The Perfect Son

A sketch in 1 scene

Roles 2–5 (the latter if the ‘Person 2’ role is shared between 2, 3 or even 4 actors)
Runtime 2 minutes, depending on production
Set A park bench
Props 2 chairs or a bench
optional: trees, bushes etc.—either represented by students, or made of cardboard, paper, wool
Style A short, simple comedy sketch
Synopsis A man brags to his friend he has the perfect son. The friend can’t believe what he’s hearing!
Language level Elementary – A2
Language areas Present simple (3rd person singular affirmative, negative and questions); verb phrases (do homework, tell a lie, come home late etc.)
Stage tips This is a very simple sketch that doesn’t require a lot of props. The scene can be set by using a few pictures of trees and bushes drawn on poster paper, and two chairs can be used as the park bench where the two people are sitting. Alternatively, you can encourage students to create trees and bushes made from cardboard, paper, wool etc. or even act them out on stage (it could simply be children holding word cards ‘bush’, ‘tree’ etc.)
Variations 1) Students add their own ideas to the script, e.g. by using adverbs of frequency (Does he always do what you tell him? Does he sometimes break things?).
2) Students change the script to fit a different theme, e.g. The perfect teacher/ the perfect friend/the perfect mum (dad). Encourage them to think of alternative ideas for endings that would work for those ideas (e.g. the perfect teacher is a puppet/teddy bear – hence never gives homework, never gets angry, never tells students to work harder etc.).
3) If you decide to share the role of ‘Person 2’ among several actors, then the students could decide to set the play somewhere else. Four people playing golf, for instance, would provide interesting and possibly amusing options physically. Whilst one character speaks, another attempts a lusty ‘drive’ or a tricky ‘putt’ with varying degrees of success.
Short sketches

Materials

Photocopiable Worksheet p 185

- Comprehension check
- Vocabulary: words to describe people
- Present simple, third person singular

Comprehension check

1) Listen to the recording then match 1–6 with a–f.

1 The boy never forgets to do it. a) the truth
2 These are never bad. b) great
3 He never uses this. c) early
4 He always tells this. d) his homework
5 This is when he always comes home. e) his marks
6 The man thinks his son is this. f) bad language

Vocabulary

2) We hear the words 'perfect', 'great' and 'fantastic' in the sketch. Tick six words in the list below that have a similar meaning.

- useless
- outstanding
- impossible
- enthusiastic
- superb
- brilliant
- excellent
- intelligent
- attractive
- boring
- expensive
- wonderful
- practical
- awesome
- interesting
- legal
- comfortable

Grammar

3) Circle the correct form of the verb.

1 Does your friend never / gets / get bad marks at school?
2 Kitty sometimes / forgets / forget to do her homework.
3 My sister never / tells / tell a lie!
4 Joshua doesn’t / uses / use bad language.
5 Steve / come / comes home late every Friday.

4) Complete the sentences with the correct form of the verb in brackets.

1 Our maths teacher never ................................... (give) us homework.
2 ................................... your father ever ................................... (get) angry?
3 Matt always ................................... (play) football on Saturday.
4 Mum often ................................... (take) me shopping at the weekend.
5 Sally sometimes ................................... (watch) TV in the evening.

Track 01

CD

GET_ON_STAGE!_Chapters_35-182 NGF.indd   37 09/02/12   22:16
The Perfect Son

Roles

Person 1

Person 2

Scene

Two people sitting on a park bench

PERSON 1

I have the perfect son.

PERSON 2

The perfect son? Nobody’s perfect!

PERSON 1

My son is.

PERSON 2

Really? Does he never tell a lie?

PERSON 1

No, he doesn’t.

PERSON 2

Does he never forget to do his homework?

PERSON 1

No, he doesn’t. Never!

PERSON 2

Does he never use bad language?

PERSON 1

No, he doesn’t.

PERSON 2

Does he never get bad marks at school?

PERSON 1

No, he doesn’t.

PERSON 2

Does he never come home late?

PERSON 1

No, he doesn’t.

PERSON 2

Is it true?

PERSON 1

Is what true?

PERSON 2

About your son. He doesn’t tell lies, he never forgets to do his homework, he doesn’t use bad language, he doesn’t get bad marks at school. And he doesn’t come home late. Is that all true?

PERSON 1

It is, believe me.

PERSON 2

Then you’re right.

PERSON 1

Right? With what?

PERSON 2

He’s the perfect son.

PERSON 1

I told you. He’s the perfect son.

PERSON 2

You have the perfect son.

PERSON 1

Yeah, that’s right.

PERSON 2

The perfect, perfect son.

PERSON 1

The perfect, perfect son!

PERSON 2

Fantastic! What’s his name?

PERSON 1

Whose name?

