

I. REASON FOR CHOOSING THE TOPIC.

Learning a language is a complex and long process as anyone who has tried will agree. One of the most difficult and frustrating things is making the transition from the classroom to the 'real' world. In the classroom, everyone knows you are a student and mistakes are allowed, and the environment is contained and safe. Speaking another language outside the classroom is completely different and often students are lost at sea as soon as they step outside the door. Lists of memorized vocabulary are suddenly useless when ordering in a restaurant.

The problem becomes more complicated when it comes to Vietnam setting. English teachers in Vietnam have just adopted communicative approach for just a few years since the using of the new textbooks. However, they have not paid enough attention to speaking skill. The speaking tasks are simple, and more importantly, impractical.

In this writing, I would like to recommend a more practical way of teaching speaking in high school classrooms; that is using role-plays and simulations. Role-plays, or simulations are one of the ways ESL instructors can ease students' transition into using English in real world situations. A simulation is where students act out a real-life situation, for example checking into at a hotel, but do not act out a different personality. Role-plays are where students take on different personalities. In a role-play, for example, one student may be asked to take on the role of "an angry neighbor" which is out of character for the student.

The purpose of role playing is to give the students an opportunity to work with others in determining how an individual or group might behave in response to a particular situation. Role playing is often used primarily to promote classroom discussion. The use of role playing as a cooperative learning model also includes class discussion as a vital step, but in this approach the entire class is involved in preparing and presenting role plays through group activity.

II. SOME PRINCIPLES OF USING AND MANAGING ROLE-PLAYS.

- The more engaging the better. The value of role-plays come from students immersing themselves in the material.
- Choose a 'hot' topic and stage a debate. Assign students positions on the topic (for/against). This will get students out of their personality and into the role where they do not have the same inhibitions.
- Preparation is very important to success. Give students 'personality cards' which sketch out their personal characteristics or scenario. Divide students into groups and give them time to sketch out various scenarios, and go over extra or special vocabulary, ask them to discuss how they will act, think about the character and plan what they will say. For example, what are possible responses/replies for the angry neighbor?
- The teacher, as facilitator of the role-play must support students in their role, i.e. they 'are' in the backyard arguing over the fence. Don't do anything to interrupt the pretend environment. Leave grammar correction to the end. Correcting students in the middle of an argument interrupts the pretend environment. Make notes and do a debriefing after.
- Exaggeration is good! Encourage students to exaggerate their actions, opinions and movements. Exaggeration helps students immerse themselves in the role.
- Stage a rehearsal first. Have students practice their role in small groups with coaching from the other students.
- While the role-play or debate is in progress, have other students suggest vocabulary first, and act as backup if they do not know.

Role-plays are unpredictable which makes them both a valuable learning tool and at the same time difficult to manage. Sketch out the various routes the role-play can take from the initial scenario. This will give you some idea what to expect and avoid any surprises.

Role-plays can range from 30 minutes to one hour.

III. STEPS IN CARRYING OUT ROLE-PLAYS.

1. Outside the classroom:

- Choosing the topic, based on the topic of the lesson or the main grammar point of that lesson.
- Preparing materials, especially role-play cards (Teachers can make up the cards themselves, or search for them on the Internet)

2. Inside the classroom:

- Providing students with enough language to be used in their role-plays.
- Setting up the scene for role-plays.

IV. SAMPLE LESSON PLANS.

Unit 1: Friendship (English 11)

Version 1

Finding a Perfect Roommate/Flatmate Role-play

1. Materials:

- + Ranking Roommates: Vocabulary Warm-up
- + Room Ads: Listening Reading Comprehension Warm-up
- + Rooms for Rent Role Cards
- + Friends Looking for Rooms Role Cards
- + Students with Rooms for Rent Activity Sheet
- + Students with Friends Needing Rooms Activity Sheet

2. Purpose and Audience:

The purpose of these materials is to get the students to practice talking about the qualities of good and bad roommates.

3. Target Language:

Describing people and their habits.

4. Warm up:

a) Group Discussion

- + Where do you live?
- + Do you live in a dormitory or with your family?
- + Who do you live with?
- + Are you happy where you live? Why or why not?

b) Pros and Cons Brainstorm

- + What do you think about shared accommodation?
- + What are the pros and cons of shared accommodation?
- 2 groups divided into Pros and Cons
- then pair up Pro and Con to discuss

c) Which would you choose?

In groups of 3, put Shared Accommodation Ads in pile face down. Students turn 1 up and explain to the group.

This accommodation is in (area).

It's a (flat/house/townhouse)

There are (number) people living there.

It costs \$_____ a week.

(other information)

Would you like to live there? Why or why not? – Discuss

After going through all six ads, choose the best one for you and explain why.

The Perfect Flatmate

What kind of person is good to live with? Why?

Ranking Exercise:

In groups, students circle the ideal qualities of roommates using the Ranking Exercise Vocabulary Sheet and then rank them in order of importance.

5. Role-play

Set-up:

The class is divided into two groups:

Group 1: These students have a room for rent at their house because a roommate has just moved out. They will need a Room for Rent Role Card and a Room for Rent Activity Sheet.

