Scenario 1: The New Kid
Location: School    Characters: Teacher and new student

*Student A:* You are starting at a new school today. Meet with the teacher before the bell rings. Explain that you are shy. Ask some questions about the daily routines and rules.

*Student B:* You have a new student joining your class today. Introduce yourself and share some rules with the student. Explain your expectations as a teacher. Give a tip about how the new student can make friends.

Class Questions
Your class will have to be able to answer the following questions after you perform your skit.

- Who are the speakers?
- How does the student feel?
- What rules need to be followed?
- What tip does the teacher offer?

Writing (Optional)
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

<table>
<thead>
<tr>
<th>Expressions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>It’s my first day today.</td>
<td></td>
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<tr>
<td>Are there any rules I should know?</td>
<td></td>
</tr>
<tr>
<td>I’m a bit shy until I get to know people.</td>
<td></td>
</tr>
<tr>
<td>Where should I sit?</td>
<td></td>
</tr>
<tr>
<td>Welcome to the classroom.</td>
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<td>I expect you to be here on time.</td>
<td></td>
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<tr>
<td>I do not allow gum chewing.</td>
<td></td>
</tr>
<tr>
<td>I recommend you join the soccer club.</td>
<td></td>
</tr>
</tbody>
</table>
Scenario 2: Out for Lunch

Location: School yard     Characters: Two high school students

Student A: It’s lunchtime at school and you forgot to bring your lunch. Ask a fellow student to go out with you for fast food. Decide between pizza or sushi.

Student B: Your friend forgot to bring his/her lunch. Offer to share yours, but then agree to go out for lunch. Ask if your friend will pay for you today because you don’t have your wallet. You can pay your friend back tomorrow.

Class Questions
Your class will have to be able to answer the following questions after you perform your skit.

What time is it?
What decision are the students trying to make?
What do the students decide to do?
Why does one student need to borrow some money?

Writing (Optional)
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>I forgot my lunch.</td>
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</tr>
<tr>
<td>Do you want to go out for lunch?</td>
<td></td>
</tr>
<tr>
<td>What do you feel like eating?</td>
<td></td>
</tr>
<tr>
<td>Let’s do pizza.</td>
<td></td>
</tr>
<tr>
<td>I can share my lunch with you.</td>
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<tr>
<td>Can you lend me some cash?</td>
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</tr>
<tr>
<td>I’ll pay you back tomorrow.</td>
<td></td>
</tr>
<tr>
<td>I’d rather have pizza.</td>
<td></td>
</tr>
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</table>
**Scenario 3: School Project**

*Location: Classroom*  *Characters: Partners*

**Student A:** You need a partner for the school science fair project. Ask a classmate to join you. Explain the topic you have chosen. Make a plan to get together to start working on the project.

**Student B:** A classmate asks you to be his/her partner for the school science fair. When your classmate tells you the topic, make a suggestion for a slight change. Plan a day to get together to get started.

**Class Questions**

Your class will have to be able to answer the following questions after you perform your skit.

- What are the students going to do together?
- What topic are they going to use?
- Where will they get together to work?
- When will the partners meet to get started?

**Writing (Optional)**

Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

**Useful Expressions**

Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>I’m doing my project on volcanoes.</td>
<td></td>
</tr>
<tr>
<td>Do you have something else in mind?</td>
<td></td>
</tr>
<tr>
<td>Which day works best for you?</td>
<td></td>
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<tr>
<td>No, do you want to partner up?</td>
<td></td>
</tr>
<tr>
<td>I was thinking of doing it on tsunamis.</td>
<td></td>
</tr>
<tr>
<td>We could meet at my place.</td>
<td></td>
</tr>
<tr>
<td>How about this Sunday afternoon?</td>
<td></td>
</tr>
</tbody>
</table>
**Scenario 4: School Rules**

Location: School office  
Characters: Principal and student

*Student A:* You are a principal at a school. Talk to a student about your school’s late policy. This student is late almost every day. Give your student a tip for getting to school on time.

*Student B:* Your school principal called you into the office to talk about your lateness. Explain to the principal that you are often late because you have to walk too far from your house. Ask why there is no bus.

**Class Questions**

Your class will have to be able to answer the following questions after you perform your skit.

Where does the conversation take place?  
What is the main problem?  
What excuse does the student have for his/her lateness?  
What suggestion does the principal make?