PERSON 2

Your son’s.

PERSON 1

Oh, my son’s. Jonathan.

PERSON 2

He’s great!
**PERSON 1**  Who's great?

**PERSON 2**  Your son.

**PERSON 1**  My son? Why's he so great?

**PERSON 2**  He doesn't tell lies, he never forgets to do his homework, he doesn't use bad language, he doesn't get bad marks at school. And he doesn’t come home late.

**PERSON 1**  That’s right.

**PERSON 2**  How old is he?

**PERSON 1**  How old’s who?

**PERSON 2**  Your son.

**PERSON 1**  Oh, my son. He's eight.

**PERSON 2**  He’s EIGHT?

**PERSON 1**  Yes – eight months!
Smart Shoppers

A sketch in 2 scenes

Roles 3
Runtime Around 2 minutes, depending on production
Sets A living room; a clothes shop
Props A dress, a coat, a blue scarf, a green scarf
Style A parody on shoppers' arrogance and silly consumerism
Synopsis A man and his wife go shopping for clothes. Through their insensitive and ridiculous behaviour they make fools of themselves.

Language level Elementary – A2
Language areas Language for shopping; admiring someone's clothes; making suggestions; telling someone what to do; showing annoyance; words for clothes
Stage tips The sketch opens in the main characters' living room. A table, a few chairs, some pictures or posters on the wall, etc. can easily create the right atmosphere.

The second part is set in a clothes shop. A few items of clothing and – if available – a table can be used to form the scenery.

Variations If you want to practise other language areas with your students, the characters can buy other clothes or go to a different shop altogether. Because the sketch is very short it could also be used for improvisation – students read the text (or part of it), get a few minutes' preparation time, and then act out an improvisation, possibly with their own ending.

Likewise, students can be asked to act out a continuation of the scene. A possible scenario could be for the couple to come back the next day. They are sorry for their behaviour on the previous day – but this time, the shop assistant surprises them …

Materials Photocopiable Worksheet p 186

- Comprehension check
- Vocabulary: clothes and shopping
- Making suggestions, telling someone what to do

Comprehension check

1) Listen to the recording then read and circle (T) True or (F) False.
1 The woman is trying on a new dress. T / F
2 The man is bored. T / F
3 He thinks the woman looks good. T / F
4 They look at shoes in the shop. T / F
5 The shopkeeper likes the green scarf. T / F
6 The woman tries a skirt on. T / F
7 They pay for the coat. T / F

Dialogue

2) Complete the dialogue with the phrases from the box.

try them take them to match gorgeous Let's go doesn't go

Jack I've got a new shirt – what do you think?
Elli E Wow, that's great! But it 1 ................................ with your trousers.
Jack Oh! So I need some new trousers, too.
Elli E And I want a coat! 2 ................................ shopping!
Elli E These look nice.
assistant Hello, can I help you?
Elli E Yes. I love those 3 ................................ scarves. Can I see one?
assistant Yes, here you are.
Jack Oh, I really like these trousers!
Elli E Yes, they look fantastic, but 4 ................................ first.
Jack No. I'm sure they're OK. I'll 5 ................................ .
assistant Thank you, sir.
Jack Now I want some shoes 6 ................................ .
Short sketches

# Smart Shoppers

## Roles
- **Man**
- **Woman**
- **Shopkeeper**

### Scene 1

**A living room. A man is sitting in a chair with his hands over his eyes.**

**Man**

Hurry up, darling.

**Woman** *(off)*

Just a minute, almost there.

**Man**

I can’t wait much longer. I’m so excited!

**Woman**

I’m coming right now, but no peeping!

**Man**

I promise.

**Woman** *(entering)*

OK. You can look now.

**Man** *(taking his hands away)*

At last!

**Woman** *(twirling around)*

Well? How do I look in my new dress?

**Man**

You look marvellous, darling. Happy anniversary.

**Woman**

You’re sure it doesn’t make my bottom look a bit fat?

**Man**

Not at all. But …

**Woman** *(alarmed)*

What? What’s the matter? I look awful, don’t I?

**Man**

Calm down, darling – there’s nothing wrong! It’s just that you look so lovely in that dress I want to get you something else to match.

**Woman**

Oh my sweetie diddums dumpling! A scarf perhaps?

**Man**

Yes, or a gorgeous coat.

**Woman**

Super! Let’s go shopping!

### Scene 2

**A clothes shop**

**Woman**

Look at the wonderful scarves.

**Man**

Try on the blue one.

**Shopkeeper**

Can I help you?

**Woman**

No thanks. We’re just looking.

**Man**

The blue scarf is beautiful! ... But it doesn’t go with your dress.

**Woman** *(to shopkeeper)*

Hand me the green one.

