



Right-On Role Play

by Susan Thomas



German

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1 Introduction

About the materials

Aim

Right on Role Plays provides opportunities for students to practise role play in situations common to most examination boards, where dialogue takes place between two people, both of whom must show themselves capable of initiating as well as responding to utterances.

Method

Using a basic framework of visual cues, students are guided through a series of model dialogues which they can then vary, elaborate and extend by means of alternative picture prompts.

Classroom organisation

The materials provide cue cards for groups of three students working together. Students using cards A and B engage in dialogue; student C acts as observer, verifier, encourager or prompt.

Level

Since the cues are pictorial, any level of language can be used. The materials can therefore be used with a wide range of learners.

Languages

Model dialogues are provided in the target language and English, however, since the cues are pictorial, the structures can be used to support role play in any language. Note that the different language versions are not always direct translations.

Format

The flexibility of the materials allows them to be customised to reflect whatever format is used by the relevant examining board. The pictures provided here can also be used to support role-play work found in many standard textbooks. Some ideas for extension work are included at the back of the book.

Rationale

There are sound reasons for using pictures rather than text to support role play.

In real life conversations the dialogue is not supplied in advance; utterances are determined by context, by the linguistic skill of the participants, by the responses made by the interlocutors. Model dialogues based on

text only can mislead learners into thinking that there is only one 'right' way to conduct the conversation. The danger is compounded if students are asked to learn set dialogues by heart.

In the activity sheets provided here, the visuals serve as 'picture prompts' for utterances which in real life would be prompted by the context in which the conversation was taking place. Students may then, as in real life, draw upon any elements in their existing language store to express what they want to communicate. Depending upon the students' level of linguistic skill, utterances may be elementary - even rudimentary - or may demonstrate a high degree of linguistic sophistication. The model dialogues provided here have a limited purpose. They provide a 'safety net' for use only in emergency, to keep the activity going.

Using flexible methods such as these, students quickly realise that language is transferable; that what they learn in one context can be used in many others, or can be easily adapted to meet the needs of the moment. They are encouraged to become more resourceful, confident and creative in their use of language.

The picture banks

Make it clear to the students that the pictures are simply prompts or pegs on which they will hang language of their own choosing and which may need to be different in different contexts. Point out that the page has space only for the 'bare bones' of the dialogue. Encourage students to elaborate on the basic conversation by adding suitable comments, social niceties, supplementary information or questions, repeating directions, telephone numbers, times, etc.

A single picture may prompt different utterances in different contexts, for example, in English:

- The Smiling Face prompts a greeting which could be Good morning; Good afternoon; Good evening; Hello; Hi, etc.
- The Thumbs Up symbol can be used for any affirmative utterance, for example: Yes; Fine; I'll take it; Here they are; Yes, we do; Yes, we have; etc.
- The Hand Wave symbol for leave taking might be: Thank you, goodbye; Bye, see you later; Have a good trip; Enjoy your flight; etc.

Social niceties may need to be added, for example Mr. and Miss or the plural forms of these may need to be added to the greeting.

Pictures and language may need to be amended to reflect cultural variations, e.g.:

- Grades of and symbols for petrol, weights and measures, prices, etc.
- Purchasing/ordering of food and drink, in particular may vary significantly from one culture to another, eg: breakfast in the UK might be cereal and a boiled egg; in France coffee and a croissant; in Germany ham and cheese. Range and styles of coffee vary, etc.

If visuals/symbols are difficult to produce, or do not exist, the occasional target language word can be added, eg. for grades of petrol - SUPER, etc.

General Picture Bank

This section contains examples of picture prompts for utterances which occur most frequently and are therefore common to many of the themes.

Theme Banks

These provide groupings of pictures roughly related to a particular theme. However, pictures provided for one theme may also be useful in other themes, e.g. arranging a date/at the tourist office; shopping/lost property. Encourage students to add their own ideas to the banks.

The templates

The role plays included here are intended as examples of what can be done. Teachers and learners can use the templates at the end of the book to create new contexts and/or additional prompts using the banks of pictures provided.

At the end of the section on Food and Drink some partial templates have been provided, in which the main variations have been deleted. These can be used to create additional role plays very quickly without building up the whole sequence from scratch. This process can be copied for the other themes.

