

СОЗДАНИЕ  
И ПРОВЕДЕНИЕ  
РОЛЕВЫХ ИГР

# НА АНГЛИЙСКОМ ЯЗЫКЕ

методические  
рекомендации  
для преподавателей



ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ВЫСШАЯ ШКОЛА ЭКОНОМИКИ

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# Введение

В настоящее время ролевые игры широко используются в процессе обучения иностранным языкам, и мало кто подвергает сомнению их необходимость. Однако для успешного проведения РИ (ролевой игры) необходимо иметь четкое представление об ее преимуществах и недостатках, роли в учебном процессе, методах подготовки и проведения, а также некоторых психологических аспектах данного вида деятельности.

Прежде всего, следует сказать, что РИ не является просто способом развлечь студентов, “разбавить” некую монотонность занятий. РИ — это заключительный этап прохождения какой-либо темы, целью которого является, в первую очередь, выход в неподготовленную устную речь. Для студента — это возможность почувствовать, что он действительно может говорить, понимать и быть понятым (не говоря уже о том, что это просто интересно, что это — игра, “действие”); для преподавателя — это возможность ненавязчиво проконтролировать знания студентов, проанализировать их ошибки, а также аспекты языка, которые требуют доработки.

В других видах аудиторной работы (будь то “drills”, работа по моделям, парная работа, обсуждение темы, ответы на вопросы и т.д.) есть заранее запланированный образец. Поэтому очень часто, если студент не говорит сам, он отвлекается и невнимательно следит за ответами остальных. Кроме того, в аудитории доминирует преподаватель, он исправляет ошибки, направляет, “дирижирует” учебным процессом, и студент знает, что его в затруднительном случае исправят.

Но в реальной жизни эти факторы отсутствуют, и очень часто учащийся, оставшийся “один на один” с носителем языка, испытывает затруднения при общении или просто впадает в панику. РИ, которая моделирует условия реальной жизни,

дает студенту возможность самому, без помощи преподавателя, использовать иностранный язык и принимать решения. Во время хорошо организованной ролевой игры студент активен 100 % времени. Даже когда он просто слушает, информация нужна ему, и он должен на нее реагировать. Он заинтересован, и вопрос активного участия в учебном процессе отпадает сам собой.

Конечно, РИ занимает огромное количество времени, если учесть подготовительный и заключительный этапы. Но следует помнить, что РИ — это тоже обучение.

## Принципы создания ролевых игр

Во-первых, с самого начала занятий студенты должны привыкнуть работать в группах или парами (сначала это может быть не ролевая игра, а какие-либо другие задания); это особенно важно в группах по 12—15 человек, где хорошая парная работа резко повышает эффективность занятий.

Во-вторых, необходимо реально оценить уровень языковой подготовки группы и в зависимости от этого выбрать тип игры. Как уже говорилось, РИ проводится по завершению работы с определенным лексическим и грамматическим материалом; очень важен точный прогноз, какая лексика понадобится студенту. Безусловно, чем выше уровень, тем это труднее сделать.

В-третьих, необходимо учитывать интересы студентов и тип группы; бывают творческие группы, где фантазия и артистизм студентов позволяют преподавателю переложить большую часть подготовки на них самих. Встречаются группы, где студентов

очень трудно “расшевелить”, фантазия у них не развита, и здесь задача преподавателя, с помощью целой системы упражнений, подготовить группу и тщательно продумать игру. При создании ролевой игры следует помнить о следующем.

1. Студенты должны иметь фактическую информацию, которая или им выдается (например, расписание поездов, программа передач, какой-либо базовый текст, вокруг которого строится игра), или им самим поручают отыскать эту фактическую информацию.

2. Отрабатывается языковой материал.

3. Представляются и обсуждаются фронтально ситуация и факты.

4. Студенты получают карточки с ролью. Продумывая или распределяя роли для каждого студента, необходимо учитывать их способности и характер.

Практика показывает, что нельзя составлять группу только из “тихих” студентов; что лидеры в реальной жизни хорошо подходят для лидирующих ролей в РИ, что иногда невозможно “давить” на “тихих” студентов и давать им активные роли, а иногда “тихие” студенты вдруг неожиданно преображаются в игре. Преподаватель должен принимать решения по поводу той или иной роли, основываясь на своем опыте, интуиции и понимании студентов.

Когда студенты получают карточки с ролью, им дается время на подготовку (в зависимости от уровня сложности игры это может быть от 5 минут в классе до нескольких часов дома).

Основное, что следует помнить — студенты не должны обсуждать свои роли друг с другом и репетировать, игра должна быть спонтанной. Конечно, на уровне “elementary” отношение к ситуации и пути ее развития predetermined, однако на более высоких уровнях все решения принимаются во время игры; здесь нет никакой predeterminedности, кроме исходных данных.

Необходимо отметить еще одну немаловажную деталь. Речь студентов часто бывает неестественной в связи с отсутствием в ней

так называемых “conversation fillers” (*Let me see, oh, really? etc.*). Такие слова и выражения вводятся постепенно на протяжении всего учебного процесса. Иногда целесообразно написать их на доске перед началом игры и рекомендовать студентам их активно использовать, иногда некоторые выражения можно дать на карточках с ролью. Помимо этого, при подготовке к РИ следует уделять внимание стилистическим особенностям языка, в какой ситуации какой язык надо использовать. Студенты должны понимать, что если к коллеге можно обратиться “*Hi there, Bobby!*”, то в разговоре с начальником более уместно сказать “*Good morning, Mr. Simphton*”, и свадебная церемония выглядела бы по меньшей мере странно, если священник сказал бы: “*OK, Bill, so you want to marry Ann here*” вместо: “*Do you, Bill Jones, take this woman...*”.