Group 2: These students have a friend who is looking for a place to live. They will need a Friends Looking for a Place to Live Role Card and a Students with Friends Needing a Room Activity Sheet.

The students should be given some time to read their role cards, ask questions about vocabulary and then write down the concerns (from the role cards) into the table headings (on the activity sheets).

Divide the class chairs into two lines facing each other (or if you like, have an inner circle and outer circle). One line is for students with rooms to rent (Group 1) and the other line is for students who have friends who need a place to live (Group 2).

Group 1 students approach group 2 students and ask them if the group 2 students know anybody who needs a place to live. Group 2 students tell them they have a friend who is looking for a place. Group 2 will then ask questions to make sure that their friend will be happy in the shared accommodation. Group 1 students then ask questions about the friend to make sure that the friend is compatible.

Wrap up

Students discuss which friends were compatible with which houses.

Shared Accommodation Ads

Room to rent in a townhouse complex. Neat, tidy and very relaxed. Complex has pool, spa and tennis court. Nice area, central to everything. 2 guys living there already, seeking a relaxed, easy going, reliable guy or girl. Rent is \$100 a week plus \$200 bond + electricity. For any questions or an inspection contact Ryan on 0413 418 290	Flat to Share! \$110 - Room with built in wardrobes in a spacious chic apartment! We are two fab chicks looking for a third chic in her early twenties to share our 3 bedroom apartment. We'd like someone who is chilled, laidback, up for a laugh, tidy, clean and loves to party.... If your interested give me a call on 0424426577 Xx Nix
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<p>Room For Rent, Student Accommodation, fully furnished room, swimming pool, gym, close to Griffith University Campus, bus transport available This would suit mature male International student (Asian welcome) or working person 130.00 AUD per week, non smoker. Close to university area, available now, Ph 55-7447700 or text 0402-90-5215</p>	<p>Shared Accommodation in 2 bedroom /1 bathroom unit to share unit with one other. Centrally located 5 minutes walk to the town centre and public transport. 25years+ Female- Asian Student, Non-smoker, quiet, clean, neat and tidy to share with friendly working Australian professional. Rent \$130 per week (incl bills)-4weeks bond. Enquiries to Virginia.</p>
<p>Unfurnished Bdrm with own bthrm avail. in 3brm furnished townhouse to share with working female. Looking for someone to take over lease in late April. Townhouse has converted garage, which could be used as storage. Pool and BBQ area in complex. \$140/week</p>	<p>Looking to share luxury large unit 5 mins to University. Will have own bathroom, security parking and pool. I am a 21 student and would like to share with female around my own age. Must be clean and reliable. Rent \$160 p.w. \$480 Bond. Please give me a call Vanessa 0416678485</p>

Compatible Roommates

When trying to find a compatible roommate, what qualities are the most important for you? Circle the qualities of your ideal roommate. Finally, in groups, rank them below. (1 being the most important and 12 being least important).



clean and tidy

messy (is a slob)

_____ good cook	can't cook
_____ outgoing	shy
_____ easygoing	argumentative/high strung
_____ boring	humorous, interesting
_____ smoker	non-smoker
_____ heavy drinker	social drinker non-drinker
_____ friendly	grumpy/mean
_____ quiet	noisy
_____ considerate	selfish
_____ has a car	doesn't have a car
_____ broke	has enough money

How are you as a roommate? How many of the above ideal qualities do you have?
In your group, find out who is the most compatible roommate for you:

Students With Friends Who Need Housing

Your friend Susan is looking for a place to live.

Facts about Susan

She is an outgoing person who likes to party. And so she can be quite noisy, especially on the weekends. She is a heavy drinker but she doesn't

Your friend Bill is looking for a place to live.

Facts about Bill

He is easygoing and gets along well with other people. He is a bit lazy and somewhat messy. He plays in a band so he often

smoke. She has a dog. She has a job so she has lots of money.

Concerns (Questions to Ask)

- (1) Are pets ok? (She has a dog)
- (2) Are the other roommates friendly outgoing people? (Her last roommate was a bore so she moved out).
- (3) Does anybody smoke? (She's allergic to cigarette smoke).
- (4) How much is the rent?
- (5) How far is the apartment from the school?

practices the drums at home. He doesn't smoke. He is a social drinker. He's a little broke so he wants to find a place with cheap rent.

Concerns (Questions to Ask)

- (1) Will it be Ok if he practices the drums from time to time? (He plays in a band).
- (2) Are there any cats or dogs at the apartment? (He's allergic to animal hair)
- (3) How much is the rent?
- (4) How far is the apartment from the school?
- (5) Are the other roommates easy to get along with?

Your friend Brenda is looking for a place to live.

Facts about Brenda

She is a med student so she studies very hard. She has a scholarship so she has no problems with money. She doesn't drink. She doesn't smoke. She has a cat. She is very tidy.

Concerns (Questions to Ask)

- (1) Is it a quiet house? She's a med student so she needs to study hard.
- (2) How much is the rent?
- (3) Does anybody smoke? (She's allergic to cigarette smoke).
- (4) How far is the apartment from the school?
- (5) Are pets ok? (She has a cat)

Your friend John is looking for a place to live.

