Role-play

Unit 4 - Situation 1

Student A

You are talking to Student B about his/her possessions

Ask about the following:

- backpack (near / yes)
- bottle (near/ no)
- headphones (far/ yes)
- notebook (far / yes)
- make up (near / no)

Student B

You are talking to Student A about his/her possessions.

Ask about the following:

- bus pass (near / yes)
- keys (near/ yes)
- sunglasses (far/ no)
- pen (near / no)
- phone (near/ yes)

Vocabulary

backpack	notebook	very interesting	horrible
book	pen	very good	happy
bus pass	phone	method	useful
headphones	sunglasses	messy	useless
keys	wallet	tidy	sad
makeup	water bottle	boring	great

Grammar Structures

- Demonstratives (*this, that, those, these*)
- *Have, has*

Pronunciation

- /i/ and /ɪ/ sounds

Role-play

Unit 4 - Situation 2

Student A

You are telling Student B about your special object and your parents' special objects also.

Ask the following:

- What it is
- Where it is
- Why it is special
- Your mother's special object
- Your father's special object

Student B

You are telling Student A about your special object and your parents' special objects also.

Ask the following:

- What it is
- Where it is
- Why it is special
- Your mother's special object
- Your father's special object

Vocabulary

backpack	notebook	very interesting	horrible
book	pen	very good	happy
bus pass	phone	method	useful
headphones	sunglasses	messy	useless
keys	wallet	tidy	sad
makeup	water bottle	boring	great

Grammar Structures

- Demonstratives (*this, that, those, these*)
- *Have, has*

Pronunciation

- /i/ and /ɪ/ sounds

Role-play

Unit 4 - Situation 3

Student A

You are asking Student B about what things some family members and he/she has.

Ask about the following:

- If he/she has a laptop
- If he/she has a wallet
- If his/her parents have a pet
- If his/her brother/sister has a car
- If his/her mother/father has a tablet

Student B

You are asking Student A about what some of his/her family members have and he/she has.

Ask about the following:

- If he/she has headphones
- If he/she has a credit card
- If his/her parents have a lot of old books
- If his/her brother/sister has a bicycle
- If his/her father/mother has a motorcycle

Vocabulary

backpack	notebook	very interesting	horrible
book	pen	very good	happy
bus pass	phone	method	useful
headphones	sunglasses	messy	useless
keys	wallet	tidy	sad
makeup	water bottle	boring	great

Grammar Structures

- Demonstratives (*this, that, those, these*)
- *Have, has*

Pronunciation

- /i/ and /ɪ/ sounds

Role-play

Unit 4 - Situation 4

Student A

You are talking to Student B about possible gifts for specific situations and people.

Ask him/her what presents are good for the following:

- Your brother's wedding
- Your sister's new baby
- Your teacher's birthday
- Your best friend's birthday
- Your grandparents 50th wedding anniversary

Student B

You are talking to your partner (Student A) about possible gifts for specific situations and people.

Ask him/her what presents are good for the following:

- Your sister's graduation
- Your father's birthday
- Your mother's birthday
- Your sister's 15th birthday
- Your best friend's new apartment

Vocabulary

backpack	notebook	very interesting	horrible
book	pen	very good	happy
bus pass	phone	method	useful
headphones	sunglasses	messy	useless
keys	wallet	tidy	sad
makeup	water bottle	boring	great

Grammar Structures

Demonstratives (*this, that, those, these*)

Have, has

Pronunciation

/i/ and /ɪ/ sounds

Role-play

Unit 5 - Situation 1

Student A

You are asking your partner (Student B) about the time when he/she does these activities.

Ask your partner the following:

- Get up on weekdays
- Have breakfast
- Drink coffee
- Go to work / class
- Go to the gym / do exercise

Student B

You are asking your partner (Student A) about the time when he/she does these activities.

Ask your partner the following:

- Have lunch
- Have dinner
- Watch TV
- Go to bed
- Get up on weekends

Vocabulary

get up	have dinner	get to work	text
finish work	go home	check	travel
have breakfast	take a shower	go	write
go to work	commute (v)	meet	
start work	commute (n)	take	
have lunch	commuter	talk	

Grammar Structures

- Simple present
- Simple present questions and answers

Pronunciation

- Falling intonation on statements and information questions

Role-play

Unit 5 - Situation 2

Student A

You are asking your partner (Student B) about the time when some of his/her family members do these activities.

Ask the following:

- His/her sister/brothers leaves for work/ school
- His/her parents get up on weekdays
- His/her parents have lunch
- His/her best friend starts work/ school
- His/her teacher finishes the class

Student B

You are asking your partner (Student A) about the time when some of his/her family members do these activities.

Ask the following:

- His/her parents go to bed on weekends
- His/her brother/sister goes to bed on weekends
- His/her teacher starts the class
- His/her best friend goes to the gym
- His/her partners and you go to break

Vocabulary

get up	have dinner	get to work	text
finish work	go home	check	travel
have breakfast	take a shower	go	write
go to work	commute (v)	meet	
start work	commute (n)	take	
have lunch	commuter	talk	

Grammar Structures

- Simple present
- Simple present questions and answers

Pronunciation

- Falling intonation on statements and information questions

Role-play

Unit 5 - Situation 3

Student A

You are asking your partner (Student B) about his/her activities at work and/or school.

Ask your partner the following:

- If he/she works or studies
- When he/she checks emails in the morning
- If he/she meets new people at work or school
- When he/she takes tests
- When he/she texts his/her friends at work or school

Student B

You are asking your partner (Student A) about his/her activities at work and/or school.