## Роль преподавателя

Когда подготовительный этап уже позади и игра началась, преподаватель предоставляет студентам вести игру и не вмешивается в ее ход. Он — “отсутствует” (в это время можно записывать ошибки студентов и анализировать ход игры). Конечно, в более слабых или пассивных группах преподаватель может тоже иметь роль, но иногда это сковывает студентов. Единственный случай, когда преподаватель должен вмешаться, — это если игра “не идет”. Тогда следует прервать игру и проанализировать со студентами причину ее неудачи. Необходимо рассчитать время игры так, чтобы его было достаточно, и игру не пришлось прерывать.

Сразу после проведения ролевой игры следует подвести итог — предложить студентам сказать, что было сделано, положительные и отрицательные моменты, был ли удовлетворительным

подготовительный этап и т.д. Преподаватель также может раздать анкеты для самооценки работы и участия в игре каждого студента. Помимо этого, можно предложить одному или двум студентам роль наблюдателей, которые анализируют игру и заполняют анкету (образцы анкет приводятся ниже).

Что касается языковых ошибок, их не следует обсуждать сразу после игры и, может быть, вообще соотносить с игрой, иначе в следующий раз игра может быть более скованной и неестественной. Эти ошибки — сигнал для преподавателя, на что надо обратить внимание, что надо повторить или отработать на последующих занятиях. Игра — это не тест и не зачет.

## **PARTICIPANT SELF-EVALUATION FORM**

After you participate in a Role Play, answer the following questions by putting a check [v] in the appropriate spaces.

1. When you spoke, how often did you use English?

- \_\_\_\_\_ A. All the time.  
\_\_\_\_\_ B. Most of the time.  
\_\_\_\_\_ C. Some of the time.  
\_\_\_\_\_ D. None of the time.

2. How many times did you have a chance to speak \_\_\_\_\_ during the Role Play?

- \_\_\_\_\_ A. Five or more times.  
\_\_\_\_\_ B. Three or four times.  
\_\_\_\_\_ C. One or two times.  
\_\_\_\_\_ D. None of the times.

3. Did you have any problems during the Role Play? Check any of the following that apply to you:

- \_\_\_\_\_ A. I didn't understand the topic.



- \_\_\_\_\_ B. I didn't know enough about the topic to contribute ideas.
- \_\_\_\_\_ C. I couldn't think of anything to say.
- \_\_\_\_\_ D. I had problems with vocabulary. I didn't know the right words in English to say what I wanted.
- \_\_\_\_\_ E. I had problems with grammar.
- \_\_\_\_\_ F. I had some problems with my pronunciation.
- \_\_\_\_\_ G. I haven't had enough practice in speaking English and I just couldn't get the words out.
- \_\_\_\_\_ H. It was difficult to use the expressions for this Role Play.
- \_\_\_\_\_ I. Other speakers interrupted me.
- \_\_\_\_\_ J. Other speakers didn't give me the chance to talk.
- \_\_\_\_\_ K. I felt nervous or shy.
- \_\_\_\_\_ L. Nobody paid attention to what I said.
- \_\_\_\_\_ M. I couldn't understand the other speakers.
- \_\_\_\_\_ N. I think I talked too much.
- \_\_\_\_\_ O. Other problems.

4. How can you solve the problems that you checked?

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5. Overall, how do you think your group did? Use the following scale to rate the discussion. Overall Performance. In general, how was the discussion?

Excellent 3

Satisfactory 2

Weak 1

Unsatisfactory 0

6. How do you think you can improve the next discussion?

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# OBSERVER EVALUATION FORM

## 1. Identifying the group.

A. Role Play topic \_\_\_\_\_

B. Names of students in group \_\_\_\_\_

## 2. Rating the group.

At the end of the discussion, use the following scales to rate the Role Play group.

A. Participation. How well did all members interact and participate in the Role Play?

Excellent 3

Satisfactory 2

Weak 1

Unsatisfactory 0

B. Clarity. How loudly and clearly did all group members speak?

Excellent 3

Satisfactory 2

Weak 1

Unsatisfactory 0

## 3. Making suggestions.

What suggestions can you make to help the group improve the next discussion?

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# Примеры ролевых игр для групп с различным уровнем языковой подготовки

В группах с низким уровнем знаний (elementary level) РИ должны предваряться системой упражнений, готовящих студентов к этому виду деятельности.

Во-первых, это могут быть “drills” — серия жестко контролируемых стимулов и реакций. В каждом упражнении каждый стимул предполагает только один правильный ответ.

Felix plays golf every weekend, (now)

Felix is playing golf now.

I want some potatoes, (bread)

But I don't want any bread.

Цель этих упражнений — добиться автоматических и структурно правильных ответов.

Далее можно сделать ситуацию более естественной, а ответы менее механическими; например, дать ситуацию. Предположим, отрабатывается структура “*Do you like...?— Yes, I do/No, I don't*”. The situation is an informal gathering. The two speakers have just met, so they're comparative strangers. They would like to know each other better. They therefore to find a neutral topic and settle on music.

Такое упражнение должно содержать возможность выбора.

Do you like \_\_\_\_\_ ?

Yes, I love \_\_\_\_\_ .

Yes, I do.  
No, I don't.

Еще один тип упражнений — так называемые “Skeleton dialogues”:

Excuse me, where's the next train to \_\_\_\_\_ ?  
At \_\_\_\_\_ .  
How much is a \_\_\_\_\_ ticket?

And which platform does it leave from?

\_\_\_\_\_

Thank you.

Сначала дается полный диалог, отрабатывается его чтение, затем одному студенту из пары выдается расписание, а информация стирается.

