

clothing. Again, divide your class into two teams. You should also divide the clothing into two equal piles. Again, have one person volunteer to wear the clothing, but this time the opposite team will dress him or her in all the clothing from their pile. That person then returns to his own team and stands at the front of the room. The others are in line at the back of the room. Begin a relay race in which one person at a time runs up to the dressed member of their team, removes a piece of clothing, and announces to you or another judge what type of weather in which that item can be worn. After getting an okay from the judge, he runs back to the rest of the team with the item. Then the next person takes a turn. Continue until the person up front has been stripped of all his weather clothing. The first team to finish wins the game.

WHEN IT COMES TO TEACHING WEATHER, DO NOT BE A DRIP. PUT SOME FUN AND EXCITEMENT INTO YOUR CLASS AND DO A WEATHER LESSON BASED ON GAMES.

It will energize your students and challenge them to think on their feet, and weather will become an instinctive part of their vocabulary.

How To Teach Time: Telling Time Activities And Games

Telling time can be tricky for some students so it is important that they have a very strong grasp on numbers before trying to proceed with this lesson. Depending on the age of your students, they may struggle because they have not learned to tell time in their native language so teaching general references to time such as 'in the morning' and 'at night' would be more beneficial.

HOW TO PROCEED

1 WARM UP

Get your students in a numbers frame of mind by doing some pronunciation practice. Only the numbers one through fifty-nine are going to be used but review zero through one hundred anyway. A game or two of bingo would be good practice. Give students a five by five grid with the center square filled in. Ask them to write any numbers zero through one hundred in the remaining squares, say random numbers (starting with the one already filled in) and play until a few students have gotten bingo.

2 INTRODUCE – TIME: HOURS

Draw a clock face on the board to demonstrate. Start by showing times such as 7:00 and 11:00 and writing them on the board next to clock faces. Check to ensure that your students understand that the short hand indicates the hour and should be both said and written first. Have students repeat "One o'clock, two o'clock..." after you. Ask students to come to the board to both write and draw times you give them. For example, say "Rachel, it is 9 o'clock." The student should write 9:00 and draw a clock face indicating that time.

3 INTRODUCE – TIME: MINUTES

Move on to minutes. Show that there are sixty minutes in an hour and that the long hand indicates minutes which should be said and written after the hour. Now demonstrate times such

as 8:10 and 3:42 just as you did for hours in the previous step. Ask students "What time is it?" after drawing new clock faces on the board. Ask a student "What time is it?" while pointing to the clock in your classroom. See if there are any volunteers to draw clock faces on the board and ask the class what time it is. Make sure your students understand that "It's 8:10 o'clock." is incorrect.

4 PRACTICE – TIME

Have a worksheet prepared with a section containing clocks showing various times. Ask the students to complete this section independently and check the answers as a class. If students are struggling, more practice may be necessary. In the second section ask students to draw in the hands of the clock and then ask their partners "What time is it?"

5 INTRODUCE – TIME: VOCABULARY

Once your students have a basic grasp on numbers and telling time, introduce time related vocabulary such as those listed below:

- a quarter past
- It's a quarter past 4.
- half past
- It's half past 9.
- a quarter to
- It's a quarter to 12.
- AM
- It's 7:50 AM.
- PM
- It's 11:20 PM.
- noon
- midnight

Your textbook will determine what exact vocabulary you need to cover. Practice pronunciation of all the new words and ask students to tell you the time shown on the board in two different ways. For example "It's 7:15. It's a quarter past 7." Extensive drilling and practice activities are necessary at this stage.

6 PRACTICE – TIME

Continuing the worksheet used

above, students can match sentences with clock faces or even with images. For example "It's 9:30 AM" might match up with an image of a student at school while "It's midnight" would go with an image of a person sleeping.

7 PRODUCTION – TIME

Teach your students the model dialogue below:

- A: Excuse me. What time is it?
- B: It's 9:30.
- A: Thank you.
- B: You're welcome.

Have students practice this dialogue in pairs using clock faces drawn on the board or printed on their worksheets. Students should take turns being A and B. After five to ten minutes of practice ask for students to demonstrate the conversation to the class in order to ensure that students are correctly saying the time that corresponds with each image.

