• 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?
**16 QUESTION STRIPS**

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<th>Aim</th>
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- **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.