

16 Question Strips

BANKS



- When was the last time you went to a bank?
- Do you like banks? Why? / Why not?
- Would you like to work as a bank teller? Why? / Why not?
- Would you like to work as a bank manager? Why? / Why not?
- Do you have an ATM card? If 'yes', how often do you use it?
- Do you think online banking is safe? Why? / Why not?
- Would you like to be a bank security guard? Why? / Why not?
- Would you like to be a bank robber?
- Is it a good idea to borrow money from a bank?
- How do banks make money?
- Should kids have their own bank accounts? Why? / Why not?
- Why don't some store accept checks?
- Which is better: saving money or spending it? Why?
- Can you name three banks in your town or city?
- What are some good things about banks?
- What are some bad things about banks?

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.