8 REVIEW

To end the class use another short activity to review what has been covered in class. Ask students to tell you the time shown on the board, translate phrases, and ask for the time to ensure that students are comfortable using all the new material and review anything that gives them difficulty both before the class ends and at the beginning of the next lesson. To build upon this lesson, the following lessons may be based around the structures "What time do you ~?" and "I ~ at 7:30" which practices both time and the simple present quite extensively.

GENERAL REFERENCES TO TIME SUCH AS AT NIGHT, IN THE MORNING, AND ON SUNDAY COME UP QUITE OFTEN IN ESL CLASSES WHILE SPECIFIC TIMES SUCH AS 9:35 DO NOT. BE AWARE OF THE FACT THAT STUDENTS WILL NEED PRACTICE TELLING TIME THROUGHOUT THE COURSE OF THEIR STUDIES SO DURING WARM UP ACTIVITIES OR ON WORKSHEETS TRY TO INCLUDE SPECIFIC TIMES REGULARLY.

Top 10 Role Plays For Your Speaking Class

Role plays can often be a fun and entertaining way of getting the class to practice their English. There are literally hundreds of possible ideas available, and what is listed below is only a few of them.

Language of course is meant to be spoken. It originally evolved as the spoken word, and in historical terms writing is more or less a new invention. As a result, speaking classes are probably one of the most essential parts of teaching a language. Understanding and learning the grammar is all well and good, but if the students don't get practice, then how will they be able to use the language effectively? By putting them in different scenarios, students' minds will pick up faster and be able to work properly. Taking a look on the Internet, one can find a whole range of pre-written role plays that can be adapted for the class, or used in their original format (you have checked our own 'Role Plays' section already, right?). This is usually up to the teacher. Often, when beginning a new language, it is possible for one to practice simple phrases with a role play. Another interesting challenge would be to have the students design their own one. Often this can help bring out their creative side, and allow with the production part of speaking.

TRY THESE TOP 10 ROLE PLAYS WITH YOUR NEXT SPEAKING CLASS!

1 TELEPHONE CONVERSATION

Telephone conversations are good because, unlike ordinary face to face conversations, they require people to listen solely to the words. Normally, you would have the students sit back-to-back and pretend they actually are on the phone. Appropriate telephone manner is then taught during this, such as always saying "hello" when answering the phone (this is particularly important when it comes to business, always answer with "hello").

2 GOING TO THE SHOP

For this role play, you can teach the basic vocabulary. If students are planning on going abroad soon, then this will allow them to practice dealing with the general public. This role play will also make great use of certain grammatical structures, for example, the difference between: "I would like those" and "I would like that". Even if your class is sufficiently advanced, this can be helpful for fine tuning specific grammatical errors.

3 DOCTOR'S APPOINTMENT

A doctor's appointment will get the students used to particular medical terminology. As you can see, each role play serves a specific purpose when practicing speaking. It allows the student to become more familiar with certain terms.

4 IMMIGRATION OFFICE

Another important one, especially if the students are planning on emigrating any time soon. They will need to know certain vocabulary, and doing a role play of this nature is definitely going to boost their confidence.

5 LOOKING FOR ACCOMMODATION

Finding accommodation in another country is tricky. Using this type of role play, one student can act as the estate agent and the other can be the prospective buyer or tenant. It might also be a good time to let them jot down some very common terms used when it comes to dealing with getting accommodation such as land lord, lease, etc.

6 BOOKING A HOTEL ROOM

For student going on holiday, this will also be helpful. Again, it can be tied in with telephone manner. Try practicing this both as face to face and on the telephone!

7 JOB INTERVIEW

This is going to be of particular interest to business students. Job interviews will generally require a lot of business phraseology in order for the interviewee to appear professional to the employer. Even when not learning a language, practicing a job interview can relieve a lot of the stress that comes along with looking for work.

8 CASUAL TALK

Integration is another important point when it comes to moving to a new country. Helping the students learn common phrases and even slang in English is going to be just as vital as teaching them "proper" words. Whilst they will have all the knowledge, getting used to various slang words is something which needs to be worked on. A fun class would be to show the differences in accents in English speaking nations from around the world!