Time

The role play activities themselves will last between 5 and 10 minutes. Additional time should always be allowed for presentation and debriefing. Students will talk confidently and creatively only if they are thoroughly briefed, are familiar with the materials, know exactly

what they have to do and why. At the end of the role-play activity students will need an opportunity to discuss difficulties they encountered, the effectiveness of the activity, and how it could be varied or extended to meet their own needs/interests/experience.

Suggestions for using the materials

The materials can be reproduced in a variety of ways, to fulfil different purposes.

Presentation (whole class)

- Visual prompts can be projected on the interactive whiteboard to introduce basic vocabulary and structures and to discuss with the class how the dialogue might develop.
- Selected pictures can be enlarged, printed on card and used as flashcards for drilling basic vocabulary and structures prior to the role play activity being set up.

Consolidation (individual, pair or group work)

- Selected pictures can be printed on to card and cut up into individual 'playing cards' for use in group-work activities to consolidate basic vocabulary. Associated text cards could also be provided, but make sure that plenty of alternative 'matches' are available. Students can be asked to supply suggestions for these.
- Print pictures, with or without text, for displays. Learners find visual reminders very helpful at a later stage.

Role-play activity (groups of three - two interlocutors, one observer/prompt; roles rotate)

- Divide the role play sheets into parts A and B. The observer/prompt can be given either the text only or the whole sheet. (The text sections can be enlarged if necessary.)
- Provide sets of pictures which can serve as alternative cues at certain stages in the dialogue, so that the basic structure can be varied or extended.
- The whole class can work on the same role-play situation, or groups take turns to use different situations within the same topic area. For revision, use situations from a range of different topic areas.

Debriefing (whole class)

- The materials students have been using can be projected on the interactive whiteboard to discuss how the exercise went, what variations have been invented, and to deal with any difficulties which may have arisen.

Extension/Homework (individual or group work)

- Students can be encouraged to think of further variations and add their own picture prompts to the class store, e.g.: make cards with suitable prices to use in response to the question How much is it?
- Whole role-play sheets can form the basis of follow-up exercises. For example, students might be given copies of whole role-play sheets and asked to write a personal version of the dialogue. Once completed and corrected, these new 'scripts' can provide reading practice for fellow students.
- Less able students could be encouraged to use the pictures, perhaps with some text, to create picture dictionaries or topic reference books.

Revision

- Whole sheets or groups of pictures can be used as the basis for board games, handouts, worksheets for use at any stage in the teaching process. They can then be stored for use as revision at a later stage.
- Students can make a collection of sheets from different role plays. This will serve as useful revision material prior to an exam.

Assessment

- Role-play sheets can be used to monitor student performance at the end of a session or unit. Because they are open-ended they allow students to perform without difficulty at whatever level of attainment they have reached.
- Ongoing assessments can be made while students are occupied in the role-play activities. The variations possible within each structure ensure that students have plenty of work to do while the teacher is engaged in monitoring.
- Alternatively, groups can be asked to perform their best version for the class, and the performance can be assessed.

Extension Work

Once students are familiar with the materials in this book, and are accustomed to using the resources flexibly, new role plays can be generated without the need for elaborate worksheets. All students need is the outline of a situation and access to the picture bank to select suitable resources. An example is given below of how existing resources can be used in different ways, to suit the abilities of your students. Instruction sheets for students have been included, but they may not be needed if your students are sufficiently resourceful.

IN A GROCER'S SHOP/AT THE MARKET**Stage 1**

- Context: In a grocer's shop or at the market, during your stay at your pen pal's. (In each of the following conversations, the teacher plays the part of the shopkeeper)

Situation 1. You are invited to go hillwalking with your pen pal and friends. Everyone has to provide their own food and drink. Buy three things.

Situation 2. You and your pen pal are going to picnic by the river at midday. Your pen pal tells you to choose and buy three things for yourself.

Situation 3. You are on a camping holiday abroad with your family. On the first day, since you are the only one who can speak the language, you are sent to the store on the campsite to buy food for lunch. Buy three things.

