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The Effect of Classroom Role Play Activity in Enhancing Students Speaking Skill

The Case of First year Undergraduate Students of English at Kasdi Merbah University Ouargla

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DEDICATION

This work is dedicated to:

- My mother

- My brother

- My best friends

- All my relatives

Khaoula Mokhtara

Dedication

First and for all most, I wish to dedicate this work to my dear mother who has always supported me whenever I needed her.

As well I dedicate this work to my father, the hero who educates me and supports me to work hard.

To my brothers and my sisters.

To my entire relatives.

Messaouda Zaabat

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Abstract

This research work attempts to enhance students speaking skills through role play in EFL class. It also examines the teachers' assessment of students' performance to improve their speaking skills. About forty students of the department of English Kasdi Merbah University Ouargla were involved in this research work process during the first semester 2018 in the oral expression. For the research, quantitative data were collected in the form of questionnaires while, the qualitative data were possessed in the form of teacher's interviews, classroom observation, and student's performance evaluation results. The results from classroom observations of student's performance have been presented in the form of team work. The results of interview show students improvement in communicative competence through role play and how the positive attitudes of teacher help to increase their speaking skills. It becomes clear that role play has been enthusiastically accepted by the students as it challenges their ability and their creativity to think critically.

Key words: Speaking Skill, Role play, Students performance, Improvement, Communicative competence

List of Abbreviations

CC: **C**ommunicative **C**ompetence

CLT: **C**ommunicative **L**anguage **T**eaching

EFL: **E**nglish **F**oreign **L**anguage

L2: **S**econd **L**anguage

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General Introduction

1 Introduction

Speaking is "*the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts*". (Chaney, 1998, p.13). Speaking has crucial role in second language learning and teaching. Rees (2004) states "*speaking is fundamental to human communication*". Communication is the process of expressing and receiving the ideas that help the students to interact with others. One other way of getting students to speak is role playing. In point view of Cuddon (1991); role plays give chance to learners to use the target language in new context and for new topics. Role play is an activity that provides opportunity for students to improve their own performance skills in different situations. Moreover, Shankar et al (2012) indicated that "role plays early in the course can expose students to different situations they are likely to face in their future career". This meant that different situations of role play well motivate the students to interact and effective accurately in real life situation. To conclude, role play is an activity that enhances learners' abilities in their speaking skills.

2 Statement of the Problem

At KMUO, most of EFL students' especially First year students encounter problems in speaking English as a foreign language that refers to different factors such as, shyness, fear, lack of self - confidence and the new classmates. So, the method of role play is suggested to help students to improve their speaking skill.

3 Purpose of the Study

This research is intended to tackle the importance of role play in improving speaking skill. However, the main objectives are:

- To show whether Role Play activity can improve students' ability in speaking skill.

- To discover the way in which communicative language teaching approach enhances EFL students' use of role play during oral performance.

3   Research Questions

This study seeks to answer the following main questions:

- To what extent can role play classroom activity enhance speaking skill with first year undergraduate students of English?
- What are the attitudes of First year students of English towards using role play during Oral session?

5 Research Hypotheses

Based on the above research questions, the following hypotheses are set:

- Students speaking skills are more developed when role play is practised in the classroom.
- The attitudes of First year students of English towards the use of role play are positive enough to promote their oral performance.

6 Research Methodology

   This research is conducted on First Year Licence students of English at Ouargla University. In fact, the subjects of this study were chosen, on the basis that, since they are academic students, they need to acquire their abilities. Actually, this problem can be solved mainly through using role play.

   Typically, there are several methods for conducting researches. In this study, speaking skills and role play are two variables that we are looking to improve. Specifically, we suggest role play as a solution that may enhance and develop learners. Due to the nature of this problem, the procedure that will be used is the qualitative and quantitative method.

   To carry out any research, data is gathered by using different tools which employ distinctive ways of describing and quantifying the data. Each tool is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used (Best and Khan, 2004). In general, observation, inventory, questionnaire, opinionnaire, interview, are tools used for the research. From these tools: observation, questionnaire and interview are the widely used in this study. For the participants, it will be 40 students as situation of study and 2 teachers of oral expression.

7 The Structure of Dissertation

This study contains three chapters: The first chapter which comes after the general introduction, is devoted to giving an overview as to the nature of the speaking skill that means definition of speaking and its reasons and functions, in addition to the strategies used in speaking namely: fluency, pronunciation, comprehension, grammar and vocabulary, the importance of teaching speaking and some difficulties that are faced by EFL learners. In the second chapter, we will define the role play. Also, we are going to deal with role play procedure in the classroom, reasons for using role play, and approaches. The third chapter is devoted to the methodology. It describes the research design along with the participants, and the collection of data. As well, it includes the interpretation of the collected data and the conclusion.

8 Limitations of the Study

Through conducting this research, there are lots of difficulties that face the researchers to finish their study. One of them was the students' lower interaction with us. In addition, they are not exposed to the right environment to practice speaking. Also, they cannot express their feelings. Furthermore, some teachers refused to be interviewed.

Chapter One
Speaking Skills

Introduction

Speaking is one of the important skills that should be mastered by the students in order to communicate in English effectively and fluently. "*It is meaningful interaction from a part of shared social activity of talking*" (Bachman). This means when two or more people are speaking with each other about something that are related to their situation and interest. The following part will tackle the main points of speaking skills, role play and their relationship to the field of teaching.

1.1 Definition of Speaking

Different definitions have been suggested by various authors to demonstrate what speaking is. Penny Ur in her book in titled '*A Course in Language Teaching*' indicates:

> (....) of all the four skills (listening , speaking, reading and writing) , speaking seems intuitively the most important: people who know a language are referred to as ' speaking' of that language , as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (Ur 1996,p.120).

In this vein, she emphases the importance of speaking and also the fact that it involves quite a vast knowledge of different language aspects, ergo, speaking may be perceived as a complicated process. Furthermore, speaking seems to be one of the most difficult skills that students may possess since it requires first and foremost a great deal of practice. Moreover, speaking is considers as one of the language skills learned by the students in a foreign language that it can includes a way of building and sharing meaning through the use of language orally.

1.2 Teaching Speaking

Teaching speaking can be defined as interactions of oral communication between teachers and students. Despite its importance, teaching speaking goals are to communicate efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. In addition, Nunan in his book titled 'Practical English Language Teaching' point out:

> (….)Teaching speaking for EFL learners to produce the English speech sounds and sound patterns , use word and sentence stress , intonation patterns and the rhythm of the second language , select appropriate words and sentences according to the proper social setting ,audience ,situation and subject matter , organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments , use the language quickly and confidently with few unnatural pauses ,which is called as fluency (Nunan, 2003).

So, Nunan indicates that teaching speaking is to teach English Language Learners for several purpose related to the logical thoughts and how to use language in smoothness way. Its also cover aspects that include producing sentences, intonation, rhythm and stress in order to help learners to make a meaningful sequence.

Moreover, Lado (1995) stated five components of speaking that are designed in the table bellow (**Table1.1**)

Table 1.1:

The Components of Speaking

Component	Description
Pronunciation	As stated by Harmer, students need to pronounce phoneme correctly, use suitable stress and intonation patterns to be able to speak fluently in English. At the level of word pronunciation, the speakers must be able to show the words and to create the physical sounds language meaning.
Grammar	In order to speak foreign language, it is clear necessarily to understand a confirmed meaning of grammar and vocabulary. "Grammar is the sounds and the sound patterns and the basic units of meaning" Martin (1997, p.03).Moreover, when the speaker mastering grammar structure, they speak English well.
Vocabulary	Vocabulary is an important element of language use. It is used to be very familiar in everyday conversation. Students need to realize words, their meaning, how the spelt and how they are pronounced. Without having a sufficient vocabulary, one cannot communicate effectively. Also, having limited vocabulary is a barrier that prevents learners from learning a language.
Fluency	Fluency is one from the factors which can determine the success of English language

students in the future. It can be defined as the ability to speak fluently and accurately. It usually refers to express oral language freely without interruption.

Comprehension As we know, comprehension is an ability to understand and process stretches of discourse. Its function is to make the listeners easily to catch the information from the speaker.

Lado, R. (1995). *Language teaching: A scientific approach*. New York, NY: McGraw-Hill Book Company

1.3 Reasons for Teaching Speaking

Harmer (2007) stated that there are three main reasons for getting students to speak in the classroom:

a. The activities of speaking give rehearsal opportunities changes to practice real life situations in the classroom.
b. Speaking tasks were students use all of language that they know in order to provide feedback for both teachers and students. As a result, both know how the distance of the successful language problems they are experiencing.
c. In speaking, students have opportunities to activate the different elements of language that they have stored in their memory. The more authentic use of these elements becomes an easy task to use language accurately. In fact, students gradually become autonomous language user. This means that they will be able to use words and phrases spontaneously without very much effort.

To sum up, speaking provides activities and changes for rehearsal to give both teachers and students feedback and encourage students to become more competent. Hence, they help students to be able to produce language automatically and fluently.

1.4 Functions of Speaking

According to Brown and Yule (1994), there are three functions of speaking:

a. Speaking as Interaction

Primarily, it involves the interaction which serves a social function. People are exchanging greeting, engage in small speaking and chit chat when they meet. In fact, they recount recent experiences in order to be friendly and establish a comfortable zone of interaction with others. The focus is more than speaker and how they wish to present themselves to each other.

b. Speaking as Performance

It refers to public speaking. Also, it deals with transmitting information from the audience such as public announcement and speeches. Speaking as performance is a source to be in form of monologue rather than dialogue, mostly follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as Transaction

It refers to the situation that makes people understood early and accurately where the focus is on the message about what is said or achieved. In speaking as transaction, the focus activity is group discussion. According to Killen (1998 ,p.126) that " *discussion is an orderly process of face to face group interaction*" were the people exchange ideas about the topic for the purpose of solving problem, responding to the question, improving their knowledge or understanding, or making decisions.

1.5 Teaching Speaking in EFL Context

Speaking skill is important to EFL students as it is considered the basic element to communicate effectively and accurately with others. Zardini et al (2013) argue that the process of teaching English language is considered as an important element in the learning process. Therefore, second language learners' are improving through time. Rosana (2011) stated that speaking skill has a major part for EFL learners. However, she (ibid) supports that developing speaking skill may seem to be a hard task for them. In the process of teaching and learning, Speaking is an essential element in EFL classroom while, communication is considered as the main objective of using language. Thus, the major goal of speaking within EFL context is to increase communicative competence (henceforth CC) (Zardini et al 2013).

1.5.1 Strategies to Overcome Speaking Difficulties

Sometimes speakers cannot be able to identify a word or they are unsuccessful to remember it. Harmer (2001) stated four strategies which may serve as a solution in order to cope with such difficulties. The first one is improvising. While speaking, the improvisation is not practical all the time. Sometimes the speakers opt to use any word or expression hoping that it is appropriate for the context. Furthermore, when the speaker failed to interpret their thought into words, they choose another strategy which is discarding.

Moreover, he used the strategy of foreignsing sometimes opts for some words or expressions from a language such as their first language, in order to find a similar meaning to the foreign language. For that reason, they need to overcome some problems; paraphrasing strategy is used by the application of the lexical substitution or circumlocution. In spite of communication takes more time and the meaning will be complicated in this case.

1.5.2 Communicative Language Teaching Approach

Communicative Language Teaching (CLT) is the most influential language teaching methodology in the present world. It is also a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure. In this approach students are given tasks to accomplish using language instead of studying the language. (Glossary/ communicative approach)

The Communicative approach aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims to make students communicatively competent. (Richards & Rodgers, 1986)

Characteristics of CLT

The main characteristics of communicative language teaching are identified by Brown (2001):

- Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.

- Language techniques are designed to encourage learners in the pragmatic, authentic and functional use of language for meaningful purpose.

- Though fluency and accuracy are important in CLT, sometimes it is teachers' duty to give more importance to fluency.

- Students in communicative class ultimately have to use target language, productively and receptively. It helps the learners to use target language in different contexts.

- The students have opportunity to share their own experience in target language and the teacher works as a facilitator.

Therefore, he stated this characteristic of CLT in order to confuse how the importance of communicative language teaching that guiding the students and helping the teacher to work as a facilitator and give the students an opportunity to use their target language in an appropriate context.

1.5.3 Communicative Competence within Speaking Skill

Communicative competence is a term announced and adopted in language use and second language learning in the latest 1970s. According to Savignon (1998), CC is the fundamental theoretical notion in Communicative Language Teaching (henceforth CLT). As it was pointed out earlier, the term linguistic competence was first coined by Chomsky (2015). As a reaction to this, the anthropologist Hymes (1972) introduced the term 'communicative competence' to represent the ability to use language in a variety of communicative situations in social contexts. For Hymes, performance is the responsible factor in order to use and comprehend any given language. CLT aims at developing CC mainly in speaking (Richards, 2006). He introduces the aim of teaching language, how language is learnt, and the variety of activities that help learning role in the classroom as a series of principles to CLT for teachers' and learners'. (ibid)

Canale and Swain (1980-1981) represented the model of CC that introduces its three main components: grammatical, sociolinguistic, and strategic competence. In the second version of the same model, Canale (1983-1984) added discourse competence as detailed in (**Figure 1.1**) shown.
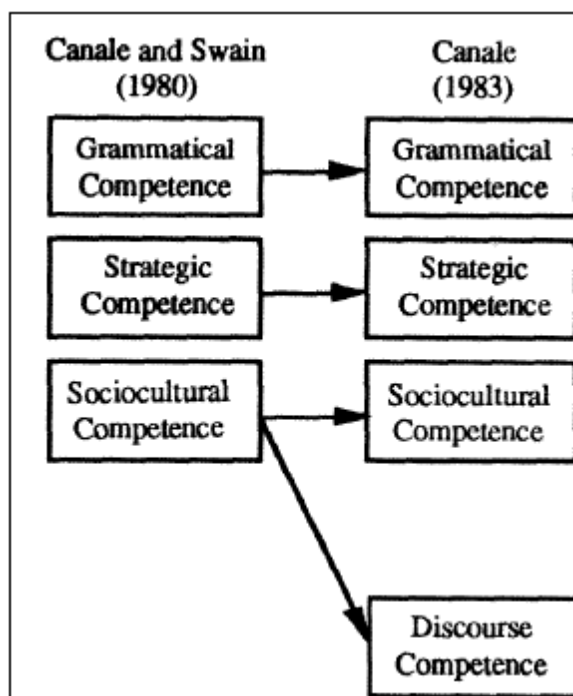
Figure 1.1: Canale and Swain's (1980-1983) Model of communicative competence (Adopted from Murcia, 1995)

1.6 Activities in Teaching Speaking

Speaking activity is to provide an opportunity for the students to get individual meanings across and acquire each area of background knowledge. There are various kinds of activities that can be applied by teachers of stimulate students to talk. Those activities are: pair taping, active debate, information gap, and discussion.

