

# 16 Question Strips

## WISH



- Where do you **wish** you lived? Why?
- What language(s) do you **wish** you understood? Why?
- Do you **wish** you owned a large dog? Why? / Why not?
- Do you **wish** you owned a pet fish? Why? / Why not?
- Do you **wish** you had a different name? Why? / Why not?
- Do you **wish** you had more homework? Why? / Why not?
- How much money do you **wish** you had? Why?
- What famous person do you **wish** you looked like? Why?
- What job do you **wish** you had? Why?
- Do you **wish** it rained more often? Why? / Why not?
- Do you **wish** you knew how to fly a plane? Why? / Why not?
- Do you **wish** you lived in a bigger home? Why? / Why not?
- What food do you **wish** you ate more often? Why?
- What country do you **wish** you could live in for a year? Why?
- What famous person do you **wish** you could meet? Why?
- Finish this sentence: "I **wish** I . . . because . . ."

**Grammar Focus** Wish (present)

**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.