Facts about John

He is very shy, so he doesn't have many friends or go out a lot. He is clean. He is quiet. He smokes, but he rarely drinks. He has a job so he has lots of money.

Concerns (Questions to Ask)

- (1) Is smoking allowed in the house?
- (2) How much is the rent?
- (3) Are there any cats or dogs at the apartment? (He's allergic to animal hair)
- (4) Is the apartment clean? (He is a bit of a neat freak).
- (5) How far is the apartment from the school?

Your friend Jane is looking for a place to live.

Facts about Jane

Jane is hardworking student who likes to 'let loose' on the weekends. She's very clean. She doesn't smoke and only drinks a little on weekends. Her parents are rich so she has no money problems.

Concerns (Questions to Ask)

- (1) How much is the rent?
- (2) How far is the apartment from the school?
- (3) Are there any cats or dogs at the apartment? (She's allergic to animal hair)
- (4) Is the apartment clean? (She's a bit of a neat freak).
- (5) Is the place quiet during the week?

Your friend Mike is looking for a place to live.

Facts about Mike

Mike is a very shy guy working on his doctorate. His family is very wealthy. He is quiet and doesn't smoke or drink. He's a bit of a slob though.

Concerns (Questions to Ask)

- (1) How much is the rent?
- (2) How far is the apartment from the school?
- (3) Does anybody smoke? (He's allergic to cigarette smoke).
- (4) Are there any cats or dogs at the apartment? (He's allergic to animal hair)
- (5) Is the place quiet? (He is working on his PhD so he needs a quiet place to live and study)

Your friend Christy is looking for a place to live.

Facts about Christy

Christy is an outgoing person who smokes a lot and is a heavy drinker, but she is very tidy. She is a little broke since she just got fired from her job.

Concerns (Questions to Ask)

- (1) How much is the rent?
- (2) How far is the apartment from the school?
- (3) Are there any cats or dogs at the apartment? (She's allergic to

Your friend Jeremy is looking for a place to live.

Facts about Jeremy

Jeremy is a professional musician who is doing his masters degree at the university. He is easygoing but a little messy. He has a scholarship so money is not a problem for him.

Concerns (Questions to Ask)

- (1) How much is the rent?
- (2) How far is the apartment from the school?
- (3) Does anybody smoke? (He's

animal hair)
(4) Is smoking OK? (She is a smoker).
(5) Are the other roommates friendly outgoing people? (Her last roommate was so boring she couldn't stand it).

allergic to cigarette smoke).
(4) Is it OK if he practices his trumpet? (He's a musician).
(5) Are the other roommates easygoing? (He would prefer to live with some sociable, easygoing people)

Students Looking for Someone to Share Housing

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:
The people living at the house now are sociable, outgoing students at the university. They have parties or go out on the town at least once a week. There are no smokers at the house and no pets. The rent is \$300 per month. The house is about 10 minutes from the university by foot.

Concerns about potential roommate:

- (1) Is _____ sociable? (They like to have fun now and then).
- (2) Does _____ smoke? (One of the current roommates is allergic to smoke).
- (3) Is _____ clean? (The last roommate was a slob).
- (4) Can _____ afford to pay rent? (The last roommate still owes them about 2 months rent).

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:
The people living in the house are easygoing. They like to make a lot of noise in the evening either playing guitars or listening to music. There are no pets in the house. Everybody in the house smokes. They rarely drink. The rent is about \$200.00 and the house is about 20 minutes from the university by subway.

Concerns about potential roommate:

- (1) Does _____ have a pet? (The landlord doesn't allow cats or dogs at the apartment).
- (2) Is _____ easy to get along with? (The last roommate caused many fights).
- (3) Is _____ a heavy drinker? (The last roommate drank a lot and caused problems).
- (4) Does _____ mind noise? (The other roommates tend to make a lot of noise in the evenings)

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:

They are quiet, clean hardworking students. Most of them are on scholarship so they don't like to party much. The rent is about \$450. The apartment is about 15 minutes from the university by bus.

Concerns about potential roommate:

- (1) Is _____ quiet? (The last roommate was way too noisy so it was hard to study).
- (2) Does _____ smoke? (One of the current roommates is allergic to smoke).
- (3) Is _____ clean? (The last roommate was a slob).
- (4) Does _____ have money problems? (The rent is quite expensive).

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:

They are mostly studious, but like to have fun from time to time. There are no pets in the house, but several roommates smoke. The place is clean. The rent is \$300 per month. The house is about 10 minutes from the university by bus.

Concerns about potential roommate:

- (1) Does _____ have a pet? (One of the current roommates is allergic to cat hair).
- (2) Is _____ quiet? (The other roommates are serious students).
- (3) Is _____ clean? (The last roommate was a slob).
- (4) Does _____ mind smoking? (Several of the roommates smoke).

Students Looking for Someone to Share Housing

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:

The people living at the house now are sociable, outgoing students at the university. They like to do a lot of things together such as go to the movies or cafes together. There are no smokers at the house and no pets. The rent is about \$400.00. The house is about 5 minutes from the university on foot.