Pair Taping

Pair taping is one of the activities that can be used in classroom. It can be defined in different ways. Schneider (1997) says that pair taping is a fluency practice in which students' record themselves speaking freely in pairs. It is considered as an effective method to improve the motivation and development of the learners by recording themselves when speaking in pairs.

Active Debate

Debate is a way of presenting an idea or an opinion which two different sides try to defend their idea or opinion. Krieger (2007) says that debate is an excellent activity for language learning because it involves students in a variety of cognitive and linguistic ways. Halvorsen (2005) says that debate forces students to think and to speak about the different

sides of an issue and at the same time forces them to interact with each other not just with the details of a given topic. So, active debate seems as discussion or dialogue that ending with a clash of arguments for any issue.

Information Gap

This activity is also effective in teaching speaking for the students because it can motivate the students to be pro active to speak in the class. Nunan (2003) says that in information gap one person has information and the other lacks. This mean there is mismatching of knowledge between the hearer and listener. In addition, Harmer (2007, p. 129) states in this activity there are two speakers which have various kinds of information. From that, they combining different information together the whole meaning of the information will be invented. Since the two speakers do not have the same information. So, there is a gap between them.

Discussion

Discussion can be considered as learning activity that encourages the students to express their thought, opinioned and questioned to their classmates or teachers. Mayuni (1995) says that discussion is an activity of solving problems about a specific topic. This activity aims to help and encourage   the students to be able to work in a group at the same time developing their interpersonal skills and autonomous. Moreover, there are some advantages of doing discussion in the classroom: this activity can focused on learning instead of teaching, it gives the students opportunity to participate fully, it can make the students cooperate with each other, and it can increase student's critical thinking skills.

1.7 Categories of Classroom Speaking

Brown's (2001) used six distinctive categories of classroom speaking performances as the framework of analysis. The following explanation elaborates on the (Table 1.2) below:

Table 1.2:

Categories of Classroom Speaking

Category	Description
Imitative	The focuses of this category is pure in phonetic level of oral production. It has nothing to do with students' comprehension (Brown, 2004). The only role of the students is to repeat what they listen from a human tape recorder,

like practice an intonation contour or pronounce a certain vowel sound correctly. The activity is called *drilling*.

Intensive   This category leads the students to produce the language by themselves. The language production is in the form of responding to teachers' question or interacting with others at minimal length of utterance. This technique focuses on a small range of grammatical, phrasal, lexical, or phonological competences. Here, the teacher controls the answers so the answers are fixed. This technique is realized in (1) *Directed Response,* (2) *Read-Aloud,* (3) *Sentence/Dialogue Completion,* (4) *Oral Questionnaire,* (5) *Picture-Cued, and* (6) *Translation (of limited stretches of discourse)* (Brown, 2004).

Responsive   This technique requires students to respond to teachers or other students' questions. The response is usually short, meaningful, and authentic not in the form of dialogue. This time, students' comprehension is taken into account and the stimulus is delivered orally by the teacher to maintain the authenticity of students' answers. The activities are: (1) *Question and Answer*, (2) *Giving Instruction and Directions*, and (3) *Paraphrasing* (Brown, 2004).

Interactive: This is longer and more complex form of responsive technique. The purpose
Transactional   of this technique is to accustom students to be able to convey or exchange
(dialogue)   fact, information, or opinion with others. The following activities are the examples of this technique: (1) *Interview*, (2) *Discussion*, and (3) *Games* (Brown, 2004).

Interactive: The purpose of this technique is for maintaining social relationships. Casual
Interpersonal   register, ellipsis, sarcasm, slangs, humor and other sociolinguistics
(dialogue)   dimensions are features that must be known by students in this technique. The examples of the specific activities are: (1) *Conversation* and (2) *Role Play* (Brown, 2004).

Extensive   In this technique, the language production is frequently planned and the
(monologue)   participants' role is as listeners. They might respond to the speech, but it is limited to nonverbal responses. The activities can be realized in form of: (1) *Oral Presentation*, (2) *Picture Cued Storytelling*, (3) *Retelling A Story*, (4)

News Event, and (5) *Translation (of extended prose)* (Brown, 2004).

Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.

Conclusion

Speaking skill is one of the language skills that are very important to support further oral communication especially in English, but it is the hardest skill to develop (Ur, 1996). Therefore, speaking is considered as fundamental one that helps the students to enhance their abilities in oral communication and to be more competent when they interact with others.

Chapter Two
Role Play

Introduction

Role-play can be a very successful tool in the teacher's hands. As its primary goal is to boost students' interaction in the classroom, educators should not forget about incorporating such a speaking activity to reflect learners' theoretical knowledge of a language in practice.

2.1 Definition

According to Qing (2011, p.37), "*role play is defined as the projection in real life situations with social activities*". Ments (1999,p.5) says, " in a role play each players act as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviours or study the interacting behaviour of the group". In this vein, when we are putting students in real life situation they will be try to think of the appropriate language that could be used to express their view and thoughts communication. It also helps them to acquire speaking skills and oral fluency, which help them to increase their self confidence. Therefore, role play can have crucial role to involve students in adopting moods and vocal expression of given situation which they have been performed.

Ments mentioned that role play is" motivational and effective because it involves activity" (1999, p.13). Role play is a communicative activity where the students can use spontaneous language. It also helps students to develop real life speaking skills. So, when the students use role play we have noticed that the degree of motivation is highly and it was different from regular lecture based exercises which were monotonous for them.

2.2 Role play: an Approach to Teaching and Learning

Role –play is an activity that allows students to know the real life situation when they are interacting with other people in an organized way in order to improve experience and trial several strategies in a supported environment. Depending on the intention of the activity, participants might be living the role similar to their own (or their likely one in the future) or could play another part of the conversation or interaction. Both choices are providing the possibility of the significant learning, with the former allowing experience to be gained .So, it ended by encouraging the student to develop different kinds of situation from the 'opposite' point of view.

2.3 Reasons for Using Role Play

Nation and Thomas (1988) indicate in their book of *Communication Activities*. There are many reasons why teachers should use role play activity in teaching speaking. First, Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom. Second, role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink. Also, role play can add interest to an activity and by distributing roles can ensure participation in an activity. In addition, role play can result in repetition of speaking activity by providing a change.

In short, role play covers a wide range of possibilities because the students have to enter for many different situations. Moreover, it can help students to achieve maximum communication.

2.4 Key Benefits of Role Play in English Language Learning

Role play is an activity to promote speaking skill abilities. It has various benefits that encourage the students to speak fluently. Those key benefits are: role-play develops communication and language skills. It improves social skills when students collaborate with others and work as a team. Also, it encourages students to express their ideas and feelings in a relaxed environment created by them, and it develops creativity and imagination. In addition to that, it allows students to act out and make sense of real-life situations in order to experiment and investigate real life situations and language used in various circumstances.

Furthermore, role play builds confidence level of team members which in turn can help them in their day-to-day roles. So, it helps the students in critical thinking. They can learn about different cultures when it enables the teacher to understand the various capabilities of students at the same time teacher can also encourage developing awareness of themselves.

As a result, role play helps them in making problem-solving and in avoiding difficult situations. Also, it allows the interaction between classmates, peers, and for the exchange of knowledge between students.

2.5 Role Play Procedures in the Classroom

In this direction, learning class allows the objectives of the course to be met in the limited time by role play, through an integrated approach for the practice of language skills, content and interaction skills and strategies. So, the teacher's role in giving clear instructions was

equally important when the learners were asked to get into groups of five and choose a leader for each group. After that, all the reports were given to the leaders who assigned individual roles to each group member. A part from that, the students was structured and to get a structure that appropriate into a real life situation. Furthermore, the students were asked to jot down in a diary, journal or log book, their feelings, comments, thoughts and perceptions about a particular learning experience related to the role play. Such entries could provide opportunities to the students for self-reflection and self-observation.

There are six major steps in the procedure (Huang, 2008):

2.5.1 Deciding on the Teaching Materials

The teacher should select which teaching materials that will be used for role play activities. They can take teaching materials from textbooks or non textbook teaching materials such as picture books, storybooks, readers, play-scripts, comic strips, movies, cartoons, and pictures. They can also create their own authentic teaching materials for role play activities. Hence, the teaching materials should be take into consideration the students' level and interests in order to achieve teaching objectives.

2.5.2 Selecting Situations and Create Dialogues

The situations that will be acting should be selected. According to each role play situation should be provided by teaching materials or created by the students themselves.

2.5.3 Teaching the Dialogues to Enhance Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogues necessary for the role play situations. The teacher should begin with knowing the students vocabulary, sentences, and dialogues before doing the role play activities. Otherwise, the teacher should allow them to ask how to say the words they want to say.

2.5.4 Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them change roles. As a result, students can play several roles and practice all of the steps in the role play. When students are confident enough to explain or perform in front of the class, the teacher can ask them to do so for their classmates.

2.5.5 Students Modified the Situations and Dialogues

Since students have completed and become familiar with an original role play situation, they can change the situations and/or dialogues to create a variation of the original role play.

2.5.6 Evaluating and Checking Students' Comprehension

The teacher will evaluate the effectiveness of the role play activities and test if students have successfully comprehended meanings of the vocabulary, sentences and dialogues. So, there are several ways to let students' evaluations by making oral tests relating to the role plays. Example oral tests can involve students by asking and answering some questions relating to the role plays or students are asked to perform the role plays.

2.6 The Role of the Teacher in a Role-play

A teacher should keep in mind learners' needs and interests in order to select an appropriate situation for role-plays. Ensure that choose of different situation of role-plays should be workable and also it should give the students a chance to practice what they have learned. In order to make the role-play successful, it is good to let the students choose the situation among them and encourage them to suggest themes that intrigue them or to choose a topic from a list of given situations. Moreover, the teacher can also ask them to write down situations which they encounter in their own life, or when they read a book or watch a movie as this will enable them to construct the role-play in a way which will be interesting to their class members. So the teacher can work with their students as leader by dividing them into groups that contain different abilities in order to encourage both levels smart and average students by following those steps:

- After the selection of the situation of the role-play, think about the language needed for it especially vocabulary. At the initial level, the students are able to tackle the language but when they move towards higher level, it will be more difficult to use the correct and appropriate language. So, it is better to introduce new words and its meaning related to the role-play situations for the students. Moreover, it will help them to prefigure accurately what language they need to use in those situations and will enable the students to get an idea of roles assigned to them clearly.

- Provide the students with concrete information and clear role descriptions, so that they could play their roles with confidence. For example, in the situation at a bus station, the person who is assigned the act of giving the information should have relevant details like the times and destination of the bus, price of tickets, etc. with him on a cue card. Information like a fictitious name, status, age, personality etc.

- It is always better if the teacher can take one of the roles and act it out as a model at the beginning level instead of asking for volunteers to act out the assigned role-play in front of the class members.

- Debriefing after the role-play session does not mean that pointing out and correcting mistakes. Pointing out mistakes will sometimes make the students less confident and less willing to do the other role-plays assigned to them. So, feedback should be on each student's opinion about the role-play and teacher should welcome their comments.

- The aim of the feedback session should be to discuss what has happened in the role-play and what they have learned from it, their valuable suggestions and remarks. In addition to this, teacher can also ask them evaluation questions on each role-plays.

- Teacher can also note down mistakes during the role-play. It will provide the teacher with feedback for further practice and revision.

- Teacher should avoid intervening in the role-play with error corrections and do not discourage them during their participation in the role-play.

- Teacher can also give the students home task on role play exercises which will in turn help them to learn useful words and expressions. It also enables them to think about the language and to construct the sentence accordingly for an effective role play performance with confidence.

Conclusion

Role play is an activity to involve students in real life situation. In the other hand, speaking is a skill used by someone to communicate inside or outside the classroom. Hence, the goal of teaching speaking is similar to the goal of role play activity that is communication. It means role play can be applied in teaching speaking and it can help students to improve them.

Chapter Three

Investigating Role Play in Oral Expression Sessions

Introduction

The present chapter is divided into two sections. The first section contains the research design opted for, the participants. The second section tackles the data collection procedure and the data analysis of the observation sessions, students questionnaire and teachers interview.

1. Research Design

The study is contrastive analysis of some role plays, we have chosen (08) role plays randomly to act them with list of formulaic expressions. This research was tested by means of questionnaire given to students to show their background and awareness. Also, teachers interview to see the reactions of students when using role play.

2. Research Setting

This research is carried out at kasdi Merbah University Ouargla. We have selected first year students of licence during 2018/2019 because they are the most beneficial one from role play and they are new to the environment. Observation was in morning sessions (3 sessions) during the first semester. While the questionnaire and interview were implemented during the second semester.

3. Research Sample

The sample of the present research is forty students from a total of two hundred seventy-five (275) first year students of English at KMUO during the academic year 2018/2019. The sample has been chosen randomly since first year undergraduates are assumed to have been developed their skills. Furthermore, they will obviously benefit from the findings of this research in their studies.

