

Specimen
section

ROLE PLAYS FOR TODAY

**Photocopiable activities
to get students speaking**

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ORDERS

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Role Play and description	Levels					Grammar	Functions	Vocabulary
	Elementary	Pre-int	Intermediate	Upper int	Advanced			

1 Services Practical, leisure and travel

1a Tourist information office Assistant and tourist page 2	●	●	●			Imperatives <i>Will</i> for general future predictions	Giving directions Making recommendations	Tourist attractions: <i>cathedral, funfair</i> Verbs of motion: <i>go straight on,</i> <i>turn left</i>
1b Enrolling at a gym Instructor and new gym member page 4		●	●	●	●	Adverbs and questions of frequency Imperatives	Giving polite commands Giving advice	Fitness and health: <i>muscles, pulse,</i> Sports: <i>athlete,</i> <i>sporty</i>
1c Post Office Customer and post office clerk page 6	●	●	●			Question forms	Making enquiries	Shopping: <i>post</i> <i>office, stamps,</i> <i>parcel, scales</i>
1d Visiting the Doctor Patient and doctor in surgery page 8		●	●	●		<i>Should + verb</i> <i>Have got</i>	Describing how you feel Asking for and giving advice	Health: <i>illness, flu,</i> <i>runny nose, red</i> <i>eyes, temperature,</i> <i>stress</i>
1e Internet café Customer and café assistant page 10		●	●	●		Question forms including indirect questions	Making enquiries Getting help	Computers: <i>transfer photos,</i> <i>scan, broadband,</i> <i>type up</i>
1f Train station Customer and assistant at ticket office page 11	●	●	●			Present simple for timetable future	Buying tickets Making enquiries	Transport: <i>single,</i> <i>fare, ID, change</i> <i>at...</i>
1g Passport Control English student/tourist and immigration officer at airport page 12	●	●	●			<i>Going to</i> and present continuous for future arrangements and plans	Expressing future arrangements Asking for clarification	Education: <i>fees,</i> <i>course</i> Accommodation: <i>homestay, host</i> <i>family</i>
1h Airport check-in desk Passenger and check-in clerk page 14	●	●	●			Various – mixed tenses and question forms	Asking for clarification Explaining difficult words	Transport: <i>plane</i> <i>travel, aisle, board,</i> <i>hand luggage</i>
1i Reporting a crime to the Police A victim of theft and police officer page 16		●	●	●		Asking indirect questions Past continuous	Describing appearance Expressing degrees of certainty	Physical appearance: <i>face,</i> <i>clothes</i> Crime: <i>stole,</i> <i>criminal</i>
1j Checking into a hotel Guest and hotel receptionist page 18	●	●	●			Question forms	Making enquiries	Hotels: <i>double</i> <i>room, en suite</i> <i>bathroom</i>

Role Play and description	Levels					Grammar	Functions	Vocabulary
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1k Complaining in a hotel Guest and hotel receptionist <i>page 19</i>		●	●	●	●	<i>Will</i> for spontaneous decisions <i>There is / are...</i> for describing rooms	Complaining Providing excuses Apologising	Hotels: <i>wake-up call, guest, reduction</i>
1l Travel Agent Customer and travel agent <i>page 20</i>		●	●	●		Question forms	Making enquiries Clarifying details	Travel / Holidays: <i>excursion, flight</i> Purchasing: <i>per person, hire</i>

