<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What countries have you travelled to?</td>
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<tr>
<td>What cities have you travelled to?</td>
</tr>
<tr>
<td>Tell me about a bad travel experience you had.</td>
</tr>
<tr>
<td>Tell me about a funny travel experience you had.</td>
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<tr>
<td>Why do people like to travel?</td>
</tr>
<tr>
<td>Why don’t some people like to travel?</td>
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<tr>
<td>Is it better to travel by plane or by train?  Why?</td>
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<tr>
<td>Is it better to travel by yourself, or with others?  Why?</td>
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<tr>
<td>What three countries would you like to travel to?  Why?</td>
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<tr>
<td>Do you like to stay at hotels when you travel?  Why? / Why not?</td>
</tr>
<tr>
<td>Do you enjoy travelling?  Why? / Why not?</td>
</tr>
<tr>
<td>What can you learn by travelling to other countries?</td>
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<tr>
<td>What are some great places to travel to in your country?</td>
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<tr>
<td>Do you plan to travel soon?  If ‘yes’, where?</td>
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<tr>
<td>What are three important things to take when you travel?</td>
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<tr>
<td>How can you travel, but not spend too much money?</td>
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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 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.