4. Data Collection Procedures and Data Analysis

Techniques of collecting data in this research using qualitative and quantitative data. The qualitative data consists of observation and interview. Meanwhile, the quantitative data uses questionnaire. The completely explanation as follows:

4-1 Student's Questionnaire

4.1.1 Description of the Questionnaire

For many reasons, the questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity. In this study, we use questionnaire to know the students' response towards the teaching learning activity during Classroom. We have provided a questionnaire that consists of 12 items in the form of direct questions; (see appendix A) this questionnaire is addressed to the first year students.

4.1.2 Administration of the Questionnaire

This questionnaire is conducted in the second semester in the session of oral expression. The sample is first year students' (group02).

4.1.3 Analysis of the Questionnaire

This section presents the results of the questionnaire. The first part of this questionnaire is about the background information that it is used for the participant's profile and the second parts are discussed below:

a. Students Knowledge about Speaking

Q1-Which of the following activities are interesting to you?

Table 3.1:

The Interested Activities in Speaking Skill

	NS	%
Role play	17	42.5
Dialogue	5	12.5
Songs	8	20
Movies	10	25

NS= Numbers of Students
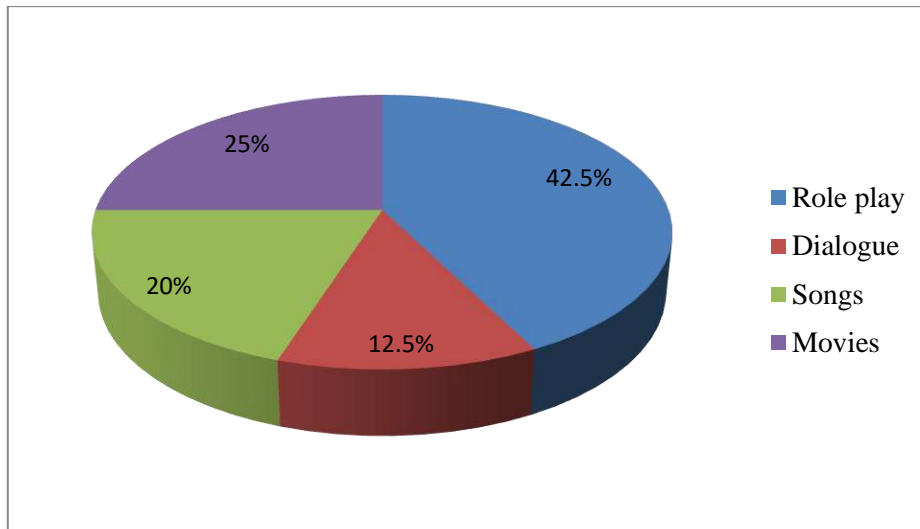
Figure (3.1) The Interested Activities in Speaking Skill

The percentage in (Figure 3.1) above reports the frequency of the interesting activities in speaking skill. About 42.5 % of the students were interested to role play while20% of them were interested to songs. In the other hand, 25% of the students were interested to movies. And at the end, 12.5% of the students were interested to dialogues.In general, most of the students were with role play and few of them were with dialogue. Furthermore, there were students within songs and more than that they were within movies.

Q2-Are the communicative activities performed meaningful enough?

Table 3.2:

The Meaningful Performed of Communicative Activities

	NS	%
Yes	21	52.5
No	00	00
Sometimes	19	47.5
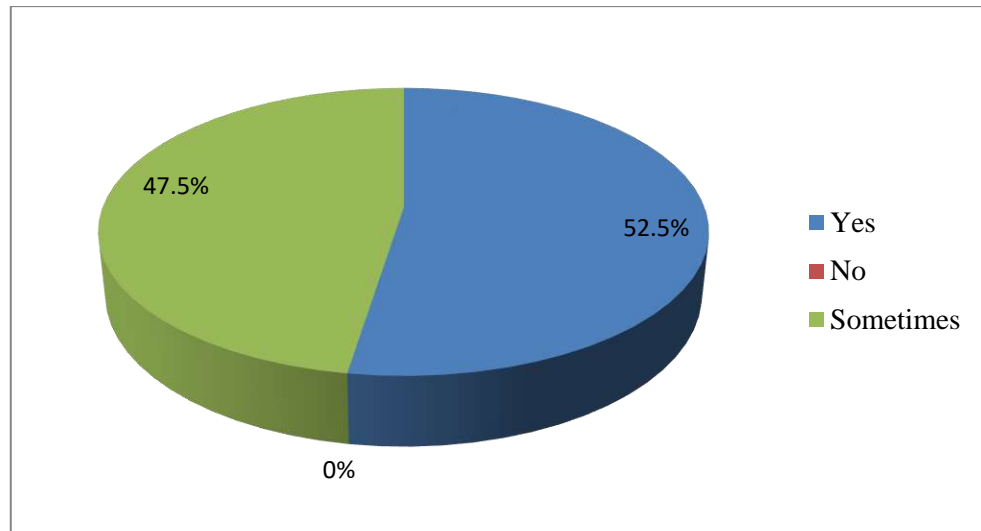
Figure (3.2) The Meaningful Performed of Communicative Activities

The percentage in (Figure 3.2) above reports the result of the importance of communicative activities performed if it is meaningful enough. About 52 .5% of the students agree while 00% of them disagree. In the other hand, 47, 5% of the students with sometimes.

So, there was a distance between the percentages of the students about their chosen of communicative activities. Therefore, most of the students were with the idea of communicative activities in meaningful performance**.**

Q3- Do you like to be taught through projects in oral expression class?

Table 3.3:

The Taught Projects in Oral Expression Class

	NS	%
Yes	37	92.5
No	3	7.5
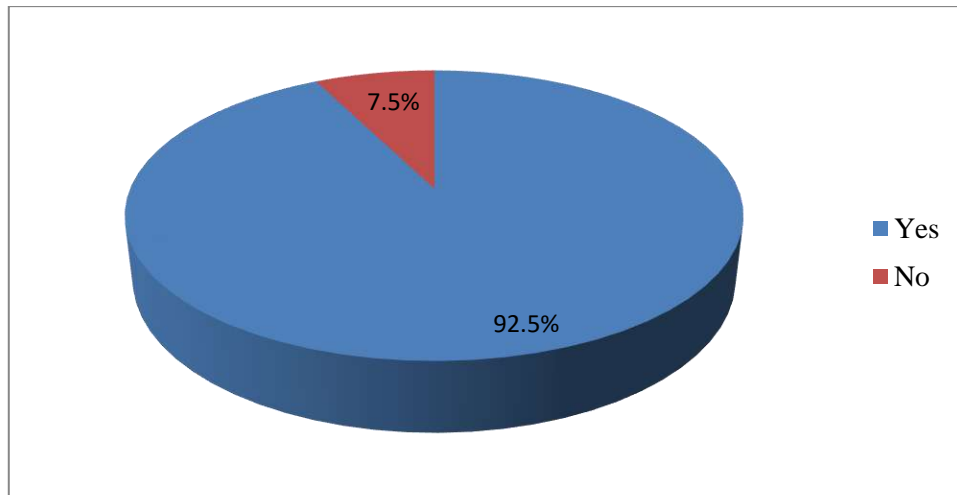
Figure (3.3) The Taught of Projects in Oral Expression Class

The percentage in (Figure 3.3) above reports the results of the projects in oral expression class. About 92 .5% of the students agree while 7.5% of the students disagree. Therefore, most of the students agree to be taught through projects of the role play in the oral expression class in order to develop their ability in speaking skill. In the other hand, 7.5% of the students disagree because they were not expecting the projects.

Q4-In your opinion, Role-play includes.........

Table 3.4:

The Component of Role Play

	NS	%
Exaggeration of Reality	16	40
Difficult Task	9	22.5
Act out	15	37.5
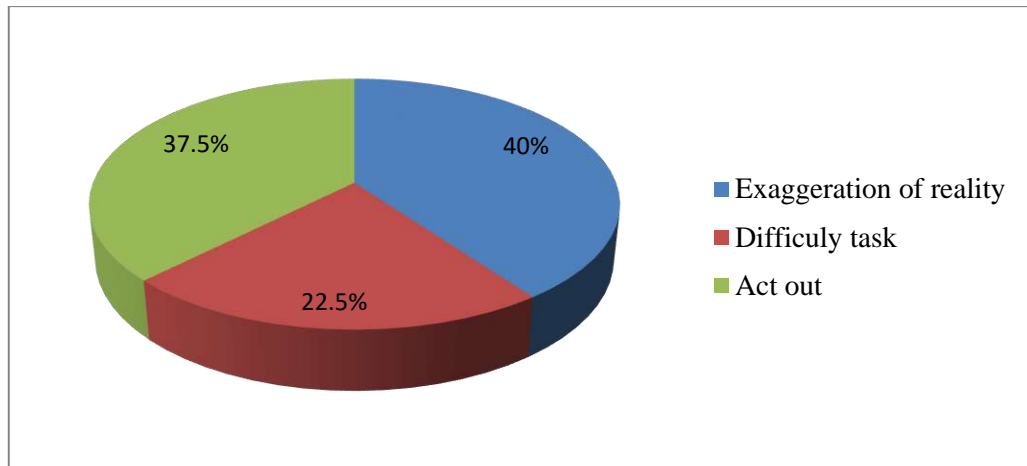
Figure (3.4) The Components of Role Play

The percentage in (Figure 3.4) above reports the components of role play includes in your opinion. About 40% of the students were with exaggeration of reality while 22.5% of the students were with difficult task and 37.5% of the students were with the idea of act out. As a result, about half of the students said that role play includes a lot of exaggeration. In addition,

a few students were with the idea that role play is difficult task while most of them argued with the idea of the role play to be acted out.

b. Students Knowledge about Role Play

Q5- Role play is interesting.

Table 3.5:

The Importance of Role Play:

	NS	%
Strong agree	10	25
Agree	22	55
Neutral	6	12.5
Disagree	2	5
Strong disagree	1	2.5
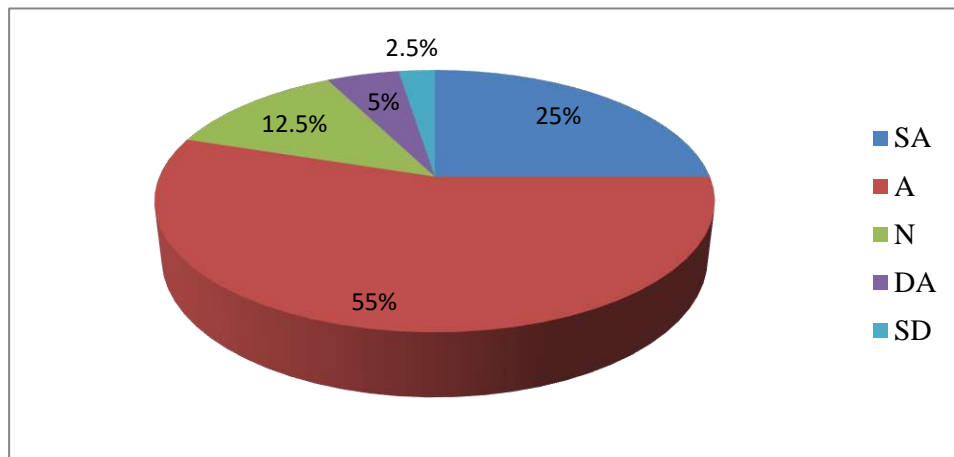
Figure (3.5) The Importance of Role Play

The percentage in (Figure 3.5) above reports the results of the importance of role play. About 25% of the students agree strongly while 55% of the students agree. In addition, 12.5% of the students are neutral and 5% of the students disagree and 2.5 % of the students strongly disagree. In general, most of the students were interested to role play and they agree within it. In the other hand, a few students were not accepting that.

Q6-Role play helps to enhance speaking ability.

Table 3.6:

The Enhancement of Speaking Ability

	NS	**%**
Strong agree	22	55
Agree	13	32.5
Neutral	3	7.5
Disagree	2	5
Strong disagree	00	00
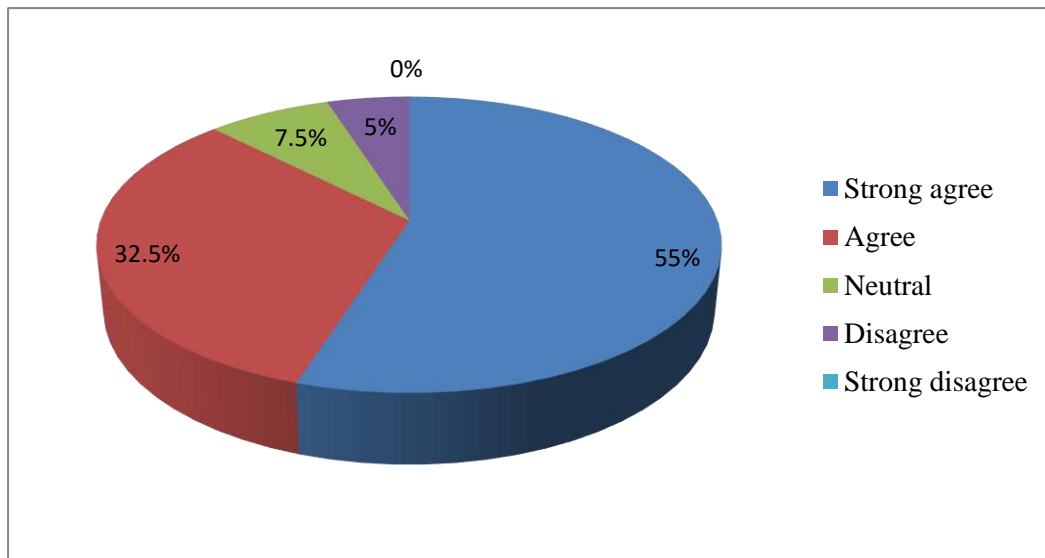
Figure (3.6) The Enhancement of Speaking Ability

The percentage in (Figure 3.6) above reports the results of the role play if it helps to enhance speaking ability. About 55% of the students agree strongly, while 32.5% of them agree. In addition, 7.5% of the students are neutral and 5% of the students disagree. At the end, none of the students choose strong disagree. As a result, most of the students were with role play as a tool to enhance speaking ability. At the same time, a few students did not agree with the role play to enhance speaking ability.