Instructions

1. Decide which situation you are going to role play. Pick out which three things you are going to buy. These will act as your shopping list.
2. Select from the other groups of cards the ones which will remind you of what you will want and need to say. Set them all out in the order in which you expect to use them.
3. Work out what you will need to say in connection with each card. Sometimes you will be able to make one sentence do for two or more cards.
4. Use the cards to help you to practise what you will need to say. Turn each card face down once you think you know what you are going to say.
5. When you think you are almost ready, turn all the cards face down except the three cards for the things on your shopping list. See if you can still remember what to say. If not, turn back up the cards you forgot, and go over them again. Turn them face down again when you are sure.
6. When you are ready, pick out the three shopping list cards to help you while you do the role play with your teacher.

IN A GROCER'S SHOP/AT THE MARKET

Stage 2

You have a holiday job in a grocer's shop in an area of your country which is popular with tourists from abroad. Since you are learning a foreign language, you are called to serve tourists who speak that language.

Preparation (Use the cards to help you.)

- 1. You should be familiar with the foreign names of all the items in the shop and be able to recognise them if someone asks for them.
- 2. You should be able to recognise the weights or number of things they may ask for.
- 3. You should be able to greet the customers appropriately.
- 4. You should be able to ask them the usual questions about what they want, how much, if they want anything else, etc., and tell them how much it all comes to.

Notes

The customers may be the teacher, or learners working on stage 1.

IN A GROCER'S SHOP/AT THE MARKET

Stage 3

Working with a partner. One of you plays the customer, the other the shopkeeper.

Preparation (Use the cards to help you)

Shopkeeper:

- 1. You should be familiar with the foreign names of all the items in the shop and be able to recognise them if someone asks for them.
- 2. You should be able to recognise the weights or number of things they may ask for.
- 3. You should be able to greet the customers appropriately.
- 4. You should be able to ask them the usual questions about what they want, how much, if they want anything else, etc., and tell them how much it all comes to.
- 5. You should be able to tell them if you don't have what they are asking for and why.
- 6. You should be able to introduce a little friendly 'small talk'.

Customer

- 1. Decide what you are going to buy. Make a list.
- 2. Be able to ask for the number or amount you want.
- 3. You should be able to open and close the conversation appropriately.
- 4. Be prepared for something you ask for not to be available.
- 5. Be prepared to enter into more general chat if the shopkeeper is friendly.

Role play

Be well prepared, but do not rehearse the dialogue with your partner. The shopkeeper should not know what the customer is going to ask for. The customer should not know in advance what may or may not be available. When you do the role play, respond to what your partner says rather than trying to remember a sequence of phrases you have learned.

