

## PLANNING QUESTIONS FOR A ROLE PLAY

1. What situation will students role play? What roles are needed?

2. How will the Role Play activity move students towards the lesson objective?  
(Check as many as apply)

It will...

- |  |  |
|--|--|
| <input type="checkbox"/> a. increase oral fluency                    | <input type="checkbox"/> e. provide grammar practice                     |
| <input type="checkbox"/> b. provide practice with language functions | <input type="checkbox"/> f. provide writing practice                     |
| <input type="checkbox"/> c. provide pronunciation practice           | <input type="checkbox"/> g. apply lesson content to real-life situations |
| <input type="checkbox"/> d. provide vocabulary practice              |  |
| <input type="checkbox"/> other: _____                                |  |

3. What roles will learners at each level take on?

Lower-level learner role(s): \_\_\_\_\_

Mid-level learner role(s): \_\_\_\_\_

Higher-level learner role (s): \_\_\_\_\_

4. How will students construct the role play?

- by using a set script and adapting it  
 by using a partial script and completing it  
 by writing their own script  
 other: \_\_\_\_\_

5 Once students have practice their role play, what will they do?

- perform the role play for the class  
 perform the role play for another group  
 video tape the role play  
 watch a video of a similar situation and discuss it  
 do a focused listening exercise based on the role play situation  
 other \_\_\_\_\_

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### Directions for completing the Role Play template

Write in the situation and the roles in the appropriate area on the template on page 19. (Students will write in their own names.) Circle any necessary props. Next write either a complete or partial role play script. (See Notes and Variations on p. 17.) Add a "more practice" prompt to the bottom of the page (see # 5 above). Make a copy of the page for each student. Note: If higher-level students are working in same-level groups, you can give them the blank template and have them use it to help them plan out their role play.

## STEPS FOR CONDUCTING A ROLE PLAY

1. Set up the purpose of the role play (see Planning Question #2 on p.16).
2. Check comprehension of the role play's situation and roles (actors, director).
3. Explain the steps in the activity, e.g.
  - a. Each "actor" practices his or her lines
  - b. Actors and the director write additional lines for the role play
  - c. The director watches the role play and makes suggestions.
  - d. The actors do the role play again.
4. Model a short version of the role play with a higher-level learner.
5. Create groups and assign roles
6. Set a time limit and have learners begin creating and/or practicing the role play.
7. Provide opportunities for students to expand on the role play. (See Planning Question #5 on p.16 for suggested expansion activities.

### Notes and Variations:

- Higher-level learners working in same-level groups can write their own scripts, but in mixed-level groups, it's a good idea to provide at least the beginning of the script so that the group can work together to finish it.
- When creating role plays for multilevel classes, it's important to create roles appropriate for lower-level as well as mid- and higher-level learners. So, in a role play at a department store, the customer could be the mid- or higher-level learner (*I'm looking for the pants that are on sale.*) and the salesperson could easily be the lower-level learner (*They're over here. Do you like them? Here they are.* etc.)
- Another version of role play that you can use with mixed-level groups is to have the higher-level learners be the director and scriptwriter and the lower and mid-level learners be the actors. The director and scriptwriter would work together during same-level guided practice, and come together with their mixed-level group to present their script and ideas.