Q7-It is an easy method to communicate with others?

Table 3.7:

The Easier Method to Communicate

	NS	%
Strong agree	14	35
Agree	17	42.5
Neutral	7	17.5
Disagree	2	5
Strong disagree	00	00
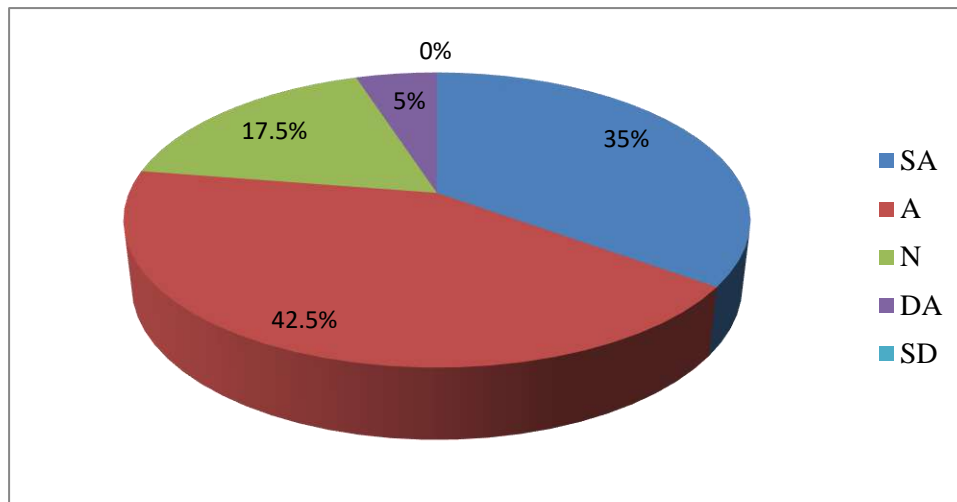
Figure (3.7) The Easier Method to Communicate

The percentage in (Figure 3.7) above reports the frequency of the role play as an easy method to communicate with others. About 35% of the students agree strongly while 42.5% of them agree. In addition, 17.5% of the students' are neutral and 5% of the students disagree. At the end, no one of them disagree strongly. So, most of the students were with role play as an easy method to communicate with others. From another side, there were some of the students who said that it was not an easy method .

Q8-It helps to increase fluency as it is rehearsed with expression.

Table3.8:

Increasing Fluency

	NS	%
Strong agree	14	35
Agree	12	30
Neutral	13	32.5
Disagree	00	00
Strong disagree	1	2.5
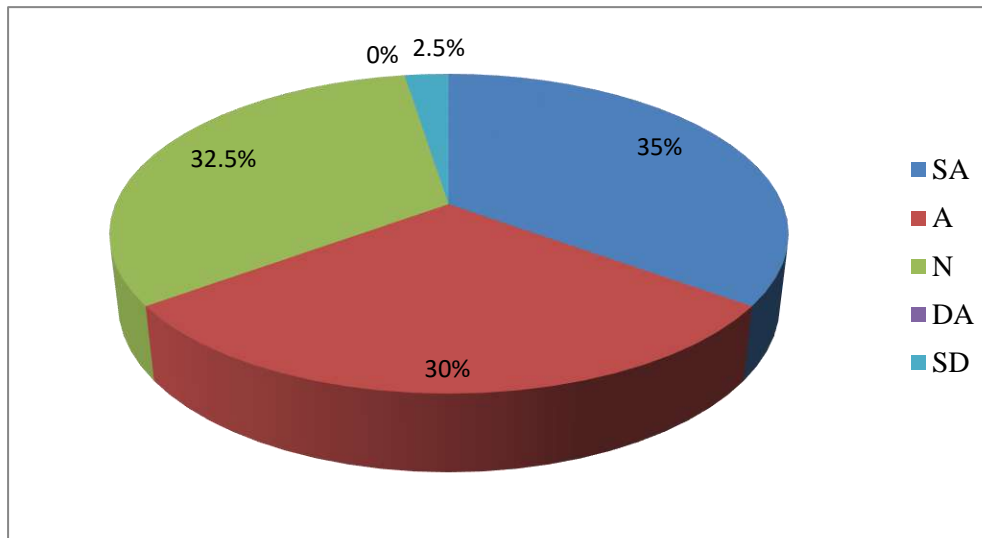
Figure (3.8) Increasing Fluency

The percentage in (Figure 3.8) above reports the result of the role play to increase fluency. About 35% of the students agree strongly while 30 % of the students agree. In addition, 32.5% of the students are neutral and no one of the students disagree. At the end, 2.5% of the students disagree strongly. Therefore, most of the students were within role play to increase fluency. In the other side, there were students who do not accept that.

Q9-It helps to increase vocabulary.

Table 3.9:

Increasing Vocabulary

	NS	**%**
SA	17	42.5
A	20	50
N	2	5
DA	1	2.5
SD	00	00
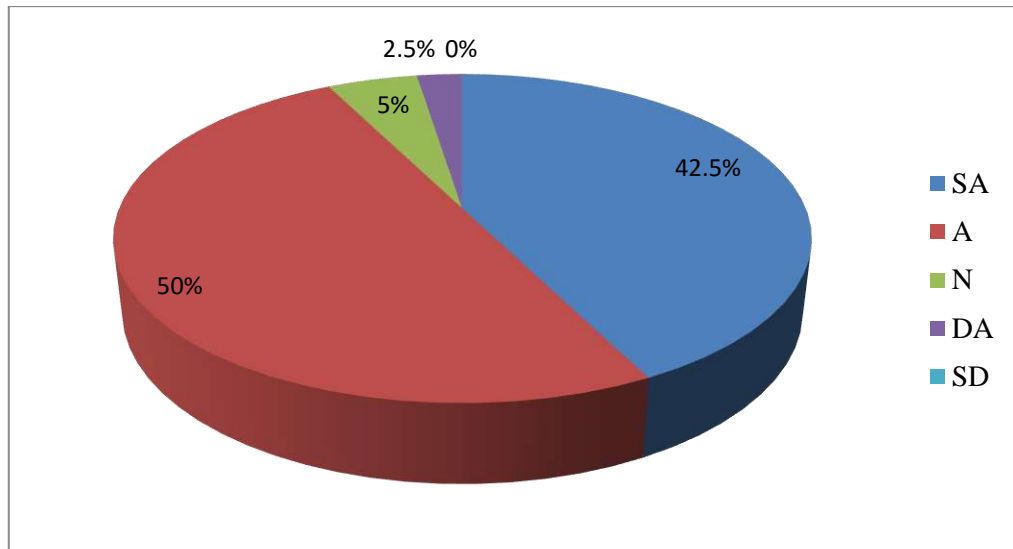
Figure (3.9) Increasing Vocabulary

The percentage in (Figure 3.9) above reports the frequency of the role play to increase vocabulary. About 42.5 % of the students agree strongly while 50% of the students agree. In addition, 5 % of the students are neutral and 2.5% of the students disagree. At the end, no one of them disagree strongly. In general, most of the students were for role play to improve their vocabulary and a few of them were not.

4.2 Teachers' Interview

4.2.1 Description of the Interview

The interview is very important technique for gathering information about specific topic. In this research, we use interview in order to get and know the teachers reactions about role play and if it has good results when they practice in their oral session. We have provided an interview that consists of 11 items in the form of semi-structured interview. (See appendix D). This interview is addressed to the teacher of Oral Expression at the University of Kasdi Merbah faculty of letters and languages.

4.2.2 Administration of the Interview

The data collected from the oral expression teachers in the form of semi-structured interview. (See appendix B). Moreover, it was done during the second semester.

4.2.3 Analysis of the Interview

This section presents the analysis of the interview. Concerning the first question is personal. The majority of teachers have more than ten years experience.

Q2-Which approaches do you adopt?

Teacher 01: I have really opt for communicative way of teaching in oral expression more or less focuses on students' levels and abilities. I try to maximize the participation of the students and the interaction in the classroom that is why I'm all of the time trying to adopt and modify the activities which can enhance their communication. So, the teacher is more focused on the communicative approach to improve the ability of students in speaking skill.

Teacher 02: I focus a lot on communicative approach which I find it very interesting for the students to make them more interactive in classroom because it goes on parallel and together. As well as, the teacher concentrates on communicative approach as an interest activity to develop communicative competence.

Q 3- During the class, what are the activities that can promote speaking?

Teacher 01: In order to make sure that the students communicate appropriately and fluently, you have to think of the activity that promotes such skill means to be fluency speaker we have many activities such as dominated in my class among which : role play information gap , dialogue , simulation ,debate, acting out , oral presentation. So, there are many activities that can be used to promote the fluency of the students.

Teacher 02: I focus a lot in asking questions about different topics because firstly I try to choose a very interesting and a clear topic or subject that my students know about it. I mean they have knowledge about it. Hence, the teacher focuses on the topics that the students have background on it.

Q4- In your opinion, what does it mean "role play"?

Teacher 01: It is something that sing to the students to take note and to use language authentically and naturally as natural possible. It is an opportunity for the students to practice and master some language function, for example we have role play apologize, ordering, debating, asking, disagree, agree, and give opinion. So, it is good for developed notions and functions are good activities for national functional syllabus.

Teacher 02: In my opinion, it means acting and playing for example go to the stage and choose a topic and play it in the stage or perform it between two or three students. Therefore, the teacher looks the role play as an action and performance publicly.

Q5- What results did you get from their acts during the practice?

Teacher 01: They are getting more and more autonomous learners. The teacher does not intervening the process, he is just a monitor and facilitator to the activity then, students have the chance to prepare before they get oral presentation. So, they will avoid speech problem like hesitation and pausing …..Etc. So, they will develop more fluently use of language.

Teacher 02: At the end, the goal is to enhance students to speak and play in front of the audience to break their shyness because many of them are really suffering.
Therefore, it aims to solve problems that face students during acting such as to be more confident.

Q6- What is the effectiveness of using role play in class?

Teacher 01: It is also related to pervious result. In addition to that, the effectiveness of using role play it can be applied for large classes. So, it is better for classroom and time management and it is good for the teacher to assess more than one item.

We have many levels to assess many criteria. I mean for role play, we have another assessment such as eye contact, body movement, turn taking respect and all the features of speaking language. As a result, role play is a useful tool to assess large group from different prescriptive.

Teacher 02: I try to use this category in order to let the students speak English. This is the main goal for me and many students have obstacles when they come to speak. So, this is an opportunity for them to play and to practice their language.

Q7- How can role play enhance communicative competence?

Teacher 01: Role play helps for example shy students to overcome their shyness by being more strategic users to the language. A role play can help not only linguistics competence but it enhances students to use language in pragmatic way. I mean that they will play roles according to some topic or notion they will consider many factors such as cultural, society, and sociocultural.

They will go beyond simpler mere in using the language in some times role plays are used by students when they face difficulties in using language or missing vocabulary. So, they use it by body language to translate or perform or paraphrase or show the object. A role play gives them opportunity to use different register like formal and informal use of language.

Teacher 02: It is all about communication when acting a play or performing it such as when we go to the stage, we have to practice English .Communication must go together. So, communication is an important element when we act or perform a play.

Q8- To what extent do you think that role play enhances learner's speaking skill?

Teacher 01: It enhances very great extent provided that it should be taught regularly not once a month or once a year. So, a role play should be integrating part of syllabus.

Teacher 02: For me, this is the best way to motivate students because it has good results and a good impact on students to know English about speaking that's when you push them to communicate the language you reach the goal. So, I think communication has always been there in the students 'ability to speak the language.

Q9- What is the reaction of your students when using role play?

Teacher 01: They really like it. It is all depending on the way of design and the way of presenting to the learners. Thus, a role play can also be negative if you don't prepare it adequate to the learners' needs and levels they are like in it. They can learn from each other and as well as correcting each other.

Teacher 02: They are very interesting. They like it and I think from next week I will start to practice it. Hence, the teacher is more motivated to use it.

Q10- Are the students motivated to use role play in your class?

 Teacher 01: They are highly motivated at list first level first year students. Thus, the students are more interesting to this activity.

Teacher 02: Yes, they are very motivated even the students come to me and ask if they have the ability to act because we are in oral session I say to them, they must feel free to do what they want to do. So, the teachers give them the opportunity to communicate spontaneously.

Q11- What is the relationship between the role play and Communicative Language Teaching?

Teacher 01: It is the framework of using role play because first of all the activity is designed by the teacher but it is not imposing the whole students, they can participate and the teacher here just observes and tries to facilitate the task to the learner. The learners are moving more and more learning by doing active learning. So, it is really guide principals of CLT.

Teacher 02: This is the best for me because it has good results specially it has good impact on the students you know English is about speaking that's when you push the students to communicate with language that's the goal . So, I think communication has always been there in the students' ability to speak language.

4.3 Classroom Observations

4.3.1 Description of the Observations

Observation is a research tool to gather information from students. We have prepared an observation sheet contain seven sections. (See appendix C)

4.3.2 Administration of the Observations

We attend three sessions with first year students of licence that involve role play as a lecture of syllabus is in the first semester.

4.3.3 Analysis of the Observations

After attending the sessions, the following observations were made (see appendix A):

a- The subject matter content

Some of the students use the authentic material. They follow the expressions in appropriate way. Also, they acquire to master their performance.

b- Organization

Students respect their time and they clarify the objective by emphasizing in their role.

c- Rapport

The atmosphere during the participant was sometimes stressful for the actors or opposite for the others. They use different ways for interactions such as: eye contact, gestures, body language and enthusiasm.

d- Teaching methods

Students follow technique and the use of technology such as: generation (music).

e- Presentation

Using of clear voices and shows their performance as real act.

f- During the lesson

Students use L2 during the lesson and the acts. They face difficulties such as: repetitions, pronunciations, and intonations, miss use of expressions, grammar, vocabulary and false use of words.

g- Comments and suggestions

As a result, the students get the chance to speak and improve their language. In addition, they try to be more communicative. Moreover, we suggest that when the students practice role plays, they will be more flexible, fluent and competent in their speaking.