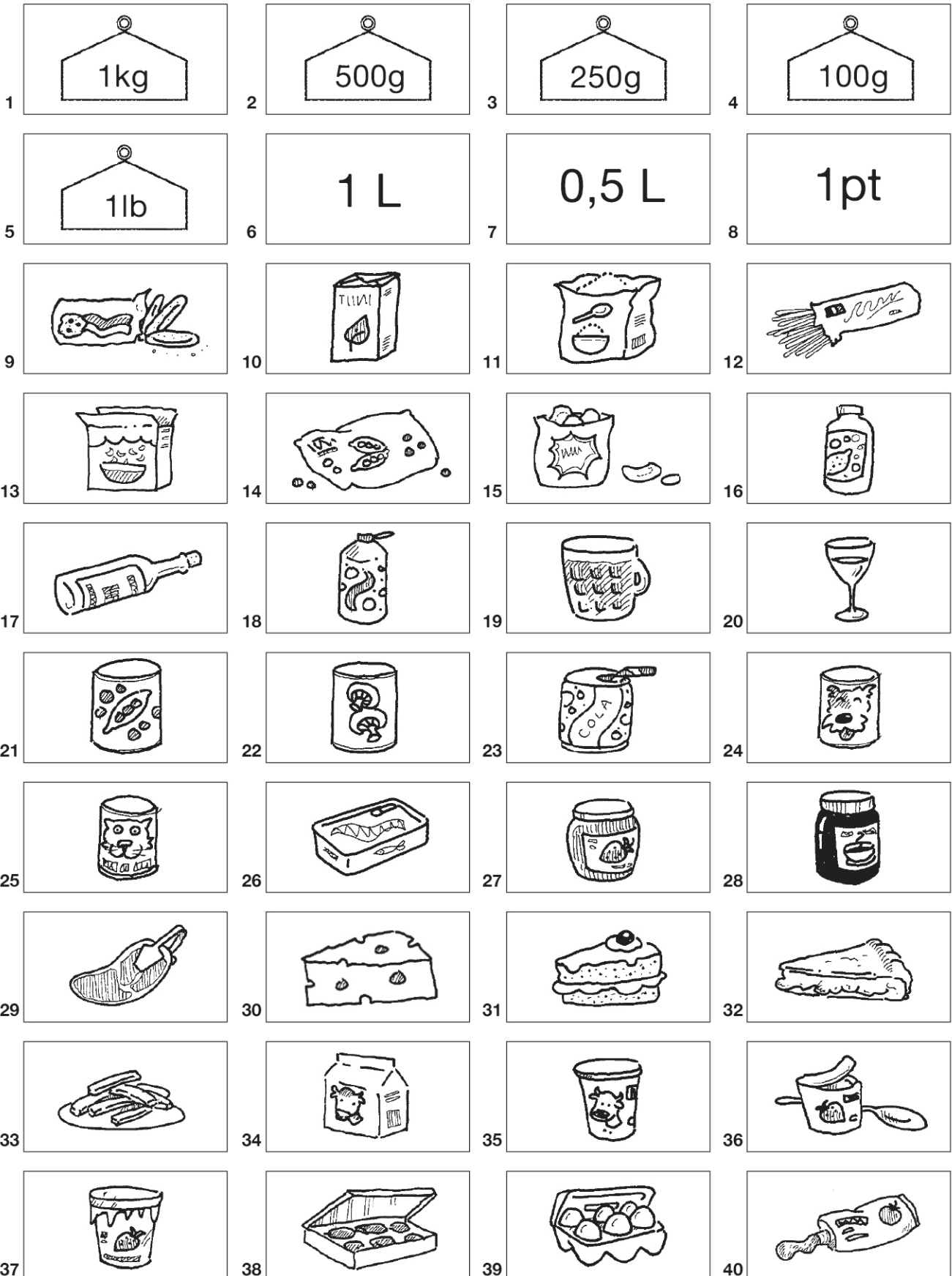
2 Food and Drink

Picture Bank - Food and Drink Set 1

The accusative forms of the German indefinite articles are: einen (m); eine (f); ein (n)