9 TALKING ABOUT A HOLIDAY

Using a specific topic or theme, depending on what vocabulary one wants to teach on a specific day, can be very fruitful. The students can pretend to be a travel agent and a customer, or simply two friends.

10 DEBATE

Whilst not necessarily a role play, a debate is always a good way to begin a class. Students will get used to the different modes of argument and sometimes the debates themselves can become quite heated. It will, overall, make for a very interesting class.

ROLE PLAYS, ULTIMATELY, ARE MORE FRUITFUL WHEN THE STUDENTS MAKE THEM UP THEMSELVES.

Of course this is usually done with guidance from the teacher, in order to weed out any grammar mistakes. It is important to use a variety with your students if teaching general English. There are many more resources out there on the web, so you will never be short of great ideas!

10 Fresh Roleplay Ideas for General English

Role plays are an excellent way of getting your students to practise their English. They simulate real life situations and allow them to act out what they would do in a real situation.

There are two ways a role play can go: scripted and non-scripted. With a scripted role play, the teacher might use an example in a text book. This is a good idea for a warm up exercise, by getting everyone to split up into pairs and allow them to speak to their partner, taking on different roles. Non-scripted ones are when students are given a role each and must use whatever knowledge they have in order to speak with that partner. Below is a list of ideas for a general English class. This can be adapted to suit a situation.

TRY THESE FRESH ROLE PLAY ACTIVITIES WITH YOUR CLASS

1 TELEPHONE CONVERSATION

Speaking on the phone is different to a face-to-face conversation because one relies solely on language to communicate. Get the students who are practicing to sit back to back in order for this to work properly. There is a whole range of ideas which one can use to act this out. Examples include: phoning to make a complaint, speaking to a friend or inquiring about a job position.

2 GOING TO THE SHOP

A great one for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as "I would like..." "How much are..." "Good morning..." and so forth.

3 BOOKING A HOTEL

This will allow students to practise a specific type of language. Usually this will be formal language as it is

a business conversation. This can also be done in the format of a telephone conversation, or it could be someone approaching a text. There is a wide range of opportunity here for the students to learn new forms of vocabulary.

4 SHARING OPINIONS

Choose a topic that everyone appears to be interested in. Get the students to pair up and give them a list of questions to follow. This will allow them to come up with their own phrases and use language in a much more practical way.

5 JOB INTERVIEW

Work is usually a good topic to begin with when teaching adults. Many are learning English in order to improve their career prospects. As a result, a job interview role play is an excellent way to get the class learning that all important material. Again, this can be scripted or non-scripted. A good idea would be to have the interviewer have a list of set questions, and the students can take it from there.

6 GETTING EVERYONE TO SPEAK

A traditional method is to ask the class to pair off. Of course, one cannot monitor every student particularly if the class is quite large. Therefore, it is important to make sure everyone is speaking and getting the most out of the language they know. If one has time, have each individual group come up to the top of the class and speak in front of everyone else. This will allow people to use their language more creatively.

7 ARGUMENT BETWEEN NEIGHBOURS

Again, this is a new opportunity for learning different types of vocabulary. This could be between two neighbours who are having an argument. Perhaps one plays music too loudly in the middle of the night and is disturbing the rest of the apartment block. This can be as absurd or ridiculous as the students want, as long as they are speaking and

using the language correctly. Some of the situations thought up can be quite amusing. See some suggested situations here: "Neighbour Problems Role Play" (<http://busyteacher.org/7353-neighbor-problems-role-play.html>).

8 BODY LANGUAGE

Body language is just as important as spoken language, so in their role plays try and let the students get into the role. Of course, one does not have to be an expert at acting but it is important for them to get a feel of the flow of the conversation. Using body language effectively will allow them to become a lot more in tune with the language they are using.

9 DEBATE

Debates are a brilliant way of encouraging language use. This is because they can become somewhat heated, and many new words can come up. It is important to choose a topic which might not be too controversial to some students. Remember to be sensitive to their age group and the general attitude of the particular country. Divide the class into two sides and give them each a side of an argument to defend.