Concerns about potential roommate:

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:

This is a quiet house of mostly law and engineering students. There are no pets and no smokers. The roommates are mostly shy, quiet guys without much of a social life. The rent is \$300.00 per month and the house is about 15 minutes from the university on foot.

- (1) Does _____ drink a lot?
(The last roommate was a drunk and caused a lot of problems).
- (2) Does _____ have a pet?
(The landlord doesn't allow cats or dogs at the apartment).
- (3) Is _____ clean? (The last roommate was a slob).
- (4) Does _____ have enough money to pay rent? (The rent is quite expensive).

Concerns about potential roommate:

- (1) Does _____ have a pet?
(The landlord doesn't allow cats or dogs at the apartment).
- (2) Is _____ quiet? (The other roommates are serious students).
- (3) Does _____ smoke? (One of the current roommates is allergic to smoke).
- (4) Does _____ have enough money to pay rent? (The last roommate left without paying the rent).

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:

The people living at the house now are sociable, outgoing students at the university. They like to do a lot of things together such as going dancing or going to the movies. Everybody in the house smokes. There are no pets. The rent is about \$390. The apartment is about 20 minutes from the school by subway.

Concerns about potential roommate:

- (1) Does _____ have a pet?
(The landlord doesn't allow cats or dogs at the apartment).
- (2) Is _____ sociable? (They like to have fun now and then).
- (3) Does _____ have enough money to pay rent? (The rent is quite expensive).
- (4) Is _____ tidy? (The last

One of your roommates has recently moved out so you need to find a new roommate.

Facts about the current roommates:

The people living in the house are easygoing. They like to sit around and play guitars and chat in the evening. They have two cats. Nobody in the house smokes. They drink occasionally. The rent is about \$200.00 and the house is about 20 minutes from the university by subway.

Concerns about potential roommate:

- (1) Does _____ like animals?
(Two of the roommates have cats).
- (2) Does _____ smoke? (One of the current roommates is allergic to smoke).
- (3) Is _____ easy to get

Using the Role-plays in teaching Speaking English

roommate was a slob).

along with? (The last roommate kept arguing with the other roommates).

(4) Is _____ a heavy drinker?
(The last roommate got drunk every week and started fights).

Unit 1: Friendship (English 11)

Version 2

Matchmaking Roleplay

Duration: 15–20 min

Aim: Oral fluency practice

Requirements: Lots of space

Summary: Each student is given a "child", and tries to pair him/her up with a suitable partner.

Introduction

The students are initially organised into groups, with each group member receiving a different information card describing their son or daughter. But the actual speaking is done on a one-to-one basis, with the students mingling in their group and talking to the other "parents".

Groups contain 8 to 10 students, so this mingling requires a classroom with lots of space, and preferably no desks to obstruct movement.

Preparation

Print enough copies of ten_singles.doc so that each student can receive one information card.

Optionally, use a different colour of paper for each set of information cards.

Procedure

If the information cards are all white, then the teachers need to organise the students into groups of 8 or 10 first (ideally an even number, otherwise one poor child will miss out on a husband or wife). If we have a different colour for each set of information cards, then we can simply hand out the cards as you wish, and get the students to form groups according to the colours after they have read the card.

Explain that we are going to give each student a son or daughter! Tell them to read the card and imagine what the person is like: do you think they are romantic? Friendly? Humorous? Hard-working?

Give out the cards and allow some time for reading. (If there are some groups of eight, simply give them four male and four female information cards).

Explain that the students can add extra details that aren't on the card. For example, does your child have a car or a motorbike? Is he/she clever? To encourage this, give the students an extra minute to think of one detail to add.

Now explain that each person should talk to the "parents" of potential husbands/wives. They should only speak to one person at a time. Once they have heard about all the potential partners, students should agree on how to match them up. Check:

- If you have a daughter, who do you talk to? (parents of sons)
- Do you talk in a group, or in pairs? (pairs)
- If you have a daughter, then do you have to speak with *everyone* in your group who has a son? (yes)
- When you have spoken to everyone, what do you do? (agree on the couples)

If some groups finish early, you can tell them to think of reasons why the couples they have matched up are suitable.

Have a feedback session at the end, perhaps writing the results on the board.

Your son, **Tony**, is a young doctor who often works long hours at the hospital. He is a quiet, thoughtful person.

Your daughter, **Sue**, works at a restaurant. She enjoys her job because she likes talking to people. But she also wants to get married and have a child.

Your son, **Paul**, enjoys many sports such as football, basketball, and mountain climbing. He works for a small company. He would like a wife, but not children.

Your daughter, **Julie**, owns a bookshop and is often very busy. Although she is young, the workers respect her, and she is very generous to them.

Your son, **David**, has an important job at the bank. Your family is quite

Your daughter, **Jenny**, is studying chemical engineering at a top

rich, so David is used to good clothes and expensive holidays.

Your son, **Martin**, has a job as a gardener but he thinks his work is boring. In his spare time he paints, and enjoys reading poetry.

Your son, **Edward**, is studying business at college. He talks a lot, and is very confident (in fact some people think he is a bit bossy).

university. She loves going to restaurants, watching movies, and travelling.

