

**Free Practice
Activity**

Role Plays

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Talk a Lot

How to Use

Role Plays – Instructions

Students work in pairs or groups of three to develop and rehearse a short role play with three scenes, based on the information given to them on the handout, which is then performed to the rest of the class. They have to include the title of the outline somewhere in their role play, e.g. Family role play 1 (from Book 1): "You did that on purpose!" The role play can be fully acted out, with props and costumes, or be simply a dialogue that students perform whilst sitting at their desks, but students shouldn't be writing during this activity. Writing can be done at home. In Talk a Lot lessons the focus should be mainly on spoken English. The teacher should always ensure that students understand what they have to do and are confident with the vocabulary used on the role play handout before they begin. The teacher should insist that each group produces three different, distinct scenes, teaching them to think of the role play as three parts of a whole, with a through-line and a logical progression through the scenes, for example:

- Scene 1: Setting up the situation
- Scene 2: Action
- Scene 3: Result

To make this task more challenging, you could agree as a group that all role plays have to include particular things, as well as what is in the outline, for example:

- a) a person's name
- b) a place name
- c) an object (e.g. an aubergine or a giraffe's toothbrush)
- d) a certain phrase
- e) a prop
- f) a costume

The teacher could provide a costumes box and a prop box in the classroom with plenty of dressing up clothes or objects for students to use in their role plays.

If your students particularly enjoy doing role plays, they could try the role play extensions in Books 1 and 2, and those which are included with each handout (for Book 3 onwards), in addition to the role play outlines on the handouts. However, role play must be only one element of a Talk a Lot lesson, i.e. free practice. Make sure that in each lesson there is a balance of activities, for example: **tests, sentence block building, sentence focus activities, word focus activities, and free practice activities.**

It's fine too if students want to veer away from the outlines given on the handouts. The aim of the activity is for the students to put the flesh on the bare bones of the outlines. For example, they should suggest character names, place names, names of businesses, and so on. The suggested outlines are only there to get ideas flowing and to get students talking. The teacher could suggest new situations for role plays or more imaginative groups of students could think up new role plays of their own (based on the same lesson topic), using the blank template on p.10.4.

The Mood Chart

Use the mood chart on p.10.3 to add an extra dimension to the role plays. Print the page onto card, cut up the cards and put them into a bag. Each student picks one card – one mood –

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Role Plays – Instructions

and they have to act out their role play using this mood exclusively. When watching each role play the audience have to guess which moods the actors have picked. In another variation, the audience pick the moods that they want to see used in a role play, or all the groups have to rehearse the same role play using different moods, and the audience have to guess what they are.

Note: the students could also add their own suggestions to the moods given on the Mood Chart.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student's achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

Because this activity is drama-based, the audience could make their voice heard too, perhaps by giving marks out of ten for each role play based on:

- language accuracy
- effort
- imagination
- best costumes, use of props, lighting, sound, etc.

Or they could give thumbs up (1 or 2) or thumbs down (1 or 2). The audience feedback is just for fun and not to be recorded on each student's course report.

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Talk a Lot

How to Use

Role Plays – Mood Chart

I'm feeling...

nosy	bored	relieved	cheerful
angry	happy	shocked	up
frightened	smug	apologetic	secretive
confused	worried	so so	aggressive
guilty	ecstatic	paranoid	naughty
surprised	energetic	friendly	unwell
depressed	moody	determined	tired
giggly	upset	mischievous	disgusted
<i>My suggestions:</i> _____	_____	_____	_____
_____	_____	_____	_____

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Talk a Lot

Topic: _____

Role Plays

1. Title: _____

Place: _____ Time: _____

Characters: _____

Situation: _____

Scenes: i) _____

ii) _____

iii) _____

If there are three people in the group the third character could be:

a) _____

b) _____

c) _____

2. Title: _____

Place: _____ Time: _____

Characters: _____

Situation: _____

Scenes: i) _____

ii) _____

iii) _____

If there are three people in the group the third character could be:

a) _____

b) _____

c) _____

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