После всех этих упражнений можно начинать мини-РИ, которые обычно делают в парах. Примерами таких игр могут быть следующие.

**Role I.** You're in a new town, at the railway station. You want to go to the Grand Hotel. Stop someone and ask the way.

**Role II** You're at the railway station. Help the tourist, [the student has a map].

**Role I.** You go into the Hilton Hotel, where your friend David Hunt is staying. Ask the receptionist which room he has, and if he is in his room. Describe David to the receptionist [the student has the picture of a person].

**Role II.** You're the receptionist at the Hilton Hotel. Mr. Hunt has room 159. He is not in his room. Ask for a description of him. You saw him go a moment ago.

Необходимо подчеркнуть, что задание должно быть совершенно ясным с самого начала; на этом этапе студент не должен использовать в диалоге большое количество дополнительной информации.

Приводимый ниже список так называемых “conversation fillers”, выражений-клише для возникшей в ходе диалога ситуации, сделает речь говорящего более живой и яркой, а также приучит его с начального этапа использовать в своих высказываниях данные разговорные формулы.

## CONVERSATION FILLERS

### *Polite responses in everyday situations*

Thank you.

- You're welcome.
- Not at all.
- Don't mention it.
- Think nothing of it.
- You bet.
- Any time.

Excuse me.

- Surely.
- Certainly.
- Of course.

Would you like a (piece of candy)?

- Yes, please,
- Thanks, I would.
- No, thank you / thanks;
- No, thanks, I wouldn't.

May I have a (piece of candy)?

- Certainly,
- Surely.
- Yes, of course.
- Go right ahead.
- Help yourself.

***Responses showing different feelings and emotions Interest***

I'm going to buy  
a new car.

- Really?
- How nice!
- You don't say!

***Enthusiasm***

I'm writing a book.

- Great!
- That's great!
- Wonderful!
- Fantastic!
- Terrific!
- Marvelous!

***Surprise***

John just won a thou-  
sand dollars!

- Oh, really?
- He did?
- He won a thousand dollars?
- What do you know about that?

***Disbelief***

He is nearly 80 years old.

- No kidding!
- I don't believe it!
- I can't believe it!
- Impossible!
- Incredible!
- I don't believe a word you say!
- You must be joking!
- Nonsense!

***Regret***

I won't be able to come  
to the party Saturday  
night.

- I'm sorry to hear that!
- That's too bad.

### *Sympathy*

My sister broke her leg  
yesterday.

- Oh, that's too bad.
- What a shame!
- That's a shame!
- I'm sorry to hear that!
- Oh, I'm sorry.

### *Horror*

Richard had a heart  
attack.

- Oh, how awful!
- That's terrible!
- How horrible!
- That's dreadful!

### *Agreement*

This is a good meal.

- Right.
- You're right.
- It is.
- Yes, it is, isn't it?
- It certainly is.
- It surely is.

You remember Mary,  
don't you?

- Yes, of course,
- Of course, I do.
- Why, of course. Certainly.
- Surely.

### *Concurrence*

I want ice-cream.

- I do too.
- So do I.

I don't like that painting.

- Neither do I.
- I don't either.

Shall we go swimming?

- Yes, lets.
- Yes, let's go.
- Why not.
- Sure, why not.

### *Emphatic disagreement*

You should retire.

— No, never.

— Never.

В группах с более высоким уровнем (Intermediate, Upper-Intermediate level) следует также начинать с РИ в парах, так как даже с такой языковой подготовкой многие студенты сначала теряются.

Парные РИ очень хорошо проводить в рамках модуля “General English”, привязывая их к темам урока. Примером таких мини-РИ могут служить следующие игры.

Вместе с ролью оба студента получают объявление.

ADVERTISEMENT: Small, third floor flat in Maple Street to rent. Suit a student. £80 a month. Phone Mrs. Holt, 475 386.
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**Role I.** You see an advertisement in a newspaper. Phone up and find out more about the flat. [Make a note of things you want to ask about before you phone]. If the flat sounds suitable, arrange to go round and see it.

**Role II.** You have a flat to rent. You put an advertisement in a newspaper. Someone phones up about the flat. Answer their questions. [Think first what they might ask and have the answer ready]. If the person is interested arrange for him / her to come and have a look at it.

**Role I.** You work in the overseas department Bolton brothers. You're on a business trip. You're in the hotel lounge, writing reports. You're tired, you want peace and quiet. You don't want to talk to anyone. You do not want to go out tonight, but finally agree to it. Be polite, but negative.

**Role II.** You're in your hotel lounge. You want to watch TV. If you can't do that you might as well chat to someone. You think you



recognize the other person in the room. You have recently visited the firm of Bolton brothers. It might be there that you met. Try and strike up a conversation, and invite the other person out tonight. Try to persuade him / her.

Классической ролевой игрой, охватывающей большую группу студентов, является “Алиби”, она также является прекрасным началом проведения серии игр с количеством участников от шести до десяти.

## Ролевая игра I “Алиби”

Выбирается студент, который рассказывает историю о краже, которую он видел вчера. Ему заранее дается задание подготовить эту информацию дома. Он дает описание двух студентов и говорит, что они — это два человека, принимавшие участие в краже. Студенты должны выйти из класса и договориться об их алиби. Они были вместе в это время. Одновременно в классе решают, какие вопросы будут им заданы. “Обвиняемые” возвращаются по одному. Записываются ответы, которые дает первый студент, а затем выслушивают второго. Если их ответы расходятся, то они виноваты.