**Writing (Optional)**

Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

**Useful Expressions**

Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>I need to talk to you about your lateness.</td>
<td></td>
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<tr>
<td>It is important to be punctual for school.</td>
<td></td>
</tr>
<tr>
<td>Why don’t you set your alarm earlier?</td>
<td></td>
</tr>
<tr>
<td>I don’t mean to be late.</td>
<td></td>
</tr>
<tr>
<td>It takes a long time for me to walk to school.</td>
<td></td>
</tr>
<tr>
<td>Why isn’t there bus service in my area?</td>
<td></td>
</tr>
<tr>
<td>I guess I could try that.</td>
<td></td>
</tr>
</tbody>
</table>
Scenario 5: Parent-Teacher Interview  
Location: Classroom      Characters: Parent and teacher

**Student A:** You are a school teacher. A parent has come in to speak with you about his/her child’s report card. Explain why you gave this child poor marks for some subjects. Offer suggestions for helping the student at home.

**Student B:** You are visiting your son’s school to talk to his teacher about his report card. Try to find out why your child is doing so poorly. Ask for suggestions about how you can help your child improve his grades.

Class Questions  
Your class will have to be able to answer the following questions after you perform your skit.

- Why are the speakers having a meeting?
- What is the student having trouble with?
- How does the parent feel?
- What suggestion does the teacher make?

Writing (Optional)  
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions  
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>I understand you want to talk about the report card.</td>
<td></td>
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<tr>
<td>Your child is struggling with reading and writing.</td>
<td></td>
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<tr>
<td>We are talking about getting some extra help.</td>
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<tr>
<td>You can help by encouraging your child to read every day.</td>
<td></td>
</tr>
<tr>
<td>I was surprised to see such poor marks.</td>
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<tr>
<td>Do you have any suggestions for me?</td>
<td></td>
</tr>
<tr>
<td>He doesn’t enjoy reading.</td>
<td></td>
</tr>
<tr>
<td>Should we look into getting a tutor?</td>
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Scenario 6: School Project
Location: Classroom     Characters: Student and teacher

*Student A:* One of your students has a problem with the group project you assigned. His/her group members aren’t working well together. Offer some suggestions. Working alone is not an option.

*Student B:* You have a group assignment to do with some of your classmates. Your classmates don’t work well together. One group member is always sick. Another doesn’t like the topic. Ask if you can work on your own instead.

Class Questions
Your class will have to be able to answer the following questions after you perform your skit.

- What is the student’s concern?
- What is the purpose of the project?
- What does the student want to do?
- Why doesn’t the teacher like the student’s suggestion?

Writing (Optional)
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>I understand you are having a problem with your group.</td>
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<td>Have you tried talking to your group members about this?</td>
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<td>In the real world, you can’t always work alone.</td>
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<td>You need to show me that you can work in a group.</td>
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<td>He never comes to the meetings.</td>
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<td>Can I do this project on my own?</td>
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<td>I’m worried we’re going to get a bad mark.</td>
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Scenario 7: Extra Curricular Activity
Location: School gym  Characters: Coach and student

Student A: You are the coach of the school soccer team. Talk to one of the students after practice. The student was not listening well. Explain that you will have to cut the student from the team if he/she isn’t serious about practicing.

Student B: After your school soccer practice, the coach calls you over to talk about your behavior. You aren’t really into soccer, and you don’t want to participate. Tell the coach your mom made you join. Ask if you can be the referee or helper instead of a player.

Class Questions
Your class will have to be able to answer the following questions after you perform your skit.

Who are the speakers? Why is the adult upset?
Where does the conversation take place? What suggestion does the student make?

Writing (Optional)
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>That kind of behavior is unacceptable.</td>
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<td>That sounds like a good idea.</td>
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<tr>
<td>I know what you’re going to say.</td>
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<td>I’m just not really into soccer.</td>
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<td>My mom made me join.</td>
<td></td>
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<tr>
<td>Is there something I can do to help out instead of playing?</td>
<td></td>
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</tbody>
</table>
Scenario 8: School Performance
Location: Auditorium    Characters: Teacher and student

**Student A:** Your class is about to perform a school play for the parents. Remind your lead student to sing loudly and smile. Ask your student if he/she has any concerns about the performance.

**Student B:** You are about to perform in the school play. You are playing the lead role. Talk to your teacher about your nerves. Explain that you are nervous, but excited. Ask what you should do if anyone forgets their lines.

Class Questions
Your class will have to be able to answer the following questions after you perform your skit.