Conclusion

Throughout this chapter, we find that the teachers interview is more important in role-play activity can improve students' speaking ability. In addition, from the students' response towards the teaching and learning activity during the classroom, it is proved that the response of the students towards the teacher professionalism and their interest in learning speaking by using role play strategy is very strong activity. So, it concludes that the students preferred role play. Moreover, the observation checklist showed that the students seem motivate and more confident in speaking. This is provided through their participation and enthusiasm in class.

General Conclusion

Role play is a process to improve speaking skills in specific and language in general. In this respect, the current study aims at showing the students attitudes towards using role play during oral classroom through researching, studying, and trying to find solutions to issues related to their real life situations. Thus, encouraging teachers to use role play in their classrooms and motivate the students towards the autonomous learning style.

Emphasising on the importance of role play as a way in which communicative language teaching approach enhances EFL students in speaking skill. This study was designed to investigate the effects of 'Role Play' as a strategy for teaching vocabulary and whether it can increase EFL learners' lexical ability. So, the ultimate goal of this study drives us to hold a semi- structured interview with teachers to give their students classroom projects presentations. In addition, students' questionnaires have distributed. A questionnaire has been administrated to First year license at the English department. Moreover, the classroom observations were showed by gathering information about the projects.

Accordingly, the analysis of data obtained from the experiment used show that both teachers and students agree through projects presentations. Many of them agree that when preparing for a classroom project presentation, they learn new vocabularies. Also, projects presentations teach them where and when to use the academic and non- academic language. Furthermore, students claim that the projects enable them to increase their communicative competence and fluency. In addition, the analysis of the data that are used in the role play affect on the students performance.

In teaching role play, the students become more active, excited, and responsive to the presented material. Furthermore, Role plays provide learners with the opportunity to check, understand, and acquire knowledge which will help and better facilitate communication.

As a conclusion, the hypotheses are confirmed. There are also more other strategies to enhance speaking skill, by focusing on different competencies that can be investigated in future researches.

Recommendations

 Based on the results of the study, we suggest the following recommendations:

1. Teachers should apply role-play activity in teaching speaking skill.

2. EFL learners should be encouraged to use role-play to enhance their communicative competence.

3. Students' and teachers' attitudes toward using role-play activity in learning English lesson could be investigated.

4. The impact of role-play activity not only on language proficiency but also other variables, such as motivation for communicating with others.

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Appendices

Appendix A: Students' Questionnaire

Dear Students,

We are looking for attainment of Master Degree in Linguistic. For that reason, we deliver to you this questionnaire that will be used to reach the purposes of our research, which investigates the use of role play to enhance speaking skill. Please put a cross (x) in the box that you choose, and write the answer if necessary.

Thank you in advance for your help and your precious time.

Section One: General Information

Q1-Your level in English

    a- Beginners ☐
    b- Lower-intermediate to intermediate ☐
    c- Upper-intermediate to advanced ☐

Q2-What motivates you to learn English

    a- To communicate with relatives ☐
    b- To speak other language ☐
    c- Its importance nowadays ☐

Q3-Do you practise English outside the classroom?

    a- Yes ☐
    b- No ☐
    c- Sometimes ☐

Section Two: Activities in EFL classroom

Q4-Which of the following activities are interesting to you?

    a- Role play ☐
    b- Dialogue ☐
    c- Songs ☐
    d- Movies ☐

Q5-Are the communicative activities performed meaningful enough?

a- Yes ☐

b- No ☐

c- Sometimes ☐

Q6- Do you like to be taught through projects in oral expression class?

a- Yes ☐

b- No ☐

c- If no, why?

....

Q7-In your opinion, Role-play includes...................

a- Exaggeration of reality ☐

b- Difficult task ☐

c- Act out ☐

Section Three: Role play and speaking skill

Strongly agree (**SA**) , Agree(**A**) , Neutral(**N**) , Disagree(**DA**), Strongly disagree(**SD**)

Q8- Role play is interesting.

SA ☐   A ☐   N ☐   DA ☐   SD ☐

Q9-Role play helps to enhance speaking ability.

SA ☐   A ☐   N ☐   DA ☐   SD ☐

Q10-It is an easy method to communicate with others.

SA ☐   A ☐   N ☐   DA ☐   SD ☐

Q11-It helps to increase fluency as it is rehearsed with expression.

SA ☐   A   N ☐   DA ☐   SD ☐

Q12-It helps to increase vocabulary.

SA ☐   A ☐   N ☐   DA ☐   SD ☐

Appendix B: Teacher Interview

Dear Teacher,

This interview is conducted to show the effectiveness of using role play to enhance speaking skill in EFL class. We would be thankful if you could answer the following questions to facilitate the task of realization of our research for a master degree in applied linguistics.

Part One:

1- For how many years have you been teaching English in general and oral expression in particular?

2-Which approaches do you adopt?

3- During the class, what are the activities that can promote speaking?

Part Two:

1- In your opinion, what does it mean "role play"?

2- What results did you get from their acts during the practise?

3- What is the effectiveness of using role play in class?

4- How can role play enhance communicative competence?

5- To what extent do you think that role play enhances learner's speaking skill?

6- What is the reaction of your students when you using role play?

7- Are the students motivated to use role play in your class?

8- What is the relationship between the role play and Communicative Language Teaching?

Appendix C: Classroom Observation Form

Instructor: Course: Level:
Observer: Date and Time

Introduction (number of student, warm up about lesson, instructions) ……………………….
……………..………………………………………………..…………………………………

Use criteria that apply to format of course observed.

Review Section	Description/Comment
1. SUBJECT MATTER CONTENT(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. ORGANIZATION(organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3. RAPPORT(holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4. TEACHING METHODS(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5. PRESENTATION(establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
6. During the lesson(atmosphere, language, demonstrations, difficulties)	
7. Comments and suggestions	

 Strengths observe:……………………………………………………………………

 Others …………………………………………………………………

Post Office – Teacher's notes

Time / Level
35–50 minutes / Elementary to Intermediate

Target language
Grammar
Question forms (*Could I...? How many do you want?*)
Functions
Making enquiries (*Do you sell...? Is it possible to...?*)
Vocabulary
Shopping (*post office, stamps, parcel, scales*)

Preparation
Copy the main worksheet (one per student or per pair) and the four Customer role play cards below (4 per 8 students). Cut up as indicated.

Lead-in suggestion
With pre-intermediate or intermediate students, ask them to brainstorm the following question for two minutes:

What things can you do at a post office (in your country)? Write a list. (e.g. post a letter)

With elementary students, elicit *post office* and go straight into the first exercise on the worksheet.

Worksheet stages
Hand out the worksheet. Exercise A is a quick vocabulary check, and can be done with the whole class. Exercise B: Do one or two examples and then give students 5–7 minutes to match the remaining customer questions with the appropriate reply.

Note: In the UK, 'registered post' is a way to prove that an item has been sent and received. The recipient has to sign for it.

> **Answers** 1)d 2)f 3)a 4)g 5)c 6)b 7)h 8)e

Exercise C requires the students to predict how the conversations might continue. First elicit an example from them, then put them into pairs for the rest. You'll probably need to teach the key phrase: *Here you are.* Note: 7)h and 8)e would probably not continue.

Role Play instructions
As far as possible, create (or imagine) a counter in the middle of the classroom. Put half the students behind it (cashiers). Give the other half the role play cards below (Customers A–D). Use some of them more than once if you have over eight students. Put the customers in a queue, and tell the cashiers to call up the customers by saying 'Next please.' Encourage them to use the *Target language* expressions. When they have finished, they should swap roles and start again.

Follow-up suggestion
Round up by finding out who was the most difficult customer, and who was the most polite cashier.

Post Office – Customer A
You need...
- to send three postcards to your country
- to pay a gas bill
- to change $100 into pounds sterling
- to find out how much a parcel costs to send to your country (don't send it yet!)

Post Office – Customer B
You need...
- to buy an international phone card (£10)
- to buy an envelope
- to send £50 to your country by post
- to send your passport registered post

Post Office – Customer C
You need...
- to send two parcels to your country (one big, one small)
- to pay a telephone bill
- to change £50 into Euros
- to buy 10 stamps for letters (not international)

Post Office – Customer D
You need...
- to phone your country, but you don't have a mobile phone
- to buy 10 postcards
- to send an expensive present by registered post (it cost you £300)
- to send a letter to your parents

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.

Explain any expressions the students still don't know. Drill any words which are difficult to pronounce (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?

Passport Control – Teacher's notes

Time / Level
45–60 minutes / Elementary to Intermediate

Target language
Grammar
Present continuous and *going to* for future
arrangements and plans (*I'm going to study English;
Where are you staying?*)
Functions
Expressing future arrangements
(*Where are you studying?*)
Asking for clarification (*What does ... mean?*)
Vocabulary
Education and accommodation (*fees, homestay*)

Preparation
Copy the immigration officer's questions and the student's
answers (one set per pair) and cut up as indicated. Shuffle
each set, but do not mix the questions and the answers.
Also copy the role play cards below (one set per pair).

Lead-in suggestion
Elicit *passport control* and ask the students: *Why is it
necessary?* Elicit / teach *immigration officer* and elicit some
of the questions the immigration officers ask, either in the
students' country or in the UK.

Give each pair of students the immigration officer's
questions and the student's answers, both sets shuffled up.
Tell them to match the questions and the answers. Monitor
and check the answers. Then tell them to put the
conversation in the most logical order. Lower level students
can read out the conversation once in pairs. Ask higher
level students to identify the tenses used in the immigration
officer's questions to refer to the future, and why they are
appropriate (present continuous – future arrangements;
going to – future intentions / plans).

Role Play instructions
Ask students to stand up. Divide them into equal groups: A
and B. Give out the role play cards. Let them read for 2–3
minutes. Stand the immigration officers (Bs) side by side,
and create a queue of the 'students' (As). Officers begin the
role play by each shouting: "Next please." They change
roles after the first role play and student B becomes a
tourist. Make sure student A adapts the questions
appropriately.

Follow-up suggestion
Ask the students which questions were more difficult and
why, and whether they gave the best answers. Find out
briefly if they all 'passed' passport control successfully!

✂---

Passport Control

Student A
You are at Passport Control at Heathrow Airport. You have come to the UK
to study English. Use your real name and details. Decide:

- Where are you staying and studying English?
- How long are you here for?
- How will you support yourself?
- What are your future plans?

When you finish, change roles with student B. You are an immigration
officer. Student B is a tourist. Decide which questions to ask. Some will be
the same as the example role play, but you will also need to ask about:

- places to visit • hotels • money • return ticket

Target language
Student
Here you are.
Here is my passport / ticket.
Sorry. Could you speak more slowly?
Sorry. I don't understand the question.
Could you repeat that please?
What does ... mean?

✂---

Passport Control

Student B
You are an immigration officer at Heathrow Airport. Interview student A
using the questions from the example role play.

When you finish, change roles with student A. You are a tourist, not a
student. Decide:

- How long are you here for?
- Which towns / cities are you going to visit and what will you do?
- How much money do you have and what do you plan to buy?
- Which hotel are you staying at?

Target language
Tourist
Here you are.
Here is my passport / ticket.
Sorry. Could you speak more slowly?
Sorry. I don't understand the question.
Could you repeat that please?
What does ... mean?

Airport check-in desk – Teacher's notes

Time / Level
20–40 minutes / Elementary to Intermediate

Target language

Grammar
Various – mixed tenses and question forms

Functions
Asking for clarification (*What does ... mean?*)
Explaining difficult words (*'Flammable' means it burns easily.*)

Vocabulary
Transport – Plane travel (*take off, aisle, board*)

Preparation
Copy the main worksheet (one each or one per pair) and the role play card for student A below (one per pair). Cut up as indicated.

Lead-in suggestion
Write the following on the board:

a) *The plane takes off.*
b) *You wait in the departure lounge.*
c) *You check in your baggage.*
d) *You go through security.*
e) *You board the plane.*

Tell the students to put these in the same order as they always happen, working in pairs. After a minute or two get feedback, and check they understand the vocabulary used (e.g. *board*, *check-in*).

> **Answers** c; d; b; e; a

Role Play instructions
Introduce the role play, hand out the worksheet and ask them to complete exercise A. Monitor and help where necessary, but avoid explaining all the technical language (*flammable*, etc.) at this stage.

> **Answers**
> 1 window 2 pack 3 unattended 4 parcels
> 5 hand baggage 6 boarding card 7 departure gate

Next the students complete the passenger's lines (B) by writing them underneath the questions to create a dialogue. Note how the passenger doesn't say much, but that the correct answers are nonetheless very important, so comprehension is essential here. When they have finished, check the answers and explain any vocabulary the students are still unsure about.

> **Answers**
> (in order) Window, please; Yes; Yes; No; No; No; No;
> What time does the plane take off?; Thank you.

Let lower level students practise reading the conversation from the sheet twice. Now they are ready to do the role play. Give student A in each pair the role play card below. Tell student B to pick up the worksheet. Give the students 2–3 minutes to read their cards. Start the role play when they are ready. Encourage them to use the *Target language* expressions and to improvise freely. When they have finished, they should swap roles and start again. You could encourage strong students to improvise the whole conversation from memory the second time.

Follow-up suggestion
Put the following questions on the board for students to discuss, followed by feedback:

Do you enjoy travelling by plane? Why (not)?
Where do you prefer to sit? Why?
How do you pass the time when you are on a flight? Do you ever get bored?

✂ -

Airport check-in desk

Role Plays for Today

Student A – Passenger
You are a passenger at an airport check-in desk. Listen carefully to student B's questions and give the correct answers. They will be in a different order to the conversation in exercise A. Also, to make it more interesting, ask some of the *Target language* questions. Swap over after you finish.

Target language
Sorry. Could you explain what (firearms / flammable / sharp) means?
Sorry. Could you repeat the question more slowly, please?
Is it possible to get a seat with extra leg room?
Could I check in this bag as well, please?
Could you be careful with this bag? It's very fragile. ('fragile' means it can break)
Is it OK if I take my dog on the plane?
Do you know what is for lunch today?
How do I get to the departure lounge?

