**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?
16 QUESTION STRIPS

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 of 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.