- Who are the speakers?
- Where does the conversation take place?
- How does the student feel?
- What suggestion does the teacher make?

Writing (Optional)
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<tr>
<td>Don’t forget to use your big voice!</td>
<td></td>
</tr>
<tr>
<td>Be sure to smile.</td>
<td></td>
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<td>Do you have any last-minute questions?</td>
<td></td>
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<tr>
<td>I’m as ready as I’ll ever be.</td>
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<td>I have butterflies.</td>
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<td>What should I do if anyone forgets their lines?</td>
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<td>I’ll do my best.</td>
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Scenario 9: Nutrition Break
Location: Cafeteria
Characters: School chef and student

Student A: You are the school chef. One of the students at your school has a special request. Explain that you can't serve junk food at school. Recommend one of the tasty items on today's menu.

Student B: You are ordering lunch from your school cafeteria. You don't like chili and salad. Complain to the school chef about the food. Ask when the chef is going to serve hamburgers and french fries.

Class Questions
Your class will have to be able to answer the following questions after you perform your skit.

Where does the conversation take place?
Who are the speakers?
What is the student’s problem?
What does the chef recommend?

Writing (Optional)
Use a blank piece of paper or your notebook.

1. Work together with your partner to write a dialogue based on the scenario.
2. Use some of the expressions below in your skit.

Useful Expressions
Here are some possible questions and statements to include in your role play. You don’t have to use them all. You can use the Notes to change the expression to fit into your role play.

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<td>We only serve healthy food.</td>
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<td>Junk food isn’t good for your brain.</td>
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<td>Why don’t you try the chicken fajita?</td>
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<tr>
<td>I wish you could make hamburgers and french fries.</td>
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<td>I don’t like chili and salad.</td>
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<td>I guess I’ll try it.</td>
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Quick Cards

Scenario 1: The New Kid
Location: school    Characters: teacher and new kid

Student A: You are starting at a new school today. Meet with the teacher before the bell rings. Explain that you are shy. Ask some questions about the daily routines and rules.

- It’s my first day today.
- Are there any rules I should know?
- I’m a bit shy until I get to know people.
- Where should I sit?

Student B: Welcome to the classroom.
- I expect you to be here on time.
- I do not allow gum chewing.
- I recommend you join the soccer club.

Scenario 2: Out for Lunch
Location: school yard    Characters: two high school students

Student A: It’s lunchtime at school and you forgot to bring your lunch. Ask a fellow student to go out with you for fast food. Decide between pizza or sushi.

- I forgot my lunch.
- Do you want to go out for lunch?
- What do you feel like eating?
- Let’s do pizza.

Student B: I can share my lunch with you.
- Can you lend me some cash?
- I’ll pay you back tomorrow.
- I’d rather have pizza.

Scenario 3: School Project
Location: classroom    Characters: partners

Student A: You need a partner for the school science fair. Ask a classmate to join you. Explain the topic you have chosen. Make a plan to get together to start working on the project.

- Do you have a partner for the science fair yet?
- I’m doing my project on volcanoes.
- Do you have something else in mind?
- Which day works best for you?

Student B: A classmate asks you to be his/her partner for the school science fair. When your classmate tells you the topic, make a suggestion for a slight change. Plan a day to get together to get started.

- No, do you want to partner up?
- I was thinking of doing it on tsunamis.
- We could meet at my place.
- How about this Sunday afternoon?
Scenario 4: School Rules
Location: school office
Characters: principal and student

Student A: You are a principal at a school. Talk to a student about your school’s late policy. This student is late almost every day. Give your student a tip for getting to school on time.

- Thank you for coming in to see me.
- I need to talk to you about your lateness.
- It is important to be punctual for school.
- Why don’t you set your alarm earlier?

Student B: Your school principal called you into the office to talk about your lateness. Explain to the principal that you are often late because you have to walk too far from your house. Ask why there is no bus.

- I don’t mean to be late.
- It takes a long time for me to walk to school.
- Why isn’t there bus service in my area?
- I guess I could try that.

Scenario 5: Parent-Teacher Interview
Location: classroom
Characters: parent and teacher

Student A: You are a school teacher. A parent has come in to speak with you about his/her child’s report card. Explain why you gave this child poor marks for some subjects. Offer suggestions for helping the student at home.

- I understand you want to talk about the report card.
- Your child is struggling with reading and writing.
- We are talking about getting some extra help.
- You can help by encouraging your child to read every day.

