

16 Question Strips

DRIVING



- Do you know how to drive? If 'yes', when did you learn?
- Do you think driving is fun? Why? / Why not?
- Are women better drivers than men? Why? / Why not?
- Do you always use a seatbelt? Why? / Why not?
- When were cars first invented?
- How was the world different before cars were invented?
- Would you like to be a race car driver? Why? / Why not?
- Compare driving to work or school and taking a bus.
- What is your favorite kind of car? Describe it.
- Compare cars and motorcycles.
- Are you going to drive a car after class? Why? / Why not?
- Is it better to be a driver or a passenger? Why?
- Compare driving and walking.
- What are three good things about driving a car?
- What are three bad things about driving a car?
- How will cars be different 100 years in the future?

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.