

It's raining and the children  
haven't got an umbrella.  
**What should/shouldn't they do?**

I watched T.V. and  
I went to bed late yesterday.  
Now I'm tired.  
**What should/shouldn't I do?**

She's walking in the desert and  
she's very thirsty.  
**What should she  
should/shouldn't do?**

I haven't eaten anything today.  
I am very hungry.  
**What should/shouldn't I do?**

People throw a lot of plastic into  
the rivers and the oceans.  
**What should/shouldn't we do?**

Jane has a headache.  
She doesn't feel well.  
**What should/shouldn't she do?**

The boy eats hot-dogs and  
hamburgers everyday.  
He ´s got a stomachache.  
**What should/shouldn´t he do?**

We want to travel to many  
different countries.  
**What should/shouldn´t we do?**

I´m bored, I don´t know what to  
do.  
**What should/shouldn´t I do?**

They spend a lot of time playing  
computer games.

**What should/shouldn't they do?**

Samuel has got a sore throat.

**What should/shouldn't he do?**

Lucy wants to be an astronaut.

**What should/shouldn't she do?**

Peter never reads a book.  
**What should/shouldn't he do?**

You have an exam tomorrow and you have to study but you are going to play football.  
**What should/shouldn't you do?**

They never eat fruit and vegetables.  
**What should/shouldn't she do?**

I want to cook Spanish food, but I don't know how to cook.  
**What should/shouldn't I do?**

I want to eat healthy.  
**What should/shouldn't I eat?**

Pamela wants to practice some sports.  
**What sports should/shouldn't she practice?**

I want everybody to like me.  
**What should/shouldn't I do?**

We want to protect our planet.  
**What should/shouldn't we do?**

The students can use these speaking cards to practice should and shouldn't.

They can practice in writing or orally.

The students can work in groups or in pairs.