

16 Question Strips

SUFFIX “-able”



- Tell me three things you own that are **reusable**.
- Tell me three things you own that are **breakable**.
- Are reports of UFO sightings **believable**? Why? / Why not?
- Is the number of visible stars in the night sky **countable**?
- Can a pet spider be **lovable**? Why? / Why not?
- Tell me three things you have that are **disposable**.
- Should smoking cigarettes be a **punishable** crime? Why (not)?
- Tell me how you could make your home more **comfortable**.
- Is ocean water **drinkable**? Why? / Why not?
- What can people do to make themselves more **employable**?
- What is an **acceptable** reason for being late for work?
- Do you think English is an easily **understandable** language?
- What are three kinds of very **profitable** businesses?
- What kinds of clothes are not machine **washable**?
- Who is the most **knowledgeable** person you know?
- Why is it **advisable** to arrive at an airport two hours early?

Aim Speaking Practice (using words ending in “-able”)

Level Intermediate to Advanced

- **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 questions. 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.