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.

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

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.

Complaining in a hotel – Teacher's notes

Time / Level
20–30 minutes / Pre-intermediate to Advanced

Target language
Grammar
> Will for spontaneous decisions (I'll tell them…)
> There is / there are (There aren't any towels.)

Functions
> Complaining (That really isn't good enough!)
> Providing excuses (We're very busy, sir.)
> Apologising (I'm terribly sorry, sir / madam.)

Vocabulary
> Hotels (wake-up call, guest, reduction)

Preparation
Copy the worksheet and role play cards A and B (one of each per pair). Cut up as indicated.

Role Play instructions
Hand out the worksheet (one copy per pair) and give them five minutes to do exercise A. As the pairs finish, tell them to discuss the question in exercise B. Get feedback. Write up any other complaints the students thought of on the board. Give them 3–4 minutes to do exercise C and then elicit a possible response to each of the complaints.

Put students into A/B pairs and hand out the two role play cards. Give them a few minutes to read their card. Make sure they don't show it to their partner. Let them begin when they're ready. Encourage them to use the Target language expressions. They can swap roles when they finish.

Idea: Students may enjoy watching an episode of the Fawlty Towers BBC TV series before they do the role play if you can get the recording!

Complaining in a hotel

Role Plays for Today

A Look at this list of complaints in a hotel. Working in pairs, put them in order from the most serious (1) to the least serious (7). Give reasons for your choices.

- [ ] "There is a party in the room next door. I can't get to sleep."
- [ ] "The TV remote control doesn't work."
- [ ] "I didn't get a wake-up call this morning. I was late for my meeting."
- [ ] "My camera was stolen from the room."
- [ ] "There aren't enough pillows in the room."
- [ ] "There was no hot water left when I took a shower this morning."
- [ ] "The waiter spilt wine all over my dress at dinner last night."

B Which of these problems have you had at a hotel? Can you think of any other problems?

C Now think of a possible response to each complaint from the receptionist.
> e.g. "I'm so sorry! They're here for a wedding. I'll tell them to keep the noise down."

Student A – Receptionist
You are a receptionist at the Faulty Towers Hotel. It's very busy and lots of guests are complaining. Try to calm them down, explain the problems and be polite. Try not to offer any reductions. If any guests are really angry, take 10% off the price, and offer them free dinner tonight.

Target language
I'm terribly sorry, madam / sir.
Oh dear! This has never happened before.
I see. What can I do to help?
I'm sorry, but reductions are not possible.
Can we offer you free dinner tonight?
I understand. I'll take 10% off the price.
Enjoy the rest of your stay.

Student B – Unhappy guest
You are a guest at the Faulty Towers Hotel, but it's been a nightmare since you arrived. You are now very angry. Go down to the reception and complain. Use some of the complaints you studied. Try to get a reduction in the price, or a better room.

Target language
I'm extremely unhappy with…
The first problem is…
What are you going to do about it?
I'm sorry. That really isn't good enough.
It's no good making excuses!
I demand a reduction!
I'm going to report your hotel!

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26 Traditional restaurant – Teacher's notes

Time / Level
30–60 minutes / Pre-intermediate to Upper intermediate

Target language
Grammar
Will for placing orders (*I'll have...*)
Indirect and direct question forms (*Could you tell me...?*
Would you like...?)
Functions
Enquiring about dishes (*Could you tell me what... is?*)
Complimenting food (*This is delicious!*)
Complaining (*This soup is cold.*)
Vocabulary
Food (*peppers, stewed, pudding, prawns*)

Preparation
Copy the role play cards. For every 3–6 customers, you'll need at least one pair: Copy the menu (one per pair). Cut up as indicated. Copy the restaurant language activity below (one per pair; optional).

Lead-in suggestion
Put the following questions on the board for discussion in pairs followed by feedback:

When did you last visit a restaurant? Who with?
What did you have? What was the meal like?

Optional: Restaurant language
Hand out the activity (one per pair) and read instruction A with the students. Give them 3 minutes to do it in pairs, then check the answers. Next ask them to do exercise B, also working in pairs, and check the answers again.

Answers
A 1) C-W 2) W-C 3) C-C 4) C-W 5) C-C 6) C-W 7) C-C
8) C-W 9) C-C 10) W-C
B Most likely order: 10; 3; 9; 1; 6; 7; 4; 2; 8; 5 (9 could be before or during the order)

If time, get feedback to the board for the possible replies. This language will be useful during the role play.

Role Play instructions
Divide the class into waiters and customers (depending on student numbers, you can put 3–6 customers at each table, and have one waiter per table). Hand out the role play cards and give the students 2–3 minutes to read them. Tell the customers that they have all got different characters, and that they should keep them secret. Check that they all understand that they have to guess each others' characters. When they're ready to start, give the waiters the menus and send the customers out of the room for a moment. Tell the waiters to organise the chairs into a restaurant-like environment and put on some background music. The role play begins when the waiters 'open the restaurant' and greet the customers as they walk in. Times for the role play itself will vary from 12–25 minutes, depending on the students! Avoid explaining difficult vocabulary on the menu until after the role play (more realistic).

Follow-up suggestion
Write the following on the board:

Who was...
1) complaining   2) enthusiastic   3) worried
4) talkative   5) mean   6) inexperienced?

Get feedback, first from the waiters, and then the other customers. It should be easy to guess.

Answers 1) B 2) A 3) D 4) C 5) E 6) F

Students may also have some questions about the vocabulary on the menu.

✂ --

Traditional restaurant
Role Plays for Today

A Look at the comments below. Who is speaking? Who to?
Write: C → W (*customer to waiter*). W → C or C → C

1) Sorry. Could you explain what this is, please? [ ]

2) Would you like to see the dessert menu? [ ]

3) Let's get something to drink while we're deciding. [ ]

4) Excuse me. This steak is rare. I asked for medium. [ ]

5) How much shall I leave for the tip? [ ]

6) I'll have the salmon, please. [ ]

7) The soup's delicious. How's the salad? [ ]

8) Could we have the bill, please? [ ]

9) What are you going to have, dear? [ ]

10) Will this table be all right for you? [ ]

B Now put them in the most likely order. Which is first, second... last?
Also, think of a possible reply for each statement.

5c Interviewing a writer / actor – Teacher's notes

Time / Level

40–60 minutes / Pre-intermediate to Upper intermediate

Target language

Grammar

Present perfect (esp. simple) to talk about life experience (*I've won over 20 awards.*)

Past simple to provide detail (*I started writing when I was just 14.*)

Question forms (*What happened next?*)

Functions

Asking starter questions (*Have you ever had any problems in your life?*)

Asking follow-up questions (*I see. How difficult was that?*)

Showing interest (*Really? Go on.*)

Vocabulary

Literature (*novel, influence*) and genres of literature (*science fiction, children's writer*)

Films (*actor, director*) and genres of film (*romance, action*)

Preparation

Copy role play cards A and B (two sets per pair) Cut up as indicated. Take in some small slips of paper (one per student) for the follow-up suggestion.

Lead-in suggestion

Pre-teach: *journalist; award* if necessary.

Write the following questions on the board for discussion in pairs followed by feedback.

1) Would you prefer to be a famous actor or a famous writer? Why?
2) What would you like / dislike about being famous?

Role Play instructions

Introduce the role play by telling the students that today they are going to play the roles of famous actors and writers. Tell each pair to decide who is going to go first, and give out the relevant role play cards. Give them 8–10 minutes to read their cards and prepare for the interview. If necessary, go through an example with the writers / actors:

In my life...	Yes? No?	How many? How much?	Details (what, who, when, where, why, etc.)
write books	✓	16	1st when 14 – detective story; bestseller 'Love on the Thames' in 2003.

Encourage the writers and actors to be creative and let them decide if they want to be a famous celebrity, a fictitious one or themselves in the future. Check that the journalists write appropriate starter questions. Encourage the use of present perfect if you have studied it recently. When they are all ready, let them start the role play. Give them 10–15 minutes. The journalists can start formally: "How do you do? It's an honour to meet you." Monitor. Note down possible errors for correction in the follow up stage.

As the pairs finish, tell them to swap roles and hand out the appropriate role play cards. Repeat the preparation and role play procedure as above.

Follow-up suggestions

Give each student a slip of paper and tell them to write down three facts about the famous writer / actor they interviewed. Encourage the use of the present perfect if you like. Collect in the pieces of paper and redistribute randomly. Students should read them out to the class, who then try to guess which student played the role of this actor / writer.

Students could be asked to write up a newspaper article of their interview for homework.

5e Political debate – Teacher's notes

Time / Level
50-70 minutes / Intermediate to Advanced

Target language
Grammar
> Mixed, possibly including future verb structures and verb patterns (...want to reduce..., etc.)

Functions
> Expressing (group) opinion (We believe that...)
> Agreeing and disagreeing (We disagree with the... party on the issue of...)

Vocabulary
> Politics and government (policy, taxes, ban)
> The environment (greenhouse gases, pollution, green transport)

Preparation
Copy the three role play cards (2-3 copies per team) and cut up as indicated. If you have a class of over 16 students, consider having two debates in two groups.

Lead-in suggestion
Introduce the role play to the students – a political debate in which they will play the roles of politicians from three fictitious parties. Write the names of the three political parties from the role play on the board. Explain or elicit policies and ask the students:

From the name, what do you think is important to each party? What are their main policies?

Give the students 5 minutes to discuss ideas in pairs or small groups. Get feedback and build up lists under each party name. See the role play cards for basic answers. Students may have many more.

Now ask the students to decide which of the three parties they would be most likely to join. If possible, put them all into their preferred party, but you may have to coax some of them to change parties to ensure you have three groups of roughly the same size. Write their names on the board below their party name and reseat the party members together to start the role play.

Role Play instructions
Tell the students that the political debate will start in 15 minutes. But first they must prepare. Write the question for the debate on the board:

What can the government do to reduce pollution (including greenhouse gases) and to improve the environment over the next 10 years?

Ensure all the students understand (you may have to explain greenhouse gases), then hand out the role play cards (2-3 copies per team, depending on student numbers). Let them read the cards and begin preparing. Monitor. Make sure they notice the Target language for expressing party opinion.

After 15 minutes, arrange the seats into a large circle if possible, and tell the students that you will 'chair' the debate.

Note: If you have two groups, it will be necessary to have two students play the role of 'chair' and monitor between the two groups yourself.

Start with the first bullet point on the cards: *taxes on buying cars / petrol* and invite each party to voice its opinion. Once all three parties have stated their point of view, one or two speakers will want to add more. Allow each point to develop appropriately, but try to avoid it becoming a free-for-all! Continue through all the bullet points in a similar manner. The time for the debate will vary from 20-30 minutes. To conclude, recap on what key points have been made / agreed upon, and say that these will be proposed in the recommendation to the government.

Follow-up suggestion
Tell the students to think back and note down ideas, words or expressions in their first language that they weren't able to express in English during the heat of the debate. Tell them to work alone or in pairs for a few minutes, using dictionaries if necessary, to translate or construct these ideas in English. Monitor. At the end, write some of the more useful sentences onto the board for all the students to note down.

🔲 Murder in Paradise – Teacher's notes

Time / Level
50–70 minutes / Upper intermediate to Advanced

Target language
Grammar

Modal verbs of deduction, present and past (*He couldn't have killed him because...*)

Reported speech / reporting verbs (*He said that you were in the kitchen...*)

Functions

Expressing uncertainty (*I'm not sure...*)

Vocabulary

Crime (*murder, suspect, motive, alibi*)

Preparation
This role play works best with larger classes of more than nine, but can also be done with smaller classes successfully.

9–20 students = 3 or 4 teams of detectives
4 students (or 3 + teacher) to play the 4 roles and 3 or 4 detective teams of 2–4 students each.
If there are more than 20 students, create 2 groups.

3–8 students = 1 or 2 teams of detectives
The teacher plays all 4 roles, and the students work as 1 or 2 teams of detectives, all interviewing you together.

Copy the *Murder in Paradise* worksheet (one per team of detectives, and one for each of the 4 characters), and the 4 character role play cards (one of each). Cut up as indicated.

Lead-in suggestion
Explain the expression 'murder mystery' to the students and write on the board. Elicit examples of writers (*Agatha Christie, Conan Doyle*) or famous detectives (*Holmes, Poirot*) from the students. Find out if such mysteries are popular in their country / countries, and whether they think they are good at solving them. Tell them that they are going to take part in a murder mystery.

Role Play instructions
Depending on student numbers (see above), decide who is going to play which of the four characters in the story (choose four strong students), and how many teams of detectives you are going to have. Separate the four characters and sit them together. Hand out a copy of the *Murder in Paradise* worksheet to each team of detectives, and a copy to each of the four characters. Read through the introduction with them.

Teach / Check the following vocabulary: *stab, moan, suspect, motive, alibi*.

Tell the detectives to spend 7–10 minutes discussing possible motives and preparing some questions to ask the suspects.

Meanwhile, give the four characters their role play cards to read and ask them to stick to the story on their role play cards as much as possible. They can refer to their cards if they forget. Point out the *Target language* to all the students. After 10 minutes, they will all be ready to start the interviews.

If you have 3 or 4 teams of detectives...
Put each suspect in a corner of the room, and tell the detectives to move around the room, interviewing the suspects one by one.

If you have 1 or 2 teams of detectives...
Play the roles of the four characters yourself. Put a chair in the middle of the class, and let them interview you.

The role play will probably take from 30–45 minutes to complete. They may want to interview one suspect several times. If, at any time, a team is waiting to interview a suspect, tell them to discuss who they think the murderer is. When they have finished give them 5–10 minutes to prepare to present their version of events. First find out who each team thinks the murderer is, then ask each team when and why.

