

# 16 Question Strips

## **JOBS and WORK**



- What do you do? (Do you like your job? Why? / Why not?)
- What job would you like to have? Why?
- What job would you hate to have? Why?
- Is it easy or difficult to find a job? Why?
- What are three jobs with high salaries?
- What are three jobs with low salaries?
- What are three dangerous jobs?
- Is it better to work inside or outside? Why?
- Should children go to work? Why? / Why not?
- Is money the only reason that people have jobs?
- Is it more fun to be a student than to have a job?
- You have a high salary, but hate your job: what should you do?
- Which is better: working or doing nothing? Why?
- Do Superman and Batman have good jobs? Why? / Why not?
- At what age should people retire from work? Why?
- Can you think of five different jobs for dogs?

**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.