

16 Question Strips

KITCHEN



- Describe your kitchen. What does it look like?
- How much time do you spend in your kitchen each day?
- When was the last time you were in your kitchen?
- Do you like your kitchen? Why? / Why not?
- Do you like to wash dirty dishes? Why? / Why not?
- What do you NOT like about your kitchen? Why?
- Are kitchens dangerous? If 'yes', how are they dangerous?
- Do you think microwaves are safe? Why? / Why not?
- Which is more important: a refrigerator or a stove? Why?
- What kinds of food do you know how to cook?
- Are you going to use your kitchen later today? Why? / Why not?
- Would you like to work in a restaurant kitchen? Why? / Why not?
- Have you ever had a mouse or rat in your kitchen?
- Which is better: a gas stove or an electric stove? Why?
- How will kitchens be different in another 100 years?
- How were kitchens different 100 years ago?

Aim Speaking Practice

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 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.