

16 Question Strips

SWIMMING



- Do you know how to swim? If 'yes', how did you learn?
- Do you think it's easy to learn how to swim? Why? / Why not?
- Should schools teach students how to swim? Why? / Why not?
- Would you like to be a lifeguard? Why? / Why not?
- When was the last time you were at a beach or pool?
- Which is better: swimming at a beach or at a pool? Why?
- How often do you go to a beach or a pool?
- Do you know anyone who can swim very well? If 'yes', who?
- Do you know anyone who is afraid of water? If 'yes', who?
- Which is better for your health: running or swimming? Why?
- Do you think swimming is a dangerous activity? If 'yes', how?
- At what age should people learn how to swim?
- Are you going to swim later this week? Why? / Why not?
- Are you afraid of sharks? Why? / Why not?
- What are three really good things about swimming?
- What are three really bad things about swimming?

Aim Speaking Practice

Level Intermediate

- **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.