2 Shopping Supermarkets, clothes and restaurants

2a Supermarket shopping Customer and supermarket shop assistant <i>page 22</i>	●	●	●			Countable and uncountable nouns	Enquiring about products	Food: <i>fresh fish, bananas, eggs</i> Shopping: <i>supermarkets</i>
2b Clothes shop Customer and clothes shop assistant <i>page 24</i>	●	●	●			Demonstratives (<i>those, these, that, this</i>)	Expressing personal preferences Paying compliments	Clothes: <i>jeans, top, shirt</i> Shopping: <i>buying clothes</i>
2c DIY shop Customer and DIY shop assistant <i>page 26</i>		●	●	●		Preposition + gerund Verb patterns	Describing an object without its name (paraphrasing) Negotiating	Shapes and materials: <i>round, plastic</i> Tools and hardware: <i>pliers</i>
2d Shoe shop Customer and shoe shop assistant <i>page 30</i>	●	●	●			<i>Too and enough</i>	Expressing satisfaction and dissatisfaction	Clothes: <i>suit, try on</i> Shoes: <i>sandals, high heels</i>
2e Traditional restaurant Group of friends and waiter <i>page 31</i>		●	●	●		<i>Will</i> for placing orders Indirect and direct question forms	Enquiring about dishes Complimenting food Complaining	Food: <i>peppers, stewed, pudding</i>
2f Fast Food restaurant Customer and assistant <i>page 34</i>	●	●				Contracted question forms	Placing an order Complaining in a restaurant	Food: <i>fast food</i>
2g Out of stock Customer and electronics store assistant <i>page 36</i>				●	●	Demonstratives vs. pronouns	Reasoning with someone Making suggestions Apologising	Purchasing products: <i>model, refund</i> Emotion adjectives: <i>calm, annoyed</i>

Role Play and description	Levels					Grammar	Functions	Vocabulary
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3 Social life Going out, friends and relationships

3a A day out in London Groups of students decide how to spend the day <i>page 38</i>	●	●	●			Structures for suggestions (<i>Let's; We could...?</i>) Future forms (<i>going to</i>)	Making, accepting and refusing suggestions	Free time: <i>going out, live performance, exhibition</i>
3b Party strangers Two strangers introduce themselves <i>page 40</i>		●	●	●		Various	Using formal / informal registers Introducing yourself Showing interest	Personal details Free time: <i>interests</i> Informal English: <i>naff, ...and stuff</i>
3c Argument between friends Two friends argue outside a cinema <i>page 42</i>			●	●	●	Question tags Imperatives	Making and refuting accusations Making up after an argument	Free time: <i>go out, nightclub, cinema</i>
3d Telephone phone-around Groups of students make plans for an evening out <i>page 44</i>		●	●	●		Present continuous and <i>going to</i> for future arrangements and intentions; <i>will</i> for new decisions	Making and declining suggestions	Social events: <i>go out, pub, restaurant, go clubbing</i>
3e Flatmates Flatmates decide how to share the housework <i>page 46</i>		●	●	●		Verb patterns (verb + gerund; verb + infinitive; preposition + gerund)	Making suggestions Agreeing and disagreeing	Housework and chores: <i>vacuum the flat, do the washing up</i>
3f Breaking bad news Mark phones his friend Nicky <i>page 48</i>		●	●	●		Past simple	Breaking bad news Sympathising	Pets: <i>feed, cage, rabbit</i>
3g Meeting old friends Class meet up again 10 years into the future <i>page 50</i>		●	●	●	●	Present perfect simple and continuous to describe changes	Expressing surprise Paying compliments	Various, including appearance, lifestyle, work, family

4 Lifestyle Work, accommodation and education

4a Phoning for a job interview Job applicant and human resources manager <i>page 52</i>		●	●	●		Question forms, both direct and indirect	Making polite enquiries Describing personality	Work: <i>salary, position</i> Personality adjectives: <i>patient, polite</i>
4b Job interview 1 Applicant and interviewer (for lower levels) <i>page 54</i>	●	●				<i>Can</i> for ability Question forms	Giving personal information	Work: <i>salary, CV, unemployed</i>
4c Job interview 2 Applicant and interviewer (for higher levels) <i>page 56</i>			●	●	●	<i>Can</i> for ability Present perfect for life experience Question forms	Giving personal information Describing personality	Work: <i>part-time, wages</i> Personality adjectives: <i>reliable, friendly</i>