The solution

Pedro murdered Joel at 9:30 when he went to wash the dishes. He was paid $200,000 by Nigel, who wanted to frame Gillian and Alberto who were having an affair behind Joel's back. With Gillian and Alberto in jail for murder, Nigel would take control of the company. Gillian didn't go to check on Joel at 10, she went to Alberto's room to leave a secret note, so she didn't discover the body! The only clue that points to Pedro is the unwashed knife, as he washed the dishes after he murdered Joel, and before Gillian or Alberto left the lounge.

Follow-up suggestion
If none of the students guessed the correct murderer and reason, get the characters to explain what really happened, starting with Alberto, then Gillian, then Pedro, then Nigel. If they got the correct murderer, but omitted any important details, elicit these from the characters. If they got it completely correct, get them to tell the other teams how they did it.

Idea This role play can be used for a multi-class or whole school social activity. Create more teams of detectives, and get teachers to play the four roles. A little fancy dress and some prizes make it even better.

Appendix E

Enrolling at an English school(3 Characters)	
Introducing yourself: Candidate Administrator 1/ May I introduce myself: … 2/ First let me introduce myself: … 3/ Allow me to introduce myself: …	**Offering to do something for someone:** Candidate Administrator 1/ Would you like any help..? 2/ Need some help? 3/ Want a hand..? 4/ May I be of assistance? 5/ Perhaps I could assist in some way?
Answering an introduction: Candidate Administrator 1/ Pleased to meet you. 2/ Nice / Good to meet you… 3/ How do you do? I'm delighted to meet you Mr. / Miss…	**Accepting /Refusing an offer of help:** Candidate Administrator 1/ That's a very kind of you. 2/ Just what I needed..! 3/ No, really, I can manage, thanks. 4/ Please don't trouble yourself.
Asking for information: Candidate Administrator 1/ Could / can you tell me.., please? 2/ I wonder if you could tell me… 3/ I'm dying for(for + verb-ing / noun)… (spoken)	**Saying you intend / are willing to do something:** Candidate Administrator 1/ I've decided… 2/ I'm planning to…/ I plan to..(to + infinitive / noun) 3/ My intention is to…/ It is my intention to… (to + infinitive / noun) 4/ I reckon I'll… (BrE, spoken)
Asking if someone knows about something: Candidate Administrator 1/ Excuse me / sorry to bother you, but do you know..? 2/ I wonder if you could let me know… 3/ Could / can you give me any information about…please?	**Requesting:** Candidate Administrator 1/ Would you mind.., please? 2/ If you could…I'd be very grateful. 3/ Do me a favour and… 4/ Would you be so kind as to..?
Saying you know about something: Candidate Administrator 1/ Yes, in fact I do / did know about… Thanks. 2/ I've been told about… 3/ Someone has told me about… 4/ That's what I heard. 5/ I'm quite / fully aware of(of+ Verb-ing / noun)…	**Thanking:** Candidate Administrator 1/ I should like to say how very / deeply grateful I am. 2/ I'm extremely / immensely / most grateful to you. 3/ I really can't thank you enough for… 4/ I really do appreciate …very much.
Saying you do not know: Candidate Administrator 1/ I'm afraid I don't know much about… 2/ I'm afraid I've no idea… 3/ Sorry, I don't know… 4/ I'm afraid I have to say I know very little about… 5/ I'm sorry to say that …is not something I know very much about.	**Responding to thanks:** Candidate Administrator 1/ My pleasure. 2/ Please, don't mention it. 3/ It's no trouble at all. 4/ I was glad to be of some service. 5/ Delighted to have been of assistance.
Reminding: Candidate Administrator 1/Can / Could I remind you… 2/ Excuse me, I think I should remind you… 3/ I must just remind you…	
Saying you are looking forward to something: Candidate Administrator 1/ It will be nice(to+ infinitive/ noun)/ It will be good/ interesting/ pleasant 2/ …is going to be nice/ wonderful.	

Interviewing a writer and an actor	
Greeting someone: Interviewer Writer / Actor 1/ Good morning! 2/ Good afternoon! 3/ Good evening!	**Saying you intend / are willing to do something:** Interviewer Writer / Actor 1/ I've decided… 2/ I'm planning to…/ I plan to..(to + infinitive / noun) 3/ My intention is to…/ It is my intention to… (to + infinitive / noun) 4/ I reckon I'll… (BrE, spoken)
Saying how you are: Interviewer Writer / Actor 1/ I'm full of the joys of spring! 2/ I'm very well indeed, thank you. 3/ So-so, thanks. 4/ Bearing up. 5/ Surviving, thanks. 6/ Still alive – just.	**Responding to general good wishes:** Interviewer Writer / Actor 1/ Thank you. 2/ Thank you very much. 3/ Very many thanks.
Asking for information: Interviewer Writer / Actor 1/ Could / can you tell me…please? 2/ I wonder if you could tell me… 3/ I'm dying for(for + verb-ing / noun)… (spoken)	
Saying you are curious: Interviewer Writer / Actor 1/ I'd be very interested to know… 2/ What I'd really like to find out is… 3/ I wouldn't mind knowing… 4/ I'd love to know… 5/ I'd give a lot to know about… 6/ I'm rather/ very keen / most curious to know…	
Talking about someone's preference: Interviewer Writer / Actor 1/ May I ask if you are fond of(of+ Verb- ing / noun)..? 2/ Which would you prefer: …or..? 3/ Which seems better/ the best, as far as you're concerned? 4/ I enjoy…more/ better than… 5/ I tend to prefer… 6/ On the whole, I find…more interesting/ enjoyable…than… 7/ I usually/ generally find…much more satisfactory / enjoyable than… 8/ I must say I have a strong preference for(for + Verb- ing / noun)…	
Giving your opinion: Interviewer Writer / Actor 1/ As I see it… 2/ It seems to me… 3/ As far as I'm concerned…	

Airport check-in desk/ Passport control (2 Characters)

Starting a conversation with a stranger: Tourist   Passenger   Officer
1/ I hope you don't mind my / me asking, but…
2/ I'm sorry to trouble you, but…
3/ I do beg your pardon, but…

Introducing yourself: Passenger   Officer
1/ May I introduce myself: …
2/ First let me introduce myself: …
3/ Allow me to introduce myself: …

Asking for information: Passanger   Officer
1/ Could / can you tell me…, please?
2/ I should be interested to know…
3/ I'm dying for… (spoken)
4/ I should very much like…
5/ …. Would just suit me.

Asking for information: Passenger   Officer
1/ Could / can you tell me.., please?
2/ I wonder if you could tell me…
3/ I'm dying for(for + verb-ing / noun)… (spoken)

Calming or reassuring someone: Officer   Passenger
1/ There's really no need to worry/ to get upset about…
2/ don't let…worry you.
3/ You need have no fears about…
4/ Cheer up! / Come on! / It's OK / All right. (Spoken)

Giving reasons: Officer   Passenger
1/ Let me explain. You see…
2/ But the point is…
3/ Well, the thing is…
4/ If I could explain…
5/ The main/ basic reason is that…

Offering to do something for someone: Officer   Passenger
1/ Would you like any help..?
2/ Need some help?
3/ Want a hand…?
4/ May I be of assistance?
5/ Perhaps I could assist in some way?

Accepting / Refusing an offer of help: Officer   Passenger
1/ That's a very kind of you.
2/ If you're sure it's no trouble for you…

3/ Lovely! Great! Terrific!
4/ Just what I needed..!
5/ That's extremely good/ kind/ thoughtful of you, but…
6/ No, really, I can manage, thanks.
7/ No, it's all right.
8/ Nice thought, but…
9/ Please don't trouble yourself.

Complaining: Passanger   Officer
1/ I'm sorry to say this, but…
2/ I'm afraid I've got a complaint about…
3/ Really! I'm fed up with…
4/ I'm not at all satisfied…

Thanking: Passenger   Officer
1/ I should like to say how very / deeply grateful I am.
2/ I'm extremely / immensely / most grateful to you.
3/ I really can't thank you enough for…
4/ I really do appreciate …very much.

Responding to thanks: Officer   Passenger
1/ My pleasure.
2/ Please, don't mention it.
3/ It's no trouble at all.
4/ I was glad to be of some service.
5/ Delighted to have been of assistance.

Traditional restaurant(8 Characters)

Starting a conversation with a stranger: Client   Client
1/ I hope you don't mind my / me asking, but…
2/ I'm sorry to trouble you, but…
3/ I do beg your pardon, but…

Introducing yourself: Client   Waiter / Client   Client
1/ May I introduce myself: …
2/ First let me introduce myself: …
3/ Allow me to introduce myself: …

Attracting someone's attention: Client   Waiter / Client   Client
1/ Excuse me!
2/ Sorry to trouble / bother you, but…
3/ May I have your attention for a moment, please!
4/ Excuse me, could I just mention that…

Greeting someone: Client   Waiter / Client   Client
1/ Hi…
2/ Hello there!
3/ Long time no see!
4/ Good morning! / Good afternoon!/ Good evening!

Asking for information: Client   Waiter / Client   Client
1/ Could / can you tell me…, please?
2/ I wonder if you could tell me…
3/ I'm dying for… (spoken)
4/ I should very much like…

Proposing a toast: Client   Client
1/ Here's to…
2/ Cheers!
3/ Your very good health Mr.…
4/ I should like to propose a toast to our host / hostess / hosts / thebride…

Asking if someone knows about something: Client   Waiter / Client   Client
1/ Excuse me, do you know anything about…
2/ Excuse me / sorry to bother you, but do you know..?
3/ Have you got any idea about..?
4/ I wonder if you could let me know..?
5/ Could / can you give me any information about…please?

Saying you know about something: Waiter   Client / Client   Waiter
1/ Yes, in fact I do / did know about… Thanks.

Asking for someone's opinion: Waiter   Client   / Client   Client
1/ What do you think of/ about..?

2/ I've been told about…
3/ Someone has told me about…
4/ That's what I heard.
5/ I'm quite / fully aware off of + Verb- ing / noun)…

Saying you do not know: Waiter   Client / Client   Client
1/ I'm afraid I don't know much about…
2/ I'm afraid I've no idea…
3/ Sorry, I don't know…
4/ I'm afraid I have to say I know very little about…
5/ I'm sorry to say that …is not something I know very much about.

Saying you are curious: Client   Waiter
1/ I'd be very interested / love / give a lot to know…
2/ What I'd really like to find out is…
3/ I wouldn't mind knowing…
4/ I'd be rather/ very/ most interested to discover…

Expressing surprise: Client   Waiter / Client   Client
1/ I find it astonishing/ extraordinary/ incredible…
2/ I must say…surprises me.
3/ I must say…has taken me completely by surprise

Saying you are pleased: Client   Waiter / Client   Client
1/ I'm very pleased with…
2/ Oh …'s wonderful/ marvellous.
3/ I can't say how pleased/ delighted I am about…
4/ Great! - Terrific! - Fantastic! – Super.(Less formal/ Spoken).

Saying you are displeased or angry: Client   Waiter / Client   Client
1/ …really makes me mad.
2/ I'm fed up with…
3/ …is extremely irritating.
4/ I'm extremely/ very/ most…displeased/ unhappy/ angry…about…

Expressing likes / dislikes: Client   Waiter / Client   Client
1/ I've always liked/ loved…
2/ There's nothing I like/ enjoy more than…
3/ I have a particular/ special fondness for(for + verb-ing / noun)…
4/ …is not one of my favourite…

Thanking: Client   Waiter / Client   Client
1/ I should like to say how very / deeply grateful I am.

Political debate (4Characters)	
Answering an introduction: Presenter — Politician	**Asking if someone approves:** Presenter — Politician/ Politician — Politician
1/ How do you do?	1/Do you think…will work?/ is a good idea?
2/ I've been wanting to meet you.	2/ You would be in favour of.., wouldn't you?
3/ Pleased to meet you.	3/ Could I ask if you approve of(of + Verb- ing / noun)..?
4/ Nice / Good to meet you…	4/ Could I ask for your reaction to(to + infinitive / noun)..?
5/ How do you do? I'm delighted to meet you Mr./ Miss…	**Saying you approve:** Presenter — Politician/ Politician — Politician
Introducing yourself: Presenter — Politician	1/Oh good. I'm very much in favour of(of + Verb- ing / noun)…
1/ Hello! You must be…I'm…	2/ What a good/ an excellent idea/ arrangement…
2/ May I introduce myself: …	3/ …is just what I wanted/ hoped for/ had in mind.
3/ First let me introduce myself: …	4/ Personally, I entirely approve of(of + Verb- ing / noun)…
4/ Allow me to introduce myself: …	5/ I must say I find…quite satisfactory/ acceptabale…
Introducing someone: Presenter — Politician	6/ I can see no reason to oppose…
1/ This is…	**Saying you do not approve:** Presenter — Politician / Politician — Politician
2/ By the way, do you know each other…?	1/I'm certainly not in favour of(of + Verb- ing / noun)…
3/ Here's…	2/ I'm dead against…
4/ May I introduce..?	3/ I should like to say how much/ greatly…I disapprove of(of + Verb- ing / noun)…
5/ Let me introduce our director / our marketing manager Mr./ Miss…	4/ I feel must register my disapproval of(of + Verb- ing / noun)…
Starting a conversation with a stranger: Presenter — Polit / Polit — Polit	5/ In my opinion, …'s quite wrong.
1/ I hope you don't mind my / me asking, but…	**Asking for someone's opinion:** Presenter — Politi / Polit — Polit
2/ Excuse me / my asking, but..?	1/ What do you think of/ about..?
3/ I'm sorry to trouble you, but…	2/ How do you see..?
4/ Lovely / nice day, isn't it!	3/ I'd be glad/ grateful to have your view/ opinion on…
5/ I do beg your pardon, but…	4/ What would you say about..?
6/ Do excuse me, but..?	5/ Do you have any particular view on..?
Asking for information: Presenter — Politician/ Politician — Politician	**Giving your opinion:** Presenter — Politician/ Politician — Politician
1/ Could / can you tell me… please	1/ As I see it…
2/ I wonder if you could tell me…	2/ It seems to me…
3/ I should be interested to know…	3/ As far as I'm concerned…
4/ I'm dying for… (spoken)	4/ From where I stand…
5/ I should very much like…	5/ If you ask me…
6/ …. Would just suit me.	**Saying you have no opinion:** Presenter — Politician / Politician — Politician
Talking about what might happen: Presenter — Polit / Polit — Polit	1/ I really don't have any opinion about…
1/ Suppose…	2/ I've no strong feelings about…
2/ What if…	3/ You guess is as good as mine.
3/ Let us assume…	4/ I can't say I have/ hold any particular views on the subject/ question…
4/ Let us take a hypothetical case:…	5/ I don't hold any particular position on that matter/ issue…
5/ Provided that…	
6/ Allowing for the fact that…	

