

16 Question Strips

CLIMATE CHANGE



- Do you think the climate is changing? Why? / Why not?
- Can climate change happen naturally?
- Do you think human activity is changing the climate?
- Is it too late to stop climate change? Why? / Why not?
- What causes Ice Ages?
- Which is worse: another Ice Age, or global warming? Why?
- Do cars contribute to global warming? How?
- Is there any possible benefit to global warming? If yes, what?
- How might eating less meat help prevent global warming?
- What is the difference between climate and weather?
- Will greater use of nuclear energy reduce climate change?
- Should humans live on another planet to escape climate change?
- Should developing countries reduce their use of fossil fuels?
- What will happen if global temperatures rise by another 3 degrees?
- Should people switch to electric cars to fight climate change?
- What countries will be the most greatly affected by climate change?

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 questions. 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.