Role Play and description	Levels					Grammar	Functions	Vocabulary
	Elementary	Pre-int	Intermediate	Upper int	Advanced			
4d University interview Prospective student and university professor <i>page 58</i>			●	●	●	Future forms (<i>going to, will, future perfect, future continuous</i>) Question forms	Expressing opinions/beliefs Responding politely	Education: <i>university studies, university life</i> Courses of study: <i>marketing</i>
4e Enrolling at an English school New student and school receptionist <i>page 60</i>		●	●	●		<i>Can</i> and <i>have to</i> to express permission and obligation <i>Would like</i> for intentions	Making requests and enquiries Expressing rules and obligations	Education: <i>trial lesson, enrol, intensive course</i>
4f International business etiquette Buyers and sellers at a business meeting <i>page 62</i>			●	●	●	Modal verbs for obligation, prohibition and possibility Comparatives	Introducing yourself formally Negotiating	Business: <i>contract, buyer</i> Cars: <i>top speed, fuel</i>
4g Finding accommodation Prospective tenant and landlord <i>page 66</i>		●	●	●		Modal verbs of obligation and prohibition <i>There is / are</i> for describing rooms	Describing a room Expressing rules Making an appointment	Houses: <i>en suite, furnished</i> Furniture: <i>wardrobe, drawers</i>

5 Creative role plays

5a The elixir of life King calls his advisers to a meeting <i>page 69</i>			●	●	●	Conditionals, esp. 1st and 2nd Narrative tenses (in the story)	Making and denying accusations Speculating about the future	Various, including health, politics and punishment
5b Fortune teller Client and fortune teller <i>page 72</i>			●	●	●	<i>Will</i> and future continuous for prediction <i>Should</i> + verb	Making predictions Describing personality Giving advice and recommendations	Personality: <i>spontaneous, generous, private</i>
5c Interviewing a writer/actor Journalist and famous writer or actor <i>page 76</i>		●	●	●		Present perfect for life experience vs. past simple for details Question forms	Asking starter questions Asking follow-up questions Showing interest	Literature and genres of literature Films and genres of film
5d TV chat show Whole class role play on the subject of rising crime <i>page 78</i>				●	●	Passive voice for statistical and factual information	Expressing opinions Getting and holding a speaking turn Appealing to fact	Crime and punishment: <i>prison sentence, trial, reoffend</i> Statistics
5e Political debate Three political parties take part in class debate <i>page 82</i>			●	●	●	Mixed, including future verb structures and verb patterns	Expressing (group) opinion Agreeing and disagreeing	Politics and government: <i>policy, taxes, ban</i> The environment: <i>pollution</i>
5f Murder in Paradise Teams of detectives interview murder enquiry suspects <i>page 84</i>				●	●	Modal verbs of deduction, both present and past Reported speech	Expressing uncertainty	Crime: <i>murder, suspect, motive, alibi</i>

1d Visiting the Doctor – Teacher's notes

Time / Level

45–60 minutes / Pre-intermediate to Upper Intermediate

Target language

Grammar

Should + verb (You should get some rest.)

Have got (I've got a sore throat.)

Functions

Describing how you feel (*I feel hot, and I can't sleep...*)

Asking for and giving advice (*Try not to walk on it for 3 days.*)

Vocabulary

Health (*illness, 'flu, hay fever, a runny nose, stress*)

Preparation

Copy role play cards A and B (one set per pair).

Copy the symptoms and advice table (one per pair). Cut up as indicated.

Lead-in suggestion

Ask the students:

What do you do when you are ill?

Elicit *doctor* (often called *GP* in the UK), *hospital*, *make an appointment* etc.

Where does a doctor work?

Elicit or teach: *surgery / clinic*. Write any useful vocabulary that comes up on the board.

Hand out the symptoms and advice table (one per pair). Instruct the students to try to complete the table with symptoms and advice. Avoid pre-teaching any vocabulary with low level students. The context of the table will make it easier to explain afterwards. Monitor. Go through the answers when they've finished.