- | | | | |
|---------------------------------|--|--------------------------|---|
| 1. kilo | • 1. Kilo (n)/Kilos (pl) | 21. tin/can of peas | • 21. Dose Erbsen (f)/Dosen Erbsen (pl) |
| 2. half a kilo | • 2. fünfhundert Gramm | 22. tin/can of mushrooms | • 22. Dose Pilze (f)/Dosen Pilze (pl) |
| 3. 250g | • 3. zweihundertfünfzig Gramm | 23. can of coke | • 23. Dose Cola (f)/Dosen Cola (pl) |
| 4. 100g | • 4. (ein)hundert Gramm (100g) | 24. tin/can of dog food | • 24. Dose Hundefutter (f)/Dosen Hundefutter (pl) |
| 5. pound | • 5. Pfund (n)/Pfund (pl) (500g) | 25. tin/can of cat food | • 25. Dose Katzenfutter (f)/Dosen Katzenfutter (pl) |
| 6. litre | • 6. Liter (m)/Liter (pl) | 26. tin/can of sardines | • 26. Dose Sardinen (f)/Dosen Sardinen (pl) |
| 7. half a litre | • 7. halber Liter (m) | 27. jar of jam | • 27. Glas Marmelade (n)/Gläser Marmelade (pl) |
| 8. pint | • 8. Pint (n)/Pints (pl) | 28. jar of coffee | • 28. Glas Instantkaffee (n)/Gläser Instantkaffee (pl) |
| 9. packet of biscuits | • 9. Packung Kekse (f)/Packungen Kekse (pl) | 29. slice of ham | • 29. Scheibe Schinken (f)/Scheiben Schinken (pl) |
| 10. packet of tea | • 10. Päckchen Tee (n)/Päckchen Tee (pl) | 30. piece of cheese | • 30. Stück Käse (n)/Stücke Käse (pl) |
| 11. packet of sugar | • 11. Tüte Zucker (f)/Tüten Zucker (pl) | 31. piece of cake | • 31. Stück Kuchen/Torte (n)/Stücke Kuchen/Torte (pl) |
| 12. packet of spaghetti | • 12. Packung Spaghetti (f)/Packungen Spaghetti (pl) | 32. piece/portion of pie | • 32. Stück Quiche (n)/Stücke Quiche (pl) |
| 13. packet of cornflakes | • 13. Packung Cornflakes (f)/Packungen Cornflakes (pl) | 33. portion of chips | • 33. Portion Pommes frites (f)/Portionen Pommes frites |
| 14. packet of frozen peas | • 14. Packung tiefgefrorene Erbsen (f)/Packungen tiefgefrorene Erbsen (pl) | 34. carton of milk | • 34. Karton Milch (n)/Kartons Milch (pl) |
| 15. packet of crisps | • 15. Tüte Chips (f)/Tüten Chips (pl) | 35. carton of cream | • 35. Becher Sahne (m)/Becher Sahne (pl) |
| 16. bottle of lemonade | • 16. Flasche Limonade (f)/Flaschen Limonade (pl) | 36. (pot of) yoghurt | • 36. Becher Joghurt (n)/Becher Joghurt (pl) |
| 17. bottle of wine | • 17. Flasche Wein (f)/Flaschen Wein (pl) | 37. tub of icecream | • 37. Packung Eis (f)/Packungen Eis (pl) |
| 18. bottle of washing up liquid | • 18. Flasche Spülmittel (f)/Flaschen Spülmittel (pl) | 38. box of chocolates | • 38. Schachtel Pralinen (f)/Schachteln Pralinen (pl) |
| 19. glass of beer | • 19. Glas Bier (n)/Gläser Bier (pl) | 39. half a dozen eggs | • 39. halbes Dutzend Eier (n) |
| 20. glass of wine | • 20. Glas Wein (n)/Gläser Wein (pl) | 40. tube of tomato | • 40. Tube Tomatenmark (f)/Tuben Tomatenmark (pl) |

