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Neither and So

A. Circle the correct verb forms to make the sentences true for you.

True Sentences	Same Answer	Different Answer
I have / don't have a sister.		
I am / am not visiting relatives next weekend.		
I can / can't swim very well.		
Yesterday, I watched / didn't watch a film.		
I love / don't love listening to dance music.		
I can / can't cook very well.		
I grew up / didn't grow up in a big city.		
I have / don't have a car.		
I am / am not going home after class.		
Last month, I went / didn't go on holiday.		
I had / didn't have eggs for breakfast this morning.		
I learn / don't learn English every day.		
I am / am not happy right now.		
I like / don't like fast food.		
I can / can't play a musical instrument.		

B. Walk around reading each statement in turn to your classmates. When a student agrees with your statement, write their name in the 'Same Answer' column. When someone disagrees, write that student's name in the other column. Complete the chart with names for both columns.

Agreeing: A: I <u>have</u> a sister.   B: So <u>have</u> I.
               A: I <u>don't have</u> a sister.   B: Neither <u>have</u> I.

Disagreeing: A: I <u>have</u> a sister.   B: I <u>haven't</u>.
               A: I <u>don't have</u> a sister.   B: I <u>have</u>.

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Neither and So

In this speaking activity, students agree and disagree with positive and negative statements.

Before class, make one copy of the worksheet for each student.

Procedure

Give each student a copy of the worksheet.

Tell the students to circle one of the verb forms so that each sentence is true for them.

When everyone has finished, write the following sentences on the board:

I have a sister.
I don't have a sister.

Model how to agree to a positive and negative statement using neither and so.

A: I have a sister.   B: So have I.
A: I don't have a sister.   B: Neither have I.

Also, show the students how to disagree with a statement using a short answer.

A: I have a sister.   B: I haven't.
A: I don't have a sister.   B: I have.

Once the students grasp the idea, let the students begin the activity.

Students walk around reading each statement in turn. When a classmate agrees to their statement, they write the student's name in the 'Same Answer' column.

Students must also find someone who has a different answer for each statement and they do this by waiting for someone to disagree with their statement. They write that student's name in the 'Different Answer' column.

Encourage students to speak to as many other people as possible.

When all the students have completed the task, ask each student to share some of their results with the class.