Answers

a) a sore throat b) take vitamin C c) take paracetamol
d) diarrhoea e) don't eat anything f) can't sleep (insomnia)
g) can't move my hand h) go to hospital
i) a swollen ankle j) use crutches k) red eyes
l) prescription medicine

Explain any expressions the students still don't know. Drill any difficult to pronounce words (e.g. *diarrhoea, ache*). Tell the students to discuss the questions below the table in pairs. Be sensitive during feedback. Some students may not want to reveal their recent illnesses to the whole class.

Role Play instructions

Introduce the role play. If much of the vocabulary is new, give them a minute to reread and remember the information in the chart. Hand out the role play sheets. Give the students 3–5 minutes to read through and prepare what they are going to say. Encourage the doctors to work from memory, and to improvise where necessary. Draw their attention to the *Target language*. Start the role play when they are ready. When they have finished, they should swap roles and start again. For more practice, they could change partners and repeat the procedure.

Extra idea: You could turn the class into a surgery. Divide it into a waiting room, where all the patients sit, and several consulting rooms, where the doctors receive the patients. The waiting patients can discuss what is wrong with them. This will also enable them to open and close the meeting with the doctor more naturally.

Follow-up suggestion

Find out briefly who would make a good doctor and why. Did anybody give the wrong diagnosis or advice?



Visiting the Doctor

Role Plays for Today

Student A – Patient

You are a patient at your local doctor's surgery. Choose one of the illnesses from the chart and tell the doctor the answers to these questions:

- How, when and where did it start?
- What symptoms have you got?
- Have you taken any medicine or done anything else to help?

Student B will try to provide the correct diagnosis. At the end tell student B if s/he was correct about the illness.

Target language

It started... (a week ago).

I feel... (tired, hot, etc.).

I had an accident when...

It hurts here.

I've got... (a sore throat, a swollen ankle).

I can't... walk / sleep

Is it serious?

What should I do?

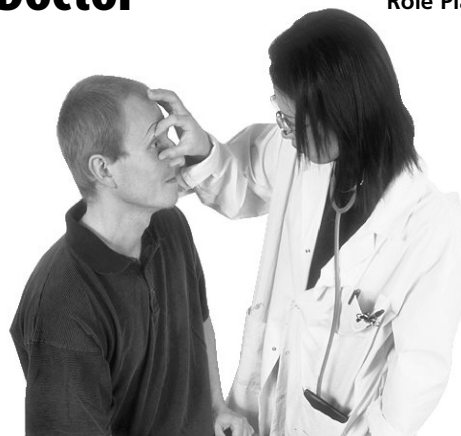
Visiting the Doctor

Role Plays for Today

Look at the table below. It describes seven common reasons for going to the doctor. Complete the table using the information from the boxes.

Symptoms	diarrhoea a sore throat can't sleep (insomnia)	red eyes can't move my hand a swollen ankle
-----------------	--	---

Advice	prescription medicine go to hospital don't eat anything	take vitamin C use crutches take paracetamol
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Illness/Complaint	Cause	Symptoms	Advice
a cold	a virus, usually caught through contact or sneezing	a runny nose, a) _____ , a cough	keep warm, get some rest, b) _____
the 'flu	a virus, usually caught through contact or sneezing	as for a cold, also a high temperature, aching bones and head	go to bed, c) _____ for the temperature and the aches
food poisoning	eating food that isn't fresh	stomach ache, vomiting, d) _____	e) _____ for 24 hours, get some rest, drink water
stress	too many problems, especially at work	f) _____ , worrying too much, loss of appetite	take sleeping pills, take a long holiday, change your job!
a broken arm	a serious fall, (e.g. off a ladder)	a very strong pain in my arm, g) _____	h) _____ , set arm in plaster
a sprained ankle	an unexpected fall, (e.g. when playing football)	i) _____ , can't walk	bandage the ankle j) _____ , get plenty of rest
hay fever	an allergy to flowers and plants in summer	a runny nose, k) _____	l) _____ , stay away from parks and gardens

- Do you agree with all this advice?
- Do you have any other advice for these complaints?
- Which of these complaints have you had over the last year?
- Did you go to the doctor?