Your daughter, **Ingrid**, is a shy girl who works at a nearby factory. She's an excellent piano player, and usually plays for at least an hour every day.

Your daughter, **Emma**, is a pretty girl who dreams of becoming a movie actress. She enjoys shopping, especially with her friends.

Unit 9: The Post Office (English 11)

Role-play: I Need to Mail This Letter to Mexico

1. Materials:

- + Post Office Customer Activity Sheet
- + Post Office Clerk Activity Sheet
- + Post Office Rate Sheet
- + Customer Errands Sheets

2. Purpose and Audience:

This role-play is intended for false beginners who are working in the postal industry or need some survival travel English skills. The role-play includes the language for talking about delivering letters, parcels, packages, and postcards. The role-play also presents an opportunity to go over numbers used for dollar amounts such as \$12.95 or \$42.00. As well teachers can go over talking about the time something takes such as 2-3 days (read *two to three days* or *between two and three days*).

3. Warm-up:

As one possible warm-up, I bring a letter and a parcel into class and tell the class that I have to deliver these. I ask where the post office is. After I get directions, I tell them I'm worried because the letter is a very important letter and I don't want it get lost in the mail or I tell them it's my friend's birthday next week and I want the parcel to get there on time. I see what responses this elicits. Hopefully, somebody will suggest I use a courier or special delivery. Then we talk about rates and schedules writing down expressions on the board as needed. Another possible warm-up is to give the parcel and letters to the students and then start the class with: *Welcome to Chris's Post Office. How can I help you?* If the students simply say that they want to mail the parcel, I counter with: *That'll be \$1000 dollars please* (or you could use an outrageous amount in the local currency). Hopefully, this will draw a shocked response and they should start inquiring as to why it's so expensive. I tell them it's because it's super speedy delivery. This *should* get them to inquire about other more reasonable options, which is a big part of the role-play.

4. Class Set-up for Role-play:

The students are divided into customers doing errands at the post office and post office clerks. The customers need a customer activity sheet and errand list. Post office clerks need a post office clerk activity sheet and a complete schedule of postal rates. I usually have a row of desks with all of the post office clerks on one side and all of the customers sitting on the other.

5. Class Activity:

Customers go from post office to post office mailing one item on their errand list at a time. While doing this, they should record the prices and delivery times on the customer activity sheet. Post office clerks wait for customers to come into their post offices. The clerks then give the customers the required information and fill out their postal clerk activity sheets.



Post Office Errands



A: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Argentina ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Chile.
- (3) A **letter** to your Aunt. She lives in China.
- (4) A **postcard** to your friends who are in Costa Rica.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in Indonesia.
- (6) A **postcard** to your old teacher who moved to Poland.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Portugal.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in South Africa.

B: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Chile ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in China.
- (3) A **letter** to your Aunt. She lives in Costa Rica.
- (4) A **postcard** to your friends who are in Indonesia.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in Poland.
- (6) A **postcard** to your old teacher who moved to Portugal.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in South Africa.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Argentina.

C: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to China ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Costa Rica.
- (3) A **letter** to your Aunt. She lives

D: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Costa Rica ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Indonesia.
- (3) A **letter** to your Aunt. She lives

in Indonesia.

- (4) A **postcard** to your friends who are in Poland.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in Portugal.
- (6) A **postcard** to your old teacher who moved to South Africa.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Argentina.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Chile.

E: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Costa Rica ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Poland.
- (3) A **letter** to your Aunt. She lives in Portugal.
- (4) A **postcard** to your friends who are in South Africa.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in Argentina.
- (6) A **postcard** to your old teacher who moved to Chile.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in China.

in Poland.

- (4) A **postcard** to your friends who are in Portugal.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in South Africa.
- (6) A **postcard** to your old teacher who moved to Argentina.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Chile.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in China.

F: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Poland ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Portugal.
- (3) A **letter** to your Aunt. She lives in South Africa.
- (4) A **postcard** to your friends who are in Argentina.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in Chile.
- (6) A **postcard** to your old teacher who moved to China.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Indonesia.

(8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Indonesia.

(8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Costa Rica.

G: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Portugal ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in South Africa.
- (3) A **letter** to your Aunt. She lives in Argentina.
- (4) A **postcard** to your friends who are in Chile.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in China.
- (6) A **postcard** to your old teacher who moved to Costa Rica.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Indonesia.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Poland.

H: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to South Africa ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Argentina.
- (3) A **letter** to your Aunt. She lives in Chile.
- (4) A **postcard** to your friends who are in China.
- (5) Your cousin's graduation present (**parcel**), which is in two months. He is studying in Costa Rica.
- (6) A **postcard** to your old teacher who moved to Indonesia.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Poland.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Portugal.

Unit 10: Nature in Danger (English 11)

Version 1

ROLE PLAY:

A discussion between different parties interested in global warming.

Team up with classmates who have been assigned the same role to develop your roles and discuss ideas and “strategies” before the role play begins. Introduce yourself to the other role players. Discuss your roles after the role play ends.