10 HAVE FUN

When it comes to role plays, it is all about the creative use of language. The student must put what they know to the test. This doesn't mean they have to list off a boring dialogue. Allow them to be as creative as they can. Put them into challenging situations, and this will allow them to think of new ways of saying things.

ROLE PLAYS CAN WORK AS A GREAT ICE BREAKER FOR THE BEGINNING OF THE CLASS.

Always remember to be sensitive to any particular issues at the time, however, and be wary of the students' age. Usually, the likes of filing a complaint will not really be of interest to children. Once the students are having fun and speaking English, there are no limits to their own learning!

From Check In to Check Out:

3 Hotel Role Plays You Need

English for tourism classes are taught to prepare students for the difficult task of speaking English in the real world, either through work in the travel industry or travel abroad.

Speaking English out the classroom is messy and non formulaic, so there is nothing worse than a tourism class where students simply listen to dialogues from a book and repeat them word for word. This practically ensures that your students will immediately forget what they have learned. To ensure that students will remember critical structures, you must create a classroom where dialogues are so full of fun and creativity that it will be impossible for your students to forget them!

One of the main focuses of any English for tourism class should be communication in a hotel situation. Typically, hotels are the hub of the travel abroad experience and, after the airport, hotels are students' first contact with English speakers who probably don't speak their primary language. Below I offer three role plays that can (and should) be used in every English for tourism classroom. What's best is that these three role plays are not just vague ideas: with a small amount of preparation, these guides give you a clear and entertaining lesson plan. These role plays are totally adaptable and can be tailored to any level. Keep it simple for low level students and add more details to the situation to keep higher level students on their toes!

ROLE PLAY 1: RESERVING A HOTEL ROOM

1 GATHER YOUR MATERIALS

For concierge students, role cards should include a table of hotel information (types of rooms, prices, dates available, etc). For students acting as customers, role cards should include their personal information and specific travel plans. Remember that the more information you use, the

more difficult the role play becomes.

2 INTRODUCE THE ROLE PLAY

You could begin by writing on the board: What should you do before going on holiday? After students have made lists in pairs, feedback as a whole class, making sure that someone adds 'reserving a hotel room' to the list. Draw students' attention to this point.

3 PRE-TEACH RELEVANT VOCABULARY / STRUCTURES

Begin by eliciting what information students need when reserving a hotel room. This list should include things like name, price of the room, how long they'll be staying, etc. Other specific vocabulary should be revised as necessary. For example, types of rooms and things you might find in a typical hotel room. This vocabulary can be revised as a warmer for higher levels or taught more thoroughly for beginning or pre-intermediate classes. Here it might also be appropriate to elicit phrases used in a hotel setting. ("I'd like _____", "Do you have _____?", etc.)

4 GIVE A SAMPLE ROLE PLAY

The teacher should provide a sample role play worksheet. For elementary or pre-intermediate students, it might be best to provide a full role play. The teacher should go through key structures with the students and also repeat the role play several times in front of the class, practicing pronunciation and intonation. For higher levels such as upper-intermediate or advanced, teachers may be able to simply elicit certain target language and allow students more freedom in their dialogues.

5 ALLOW STUDENT TO ACT OUT THE ROLE PLAY

Put students into pairs with the appropriate role cards. Explain that because reserving hotel rooms is typi-

cally done over the phone and not in person, they should not face each other so as to simulate the experience of talking over the phone. After your students are back-to-back, have them act out the role play. Monitor carefully, particularly the first time. Make sure that they are inserting the information on their role cards into the dialogue. As you listen, make notes but do not interfere unless a pair has had a total breakdown in communication.

6 REPEAT

While some teachers might think that students are not interested in repeating role plays multiple times, the opposite is in fact true. Making slight modifications to a situation allows students to repeat critical structures while allowing enough creativity to make the role play different and engaging each time.

7 FEEDBACK

In feedback you might want to invite a confident pair to the front of the room to perform their role play. After that, go over any common errors you heard during the production stage.