Данная РИ ярко иллюстрирует, как можно задействовать всех студентов на 100% времени. Пытаясь разбить “алиби”, все задают вопросы и, естественно, очень внимательно выслушивают ответы. Кстати, эта игра может быть прекрасным завершением работы по тренировке или повторению всех типов вопросов в устной речи.

Так как данная РИ проходит в форме обсуждения, то необходимо соблюдать некоторые правила и приемы его проведения, которые и приводятся ниже и могут быть использованы в качестве раздаточного материала.

## Effective leadership (guidelines for the group leader)

If you are the leader of a discussion group, it is your responsibility to begin and end the meeting on time. There are also other responsibilities that you need to fulfil in order to be an effective leader:

1. Make sure that all the participants understand the discussion. In order to do this you may have to restate (to say the same in a different way) or explain certain points.
2. See that all group members have an equal chance to participate. Bring in (involve in) quiet participants by asking them questions. Also control people who talk too much or monopolise the discussion.
3. Keep the discussion on the subject. If participants start moving off the topic or bringing up (introducing) irrelevant points, politely bring the discussion back to the subject.
4. Keep the discussion moving. You have to cut off the conversation if members spend too much time on one point or start repeating the same ideas. However, you also have to decide when conversation is useful and should be encouraged.
5. Try to keep the discussion organised. Once a suggestion has been introduced, try to get the group to examine it thoroughly before moving on to the next point.
6. Summarise when needed and look for areas of agreement, but you cannot force it.
7. Be fair and objective in considering all points that are expressed. Since a leader opinion can have a strong effect on the participants, try not to be forceful in stating your own opinions. One way to do this is by putting your ideas in the form of questions or suggestions. For example, you can ask “*What do you think about \_\_\_\_\_ ?*”  
or “*What about \_\_\_\_\_ ?*”
8. At the end of the meeting summarise the group’s decision. Make sure that all participants understand and accept this decision.

# Discussion techniques

## Introducing a discussion

An introduction to a discussion generally consists of several main points that the group leader can cover in a minute or two. The following is the list of points that are usually included in an introduction, of course, you can also use your own words to convey these points.

### *Greeting*

Good morning / afternoon / evening.

### *Gaining attention*

Is everybody ready to begin?

Why don't we get started?

### *General statement of the subject*

We're here today to talk about \_\_\_\_\_ .

### *Statement of the specific purpose or goal of the discussion*

The purpose / goal of this discussion is to agree / decide / solve

### *Introduction of the group members*

At our meeting today we have Mike Smith, who is a government official. Also we have \_\_\_\_\_ .

Why don't you introduce yourselves?

### *Opening up the subject for discussion*

Mary / Andrew, would you like to begin?

Who would like to begin?

## Keeping communication open

For effective interaction in a discussion, all of the participants must be able to express their ideas. To encourage open communication, the leader should bring in people who are not actively participating in the discussion. A usual way of bringing others into the discussion is by asking them questions.

What do you think / suggest?

What's your opinion of \_\_\_\_\_?

Do you have anything to add?

Furthermore, the leader may have to control a group member who is talking too much.

Yes, I see what you mean, but let's see what some of the others have to say about this.

I think you've got a point here. Can we hear what some others think about this?

### **Closing a discussion**

*A statement that the meeting time is over*

I'm afraid that we'll have to end here.

Unfortunately, we've ran out of time.

Excuse me, it looks like our time is up.

*A final summary of the discussion*

O summarize, we agreed/decided that \_\_\_\_\_.

Well, we weren't able to make a final decision, but I think that we accomplished a lot today. We \_\_\_\_\_.

*A statement to thank the members for their participation in the discussion*

Thank you all for coming.

I'd like to thank you all for your cooperation.

## **Guidelines for more effective meetings**

1. CONSENSUS. The group members reach a general agreement through discussion.

2. MAJORITYRULE. Although all the participants may not agree, the group chooses a solution that more than half of the people agree on.

VOTING. Since there is no clear majority of people in favor of particular solution, the group members vote and the solution with the most votes wins.

4. **AUTHORITY** The leader or a strong participant makes or pushes through a decision.
5. **DEFAULT** The group is unable to make a decision.

## **Formulas of conducting discussion (agreeing and disagreeing)**

### ***Giving an opinion***

I think \_\_\_\_\_  
I believe \_\_\_\_\_  
In my opinion, \_\_\_\_\_  
As far as I'm concerned, \_\_\_\_\_  
As I see it, \_\_\_\_\_  
Personally, I think \_\_\_\_\_  
It seems to me \_\_\_\_\_

### ***Asking about agreement***

Do you agree?  
Don't you agree?  
Wouldn't you agree?  
Don't you think so?

### ***Agreeing***

That's right.  
I agree with you.  
You're right.  
I definitely agree.  
I think so, too.  
I completely agree with you.  
That's a good point.  
I couldn't agree with you more.

### ***Disagreeing***

I don't think so.  
That's not how I see it.  
I don't really agree with you.  
I'm afraid I can't agree with you.

I'm not sure I quite agree with you.

Yes, that might be true, but \_\_\_\_\_

Well, you have a point here, but \_\_\_\_\_

I can see your point, but \_\_\_\_\_

I see what you mean, but \_\_\_\_\_

Далее предлагается несколько типовых ролевых игр по модулям — “Введение в специальность” и “Газета”. Их можно легко приспособить к разному количеству студентов, а также упростить или усложнить в зависимости от уровня языковой подготовки группы.

## Ролевая игра II “A job interview”

Эта РИ — завершение изучения темы “Personnel” по модулю “Введение в специальность”.

Как правило, студенты делятся на две подгруппы (каждая может включать от пяти до восьми человек). Из них два человека — топ-менеджеры, которые поместили в газету объявления о вакансиях. Каждой подгруппе выдается следующая информация: объявление о вакансии, образец CV, информация о проведении интервью, которые обсуждаются на занятии. Каждый участник получает роль, причем претендентам выдается их предположительная характеристика. Примеры приводятся ниже.