Role A – Penguin leader

You live in Antarctica. You need global warming to stop. Temperatures must actually get cooler. Your species is at great risk of extinction. Your habitat, the ice, is melting and your sources of food are disappearing. The world must act to save you. The day the last penguin dies is the start of the end of the Earth.

Role B – Dessert dweller

You like the recent effects of global warming. It has brought a lot of unexpected rain to your land. For the first time you can grow things. You have bumper harvests. You have lots of water to drink. You think global warming is simply a matter of winners and losers. You think global warming or cooling has always happened.

Role C – Worried Martian

Billions of years ago, Mars, your planet, looked like Earth. Life was everywhere. However, greedy Martians controlled the energy sources and the Mars climate changed, killing all life – except you. The greedy Martians paid leaders to pretend nothing was happening and that alternative energies would arise. It was all too late. Advise the Earthlings and the penguins of the dangers of climate change.

Role D – U.S. President

You are terrified of taking measures to control global warming because you might lose your power. You believe scientists can build a huge machine to re-freeze the ice caps. You think keeping American jobs is more important than penguin food. You know better than the world's climate experts. You don't believe in aliens.

Unit 10: Nature in Danger (English 11)

Version 2

Role play activity: The Environment - Disposing of Car Waste

This is your chance to discuss some of the issues that the European Parliament makes decisions about. The characters involved in your role play are:

- Tony Fallon, Environmental campaigner
- Trevor Grey, MEP
- Sally Whiting, Car owner
- Simone Taylor, Resident of Chippingham Estate
- Grace Pemberton, Spokesperson for Viva UK (a car manufacturer)

These characters are fictional (this means they are not real people) but there are people like them who have similar opinions.

Your discussion question is: Should car owners be responsible for disposing of their worn out cars?

Your character is: Tony Fallon, Environmental campaigner

You are pleased that the European Parliament is making an effort to minimise the damage to the environment that results from car waste as you are concerned that, up to now, all the petrol and oil has been left to seep into our earth. However, you believe that this does nothing to deter people from buying new cars or to stop the ever-increasing level of car usage and consequent pollution. You want the European Parliament to put the environment first, not the interests of greedy car

manufacturers. You can't understand why the European Parliament doesn't put pressure on car manufacturers to design cars that last for longer.

Your character is: Trevor Grey, MEP

You and your colleagues in the European Parliament have worked hard to come up with a solution to the problem of vehicle waste and you are confident that this will make people responsible for disposing of their vehicle with the environment in mind. You believe that the European Parliament has balanced the interest of consumers and manufacturers whilst putting the **environment** first.

Your character is: Sally Whiting, Car owner

You're very suspicious about this European Parliament proposal. You agree that car owners should be responsible for getting rid of their worn out cars but you think that you'll end up paying for this new measure in the end. The car manufacturers will probably put up their prices. You already pay through the nose to run your car, which you need for your business and to drive your disabled son to school. Why shouldn't the government (which gets all the money you pay in tax) pay to protect the environment?

Your character is: Simone Taylor, Resident of Chippingham Estate

You think that this is a great idea. Anything that gets rid of this dangerous junk from the streets is fine by you. Kids love playing on these old cars that people have simply abandoned and you worry that your kids are going to hurt themselves. You believe that people need to take responsibility for things they buy. If you buy it – you're responsible for disposing of it in a safe and sensible way. You don't understand why the European Parliament is involved though. Surely the local council or government can sort this out without getting the European Union involved?

Your character is: Grace Pemberton, Spokesperson for Viva UK (a car manufacturer)

Cars are an important part of modern life and your company fully supports the European Parliament's proposal to make people dispose of them responsibly. Viva UK is committed to protecting the environment and is happy to contribute toward these measures. You want to reassure car owners that Viva UK is prepared to put its money where its mouth is and bear at least part of the cost of disposing of cars safely.

Unit 12: The Asian Games (English 11)

Roles for Planning Debate

Version 1

**James Nicholson (Factory owner
Lea Valley)**

I owned a factory in the Lower Lea Valley. The Olympic plans meant my business headquarters had to be bulldozed to make way for the Olympic park.

I employed 15 local people who relied on the company for jobs. It is not simply a case of just moving the business. Many of my workers did not own cars and walked to work. They have had trouble getting to work since the factory relocated to the edge of the city.

I am sad that the long-established,

**Peter Connor (14) member of the
Eastway, Lea Valley, cycle group**

I have been training at the Eastway cycle club since I was 11. When the old Eastway cycle park was bulldozed to make way for the Olympic park we were promised improved cycling facilities on the new Olympic site.

