

## Role Play

### Teach English Unit 20

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## Pairwork/Groupwork 長所・短所

長所	短所	短所の克服方法
More language practice	Noise	<ul style="list-style-type: none"> <li>生徒自身はあまり気にならない</li> <li>グループワークのノイズは「いいノイズ」だという認識を持ちたい</li> </ul>
Students are more involved.	Students make mistakes.	<ul style="list-style-type: none"> <li>準備：全体でモデル → 各自</li> <li>事後確認：最後に数組やらせてみて、気になる点を確認</li> </ul>
Students feel secure.	Difficult to control	<ul style="list-style-type: none"> <li>明確な指示：開始・終了・ルール</li> <li>タスクの時間配分：だらだらしない</li> <li>ルーチン：生徒がすぐにとりかかる</li> <li>教員：タスク実行中に、なるべく机間巡視などをして、活動しているかモニターをする</li> </ul>
Students help each other.		

## 今日のポイント

What is role play? Why is it important?

How to organize controlled role play

- Based on a dialogue or text.

How to organize free role play activities

## Workbook Activity 1

### 1 Introduction

Look at these examples of role play activities.

- One student imagines he/she is a farmer. Other students ask him/her questions about his/her daily routine.
- A group of students imagine they are friends planning a holiday together. They try to decide where to go and what to do.
- One student has lost a bag. He/she is at the police station reporting it to the police. The other student is the police officer, and asks for details.

Which activity would be the easiest for your students to do? Which would be the most difficult? Why?  
What other roles and situations would be suitable for role play activities in your own class?

## What is role play?

- Role play is a way of bringing situations from real life into the classroom. When we do role play, we ask students to *imagine*.
  - 実生活の場面を授業に導入 → 生徒に想像力を発揮させる
- They may *imagine*:
  - A *role*: they pretend to be a different person (e.g. a farmer) 役柄
  - A *situation*: they pretend to be doing something different (e.g. planning a holiday) 場面
  - Both a role and a situation (e.g. a police officer asking about a lost bag.)
- In role play, students *improvise*. 即興的に話す

## Workbook activities 1

- WB1の活動について:
  - 生徒が行う活動としてどれが易しかったか、難しかったか?
  - その他の場面・役割で生徒がやりやすいものは?
- 役割・場面が自分に馴染みのあるものが、やりやすい
- 役割の例:
  - 周囲の人 (家族、先生、店員、警察官)
  - 教科書の中の登場人物、テレビ・本などの登場人物
- 場面の例:
  - 日常的な場面: 買い物、休暇、駅で、道案内、など
  - 読んだ本・物語の架空の場面など

## 2 Improvising dialogues

1. What role play activities could be based on this dialogue?

Angela: Good morning. I want to send a letter to Singapore.  
 Clerk: Yes – do you want to send it air mail or ordinary mail?  
 Angela: I think I'll send it air mail. I want it to get there quickly. How much does it cost?  
 Clerk: To Singapore? That will be 30 pence, please.  
 Angela: (*gives the clerk 50 pence*) Here you are.  
 Clerk: Here's your stamp, and here's 20 pence change.  
 Angela: Thank you. Where's the post box?  
 Clerk: You want the air mail box. It's over there, by the door.

このダイアログを  
授業で学習済みと  
仮定してみます

(adapted from *Living English Book 2: A.G. Abdalla et al.*)

2. Plan a similar role play based on a dialogue or text in your textbook.

## Improvising dialogues

1. ダイアログをもとに新しい role play を行わせるため、黒板に prompts を示す:

- where?
- air mail / ordinary mail?
- how much?
- post box?
- thanks

※書きながら喋る

Look. You should talk about these things.

First of all, say where you want to send the letter: to France, or to the US, to the next town?

Then, how do you want to send it? By air mail, or by ordinary mail.

Next, ask how much it costs.

Then ask about the post box. Where's the post box?

And at the end, of course you must thank the clerk.

## Improvising dialogues

### • Improvisation のポイント：

- 会話はテキストのダイアログに似たもの
- でも、まったく同じ表現をすべて繰り返さなくてもよい
- 会話はそのレッスンの学習事項をカバーしていれば短くてもよい

例) A: Good morning. I want to send a letter to England.  
 B: Yes. Do you want to send it by air mail?  
 A: Yes, please. How much does it cost?  
 B: 50 cents.  
 A: Give me a stamp, please. Where is the post box?  
 B: Over there. On the left.  
 A: Thank you.