Пока одна подгруппа проводит интервью, другой можно предложить образовать “Shadow cabinet” и параллельно с топ-менеджерами выбрать свою кандидатуру на замещение этой вакантной должности. Тогда и другая подгруппа будет задействована.

Следует предупредить топ-менеджеров, что у них есть строго определенное количество времени на каждого претендента, в противном случае игра может затянуться. Кроме того, менеджерам понадобится время на принятие решения и объявление о своем решении.

## **ADVERTISEMENT 1: OPERATIONS OFFICER**

International children's charity with headquarters in Washington, DC and offices throughout the world has an opening for an operations officer to fill a position in Mali. The successful candidate will be responsible for all aspects of the management of this office. He or she should possess an advanced university degree in business administration or a related qualification and should have at least five years' experience in office management at international level. Willingness to travel and live and work under difficult conditions. Benefits include a competitive international salary and overseas allowances.

### *Roles*

1. personnel manager
2. office manager of Washington headquarters
3. applicants

## **ADVERNISMENT 2: HEWLETT PACKARD SERVICES & SUPPORT SALES & MARKETING MANAGER**

Primary function: using knowledge of customers and partners and their needs, manage Customer Support Sales & Marketing programs for the district.

Job requirements:

- University degree in Marketing or equivalent in experience
- Prior Sales or Marketing experience
- Fluency in English
- Good written / verbal skills

Generic competencies:  
Good organizational skills  
Team player  
Ability to multi-task  
Excellent communicator  
Works well in dynamic environment  
Accepts / manages change

### ***Roles***

1. personnel manager
2. sales manager
3. applicants

## **Before the interview**

So you're going to have an interview for a job. Great! Now for the hard part. To do well on an interview you need to give it some thought first. Employers want to learn if you are the person they want, so you'll be asked a lot about yourself. Think about it now, and you'll be able to give clear answers:

1. What do I do well?
2. School subjects?
3. What are my good points?
4. Previous job?
5. Why would I like this job?
6. Part time work?
7. Spare-time interests?
8. What do I like doing and why?
9. What is my family like?
10. What do I not like doing and why?
11. School activities?



You will want to ask questions:

1. The job itself? Training?
2. Prospects for advancement?
3. Educational opportunities?
4. Conditions?
5. Can I see where I would be working?
6. Hours?
7. Salary?

## **At the interview**

DOs:

1. Arrive early. Call ahead if you're delayed.
2. Try to smile and show confidence.
3. Ask questions and show interest in the job.
4. Be polite, listen carefully, and speak clearly.

DONT's:

1. Don't panic, even if faced by more than one person. [Breathe deeply and remember all your good points].
2. Don't slouch or look bored. (Stand and sit straight, make eye contact].
3. Don't smoke or chew gum.
4. Don't give one-word answers or say you don't care what you do.

List of roles (candidates' character traits, outlooks, goals and sometimes background are described).

1. You prefer to work hard, money doesn't matter much.
2. Money is your main consideration. It doesn't matter if the job is boring.
3. You are a bit lazy and trying to conceal it. But you have a family to support (three children).
4. You're very ambitious. Your aim is to climb high.

5. You're very insecure and shy. You hate speaking in front of large audience, to superiors, interviewers, etc.
6. You're very creative, full of energy. You're bossy and other people's opinions don't matter much.

## Полевая игра III

### “Starting a business”

Проведение данной РИ предполагается после работы с одноименным текстом по тематике модуля “Введение в специальность”. Как дополнительный материал по этой теме, в форме домашнего задания с последующей отработкой и контролем словаря на занятиях, можно использовать отрывок из художественной литературы “Starting a business”, “Expanding a business”, который приводится ниже.

Особенностью данной РИ является то, что участники, начинающие вступать в бизнес, чувствуют себя новичками и иногда не уверены, что им следует предпринять, но в то же время полны решимости начать свое дело. Молодые предприниматели используют две возможности добыть рабочий капитал — заем и богатый родственник (именно в такой последовательности студенты должны предпринимать шаги в данной РИ), но находятся в абсолютном неведении того, каким будет итог их исканий. Одна из ключевых ролей отводится управляющему банка, который безапелляционно заявляет об отказе выделения кредита вследствие неплатежеспособности. Спасает ситуацию богатый родственник, который, хотя и раздумывает некоторое время, все же решается на рискованный шаг.

#### STARTING A BUSINESS

“I'm going into business — that's where the money is... and I mean business with a capital B. I'm going to become a fashion designer, but I aim to be a rich and famous fashion designer — and very-very quickly.”

"But how are you going to get started?"

"Actually with your help,"

"My help."

"Your mother's really, if you'll give me your permission to talk to her about this project"

"Of course you can talk to her. But how can Mummy help?"

Melanie leaned forward, sudden enthusiasm filling her eyes, extinguishing the worry of earlier. "She is constantly after me to make her one of my hand-painted silk dresses, and she told me only a few weeks ago that she could sell like hot cakes to her friends..."

Don't you see, Janey, my hand-painted evening clothes are very original, my exclusive design, and this would be a beginning. Later on, I could make my tailored suits... everyone so admires those."

"You are right!" Jane exclaimed.

"You must talk to Mummy, get her measurements, and design the dress for her. And I'm sure she won't mind if you approach her friends, especially those who were so interested..."

"Oh, I am glad you agree! However, there's a slight problem." Melanie threw Jane a worried glance.