Student B: You are visiting your son’s school to talk to his teacher about his report card. Try to find out why your child is doing so poorly. Ask for suggestions about how you can help your child improve his grades.

- I was surprised to see such poor marks.
- Do you have any suggestions for me?
- He doesn’t enjoy reading.
- Should we look into getting a tutor?

Scenario 6: School Project
Location: classroom
Characters: teacher and student

Student A: One of your students has a problem with the group project you assigned. His/her group members aren’t working well together. Offer some suggestions. Working alone is not an option.

- I understand you are having a problem with your group.
- Have you tried talking to your group members about this?
- In the real world, you can’t always work alone.
- You need to show me that you can work in a group.

Student B: You have a group assignment to do with some of your classmates. Your classmates don’t work well together. One group member is always sick. Another doesn’t like the topic. Ask if you can work on your own instead.

- He never comes to the meetings.
- We don’t work well together.
- Can I do this project on my own?
- I’m worried we’re going to get a bad mark.
**Quick Cards**

**Scenario 7: Extra Curricular Activity**
*Location: school gym  Characters: coach and student*

**Student A:** You are the coach of the school soccer team. Talk to one of the students after practice. The student was not listening well. Explain that you will have to cut the student from the team if he/she isn’t serious about practicing.

- Can you come here, please?
- I need to talk to you about something.
- That kind of behavior is unacceptable.
- That sounds like a good idea.

**Student B:** After your school soccer practice, the coach calls you over to talk about your behavior. You aren’t really into soccer, and you don’t want to participate. Tell the coach your mom made you join. Ask if you can be the referee or helper instead of a player.

- I know what you’re going to say.
- I’m just not really into soccer.
- My mom made me join.
- Is there something I can do to help out instead of playing?

---

**Scenario 8: School Performance**
*Location: auditorium  Characters: teacher and student*

**Student A:** Your class is about to perform a school play for the parents. Remind your lead student to sing loudly and smile. Ask your student if he/she has any concerns about the performance.

- Are you ready to do this?
- Don’t forget to use your big voice!
- Be sure to smile.
- Do you have any last-minute questions?

**Student B:** You are about to perform in the school play. You are playing the lead role. Talk to your teacher about your nerves. Explain that you are nervous, but excited. Ask what you should do if anyone forgets their lines.

- I’m as ready as I’ll ever be.
- I have butterflies.
- What should I do if anyone forgets their lines?
- I’ll do my best.

---

**Scenario 9: Nutrition Break**
*Location: cafeteria  Characters: school chef and student*

**Student A:** You are the school chef. One of the students at your school has a special request. Explain that you can’t serve junk food at school. Recommend one of the tasty items on today’s menu.

- What can I get you today?
- We only serve healthy food.
- Junk food isn’t good for your brain.
- Why don’t you try the chicken fajita?

**Student B:** You are ordering lunch from your school cafeteria. You don’t like chili and salad. Complain to the school chef about the food. Ask when the chef is going to serve hamburgers and french fries.

- I wish you could make hamburgers and french fries.
- I don’t like chili and salad.
- Hmm. That doesn’t sound too bad.
- I guess I’ll try it.
Related Lesson Plans and Flashcards on School

<table>
<thead>
<tr>
<th>Flashcards</th>
<th>In and At School</th>
</tr>
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<tbody>
<tr>
<td>Mini-Debates</td>
<td>Personal Technology in the Classroom, Junk Food at School</td>
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<tr>
<td>Discussion Starters</td>
<td>Kids and Technology, Digital Learning, Roommates, School Uniforms</td>
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<tr>
<td>Everyday Idioms 2</td>
<td>First Year: Kate goes to university and completes her first year. (15-part series)</td>
</tr>
<tr>
<td>Everyday Dialogues</td>
<td>Meet the Teacher, At the Guidance Counselor’s</td>
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<tr>
<td>Famous Things</td>
<td>Ballpoint Pen, Paper, Braille</td>
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<td>Every Day is a Holiday</td>
<td>Teachers’ Day</td>
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<tr>
<td>Simple Sentences</td>
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*Be sure to print out our **Role Play Teachers’ Notes** for tips and ideas on using the Role Play section in class.

**Spelling Note:** This lesson shows the American spelling of the word *Behavior*. Most other English-speaking countries spell it this way: *Behaviour*. Point out this spelling difference to your students when you come across it in Scenario 7, or make it a challenge for your students to find this word within the role plays and see if they know the alternate spelling.