## How to organize role play activities

### • 2 名を前に出すだけだと、全員が活動できない

### • Pair work を活用する：

- 1 - 2 組の上手なペアに見本を見せてもらう。その後にペアに分かれて各自で練習する。
- 最初にペアで各自で練習してみる。その後、皆の前で数組やってみる。

### 3 Interviews based on a text

What role play activities could be based on these texts?

A.

If you met 15-year-old Jane Cole in the street, you might not notice anything special about her. But she is no ordinary schoolgirl, because as well as studying hard for her exams, she's training to take part in the European table tennis championship this summer. Jane will be one of the youngest contestants, but those who know her stamina and determination are confident that she will do well. Jane's main problem at the moment is finding time for both table tennis and schoolwork. For the last month, she's been getting up at six every day and doing an hour's table tennis practice before school; and then fitting in another hour in the afternoon.

B.

Edward caught the express train early in the morning. He was going to the next town to visit his relations. He had got up very early, and he felt tired, so he soon fell asleep. About an hour later, he woke up suddenly in the middle of a dream. In his dream, he was in a crowded tunnel. People were pushing him from all directions, and pulling at his clothes. As he woke up, he realised that it wasn't only a dream - somebody was really pulling at his coat pocket. He opened his eyes just in time to catch sight of a man slipping out of the compartment. His hand went to his pocket - his wallet was missing! He jumped up and ran into the corridor. But the man had vanished.

## Text の登場人物に interview する

- テキストの内容が十分理解でき、ある程度その表現も使えるように練習ができたとする。
- ここからどのような role play が可能か考える。  
↓
- テキストの登場人物になりきって答える、という活動
- Role play を「インタビュー形式」でやってみる。

## Text A.

## • Sample prompts:

- Ask her about her training.
- What about the evenings?
- Ask her about her friends.

A.

If you met 15-year-old Jane Cole in the street, you might not notice anything special about her. But she is no ordinary schoolgirl, because as well as studying hard for her exams, she's training to take part in the European table tennis championship this summer. Jane will be one of the youngest contestants, but those who know her stamina and determination are confident that she will do well. Jane's main problem at the moment is finding time for both table tennis and schoolwork. For the last month, she's been getting up at six every day and doing an hour's table tennis practice before school; and then fitting in another hour in the afternoon.

## Text B


- Please think of three questions you would like to ask Edward.

- Now make a pair. One of you will be Edward. Please ask these questions to him.

B.

Edward caught the express train early in the morning. He was going to the next town to visit his relations. He had got up very early, and he felt tired, so he soon fell asleep. About an hour later, he woke up suddenly in the middle of a dream. In his dream, he was in a crowded tunnel. People were pushing him from all directions, and pulling at his clothes. As he woke up, he realised that it wasn't only a dream – somebody was really pulling at his coat pocket. He opened his eyes just in time to catch sight of a man slipping out of the compartment. His hand went to his pocket – his wallet was missing! He jumped up and ran into the corridor. But the man had vanished.

## Role play interview の効果

- リーディングで読んだテキストを現実の生きた人間の会話に復元する  生徒が読んだ内容をリアルに感じる
- リーディングで読んだ「英語」表現を使う機会になる
- 準備がわりとやすく、大規模クラスでもやりやすい
- 質問などをあらかじめ考える時間などを与える、などレベルに応じた「支援 (scaffolding)」をしてあげるとよい。

## Free role play

- テキストで出てきたのとは違う場面だが、トピック的には同じで、習った言語材料を使える場面を創造する

- 場面を作る練習をする

- 皆で話し合ってみる

## 4 Free role play

1. Which of these topics are covered in the textbook you use?  
What other topics does the textbook cover?



2. Choose three of the topics. For each one, think of suitable situations for free role play. Examples:

Topic: School, education.

Situation: You meet some foreign visitors to your country. They are interested in your school. Answer their questions about it.

Topic: Health.

Situation: A visitor to your town is ill. Find out what is the matter with him/her. Tell him/her where to find a doctor.

課題（提出課題）

- 中学校の教科書から Lesson を選ぶ。
- 導入→機械的練習ドリルが終わった後のプランを書く。
- 前回の Communicative activities および今回の Role Play を最低 1 つずつ入れてプランを作る。
- 特に、指示のしかた、モデルの示し方、などをプランにきちんと英語で書くこと。