"Do you think your mother would give me half the money in advance? You know, pay half the price of the dress before I deliver it. And get her friends who order dresses to do the same? If they did, it would help me immensely. I could use the money to buy the fabrics and the special paint I need."

"Of course Mummy will pay up front, and she'll jolly well make sure her friends do too." Jane sat back, looking confident, then screwed up her mouth in a thoughtful way.

"But that's not a real solution, Melanie. If you are going into the fashion business and want it to become big business, then you must have working capital."

Melanie laughed hollowly. "Don't I know it... however, I'm afraid, I don't have a bean to my name."

"Oh, but I do!" Jane announced gleefully.

"I have the five thousands pounds that Granny Margie left me, and the money's just sitting there in Quentin's Bank earning a bit of interest that's worth tiddlywinks. I'm going to lend you my five thousand pounds!"

"Jane, that's truly a wonderful gesture, but I couldn't possibly borrow money from you," Melanie protested.

“You’re going to take it. I shall force you to take it. If you have a bit of decent capital behind you, the business will grow much faster, and things will run better. You could take on a seamstress, may be even two, and also find small premises.”

“Yes, you are right. As a matter of fact, I had made those sorts of plans,” Melanie remarked, standing up, walking over to the fireplace. She ran her hand over her mouth, pondering for a moment.

“Of course, I hadn’t intended to branch out like that until next year, when I’d already made a little money.” Melanie directed her steady, smokey gaze at Jane. “If you lend me you five thousand pounds, I could do it sooner, that’s true. So — thank you, I accept you offer, and Pm very grateful, Janey darling.” She went over to Jane’s chair, bent down and hugged her. Jane immediately sprang to her feet, hugged Melanie in return, her face wreathed in smiles. They stood in the center of the floor, shaking hands and grinning broadly at each other.

## **EXPANDING A BUSINESS**

“I want to go big, and I really mean big,” Melanie said.

“And I want to do it at once. Now!”

Startled, Jane stared at her, removed a couple of pins from her mouth and waved them at Melanie.

“I do wish you wouldn’t make your important announcements when I have these between my teeth. I almost swallowed them.”

“Oh sorry.” Jane grinned.

“Okay, so you want to go big. I’m all ears; tell me more, Crowther.”

“I fully intend to in a minute,” Melanie replied walking across the studio to the corner where Jane was working on a costume for Kathy.

“How about a glass of lemonade?” Melanie asked, putting the tray she was carrying down on the table, unscrewing the cap of the bottle. “You must be parched, Jane; it’s sweltering in here.”

“I know, I think we have to buy another fan. And thanks, I will have some of that stuff.” Jane stepped away from the dressmaker’s dummy, eyed the Tudor-stile theatrical costume she was working on, then swung around, sat down on a stool nearby and took the glass of lemonade from Melanie — “So go on,” she said, “tell me about your plans. Knowing you, I bet you’ve got them all worked out.”

“Sort of,” Melanie admitted and perched on the end of the table. “We’ve been in business for ten months and we’ve done extremely well. But we could sell twice as many clothes if we could produce them. I think we should expand, go big. As I just said.”

“How?”

“Hire more cutters and seamstresses, as well as office staff, and take showrooms in the West end.”

“That’ll cost money Even if you keep my five thousand in the business, that won’t be enough, Melanie.”

“I know. I need about fifty thousand actually,” Jane whistled. “As much as that! Gosh! But yes, I think you are right.”

“I know I am,” Melanie asserted. “I’ve worked it all out on paper. Aside from the salaries, we’d have to carry plenty of stock-fabrics, other supplies, and then of course there would be the rent of the showroom. I’ve looked at several in the last week, and they’re expensive, especially those in Mayfair, which is where I feel we should be.”

“You do mean big when you say big, don’t you?”

“Yes, and fancy About the fifty thousand, Jane, I think we could borrow it from the bank, even though neither of us has any collateral, if your mother would be our guarantor — you know, guarantee the loan or the overdraft, if that’s what it’s going to be.”

Jane shook her head, frowned hard, and bit her lip.

“No, I don’t think that’s a good idea — going to the bank I mean. I’d rather borrow the money from Mummy, and I think she’d give us at least half.

I know aunt Stephanie would cough up the rest, because she once asked me if you needed money for the business. And she is a go for it, and she is a great fan of you and your clothes.”

“Jane, it would be wonderful if they would do it...do you honestly think they’d take a gamble on me?”

“Yes, I do. Besides, backing you is hardly a gamble, and we all know that.” “I’d prefer to make it a loan, repayable with interest, of course, if that’d be all right with them. We don’t need too many partners, do we?”

“No, you are right there. Oh, this is exciting, Melanie! And I know my Mummy and aunt Stephanie jump at it. You’ll see... by next week we’ll really be rolling. Roiling in a big way, just like you want, heading for the big time.”

Christina kept her fingers crossed, praying that Jane was right. She was. Granny Margie and her sister provided the extra working capital Melanie

needed to expand her haute couture business and move to the West End. They also had several meetings with Granny's solicitors. It was during these meetings that Margie and Stephanie decided that Melanie needed more cushioning in case of unforeseen emergencies. And so they increased their loan to one hundred thousand pounds, by putting up fifty thousand each. That was the amount Christina finally deposited in her business account at the bank before the month of July was out, after the necessary papers had been drawn and duly signed by everyone.

