

16 Question Strips

SHOULD



• I want to improve my English grammar. What **should** I do?

• I want to improve my English vocabulary. What **should** I do?

• I'm afraid of cats. What **should** I do?

• I think I saw a ghost last night. What **should** I do?

• I want to become rich. What **should** I do?

• I want to become famous. What **should** I do?

• I often get lost. What **should** I do?

• I'm sick. I have a cold. What **should** I do?

• I want to have more friends. What **should** I do?

• I want to quit smoking, but it's difficult. What **should** I do?

• I want to live a very long time. What **should** I do?

• I often argue with people. What **should** I do?

• I can't find my pet dog. What **should** I do?

• I'm often late for class. What **should** I do?

• I want to lose weight, but it's difficult. What **should** I do?

• I want to find a good job. What **should** I do?

Grammar Focus Should

Level Elementary to Pre-Intermediate (CEFR Level A2)

- **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.