

Role-Play (adapted from Snarski, 2007)

Part 1

Scene: Two students walking toward class and talking about the upcoming exam.

Student A: Good Morning!

Student B: Morning, are you ready for the exam?

Student A: No, I didn't really have a chance to study, but I have a little help in case I need it. (flashes a cheat sheet)

Student B: You're going to *cheat*?

Student A: Only if I have to. I didn't have time to study last night.

Part 2

Scene: They walk into the classroom, and Student A takes a seat next to Student B.

Teacher: Good morning, class. As you know, there is an exam today. Please remove your books from your desks and just have your pencils ready. You will have 60 minutes for the exam. When you are finished, you may leave.

Part 3

Scene: Student A visibly needs to cheat and tries looking at Student B's paper and looking at the cheat sheet, avoiding being caught by the teacher.

Student A finishes first and accidentally drops the cheat sheet. It lands near Student B. Student A leaves.

The teacher sees the cheat sheet and believes it belongs to Student B. The teacher questions Student B about the paper.

Teacher: Is this yours?

Student B: No, it isn't.

Teacher: What is it doing under your desk?

Student B: I don't know.

Teacher: OK. I will report that, and we will discuss it later.

References

- Batista, F. (2020). Can Sociodramatic Play Enhance Second Language Development? *TESL Ontario Contact Magazine*, 46(1), 44-51. <http://contact.teslontario.org/can-sociodramatic-play-enhance-second-language-development/>
- Snarski, M. (2007). Using replacement performance role-plays in the language classroom. *English Teaching Forum*. 45(4), 2-9, 16. <https://eric.ed.gov/?id=EJ1099411>