

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.