ROLE PLAY 2: CHECK IN

1 GATHER YOUR MATERIALS

For students acting as the concierge, role cards should include the customer's personal information, credit card information, and reservation details. For students acting as hotel customers, you should have role cards with slightly different information than that of the concierge: for example, last name "Black" instead of "Block", incorrect credit card number, etc. Remember: the more information, the more difficult the role play becomes. For lower level classes, include a worksheet with a sample role play as well.

2 INTRODUCE THE ROLE PLAY

Ask students to think back to their last experience in a hotel. Ask them what they did first. You should be able to elicit 'check in'. Explain that you will start your hotel unit with a role play involving one student as a customer and the other as concierge.

3 PRE-TEACH RELEVANT STRUCTURES

Explain that students should listen very closely as they check in, as there may be some mistakes. Give one example, such as: "I have a reservation for Jen Black." "No, I'm Jen Block. That's B-L-O-C-K." With the whole class, give several mistakes and elicit a correct response.

4 GIVE A SAMPLE ROLE PLAY

As with hotel reservations, the teacher should provide a sample role play worksheet or simply elicit / teach useful structures depending on the class's level. In this role play, particularly with lower level students, be sure to emphasize that they should not simply repeat the role play: the structures should be used to create sentences specific to the errors in their particular role cards.

5 ALLOW STUDENT TO ACT OUT THE ROLE PLAY THEMSELVES

Put the students into concierge / customer pairs. Monitor carefully, particularly the first time they do the role play. Make sure that they are inserting the information on their role cards into the dialogue. As you listen, make notes but do not interfere unless a pair has had a total breakdown in communication.

6 REPEAT

Be sure to allow each student a chance to act both roles. If time allows, switch pairs and give each new information. This ensures that students understand the structures that they are using (and keeps them from getting bored).

7 FEEDBACK

ROLE PLAY 3: COMPLAINING

1 GATHER YOUR MATERIALS

Complaining role plays are quite simple and do not require much preparation. All you will need are role cards. For customers, you should include information like room number, problem, and desired solution. For concierge, you may give some example solutions. With higher level or more creative classrooms you may choose not to use role cards at all and allow students to fully use their creativity.

2 INTRODUCE THE ROLE PLAY

A good communicative way to introduce this role play is to write several questions on the board, such as What was the worst hotel you ever stayed in? Why? or What problems could you have in a hotel room? After allowing time for students to discuss the questions in pairs, elicit answers to the questions and write them on the board. Remember to teach or elicit any problems they didn't mention. Next you should write another question: What should you do if you have a problem in a hotel? You should be able to elicit complaining from your class. Go over useful complaining structures ("Excuse me, I have a problem", "I'm afraid that I have a problem with _____", etc.)

3 GIVE A SAMPLE ROLE PLAY

Like the check in role play, the teacher should provide a sample role play worksheet. Go through it with the students several times: drill pronunciation and intonation, discuss any unknown words, and point out the structures that were elicited on the board in the second point. Again: with higher level students it may be appropriate to simply elicit all the key structures you would like them to use and allow them to speak freely, without a written dialogue.

4 ALLOW STUDENT TO ACT OUT THE ROLE PLAY

If you chose to use role cards for the complaining role play, hand them out to students and divide them into customer / concierge pairs. Remember to

save your corrections until the end of the role play, only interfering if a mistake impedes understanding.

5 REPEAT

Allow each student to act out each part at least twice, preferably switching partners at least once. This ensures that students will drill the structures thoroughly, but will also have some variation in their dialogues.

6 FEEDBACK

EACH OF THESE ROLE PLAYS IS APPROPRIATE FOR ONE 60 MINUTE LESSON, BUT THEY CAN BE STRETCHED TO 90 MINUTES DEPENDING ON YOUR NEEDS AND ADDITIONAL SUPPLEMENTARY MATERIALS.

The warmer and vocabulary introduction should take about 20 minutes. One round of the role play will probably last for 5-10 minutes and should be repeated several times with changing groups. This leaves time for 3-4 additional dialogues and 10 minutes for feedback.

With 15 minutes of time spent typing up role cards, you can create a lesson that is low preparation for you, and engaging and memorable for your students.