Ask your partner about the following activities and how his or her experiences are:

- If he/she goes out with friends
- If he/she travels much
- If he/she writes reports/emails at school or work
- If he/she wakes up early every day
- If he/she takes classes every day.

Vocabulary

get up	have dinner	get to work	text
finish work	go home	check	travel
have breakfast	take a shower	go	write
go to work	commute (v)	meet	
start work	commute (n)	take	
have lunch	commuter	talk	

Grammar Structures

- Simple present
- Simple present questions and answers

Pronunciation

- Falling intonation on statements and information questions

Role-play

Unit 5 - Situation 4

Student A

You are telling your partner (Student B) your Do/Don't List.

Tell him/her the following and ask questions:

- How to have time to exercise
- Not eating at fast food restaurants
- How to talk more to your friends and family
- Not checking of emails at lunch/dinner
- Not watching lots of TV

Student B

You are telling your partner (Student B) your Do/Don't List.

Tell him/her the following and ask questions:

- Not staying up late on weekdays
- Turn off your phone in class
- How to have fun on weekends
- How to learn another language
- Not being late for class

Vocabulary

get up	have dinner	get to work	text
finish work	go home	check	travel
have breakfast	take a shower	go	write
go to work	commute (v)	meet	
start work	commute (n)	take	
have lunch	commuter	talk	

Grammar Structures

- Simple present
- Simple present questions and answers

Pronunciation

- Falling intonation on statements and information questions

Role-play

Unit 6 - Situation 1

Student A

You are asking your partner (Student B) for directions on how he/she gets to these places from his/her house.

Ask about the following places:

- The bus stop
- His/her workplace (or school)
- The bank
- The grocery store
- The public library

Student B

You are asking your partner (Student A) for directions on how he/she gets to these places from his/her house.

Ask about the following places:

- The taxi station
- The mall
- The park
- The church
- The gym

Vocabulary

supermarket	movie theater	bus station	taxi
tourist office	post office	train station	car
restaurant	bank	transportation	train
museum	shopping mall	airport	citizens
library	nightclub	subway	make way
hotel	public space	bus	take over

Grammar Structures

- Prepositions of place
- Prepositions of movement
- *have to*

Pronunciation

- Yes/No questions and short answers

Role-play

Unit 6 - Situation 2

Student A

You are comparing types of transportation with your partner (Student B), and you need to ask him/her for information about this.

Ask your partner the following:

- If buses are slow or fast
- How much it costs to get on the bus
- How long it takes from his/her house to the city
- If he/she takes the train sometimes
- How he/she goes to work/ school

Student B

You are comparing types of transportation with your partner (Student A), and you need to ask him/her for information on this. Ask your partner if he /she does the following and how the experiences are:

- How he/she gets to the airport when he/she needs to travel
- If he takes normal taxis or UBER
- How much it costs for a taxi ride from his/her house to San Jose
- If the bus station is near his/her house
- If he/she needs to change buses when he/she goes to work/school

Vocabulary

supermarket	movie theater	bus station	taxi
tourist office	post office	train station	car
restaurant	bank	transportation	train
museum	shopping mall	airport	citizens
library	nightclub	subway	make way
hotel	public space	bus	take over

Grammar Structures

- Prepositions of place
- Prepositions of movement
- *have to*

Pronunciation

- Yes/No questions and short answers

Role-play

Unit 6 - Situation 3

Student A

You are traveling to New York City for the first time, and you are asking your friend (Student B) who lives there for advice for travelers.

Ask the following:

- What the best way to get from the airport to the city is
- If you have to leave a tip at a restaurant
- If getting around the city is easy or difficult
- If taxis/UBERs are cheap or expensive
- If he/she has to carry the passport everywhere

Student B

You are coming to Costa Rica from New York for the first time, and you are asking your friend (Student A) who is a local for travelers' advice.

Ask the following:

- How to get from the airport to downtown San Jose
- If it is easy to move around in San Jose and the country
- If people are normally punctual in here
- If you have to tip at a restaurant
- If you have to drive on the left or the right side

Vocabulary

supermarket	movie theater	bus station	taxi
tourist office	post office	train station	car
restaurant	bank	transportation	train
museum	shopping mall	airport	citizens
library	nightclub	subway	make way
hotel	public space	bus	take over

Grammar Structures

- Prepositions of place
- Prepositions of movement
- *have to*

Pronunciation

- Yes/No questions and short answers

Role-play

Unit 6 - Situation 4

Student A

You are asking your partner (Student B) where in his/her town he/she can do these activities and how often he/she does them.

Ask your partner about the following:

- Buy food for the week
- Relax outside
- Read a good book
- Watch a movie
- Eat a meal (breakfast)

Student B

You are asking your partner (Student A) where in his/her town he/she can do these activities and how often he/she does them.

Ask your partner about the following:

- Eat a meal (lunch/ dinner)
- Go dancing
- Buy clothes and eat in the same place
- Look at old things and history
- Take transportation

Vocabulary

supermarket	movie theater	bus station	taxi
tourist office	post office	train station	car
restaurant	bank	transportation	train
museum	shopping mall	airport	citizens
library	nightclub	subway	make way
hotel	public space	bus	take over

Grammar Structures

- Prepositions of place
- Prepositions of movement
- *have to*

Pronunciation

- Yes/No questions and short answers