Picture Bank - Food and Drink Set 1

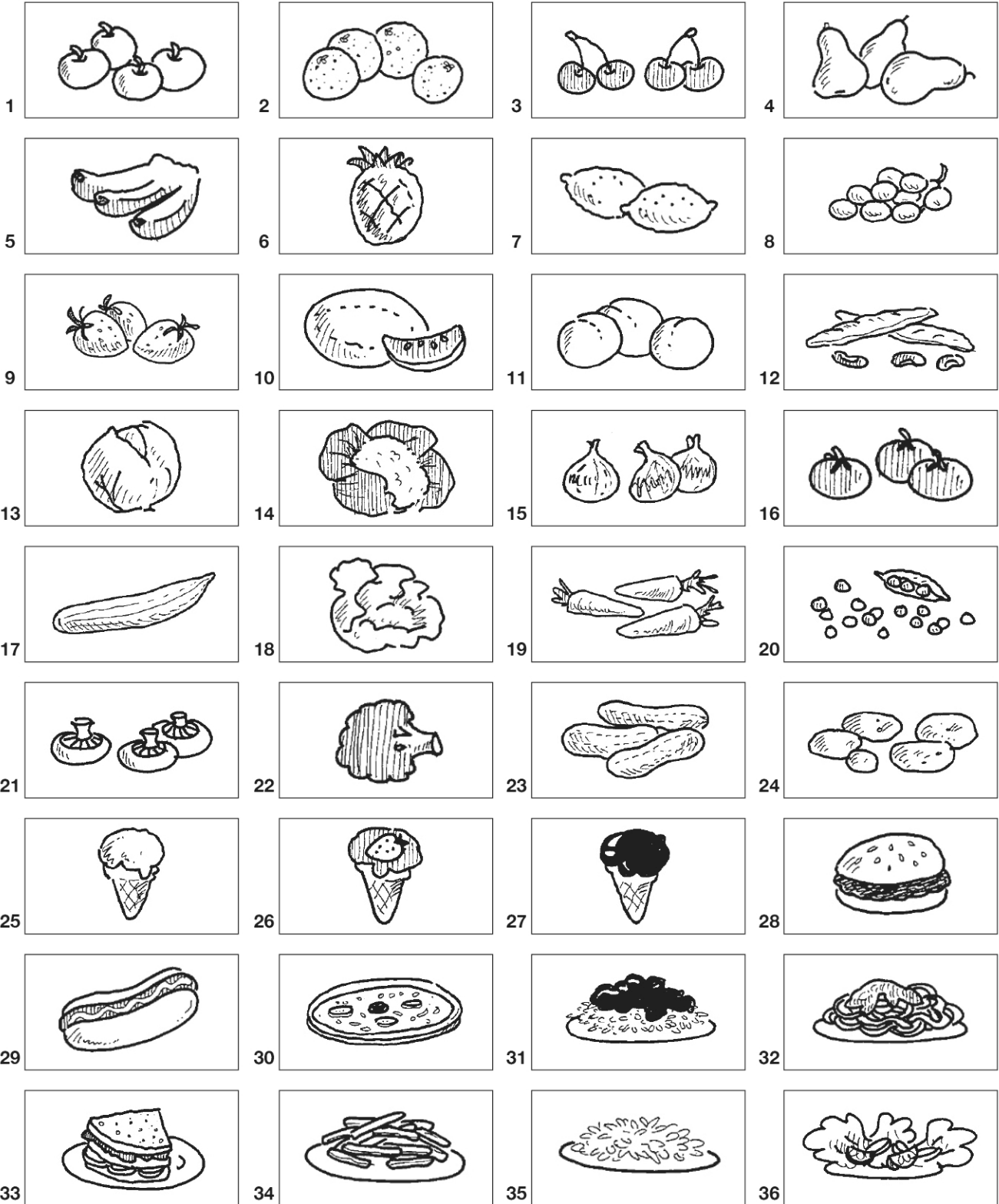


Picture Bank - Food and Drink Set 2

The accusative forms of the German indefinite articles are: einen (m); eine (f); ein (n)

1. apple	• 1. Apfel (m)/Äpfel (pl)	19. carrot	• 19. Karotte (f)/Karotten (pl)
2. orange	• 2. Orange (f)/Orangen (pl)	20. peas	• 20. Erbse (f)/Erbsen (pl)
3. cherry	• 3. Kirsche (f)/Kirschen (pl)	21. mushroom	• 21. Pilz (m)/Pilze (pl)
4. pear	• 4. Birn e(f)/Birnen (pl)	22. broccoli	• 22. Brokkoli (m)
5. banana	• 5. Banane (f)/Bananen (pl)	23. courgette	• 23. Zucchini (f)/ Zucchini (pl)
6. pineapple	• 6. Ananas (f)/Ananas (pl)	24. potato	• 24. Kartoffel (f)/ Kartoffeln (pl)
7. lemon	• 7. Zitrone (f)/Zitronen (pl)	25. vanilla ice cream	• 25. Vanilleeis (n)
8. grapes	• 8. Weintraube (f)/ Weintrauben (pl)	26. strawberry ice cream	• 26. Erdbeereis (n)
9. strawberry	• 9. Erdbeere (f)/ Erdbeeren (pl)	27. chocolate ice cream	• 27. Schokoladeneis (n)
10. melon	• 10. Melone (f)/Melonen (pl)	28. burger	• 28. Hamburger (m)/ Hamburger (pl)
11. peach	• 11. Pfirsich (m)/ Pfirsiche (pl)	29. hotdog	• 29. Hotdog (m)/ Hotdogs (pl)
12. beans	• 12. Bohne (f)/Bohnen (pl)	30. pizza	• 30. Pizza (f)/Pizzas (pl)
13. cabbage	• 13. Kohl (m)	31. curry	• 31. Curry (m)/Currys (pl)
14. cauliflower	• 14. Blumenkohl (m)	32. spaghetti	• 32. Spaghetti (mpl)
15. onion	• 15. Zwiebel (f)/ Zwiebeln (pl)	33. a sandwich	• 33. Sandwich (n)/ Sandwiche (pl)
16. tomato	• 16. Tomate (f)/Tomaten (pl)	34. chips	• 34. Pommes frites (fpl)
17. cucumber	• 17. Gurke (f)/Gurken (pl)	35. rice	• 35. Reis (m)
18. lettuce	• 18. Kopfsalat (m)	36. salad	• 36. Salat (m)/Salate (pl)

