothing better than a nice cold shower in the morning.

I think the best thing about this place is the nightlife.

Unit 11 Language focus 2: *So, neither and nor*

Type of Activity: Pairwork: speaking

Aims: To practise the use of *so, neither* and *nor*.

Task: To play a game using *so, neither, nor* in order to agree with statements made about a variety of themes.

Preparation: Make one copy of the worksheet for every four students and cut out the cards as indicated.

Classroom Time: 15 minutes

Procedure












- 1 Ask the students to work in groups of four. Each group is divided into two teams who play against each other.
- 2 Give each group a set of cards and tell them to put them face down in two sets on the table in front of them.
- 3 Go through the instructions with the students and show them how the game is played by demonstrating briefly with the class.
- 4 Move around the class as the game is being played to arbitrate if necessary.

How to play the game

- 1 To play the game you must have two teams, each consisting of two players.
- 2 The team members should sit opposite each other. Toss a coin to see which team goes first.
- 3 One member of the team takes the set of cards with expressions with *so, neither* and *nor* on them and holds them face down in his/her hands. You must not let your teammate see these cards. The aim of the game is to make your partner say the phrases written on the cards by making a statement about a certain topic. By agreeing with the statement the partner will say the phrase on the card and win his/her team a point.

eg If a student picks up the card with *Nor have I* or *Neither have I* he/she could make the statement *I've never been on a skiing holiday* to get their teammate to say the correct phrase.
- 4 The speaker turns over a card from the topic set of cards to decide what the theme will be. As soon as he/she turns over the card a member of the opposing team starts timing one minute. The speaker has to get through as many *so/neither/nor* cards as possible in one minute. All of the statements must be about the theme on the topic card.
- 5 While one member of the opposing team is timing, the other must check to make sure that the speaker sticks to the theme he/she is supposed to be talking about and that the other team member says exactly what is written on the cards.
- 6 After one minute, the cards are counted to see how many points the first team have won. It is then the turn of the opposing team and the roles are reversed. The next player has to take all the *so/neither/nor* cards in his hand and turn over another theme card. If all of the cards in a pack have been used, the pack should be shuffled before continuing.
- 7 The winner is the team with most points at the end of the game.

Topics

So do I.	Nor have I.	Education	
So am I.	Nor do I.	The environment	
So can I.	Neither do I.	Crime	
So have I.	Nor am I.	Television	
So will I.	Neither can I.	Work	
So did I.	Neither will I.	Transport	
So was I.	Nor was I.	Holidays	
So would I.	Neither did I.	Health	
Neither have I.	Nor would I.	Housework	
		Sport	
			

1A Common ground

Miguel Ángel Almarza

Type of activity

Speaking. Whole class.

Aim

To practise agreeing (*so* and *neither*) and disagreeing.

Task

To find students with similar opinions and experiences.

Preparation

Make enough copies of the worksheet so that each student can take three cards. Cut up the cards as indicated.

Timing

20 minutes

Procedure

- 1 Place the cards face down on your desk and ask the students to each take three.
- 2 Ask the students to complete the sentence on each card with information that is true for them.
- 3 Ask the students to walk around, pause with a student they meet and take turns to read their sentence or react to their partner's sentence. For example:
 Student A: *I like eating lamb.*
 Student B: *Really? So do I. / I don't.*
 Student B: *I didn't watch TV yesterday.*
 Student A: *Really? Neither did I. / I did.*
 The students then continue circulating, pausing with other students to read (or react to) the other sentences. Circulate and monitor, helping as necessary.
- 4 When they have finished, the students report to the class what they found out about each other. For example:
I used to wear glasses as a child, and so did Sara. I'm currently learning how to ride a motorbike, but Juan isn't.

Notes & comments

This activity works well as an ice-breaker with students who do not know each other very well. You may want to precede the activity with some controlled practice of auxiliary verbs in different tenses, including examples with *never*.

For example:

Student A: *I've never visited France.*

Student B: *Neither have I. / I have.*



I wouldn't like to _____

I've never visited _____

I like eating _____

I didn't _____
yesterday.

I've got a friend called _____

My favourite film is _____

I'm currently learning how
to _____

I don't want to _____

I love listening to _____

I can't _____
very well.

I had _____
for breakfast today.

I'll never _____
again.

I used to _____
as a child.

I'm not keen on _____

I've always wanted to _____

Last Saturday I _____

Unique me

Language focus

Auxiliaries: *too, either, so, neither*

Level

Elementary to intermediate

Type

Sharing

Topic

Open/personal

Interaction

Groups of two to four

Time

10–15 minutes

Material

Set of cards (one per group)

Vocabulary

Auxiliaries: *be, do, can*

Comments

Expressing agreement and disagreement is an important function in communication, but by no means easy in English as it involves good control of a complex auxiliary system, plus contrasting elements such as *too, either, so, neither*. This student-centred activity has been designed to provide practice with these points while giving learners plenty of room to talk about themselves.

Language output

A: *I just love Michael Jackson.*

B: *I do too. / So do I. / Well, I don't.*

A: *I really can't sing at all.*

B: *I can't either. / Neither can I. / Well, I can.*

Procedures

- 1 Before class, cut out one set of cards for every group.
- 2 On the board, write down a few statements similar to those on the cards. Elicit possible endings from half of the class. From the other half, elicit agreement and disagreement, drawing their attention to the correct use of the target language.
- 3 Playing the game:
 - ▶ Players shuffle the cards and deal them out evenly.
 - ▶ Whoever gets the card *I just love ...* begins the game by completing the sentence with some content about him or herself that he or she believes no one else will be able to echo with *too/so* or *either/neither*.
 - ▶ All the other players then respond with agreement or disagreement. If no *too/so* or *either/neither* responses are produced, then the first player 'wins' the card for his or her 'uniqueness', by laying it next to him or herself. Otherwise, the card goes to the centre of the table.
 - ▶ Players take turns proceeding in this way. Note that the group may challenge anyone's statement if they think it is untrue. You will want this to happen as it generates conversation.
 - ▶ The game ends when all the cards have been used. Whoever has the largest number of cards laid next to him or herself wins the game.

Note on language output

You may want to leave out inversion with *so/neither* when working with elementary learners.

Variation

For intermediate or more advanced groups, use **Unique me II**. It has been designed to provide practice with a wider range of auxiliaries, inversion with *so/neither*, and possessives, e.g. A: *My mother is scared of snakes*, B: *So is mine*, as we have often observed learners struggling with this kind of construction.

I just love...

I don't...

I can... very well.

I really can't...

Tomorrow I am...

I am not a good...

Last night I...

Yesterday I didn't...

I often...

I'm not going...

I would like...

I was...

I have always...

I have never...

I'd rather...

I would never...

I used to... when...

I couldn't...

Next year I will...

I don't have to...

I hate it when...

I can't stand...

My favourite subject
at school...

My mother...