



## I Do, Too!



1. Student ability: **Beginner ~ Low Intermediate**
2. Approximate length of lesson: **25+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Pair Work / Whole Class Activity**

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**Language Target:** Working with rejoinders **do** and **don't** in simple present tense.

**Setting Up:** Begin by introducing the three basic rejoinder forms for the verb **Do**. On the board draw a smiling face on the left and a frowning face on the right. In a vertical column beneath both faces write the numbers 1, 2 and 3. Make a simple statement such as *I like movies*.

Encourage the students to respond with a rejoinder such as *Me, too*. Write that phrase next to #1 (under the smiling face) and try to elicit the next two responses: *So do I*, and *I do, too*. Write these on the board as well next to #2 and #3 respectively.

Next, make another statement such as: *I don't like snakes*. Encourage students to offer rejoinders for the negative statements and write them in the

frowning column. They are: *Me neither, I don't either* and *Neither do I*.

Finally, disagreeing with positive and negative statements. Point to the frowning face and say: *I don't like movies*. Students disagree with that opinion, i.e., they **do** like movies should reply with the rejoinder: *I do!*

Write this under the column of frowning face rejoinders. Now point to the smiling face and say: *I like snakes*. Again, students disagree with the rejoinder: *I don't!*

Practice with a few more positive and negative statements – the sillier the better.

**Getting Started:** Pair students and hand out one copy of the worksheet per student. If necessary, review the rejoinder examples at the top of the page. Draw students' attention to the list of things in the box at the bottom of the worksheet.

Randomizing. **It's very important that the students only randomize the sequence at first – they should not read the sentences at this time.** One student begins by randomly calling out all of the letters from a ~ r. The partner writes the letters on the short blank lines to the left of the statements in the **Make A Statement** box. This continues until all of the letters have been assigned to all of the numbered statements.

For example, a student might first call off letter K – insects. The partner writes K in the blank line of the first statement thereby making the **First Statement: I really like "K"**. The student then calls off the next random

letter, thereby making the **Second Statement: I don't like to wash "F"** (for example).

When all of the letters have been assigned, students switch roles and assign the randomized letters to the partner's list of statements. Students should fold back the bottom of the worksheet so they won't be tempted to look at the complete sentence. The reason for the secrecy becomes clear when they begin the lesson – most of the statements will be silly. This creates the need for students to offer honest rejoinders to statements such as: *I often kiss tropical fish, I don't like to look at house plants, I always hit manhole covers.*

After all of the randomizing has been accomplished, one student begins reading the statements – substituting the letter for the actual words while the other student listens and offers a rejoinder. **This is where the fun begins.** Students usually start laughing so much at the ridiculous statements that they often can't continue.

**Variation 1:** Make this lesson teacher directed. Students call out numbers and letters to randomize the list, then the teacher reads the list (for listening comprehension). Award points to students who first answer correctly.

**Variation 2:** Students reverse the positive and negative statements. For example, #1 statement reads: *I really like \_\_\_\_* . Students change this to: *I really don't like \_\_\_\_* . Reverse all statements – positive statements become negative and negative

statements become positive.

**Variation 3:** If possible, arrange the seats into a circle, either as groups or as a whole class. One of the students reads a statement from the worksheet using his/her partner's name.

For example, *Andrea sometimes touches dead cats.* Then, beginning with the student on the right (or left) all of the students make an appropriate (and honest) rejoinder – but, no two rejoinders can be said in a row. The progression could sound like this:

*Andrea sometimes touches dead cats.*

*I don't.*

*Neither do I.*

*I don't, either.*

*I do!*

*I don't.*

*Neither do I, etc.*

**Building Fluency:** When students have finished, ask a few **Who... Questions** such as *Who really likes rubber bands?* The rejoinder in this case moves to third person, *Jason does.*

*Who doesn't need long fingernails?*

*Who likes to collect dirty socks?*

**Similar Lessons:**

**I Am, Too!**

(Lesson Collection Set #1 – Lesson 26a)

**I Can, Too!**

(Lesson Collection Set #1 – Lesson 26b)

**I Will, Too!**

(Lesson Collection Set #1 – Lesson 26c)

**I Did, Too!**

(Lesson Collection Set #1 – Lesson 26e)

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