

16 Question Strips

USED TO



- What did you **use to** look like ten years ago?
- Where did you **use to** live when you were a child?
- What games did you **use to** play when you were a child?
- What hobbies did you **use to** have ten years ago?
- What favorite toy did you **use to** have when you were a kid?
- How did people **use to** buy things before there was money?
- What did people **use to** do before television was invented?
- How did people **use to** travel before there were cars?
- What did people **use to** do in their free time 100 years ago?
- What did people **use to** do before there were cameras?
- What did people **use to** do before there were cell phones?
- What did people **use to** do before there were electric lights?
- What did people **use to** do before there were clocks?
- What did people **use to** do before there were computers?
- How long ago did most people **use to** cook with fire?
- How long ago did most people **use to** hunt for food?

Grammar Focus Used To

Level Upper-Intermediate (CEFR Level B2)

- **As a Seated Activity**

Have your students seated in pairs or in groups of three.

Lay the sixteen cut-up questions – face-down – between the students.

Students take turns randomly selecting questions to ask their partner(s).

Encourage follow-up questions.

Be sure to set a time frame for your students (try starting with 10 – 15 minutes for 16 questions; you may want to adjust this in later classes). Monitor and assist.

- **As a Standing Activity 1**

Have all your students stand up.

Give one question strip to each student.

Students find a partner and ask their question. Encourage follow-up questions.

After the students have asked each other their questions, have them exchange question strips and find new partners and continue.

Set a time frame as above. Monitor and assist.

- **As a Standing Activity 2**

This activity runs exactly the same as in ‘Standing Activity 1’ except that students first have about a minute to memorize their question (before placing it in their pocket – it can be used as a prompt if needed).

After each short conversation, students ‘mentally exchange’ their questions – they must help each other memorize their new questions before setting off to find a new partner.

This activity version is a little challenging, but also lots of fun – and it’s great to see all the learning that takes place!

Set a time frame as above. Monitor and assist.