In fact, the Olympic Delivery Authority (ODA) has scaled-down the plans to provide these cycling facilities. We believed that the new 34-hectare site would include a 6,000-seat velodrome, along with a one-mile road-racing circuit, a BMX track, a full-scale mountain bike track and a cycle

<p>thriving business and industrial community in the Lea Valley have been wiped out by the development. In the end some of businesses were evicted before they could get new premises. I do agree that the area needs regenerating but I think it should be in a way that will benefit all local people.</p>	<p>speedway circuit.</p> <p>The plans have now changed and the new cycle park will not be of the same standard as the one that had been demolished. I would like to compete in the Olympics as I am ranked in the top 10 nationally. I hope I will have adequate facilities to train.</p>
<p><u>Mrs Cessario (Local community spokesperson)</u></p> <p>There are fears that this first burst of development for the Olympics will not benefit the people actually living in Newham.</p> <p>Areas around the Olympic site are already becoming hot property for developers. Property investors are moving in; buying up cheap housing and hoping for a housing windfall as gentrification drives up property prices. The 'real' residents are being pushed to the edges of the borough, and into next-door Barking and Dagenham where they can afford rents. It is sad that young people will not be able to get a foot on the property ladder in their own area.</p>	<p><u>Miss B (Local councillor for Newham)</u></p> <p>£2 billion will be invested in the Games, much of which will be in Newham, bringing many benefits. The area will be improved to provide the biggest new park in Europe and provide a better sense of security and openness with improved access for pedestrians and cyclists. More than 9,000 new homes will be built, with schools, health and community facilities to match. The Games will provide hundreds of jobs and improving the image of Newham. The Games will bring great sporting facilities and help to promote sport and healthy lifestyles in an area that has one of the worst health records in the UK. Stratford and West Ham stations will be improved. Lastly, the Games will boost London's tourism industry. Newham businesses will be gearing up to take advantage of this opportunity.</p>
<p><u>Mrs A (Representative of the ODA Olympic Delivery Authority)</u></p>	<p><u>Zara Daniels (Local school leaver)</u></p> <p>What I want from the Olympics is for</p>

Our job is to create one of the largest new urban parks in Europe for 150 years with a lasting legacy of world class sporting facilities, homes for the community that will live in the areas and unrivalled green open spaces around the Park after the Games. Benefits resulting from the Olympics include a World class Stadium, velodrome, Aquatics Centre and indoor arena, 110 hectares of improved open space and significant employment opportunities. Approximately 4,500 homes will be converted from the Olympic Village and there will be 150,500sq metres of new retail space at Stratford City and 465,000sq metres of new office space.

jobs to be created in my local community. At the moment Newham has a high youth unemployment rate of 25.2%. The overall unemployment rate is 6.7% the second highest in London below Hackney. What I want from the Olympics is a good job in the future and a lower unemployment rate. I have heard that up to 34,000 new jobs could be created in the Stratford city development alone as London prepares for the 2012 Olympics. My Main concern is that I may not be able to afford to live in the borough in the future unless I can get a well paid job.

Debate/ Role play:

Each pupil takes the role of one of the people on the cards. In groups they have to decide if they think the Olympic Games will benefit the local people of Newham. A spokesperson from each group should feedback the group's decision to the rest of the class.

Unit 12: The Asian Games (English 11)

Version 2

London Olympics Role Play

1) Local businessman

You are a local businessman living in Newnham. You own a small computer shop but would like to expand if you could get more customers. You have heard about the plans for developing the area for the Olympics, and whilst it may be good for business, you have some concerns.

Think about the following points:

- Will there be any disruption to your business during the building phase?
- What will happen to you number of customers a) during construction, b) after construction
- When redevelopment is complete, what will happen to land prices and rent?

Fill in the table below to show the advantages and disadvantages for you of London hosting the Olympics

Advantages (good things)	Disadvantages (bad things)

You are going to go to a local planning meeting about the development of the Olympic area. **Write a statement and the back of this sheet to take with you.**

You will have to say:

- Whether or not you think the development should go ahead and why
- What restrictions or conditions you would like to see in the development of the area (e.g. the development should go ahead, but only if)
- Questions to ask the Olympic planning committee

London Olympics Role Play

2) Elderly residents:

You are an elderly resident living in Newnham. You have lived here all your life and have seen a lot of changes. How does the prospect of redeveloping the area make you feel? Consider the following things:

- There is a lot of building that has to take place to make stadiums, roads, accommodation etc. How will this affect you?
- How will local transport be affected?
- What will it be like for you during the Games?
- Who do you think is paying for the Olympic Games?
- What will happen to the area after the Olympics?

Fill in the table below to show the advantages and disadvantages for you of London hosting the Olympics

Advantages (good things)	Disadvantages (bad things)

You are going to go to a local planning meeting about the development of the Olympic area. **Write a statement on the back of this sheet to take with you.** You will have to say

- Whether or not you think the development should go ahead and why
- What restrictions or conditions you would like to see in the development of the area (e.g. the development should go ahead, but only if)
- Questions to ask the Olympic planning committee

London Olympics Role Play

3) Young family

You are a young couple with a small child and another on the way. You enjoy sport and want your children to be healthy and active. In the next few years, you would like to buy your own house. You are excited about the Games coming to London, but also have some concerns. Think about the following:

- How will the Olympics affect your local area?
- What benefits/disadvantages may it bring for you children?
- What will happen to house prices?
- Will you be able to watch?
- Will it be safe for your children?
- Who do you think will pay for the Olympics?

