

Same here. Or different?

Suggested A2-B1 | Adults and teens | About 35-45 minutes

Tell a partner something you like. Is it true for them too? Ask one follow-up. Then try a negative statement about a preference. You can invent a character instead of sharing personal information.

Statement	Same for me	Different for me
I like tea.	So do I.	Oh, I don't.
I don't like tea.	Neither do I.	Oh, I do.
I am tired.	So am I.	Oh, I'm not.
I'm not tired.	Neither am I.	Oh, I am.
I can swim.	So can I.	Oh, I can't.
I can't swim.	Neither can I.	Oh, I can.
I have tried camping.	So have I.	Oh, I haven't.
I haven't tried camping.	Neither have I.	Oh, I have.

1. Notice, then use it

So adds your agreement to a positive statement. **Neither** adds your agreement to a negative one. Use **so/neither + auxiliary + I**. Neither already carries negative meaning: **Neither do I**, not Neither don't I.

For a difference, use **I + auxiliary**, with or without not. Match the auxiliary to the statement: do, am, can or have in this lesson.

2. A short check before the game

Practise agreement, even if an imaginary character must answer. Then give a true reply yourself.

1. I like music. _____
2. I'm not tired. _____
3. I can cook. _____
4. I haven't tried skiing. _____

Meaning check: I don't like coffee. / Neither do I. Do both people dislike coffee? What changes if the reply is Oh, I do?

Me too and Me neither are natural in conversation. This game practises the fuller auxiliary replies. Ask your teacher when another natural form is suitable.

Three in a row

3. Play with true statements

1. Choose X or O. Put the prompt cards face down. On your turn, choose an empty square.
2. Your partner draws a prompt and makes a statement that is true for them. The prompt gives a topic and a sentence start, not a fact they must pretend is true.
3. Reply truthfully with a suitable fuller reply from page 1. Agreement or disagreement can earn the square. A correct self-repair counts too.
4. Check together; use the guide or ask the teacher when unsure. After an unresolved error, practise a correction but leave the square empty. Swap reader and responder.
5. Three marks in a row wins. A full board without a winner is a draw. Start again with new prompts. You may use fictional characters for privacy.

1	2	3
4	5	6
7	8	9

4. Find out something new

After the round, choose one answer you found interesting. Ask two relevant follow-ups, then share your own experience. Aim to learn something, not simply repeat the grammar.

Useful follow-ups

How often? / What do you like about it? / When did you last do that?
How did you learn? / What happened? / Would you like to try it?

5. Make your own next round

Prepare four new statements: a positive and a negative about habits or preferences, an ability and an experience. Keep them private until your turn. At least one should invite a follow-up you want to answer.

Optional homework: write the four statements and give an agreeing and a disagreeing reply for each. Check the auxiliaries next lesson, then use the statements with someone new.

Prompt cards, not pretend facts

The reader completes the start truthfully. The responder listens and replies truthfully. Pass a prompt or use an invented character if needed.

1 I enjoy ... Something you enjoy doing.	2 I don't like ... A habit you dislike.	3 I am interested in ... A topic or activity.
4 I'm not good at ... Something you find difficult.	5 I can ... A useful skill.	6 I can't ... Something you cannot do yet.
7 I have tried ... A new activity or food.	8 I haven't tried ... An activity or food.	9 I eat/drink ... Something you have regularly.
10 I don't watch/listen to ... Something you avoid.	11 I am keen on ... Something you like.	12 I'm not keen on ... Something you dislike.
13 I can ... Something you can do with a phone.	14 I can't ... A sport or physical skill.	15 I have visited ... A place you have been.
16 I haven't learned to ... A skill you have not learned.	17 I like ... Something about weekends.	18 I don't enjoy ... A weekend activity.

For a simpler first round, use 1-4 and 9-12. Add can and have only when these forms are familiar. No cutting is needed online: choose an unused number.

Teach the game, hear the meaning

Aim: respond appropriately to another person's positive or negative statement, choose an auxiliary and ask a meaningful follow-up. **Prepare:** pages 1-3, two pen colours or counters; no audio. Keep this page private for the final check.

A 35-45-minute route

Lead in with two true statements (5); elicit the same/different table and check four replies (8); demonstrate a turn (2); play with learner-completed prompts (10-12); follow an interesting answer (7-10); feedback and a fresh check (5-8). Stop the game before it takes over the conversation.

Keys and what counts

Meaning check: both dislike coffee; Oh, I do means the second person likes it. **Practice:** 1 So do I; 2 Neither am I; 3 So can I; 4 Neither have I. Then invite a true reply, which may be a disagreement.

Prompt auxiliaries: do: 1, 2, 9, 10, 17, 18; am: 3, 4, 11, 12; can: 5, 6, 13, 14; have: 7, 8, 15, 16. A positive same reply uses So; a negative same reply uses Neither. Different replies reverse the polarity with I + auxiliary. Page 1 supplies every pattern. Meanings of completed statements vary, so there is no single personal-answer key.

Agree before play that the practice target is a fuller auxiliary reply. Me too, Me neither, I do too and I don't either can all be natural. Do not call them bad English. Help the learner demonstrate the target reply for this round. A truthful disagreement earns a square; nobody must pretend to agree to practise grammar.

Support, online and one-to-one

Start with do/be prompts and leave the table visible. Check keen on and interested in first. Online, show the grid and record positions in chat; choose numbered prompts without cutting. Teacher and learner alternate one-to-one. For a group, use X/O teams and rotate who reads and responds. Permit a pass or a fictional character. Feedback should lead to another attempt, not a long interruption after every turn.

Fresh check: guide closed

Say four new statements: **I like quiet mornings. / I'm not good at dancing. / I can ride a bike. / I haven't tried surfing.**

Ask for truthful replies and one relevant follow-up. Then ask the learner to make a negative statement for you to answer.

Check meaning, auxiliary and word order; mark each independent, prompted or not yet. Replies vary with the learner's facts. Agreement models: So do I; Neither am I; So can I; Neither have I. Disagreement models: I don't; I am; I can't; I have. Do not supply models first. If a pattern is not demonstrated, elicit it using an invented character, then retry with fresh facts later.