Visiting the Doctor

Role Plays for Today

Student B – Doctor

You are the doctor. Listen to student A, who will describe her/his symptoms.

- Ask questions using the *Target language* expressions.
- Tell the patient what you think the illness is.
- Give the patient some advice.

Try to remember without looking at the chart. At the end, student A will tell you if your diagnosis was correct.

Target language

What seems to be the problem?
Does it hurt here?
Is the pain getting worse?
Do you have... (a cough, a temperature, a swollen ankle)?
Can you... (move your hand, go near parks and flowers)?
Are you allergic to anything?
I think you have...
You should / shouldn't...
Try (not) to...(verb)

1j Checking into a hotel – Teacher's notes

Time / Level

30–45 minutes / Elementary to Intermediate

Target language

Grammar

Question forms (*Does that include breakfast?*)

Functions

Making enquiries (*Is the bathroom en suite?*)

Vocabulary

Hotels (*double room, en suite bathroom*)

Preparation

Copy the role play card below (one per pair).

Lead-in suggestion

Write the following task on the board:

Think of five questions you need to ask when you check into a hotel.

Tell the students to work in pairs and give them 4 minutes. Get feedback. Write a list on the board.

Role Play instructions

Hand out the role play card (one per pair) and read out the first task. Do an example together. Give them 2–4 minutes and then check the answers.

Answers:

1 Do 2 Do 3 is 4 does 5 is 6 does 7 Is 8 are 9 are
10 Do 11 Is

Check the students understand *double room* and teach *twin room / single room*. Discuss the two questions underneath the dialogue with them.

Answers:

It's a small hotel (no credit cards; wife cooks breakfast.)
The main problem is all the extra costs that the hotel owner keeps adding!

Tell them to read through the conversation twice in pairs, changing roles after the first reading. Encourage them to work from memory especially at higher levels. Tell the students to practise similar conversations, using the situations given underneath. They should change roles after each one. At the end, get some of the pairs to perform their third conversation in front of the whole class.

Follow-up suggestion

Find out if any of the students have had similar problems with extra costs when staying at a hotel.



Checking into a hotel

Role Plays for Today

Read the dialogue and complete the questions with *do, does, is or are*.

Guest

Hello. 1 _____ you speak English? →
2 _____ you have a double room for tonight?
Good. How much 3 _____ it?
€40 per person or per room?
4 _____ that include breakfast?
OK. 5 _____ the bathroom en suite?
It means that it has a private bathroom.
Right. 7 _____ it possible to see the room?
From England.
Yes. With my husband. He's in the car.
OK. This is fine. Shall I pay now?
Er... Isn't it €120?
Right. 10 _____ you accept credit cards?
OK. Here you are. What time's breakfast?
Oh! 11 _____ it possible to have it at 10?
Another €5! Per person?
Oh, all right! Here you are.

Hotel owner

A little, yes.
Let me see... Yes, we do.
€40.
Per person.
No. Breakfast is €10 extra, per person.
Sorry. What 6 _____ 'en suite' mean?
Ah, yes! That's another €10, per person.
Yes. Come with me. Where 8 _____ you from?
Really? 9 _____ you on holiday?
Ah, I see. Here is the room.
Yes, please. That's €130, please.
Yes, and €10 for the car park.
No. Only cash.
From 8 to 9. My wife gets up early!
Yes. For an extra €5.
Per person.
And here is your key. Goodnight.



Is it a big hotel? What problem does the guest have?

Now practise similar conversations, using the information below.

Situation 1

4 guests – mum, dad and 2 children – need 2 rooms for tonight; both en suite. They need dinner tonight and breakfast at 7am tomorrow as they are leaving early.

Situation 2

1 guest needs a single room for 3 nights. S/he doesn't like getting up early and doesn't want to pay over €50 per night.

Situation 3

Be yourself! You are on holiday with your family or friends.