Look into the Future: 5 Role Plays for Practicing Future Tenses

ROLE PLAYS ARE ONE OF THE MOST COMMON ACTIVITIES IN ESL CLASSES, AND RIGHTLY SO.

They get students thinking quickly, applying grammar and vocabulary, and putting their language knowledge to practical use. Role plays are flexible, too. You can cover just about any subject area in a role play. The following role plays cover a variety of subjects, but they have one thing in common. Each focuses on using the future tenses, and they are sure to get your students talking. So whether you are teaching the simple future or doing a review of all the future tenses, try one of these role-plays with your students and watch their imaginations go wild!

TRY THESE 5 ROLE PLAYS FOR PRACTICING FUTURE TENSES

1 ENGLISH RESTAURANT

Setting up a restaurant role-play is easy. All you need are one or more students sitting, playing the role of the restaurant patrons, and another student playing the role of server. Servers asks guests, "What will you have?" and patrons answer using the simple future and their meal choice. But with a little more work, a restaurant role play can be far more in depth. Have students write their own menus and use them to place an order. You can also host a "restaurant" for your fellow teachers and students. Have three or four dishes that your guests can order, and have your students play the role of server. (Half the class works as servers while the other half run the kitchen. The groups switch places half way through your time block.) Patrons order food and your students fulfill the duties of a server. If you are in an English speaking country, it's as simple as that. If you are teaching ESL is a non-English speaking country, have servers work in pairs. One person speaks to the guests in English and the second acts as interpreter between server and guests.

2 I CAN SEE THE FUTURE...

Your students will have fun with

this role play, which allows them to imagine and invent their classmates' futures. Gypsies are famous for fortune-telling. Some use crystal balls, others use cards or read palms. Choose one or all of these as part of a role-play set up to practice future tenses. One person acts as the fortuneteller while one or more students act as his/her customers. The customers ask questions about their futures, and the gypsy answers them after referring to his or her magical objects. If you like, give your students advance warning of the role play and encourage them to dress creatively for the fortune telling role!

3 PRESS CONFERENCE

Though politics may not be your students' fields, this mock election campaign will challenge them to pretend it is. All candidates make promises when they are running for office. These promises point toward a better future. Depending on what office a person runs for, these promises might be anything from putting vending machines in the cafeteria to changing national laws. Playing the role of an aspiring politician will give your students the opportunity to talk about what they will do once they are in office. First challenge your class to think of an office which they could pursue someday, and then give them a chance to talk about the better futures they imagine. One at a time, have students come to the front of the room and act as a candidate running for office. The rest of the class plays the role of the press, asking the candidate questions. "What will you do about x, y and z?" Encourage an open and honest dialogue between press and candidate and watch as both use future tenses to talk about what they future will hold.

4 THE BUCKET LIST

English is a complicated language, and little is more complicated than idioms. Perhaps that is why ESL students can run into new idioms every day. The expression "kick the bucket" is an idiomatic reference to dying. From that expression we get the relatively new phrase bucket list. A bucket list is the list of all the things you want to do

before you die (or kick the bucket). Give your students some time to think about what they want to do before they die, and have them write their own bucket lists. Challenge each person to dream big and list at least ten things they want to do before they die. These bucket lists will be the foundation for this future tense role play. Pairs of students will play the parts of a retiree and a teenager. In the scenario, the teenager is sharing the things he or she will do (the items on the bucket list). The retiree, though, has more life experience and a more realistic expectation to what a person can accomplish. Your students should role-play a conversation between these two people. The teenager is bragging about all the things he will do in his life, and the retiree is correcting him with more realistic expectations. For example, the teenager might say he will climb Mt. Kilimanjaro, but the retiree knows he won't climb the mountain. He will only climb the stairs to his fourth floor apartment. After the discussion, have students switch roles.