Fill in the table below to show the advantages and disadvantages for you of London hosting the Olympics

Advantages (good things)	Disadvantages (bad things)

You are going to go to a local planning meeting about the development of the Olympic area. **Write a statement on the back of this sheet to take with you.** You will have to say

- Whether or not you think the development should go ahead and why
- What restrictions or conditions you would like to see in the development of the area (e.g. the development should go ahead, but only if)
- Questions to ask the Olympic planning committee

London Olympics Role Play

4) Sports fan in Manchester

You are a huge sports fan and have always wanted to see the Olympics and 2012 may be your chance! You work hard for a living but don't have a lot of spare cash. Manchester is about 3 hours from London on the train and 5 hours by car. What are your opinions on the Olympics in London? Consider the following points:

- London already gets lots of investment.
- Will the cost of hotels go up?
- Will there be enough transport links?
- How will tickets be allocated?

Fill in the table below to show the advantages and disadvantages for you of London hosting the Olympics

Advantages (good things)	Disadvantages (bad things)

You are going to go to a local planning meeting about the development of the Olympic area. **Write a statement on the back of this sheet to take with you.** You will have to say

- Whether or not you think the development should go ahead and why
- What restrictions or conditions you would like to see in the development of the area (e.g. the development should go ahead, but only if)
- Questions to ask the Olympic planning committee

London Olympics Role Play

5) Environmentalists

You are members of an environmental group. You are concerned about the environmental impacts of the Olympic Games and want to know what will be done to minimize the damage to the local environment. What are your views on the development of Newnham? Consider the following points

- The area I currently run down, industrial and quite polluted
- There will be a lot of construction
- There will be lots of transport, lorries etc in developing the area
- Thousands of visitors will be coming from all over the world

Fill in the table below to show the advantages and disadvantages for you of London hosting the Olympics.

Advantages (good things)	Disadvantages (bad things)

You are going to go to a local planning meeting about the development of the Olympic area. **Write a statement on the back of this sheet to take with you.** You will have to say:

- Whether or not you think the development should go ahead and why
- What restrictions or conditions you would like to see in the development of the area (e.g. the development should go ahead, but only if)
- Questions to ask the Olympic planning committee

London Olympics Role Play

6) Local youth community sports centre

You run a local youth sports centre. Naturally you are very excited about the Olympic Games coming to Newnham, but you also have some concerns. How will the development of the area affect you? Consider the following points:

- Young athletes need role models and something to inspire them
- Your current facilities are old and quite basic
- Will you be able to use the new facilities and how much will they cost?

Fill in the table below to show the advantages and disadvantages for you of London hosting the Olympics

Advantages (good things)	Disadvantages (bad things)

You are going to go to a local planning meeting about the development of the Olympic area. **Write a statement on the back of this sheet to take with you.** You will have to say

- Whether or not you think the development should go ahead and why
- What restrictions or conditions you would like to see in the development of the area (e.g. the development should go ahead, but only if)
- Questions to ask the Olympic planning committee

London Olympics Role Play

7) Olympic committee

You are members of the Olympic planning committee. You are in charge of the plans for development of the area of Newnham in preparation for the Olympic Games. You are going to hear comments and concerns from the following groups of people:

- 1) Local business man
- 2) Elderly residents
- 3) Young family
- 4) Sports fan in Manchester
- 5) Environmentalists
- 6) Local youth community sports centre

They will be asking you questions about how you are going to make the Games benefit all of them.

Read the following information so you are prepared to answer the questions and convince them that the Olympics will be good for them all.

- The Games will be a zero-waste Games by avoiding landfill and using waste as a resource for recycling and re-use
- The Games will transform this area into one of the largest urban parks created in Europe more than 150 years, stretching 20 miles from the Hertfordshire countryside to the tidal estuary of the River Thames.
- A network of footpaths, cycleways and canal towpaths will link the communities on either side of the valley.
- Riverside housing, shops, restaurants and cafes will provide new amenities for the local community.
- New playing fields will sit alongside the world-class sport facilities that will be adapted for community use.

- The natural river system of the valley will be restored, canals would be dredged and waterways widened. Birdwatchers and ecologists will be able to enjoy three hectares of new wetland habitat.
- And the park will be planted with native species, including oak, ash, birch, hazel, holly, blackthorn and hawthorn, providing a home for wildlife in the middle of the city.
- The Olympic Park area will generate 12,000 new jobs, in sectors as diverse as construction, tourism and the media.
- Training programmes and volunteering opportunities will improve skills for local people, opening up access to new jobs
- 9,000 new homes will be created, alongside new schools, health and community facilities. Half of these homes would be designated as affordable housing.
- A new generation of Londoners will enjoy access to state-of-the-art sports facilities, from elite Olympians and Paralympians to national and local leagues.

V. CONCLUSION.

Role-plays require more imagination by students and teacher and can be difficult to manage because they are unpredictable. The initial scenario develops from the students interacting with each other and can literally go in any direction. This gives students practice in a non-threatening environment, and gives the motivation and involvement where they have to think in English. Role-plays are interesting, memorable and engaging, and students retain the material they have learned. In their assumed role, students drop their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language.

Staging role-plays can be challenging for an instructor, but is also great fun. After you have done a few, you will know what to expect and feel more confident.

My experience is students love them, retain what they learn, and often leave the classroom laughing and still arguing!