## VOCABULARY

approach smb	делать предложения, начинать переговоры, обращаться к кому-либо; пытаться повлиять на кого-либо
be after smb	постоянно просить кого-либо о чем-либо
branch out	расширяться
cough up (зд.)	раскошелиться
cushioning	дружеская поддержка
dummy	манекен
go [п]	энергия, воодушевление, рвение, попытка
I don't have a bean	у меня ни гроша
in advance	авансом
jump at smth	незамедлительно воспользоваться ситуацией
keep smb's fingers crossed	скрестить пальцы
pay up front	заплатить вперед
seamstress	швея, портниха
take a gamble on smb	сделать ставку на кого-то
take on	принимать на работу

Следует нацелить студентов использовать данные слова в ходе ролевой игры.

## SITUATION

Three young and jobless people are eager to start up a business. At first it takes them some time to organize themselves into a team, to talk each other into a venture (it's especially difficult with Paul Wilson), to estimate the opportunities and make a decision. They have practically nothing to begin with except for their youth, ideas and strong will to be self-employed and make money. To start a courier agency they have to acquire working capital. Where from — this is the question. The first idea is to borrow money from the bank, the second — to try to persuade Ann's rich relative to lend them money. They'll undertake both projects, and don't know which one is going to be successful.

*Role I.* Your name is Peter Evance. You've had a job but have been made redundant. You've seen a lot of motorcycle couriers in London. One day you tried to get a job with a couple of courier agencies, but failed. You still have a bike and £100. You want to set up a small courier agency. You're lousy at mathematics but your girlfriend Ann is good at accounts. Besides, you want to talk another friend, Paul, into becoming a partner. Your main problem in the whole business is where to get the money from. When Paul suggests trying to get a loan from a bank you agree but you don't know which bank to choose. You don't know anything about these things.

*Role II.* You're Ann Hood, You're out of job. You used to work as an accountant, but have been sacked. You like your job and you're good at accounts. Your boyfriend, Peter Evance, is unemployed too. He wants to set up a small courier agency and have you as a partner. You're not against it, but there's a problem of money [he has £100 and a bike]. You don't have much money either, but you have a rich uncle [Mr. Arthur Hood] in Canada. You know him very little [sometimes you speak on the phone]. What if you try to borrow the money from him? Peter suggests your mutual friend, Paul, as a partner. When Paul suggests trying to get money from a bank you agree but you don't know what kind of papers you should present to get a loan.

*Role III;* You're Paul Wilton. You've been out of job for a year and you're desperate. You think it's plain bad luck [you used to work for a bank

and started to get on there and then all of a sudden you lost your job]. While working you managed to put by some money — £500, but you're scared of touching it. Your friend Peter Evance and his girlfriend Ann Hood [who are unemployed too] want to set up a courier agency and suggest you become a partner. You're reluctant to accept their offer since you doubt the success of it, but you have no choice. The main problem of starting a courier agency is funds. Peter has £100 and a bike, Ann has £50. You suggest you should try to get a loan from a bank. You know you should submit a letter of application for credit and put up a security / collateral. At the interview with the bank manager you'll have to tell him something about the purpose of the loan, a business loan is likely to help you make profits out of which you'll be able to repay the loan with interest. Your security might be one or more of the assets of the business. Be ready with some figures upon which your calculations are made.

*Role IK* You are Mark Green, a bank manager. You're bossy and make yourself important while speaking with the clients, but you're a professional and you are rarely mistaken about the financial standing of the borrowers. You've got an appointment with three people — Peter Evance, Ann Hood and Paul Wilson. They seek money for business reasons. You start the negotiations with them by making clear that to be a borrower at least one of them must be a customer of the bank because the money will be lent to them through a bank account. You go further in your explanations and tell them that there're two ways in which they may borrow. The first, and easy, is to spend more money than they have in their current account — to overdraw. The second and the normal way of borrowing larger amounts or for a long period of time, is the loan. Then they should choose the most appropriate one. Further, to grant their request you will want to know a number of things — the amount that they seek, the arrangements for repayment that they are able to suggest, some figures upon which they have based their calculations. You finish the negotiations by announcing with authority that you refuse the loan for the reason of obvious credit — unworthiness. Be polite, but determined in not granting the loan.

*Role K* You're Mr. Arthur Hood, Ann Hood's rich relative. You're from Canada, not very old, live alone in a big house, a widower, grown-up children in Australia. You're retired, but very creative and ready to help. You're pretty aware of the niece's financial position [she



has been sacked], but you doubt if she and her friends are capable enough to dispose of money and start a business. You ask for a time-out to think it over, call your son in Australia [there's no role for a son in Australia, you only mention you called him later] and he is positive about lending money to his cousin [although he has never seen her in his life]. He's conscious of what it's like to start a business as he is a young businessman and apart from this Ann is their relative. So your final decision after some consideration is to lend them money against the certain percentage off their profit. Besides he agrees to help them by giving advice in organization of the business for nominal fee.

## Ролевая игра IV

### “Do we need bonfires in our town?”

Данная РИ связана с изучением газетной лексики по модулю “Газета”. Кроме того, это — прекрасная возможность попрактиковаться в использовании языка в официальной обстановке. Игра проводится после чтения и обсуждения текста газетной статьи. Далее студентам предлагается провести дискуссию (которая предположительно транслируется по местному радио и телевидению) и распределяются роли.

## A NEWS REPORT

### BLAZE AT CHARITY

### BONFIRE DAMAGES WAREHOUSES

Two firemen were overcome by fumes and several bystanders slightly injured in a fire last night at Paxton, Kent. The blaze was caused when flames a Guy Fawkes night bonfire organized in support of local charities spread to nearby warehouses.

Firemen battled against the flames for several hours before getting them under control, and at one time there were ten fire-engines in attendance at the blaze — the largest in this part of Kent for more than five years.

Strong winds hampered operations, and at first there were fears that showers of sparks might reach other warehouses some distance away, one of which — a paint-store — could have exploded.

But firemen succeeded in confining the outbreak to warehouses containing less inflammable materials.