Checking and complaining in a hotel (4 Characters)	
Starting a conversation with a stranger: Guest — Guest	**Talking about someone's preference:** Recept — Guest / Guest — Guest
1/ I hope you don't mind my / me asking, but…	1/ Do you find …or…more enjoyable/ interesting/ to your taste..?
2/ I'm sorry to trouble you, but…	2/ I enjoy…more/ better than…
3/ I do beg your pardon, but…	3/ I tend to prefer…
Asking for information: Guest — Receptionist	4/ On the whole, I find…more interesting/ enjoyable…than…
1/ Could / can you tell me.., please?	5/ Well, I much/ really prefer…
2/ I wonder if you could tell me…	**Disagreeing:** Guest — Recept / Guest — Guest
3/ I'm dying for(for + verb- ing / noun)… (spoken)	1/ I disagree, I'm afraid…
Asking if someone knows about something: Guest — Recept / Guest — Guest	2/ You can't be serious!
1/ Excuse me / sorry to bother you, but do you know..?	**Saying you partly agree:** Guest — Recept / Guest — Guest
2/ I wonder if you could let me know…	1/ There is a lot in what you say, but…
3/ Could / can you give me any information about…please?	2/ In spite of what you say, I think perhaps…
Reminding: Receptionist — Guest	**Offering to do something for someone:** Recept — Guest / Guest — Guest
1/Can / Could I remind you…	1/ Would you like any help..?
2/ Excuse me, I think I should remind you…	2/ Need some help?
3/ I must just remind you…	3/ Want a hand..?
Saying what you want: Guest — Receptionist	4/ May I be of assistance?
1/ If only I could…	5/ Perhaps I could assist in some way?
2 I should very much like…	**Accepting /Refusing an offer of help:** Guest — Recept / Guest — Guest
3/ I'd like…	1/ That's a very kind of you.
4/ What I need is…	2/ Just what I needed..!
5/ I'm dying for… (Spoken).	3/ No, really, I can manage, thanks.
Saying you are looking forward to something: Guest — Recep / Guest — Guest	4/ Please don't trouble yourself.
1/ It will be nice to…	**Requesting:** Guest — Recept / Guest — Guest
2/ It will be good/ interesting/ pleasant…	1/ Would you mind.., please?
3/ …is going to be nice/ wonderful.	2/ If you could…I'd be very grateful.
Saying you are displeased or angry: Guest — Recept / Guest — Guest	3/ Do me a favour and…
1/ …really makes me mad.	4/ Would you be so kind as to..?
2/ I'm fed up with…	**Giving someone your general good wishes:** Recept — Guest / Guest — Guest
3/ I'm extremely irritating	1/All the best!
4/ I'm extremely / very/ most…displeased/ unhappy/ angry…about…	2/ I hope everything goes well. -
5/ I can't say I'm at all pleased about…	3/ I hope you have a good / pleasant / enjoyable holiday/ trip/ journey/ night.
Calming or reassuring someone: Receptionist — Guest / Guest — Guest	4/ Enjoy yourselves!
1/ There's really no need to worry/ to get upset about…	5/ Have a good / nice time.
2/ don't let…worry you.	**Responding to general good wishes:** Recept — Guest / Guest — Guest
3/ You need have no fears about…	1/Thank you. / Thank you very much.
4/ Cheer up! / Come on! / It's OK / All right. (Spoken)	2/ Very many thanks.

Post office (5 Characters)

Starting a conversation with a stranger: Customer Officer
1/ I hope you don't mind my / me asking, but…
2/ I'm sorry to trouble you, but…
3/ I do beg your pardon, but…
4/ I wonder if you could tell me…
5/ could / can anyone tell me…, please?

Asking if someone knows about something: Cust Offi / Cust Cust
1/ Excuse me / sorry to bother you, but do you know..?
2/ I wonder if you could let me know…
3/ Could / can you give me any information about…please?

Saying you do not know: Officer Customer / Customer Customer
1/ I'm afraid I don't know much abou…
2/ Sorry, I don't know…
3/ I'm afraid I have to say I know very little about…

Offering to do something for someone: Officer Custo / Custo Custo
1/ Would you like any help..?
2/ Need some help?
3/ Want a hand..?
4/ May I be of assistance?
5/ Perhaps I could assist in some way?

Asking if something is correct: Customer Officer / Customer Customer
1/ could you tell me if … Is right/ correct, please?
2/ I'd like to check that I've got…Right.
3/ Would you mind telling me if that's correct, please?

Calming or reassuring someone: Officer Custo / Custo Custo
1/ There's really no need to worry/ to get upset about…
2/ don't let…worry you.
3/ You need have no fears about…
4/ Cheer up! / Come on! / It's OK / All right. (Spoken)

Requesting: Customer Officer / Officer Customer
1/ Would you mind.., please?
2/ If you could…I'd be very grateful.
3/ Do me a favour and…
4/ Would you be so kind as to..?

Complaining: Customer Officer / Customer Customer
1/ I'm sorry to say this, but…
2/ I'm afraid I've got a complaint about…
3/ Really! I'm fed up with…
4/ I'm not at all satisfied…

Thanking: Customer Officer / Officer Customer
1/ I should like to say how very / deeply grateful I am.
2/ I'm extremely / immensely / most grateful to you.
3/ I really can't thank you enough for…
4/ I really do appreciate …very much.

Accepting /Refusing an offer of help: Custo Officer / Officer Custo
1/ That's a very kind of you.
2/ Just what I needed..!
3/ No, really, I can manage, thanks.
4/ Please don't trouble yourself.

Visiting the doctor (4 Characters)

Saying how you are: Patient Doctor / Patient Patien
1/ Not so / too bad, thanks.
2/ Bearing up.
3/ Surviving, thanks.
4/ Still alive – just.

Introducing someone: Patient Doctor / Asistant patient
1/ This is…
2/ Here's…
3/ May I introduce..?
4/ Let me introduce our director / our marketing manager Mr. / Miss…

Saying you are curious: Patient Doctor / Patient Patient
1/ I'd be very interested to know…
2/ What I'd really like to find out is…
3/ I wouldn't mind knowing…
4/ I'd love to know…
5/ I'd give a lot to know about…
6/ I'm rather/ very keen / most curious to know…

Saying you do not know: Patient Doctor
1/ I'm afraid I don't know much about…
2/ I'm sorry I can't help you there…
3/ I'm afraid I've no idea…
4/ Sorry, I don't know…
5/ I Couldn't tell you…
6/ I'm afraid I have to say I know very little about…

Saying you are disappointed: Patient Doctor / Patient Patient
1/ That's very disappointing, I must say!
2/ That's too bad.
3/ That's a real shame/ pity/ let-down.
4/ No, I have to say I'm very disappointed.

Giving reasons: Dr Patient / Patient Patient / Asistant patient
1/ Let me explain. You see…
2/ But the point is…
3/ Well, the thing is…
4/ If I could explain…
5/ The main/ basic reason is that…

3/ Lovely! Great! Terrific!
4/ Just what I needed..!
5/ That's extremely good/ kind/ thoughtful of you, but…
6/ No, really, I can manage, thanks.
7/ No, it's all right.
8/ Nice thought, but…
9/ Please don't trouble yourself.

Asking about remembering: Doctor Patient / Asistant patient
1/ Surely you remember…
2/ Have you forgotten..?
3/ I was wondering if perhaps you remember…
4/ Could I ask if you remember…

Saying you are optimistic: Doctor Patient / Patient Patient
1/ I have every confidence in…
2/ My expectation is…
3/ I feel quite sure…

Saying you are pessimistic: Patient Doctor / Patient Patient
1/ I'm rather doubtful abou…
2/ Actually / in fact / to be honest / to tell the truth / I'm not all that optimistic…
3/ I don't want to sound too pessimistic, but I'm afraid…

Saying you are worried or afraid: Patient Doctor / Patient Patient
1/ I'm really frightened / terrified of(of + Verb- ing / noun)…
2/ I find… very worrying.
3/ I'm afraid of(of + Verb- ing / noun) …
4/ I'm very anxious about… (less formal)
5/ I'm really in a flap about… (idiom, informal)

Asking for permission: Patient Doctor / Patient Patient
1/ Do you think I could..?
2/ I wonder if I could…
3/ Do you mind if..?
4/ Can I have the OK / go-ahead..?
5/ Do you have any objection to / if..?

Giving / Refusing permission: Dr Patient/Patient Patient/Asistant patient
1/ Yes, certainly you can.
2/ No reason why you shouldn't…
3/ That seems perfectly acceptable

4/ I'm afraid you can't.
5/ You're not really supposed to / allowed to…

1/ That's a very kind of you.
2/ If you're sure it's no trouble for you…

Saying someone need not do something: Doctor   Patient
1/ It's for you to decide…
2/ I leave it up to you…
3/ You're free to decide for yourself…
4/ I leave..in your hands.

Advising someone to do something: Dr   Patient / Patient   Dr
1/ I'd.., if I were you.
2/ If I were in your shoes, I'd…
3/ Take my advice and…
4/ My advice would be…
5/ If I were in your position, I would…

Advising someone not to do something: Dr   Patient / Patient Patient
1/ I wouldn't..if I were you.
2/ You'd better not.
3/ Take my advice and…
4/ If I were you, I would think twice before…
5/ The way I see it, you should / shouldn't…

Encouraging: Doctor   Patient / Patient   Patient
1/ You have our whole-hearted support.
2/ You're doing fine!
3/ Don't worry, I'm sure you'll do better this time.

Telling someone to do something: Doctor   Patient / Asistant patient
1/ …will / would you, please.
2/ I would like you to.., please.
3/ Would you be so kind as to…
4/ Would you mind.., please?

Murder in paradise (5 characters)	
Saying you do not know: 1/ I'm afraid I don't know much about… 2/ Sorry, I don't know… 3/ I'm afraid I have to say I know very little about… **Asking about remembering:** 1/ Surely you remember… 2/ Have you forgotten..? 3/ I was wondering if perhaps you remember… 4/ Could I ask if you remember… **Saying you remember:** 1/ I remember especially… 2/ I'll never forget… 3/ I remember quite clearly… 4/ If my memory serves me right… 5/ What I shall never forget is/ are **Saying you have forgotten:** 1/ I'm sorry, I've completely forgotten… 2/ I really can't/ don't remember… 3/ I'm afraid I forget…now. 4/ …It's gone… 5/ …:'s slipped mind. 6/ Sorry, my mind's gone blank/ gone a complete blank. 7/ I'm afraid … Escapes me for the moment. **Saying you are not sure:** 1/ I can't make up my mind 2/ I'm not really sure about… 3/ I'm in two minds about… 4/ I wouldn't be too sure about… 5/ There's still an element of doubt about… 6/ There is surely some doubt as to(to + infinitive / noun)… **Saying you are worried or afraid:** 1/ I'm really frightened / terrified of(of + Verb- ing / noun)… 2/ I find… very worrying. 3/ I'm afraid of(of + Verb- ing / noun) … 4/ I'm very anxious about… (less formal) 5/ I'm really in a flap about… (idiom, informal)	

Good evening every one today's gust are unconventional ... terrifically talented and have a last name that always spelled succes .. from Supervising movies to a main stream movie star of the very same studio they are truly come along way .. please welcome with wendy Shon and jennie kim

Becky : hello

A + I : hello Becky

Becky : how are you doing ?

I : I'm full of the joys of spring !

A : I'm very well indeed , thank you ... How about you ?

Becky : I'm fine thanks

So ... your new movie "   " **hits the jack spot** , it is one of the top 10 movies for 2018 , how do you feel about that ?

Jennie : well I was shocked, I didn't imagine this but **I'm over the moon** hhhh

Becky : you know .. I'm dying to know how did both of you organize , plan , and prioritize your work ?

Jennie : actually I didn't have any problem with that because I know " Wendy " through her work and I know that she has the ability to play the role . That's why I trusted her and gave her the heroin role

Wendy : first of all I'm glad to work with Ms .Jennie , she is such a great person

Honestly I was surprised when I knew that I'm gonna play such a complicated and difficult role which is a girl suffering from Autism and we all know that this kind of persons has a different life style cuz they can't communicate well and can't share their feeling

Becky : yes of course ,

Jennie : yes , as a team we were in **dire straits** , it is a serious situation because I have a lot of ideas in my mind and I from her to reach it .. you know so I can stand and clap for her but she worked with her own way and it was super successful

Becky : yes , I agree with you because I already watched the movie and I noticed that the actress played from her own which make the viewer live the role .... But what I'd really like to find out is the moral and the main point of this movie ?

Jennie : well , it seems to me that people has completely wrong idea about people with special needs , and through this movie "   " we want to change their mind ... come on they are human being just like us , we have to accept and respect them.

Wendy : yeah , like in the movie .. in the end '' Ella " got married with the man she love and for sure we won't ignore the fact that he is also has special needs and they lived happily like a normal people or maybe better than theme

Becky : it is wonderful to think about them and trying to integrate them with society and considering them like us .

I'm curious to know if you are planning to work with each other in another movie or series ??

Wendy : I would like too

Jennie : for sure , I'm thinking to make another series which deals with other issues like poverty , violence and divorce ...

Becky : wow , I'll be waiting for it anxiously

So .. thank you Jennie and Wendy for being here with us to day , I really enjoyed and learned from you

Jennie + Wendy : Thanks you for inviting us

Please can you sign the cup before you go

Jennie + Wendy : Sure