5 A BABY ON THE WAY

Life certainly changes when a person has a baby. Many of these changes are wonderful – love and cuddles and snuggly smiles from your little one. Other changes are more of a challenge – lack of sleep, dirty diapers and regular crying fits. Your students will argue both sides of life with a baby in this role-play. Put your students in pairs. One person plays the soon to be mother or father. The other person is the longtime parent. The soon to be parent shares about how his or her life will change for the better once the baby comes. The voice of experience will balance the discussion with challenges the parent will encounter: he or she will remind his partner of all the struggles of being a new parent. Have students discuss what is to come after baby comes until both parties can agree on a realistic but hopeful middle ground.

THESE ARE JUST A FEW OF THE ROLE PLAYS YOU CAN USE WITH YOUR STUDENTS AS YOU REVIEW FUTURE TENSES.

How to Teach English Using Role-Plays, & When (Not) to Use Them

Role-plays give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. Role-play activities can be a lot of fun however a class full of shy students may be reluctant to participate so it is important to know your students.

HOW TO PROCEED

1

Regardless of what type of role-play you intend to do, it is imperative that students feel comfortable with the necessary structures and vocabulary.

This makes role-plays ideal for the final lesson on a particular topic. If students perform well, move on to the next chapter and if students struggle, address any mistakes in the following lesson. The feedback given in any role-play lesson should be primarily positive and focus on pronunciation, acting, and creativity. Role-plays are about encouraging your students and building their self confidence.

2

Mini-role plays can be done in any lesson as a practice activity.

Rather than just practice the model dialogue in pairs or groups, encourage students to be creative and use props to better reflect a real life situation. Students should have some space to move about the classroom and be given extra time to practice. If the model dialogue is four to six sentences total, a practice activity in pairs may take five minutes with only two or three demonstrations while a mini-role play of the same length may take ten to fifteen minutes to prepare with about ten minutes for performances. This activity can even be done in the same lesson as the introduction and drilling of a new topic if your students have a good understanding of the new material.

3

Role-plays can also take an entire lesson especially if students are put in groups instead of in pairs.

A lesson such as this would be ideal after several lessons on the same topic. A directions themed role play might be best in groups of three or four where each student must say a minimum of three or four lines. Structuring the activity in this way will give your students some easy guidelines to follow. You can prepare your students by explaining the activity at the end of a class, placing them in their groups, and asking them to think about what they would like to do. Suggest that they bring in any props they would like to use and try to provide some if possible. In the next class, quickly review the target material before splitting the class into groups and dedicate half of the time to practice with the remaining half being for performances. If your students are really eager to perform, ensure that every group gets an opportunity to present their role-play to the class even if it means performing during the next lesson as well. If students are reluctant, then have only the groups that volunteer present.

4

Role-plays can be used as end of term projects for intermediate and advanced students.

At this stage in their studies, they have sufficient knowledge to draw upon to enact real life situations and can get really creative. It is important to decide how you plan to grade your students so that you can explain it to them before they get started. If the project is worth one hundred points, you can break it into sections such as creativity, pronunciation, acting, attitude / enthusiasm, script, etc and assign a point value to each section. Four sections are probably enough. Perhaps each group of students can be assigned a different chapter of your textbook or a different theme. This project would take many lessons. There would be one class

where you introduce the project, split the class into groups, and let students brainstorm followed by classes for script development, practice sessions, and final performances. A good method of checking the progress of each group is to have script submissions once or twice before the final performance. The first submission can be to correct grammar and the second submission should be the final script. This will ensure that students can take chances and push their abilities, prevent them from practicing incorrect material, and verify that they are making progress on the project.

ROLE-PLAYS CAN BE IMMENSELY TIME CONSUMING AND REQUIRE SOME REAL PLANNING AND STRUCTURE BUT ARE GENERALLY EASY TO CONDUCT ONCE STARTED. STUDENTS WHO STRUGGLE WITH ENGLISH EXAMS MAY FINALLY GET THEIR OPPORTUNITY TO SHINE WHILE STUDENTS WHO GENERALLY PERFORM WELL ON EXAMS WILL BE CHALLENGED TO PROVE THEIR ABILITIES IN ANOTHER WAY. ROLE-PLAYS ARE LESS STRESSFUL THAN PREPARING FOR EXAMS AND ENJOYABLE FOR BOTH TEACHERS AND STUDENTS.