The injured were allowed home after treatment at the local hospital. But one of the firemen was detained for observation.

Early this morning a dense pall of smoke hung over the warehouses while firemen continued to damp down the still smouldering debris.

## **DAMAGE**

According to the owner of the warehouses, local builder's merchant Mr, Arthur Peel, damage was "difficult to estimate at this stage".

"The warehouses worst affected contained a large quantity of timber and building materials," said Mr. Peel. "It seems unlikely that much of this can have escaped damage, in which case the cost is likely to run into several thousand pounds." Interviewed at the scene last night, the chief of the Paxton fire brigade, 42 year old Mr. Fred Banks, who is responsible for bonfire-night safety measures in the district, said that he thought the fire was "very unfortunate".

The organizers had consulted him about the safety of the site, and he approved it, "provided the bonfire itself was kept in the center of the site, and that only wood was burnt on it".

It seemed, however, that someone had thrown paper on to the fire, and the strong wind had carried some of this to the warehouses.

There had also been reports that rival gangs of youths had been seen throwing fireworks at each other near the warehouses and this might also have had something to do with the fire starting.

Asked about advisability of allowing a fire at all so near to buildings, Mr Banks pointed out that there was no other open space available, and the risk involved was negligible — given that the safety regulations would be strictly "observed".

When told of the fire chiefs remarks, the bonfire organizer, local businessman Mr. Ron Green, denied that anyone had put paper on the bonfire.

## **“AWARE OF DANGER”**

Mr. Green, 43, said that all the safety precautions suggested by the fire-brigade had been carried out in full — “We were well aware of the danger to the warehouses if these were not observed”, he added.

The wind, in his opinion, had been the cause of the fire spreading. It had been “unexpectedly strong”, and in spite of efforts by himself and his helpers some sparks had been blown on to the warehouse roofs.

When asked if he thought it was wise to go on using events in which there was an element of danger — such as bonfires — to raise money for charity, Mr. Green said that he could see no harm in it provided that the organizers took proper precautions.

## **POPULAR**

The function was the popular one with the local people and had raised a great deal of money over the years. Said Mr. Green, “The event has become a part of local social life, and the proceeds from it have helped many good causes. It would be a pity to think of banning the bonfire as a result of one accident.”

Referring to the allegations about fire works being thrown by youths, he said that no such reports had reached him. “We always have stewards at the gates whose job it is to refuse entry to rowdy elements.” It was not possible to prevent people being high-spirited at an occasion like this, but in past years crowd control had been good and although fireworks had sometimes been thrown it had never got out of hand. He intended to hold the bonfire again next year, he said.

## **SITUATION**

Imagine that you are residents of Paxton. After the accident at the charity bonfire the local TV station has proposed to hold a discussion “Do we need bonfires in our town?” The discussion takes place at the local TV studio and is broadcast live all over the town. The participants should discuss the issue and come to a definite conclusion.

### ***Roles***

1. The host of the program. He opens, conducts and concludes the discussion.

2. One or two representatives of the Town Council. Their opinion is quite weighty, and they may try to press the participants to accept their point of view.
3. The bonfire's organizer, local businessman, Mr. Ron Green.
4. The chief of the Paxton fire-brigade, Mr. Fred Banks.
5. The owner of the warehouses, local business merchant Mr. Arthur Peel.
6. One or two reporters from the two competing local papers.
7. An injured fireman.
8. A mother with three kids who attended the function.
9. A young girl (from a gang of youths).
10. A young man (from the rival gang of youths).
11. A bystander who was slightly injured at the bonfire.
12. An old lady who likes gossiping and, since she doesn't have much to do, is keen on attending social functions.

Можно варьировать роли в зависимости от количества студентов в группе. Студентам предлагается самим выбрать себе имя (за исключением основных действующих лиц) и определить свой характер и линию поведения. Они должны иметь таблички со “своими” именами и статусом, например, “Ted Black, bystander”, иначе могут возникнуть трудности при обращении друг к другу.

Во время подготовки к каждой РИ преподаватель должен уделять особое внимание работе со студентом, который будет, по сути, вести игру. Например, в данном случае следует объяснить ведущему передачи (the host of the program), что его задача — следить за тем, чтобы все участники придерживались темы, не очень отходили в сторону, направлять обсуждение так, чтобы они в конце концов приняли определенное решение.

Помимо этого было бы хорошо обсудить стилистические особенности языка, который будут использовать студенты — нейтральный стиль ведущего, сленг молодежи, утонченный и старомодный язык, на котором говорит “old lady” и т.д.

Можно дать ряд выражений для использования и остановиться на их стилистических особенностях.

1. You've got me all wrong.
2. Honestly,...
3. I can prove it.
4. I know it's hard to believe, but...
5. Oh, come off it!
6. Oh, come on!
7. I'd swear it was.
8. It must have been...
9. You must have lost your head.
10. It's a good job.
11. How do you expect me to believe
12. I was scared stiff when ...

# Заключение

Предлагаемое пособие может быть интересно любому преподавателю, творчески подходящему к учебному процессу и стремящемуся привнести в учебный процесс элементы игры, не снижая качества преподавания. Надеемся, что прочитанное станет для вас стимулом к творчеству и вдохновению.

*С уважением, авторы*

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Рассматриваются вопросы применения ролевых игр в процессе обучения английскому языку. Даются примеры ролевых игр для разных уровней владения языком и групп различной численности по аспектам “General English”, “Введение в специальность”, “Newspaper”. Предлагаются способы оценки игры студентами на основе специальных анкет, приведен список слов и словосочетаний, которые способствуют эффективному проведению ролевой игры.

Для преподавателей английского языка.

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