Picture Bank - Food and Drink Set 2



Picture Bank - Food and Drink Set 3












The accusative forms of the German indefinite articles are: einen (m); eine (f); ein (n)

1. steak	• 1. Steak (n)/Steaks (pl)	17. coke	• 17. Cola (f)/Colas (pl)
2. chop	• 2. Kotelett (n)/Koteletts (pl)	18. milk	• 18. Milch (f)
3. fish	• 3. Fisch (m)	19. glass of white wine	• 19. Glas Weißwein (n)/ Gläser Weißwein (pl)
4. ham	• 4. Schinken (m)	20. glass of red wine	• 20. Glas Rotwein (n)/ Gläser Rotwein (pl)
5. chicken	• 5. Hähnchen (n)/ Hähnchen (pl)	21. beer	• 21. Bier (n)/Bier (pl)
6. sausage	• 6. Wurst (f)/Würste (pl)	22. black coffee	• 22. Kaffee (m)/Kaffee (pl)
7. vegetables	• 7. Gemüse (n)	23. white coffee	• 23. Kaffee mit Milch (m)/ Kaffee mit Milch (pl)
8. fruit	• 8. Obst (n)	24. tea	• 24. Tee (m)/Tee (pl)
9. dessert	• 9. Nachspeise (f)/ Nachspeisen (pl)	25. table for one	• 25. Tisch für eine Person (m)
10. croissant	• 10. Croissant (n)/ Croissants (pl)	26. table for two	• 26. Tisch für zwei Personen (m)
11. butter	• 11. Butter (f)	27. table for three	• 27. Tisch für drei Personen (m)
12. bread	• 12. Brot (n)/Brote (pl)	28. table for four	• 28. Tisch für vier Personen (m)
13. lemonade	• 13. Limonade (f)/ Limonaden (pl)	29. table by the window	• 29. Tisch am Fenster (m)
14. orange juice	• 14. Orangensaft (m)/ Orangensäfte (pl)	30. menu	• 30. Speisekarte (f)/ Speisekarten (pl)
15. still mineral water	• 15. Mineralwasser ohne Kohlensäure (n)/ Mineralwasser ohne Kohlensäure (pl)	31. bill	• 31. Rechnung (n)
16. sparkling mineral water	• 16. Mineralwasser mit Kohlensäure (n)/ Mineralwasser mit Kohlensäure (pl)	32. tip	• 32. Trinkgeld (n)

Picture Bank - Food and Drink Set 3



Dialogue 1. Food and Drink (1)

A 		B 
		
		
		
		



A1. Good morning.

• **A1.** Guten Morgen.

A2. Can I help you?

• **A2.** Kann ich Ihnen helfen?

A3. That's X pounds/pence, please.

• **A3.** X Euro, bitte.

A4. Thank you. Goodbye.

• **A4.** Danke schön. Auf Wiedersehen.

B1. Good morning.

• **B1.** Guten Morgen.

B2. Yes, I'd like 3 apples, please.

• **B2.** Ja, ich hätte gerne drei Äpfel, bitte.

B3. Here you are.


• **B3.** Hier, bitte.

B4. Thank you. Goodbye.


• **B4.** Auf Wiedersehen.









Dialogue 2. Food and Drink (2)

A



B





<p>A1. Good morning.</p> <p>A2. Can I help you?</p> <p>A3. That's X pounds/pence, please.</p> <p>A4. Thank you. Goodbye.</p>	<ul style="list-style-type: none"> • A1. Guten Morgen. • A2. Kann ich Ihnen helfen? • A3. X Euro, bitte. • A4. Danke schön. Auf Wiedersehen. 	<p>B1. Good morning.</p> <p>B2. Yes, I'd like 4 pears, please.</p> <p>B3. Here you are.</p> <p>B4. Thank you. Goodbye.</p>	<ul style="list-style-type: none"> • B1. Guten Morgen. • B2. Ja, ich hätte gerne vier Birnen, bitte. • B3. Hier, bitte. • B4. Auf Wiedersehen.
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