**Shopkeeper**

Here you are. *(he hands her the green one, she gives him the blue one)*

**Woman**

Well?

**Shopkeeper**

It looks fantastic with your wonderful dress.

**Woman**

Thank you.

**Man**

Darling, give it back and try that coat.

**Woman** *(to shopkeeper)*

Would you mind?
**Shopkeeper** Of course not, madam. *(he takes the green scarf and hands her the coat)*

**Woman** It’s nice. I really like it.

**Man** Good. We’ll take it. Goodbye.

**Shopkeeper** Where are you going? You haven’t paid for the coat.

**Man** She gave the green scarf back.

**Woman** And the blue scarf.

**Man** We exchanged the coat for the scarves.

**Shopkeeper** But you didn’t pay for the green scarf or the blue scarf either.

**Man** Of course not. Why should I pay for something that I didn’t buy?

**Shopkeeper** But ... but ...

**Woman** Let’s go. Shopkeepers can be so unfriendly these days!
3 A Fast-Food Stall

A sketch in 1 scene

Roles 7

Runtime Around 5 minutes, depending on production

Set A fast-food stall

Props A table as the counter; if possible napkins of different colours; knives, forks and plates optional: various foods (hot dog, hamburger, fish & chips, onions, ketchup and mustard)

Style A short, simple comedy sketch

Synopsis How trying to get something to eat quickly at a fast-food stall turns out to be a painful experience for three customers – and a delight for three others!

Language level Elementary – A2

Language areas Ordering food at a fast-food place; polite requests; how polite requests can change when people are in a hurry

Vocabulary: fast food

Stage tips Make sure your students differentiate clearly between the urgency expressed by the first three customers and the way the polite but slow assistant serves them. A good way of helping students to be able to do this well on stage (in an almost exaggerated manner) is to write a sentence on the board (e.g. Can I have a hamburger, please?) and prepare prompt cards with words on them (e.g. angry, tired, polite, unfriendly, nervous etc.). Tell students that they should say the sentence (in chorus, or alternatively individually when you point at students) as suggested by the prompt you are holding up each time.

Encourage your students to come up with different character types for the customer roles. They’re all in a hurry but one might be a football fan, one a woman (or a man!) with a pushchair and one a very smart city high-flier.

Variations Once students are well familiar with the language used, you can do an improvisation activity. Students act out a part of the sketch, but change the emotional disposition of one or several of the characters in the sketch, (e.g. the customers are extremely friendly, and the assistant is impatient, or even hungry).
Comprehension check
Vocabulary: ordering food and drinks
Polite requests

Photocopiable Worksheet p 187

1) Listen to the recording then read and circle (T) True or (F) False.
1) All the customers are polite at the beginning. T / F
2) The first customer is not interested in the colour of the plate. T / F
3) The assistant wants to serve the first customer quickly. T / F
4) The assistant acts differently with the second customer. T / F
5) The assistant is quick with the orders. T / F
6) Customers 4, 5 and 6 are pleased with the service. T / F

2) Complete the mini-dialogues with phrases from the box.
It doesn't matter let's come was quick
Please hurry Here we are Great service

1) a) The cinema is dark, I can't see my friends – where are you all?
   b) .............................................. ! Now hurry up and sit down, the film's going to start!

2) a) Wait
   b) Here you are madam, your drinks.
   c) Wow, that .............................................. ! We only ordered a minute ago!

3) a) Wait
   b) Would you like ketchup or mustard with your burger?
   c) .............................................. , I like both!

4) a) Poppy
   b) .............................................. , I have to leave soon.
   c) Wait
   d) Sorry madam, we have a problem in the kitchen!

5) a) Wait
   b) Here's your meal, sir.
   c) Oh, that's fantastic! .............................................. ! I love this place.

6) a) Sally
   b) Oh, this is lovely. I'm really enjoying my meal.
   c) Paul
   d) Me too. I know, .............................................. here for your birthday!
   e) Sally
   f) Great idea!
A Fast-Food Stall

Roles
Assistant
Customers 1–6

Enter Customer 1.

Customer 1  A hamburger, please.
Assistant  Right. A hamburger.
Customer 1  Hurry up, please. I’m hungry.
Assistant  Ketchup?
Customer 1  Yes.
Assistant  Onions?
Customer 1  No.
Assistant  No onions?
Customer 1  No, please hurry up. I’m hungry.
Assistant  On a blue plate or a pink one?
Customer 1  Doesn’t matter. *Hurry up!*

The shop assistant slowly presents various napkins.

Assistant  A red napkin?
Customer 1  Doesn’t matter. *Hurry up!*
Assistant  A green napkin?
Customer 1  OK, a green napkin. *Please hurry!*

Enter Customer 2. The assistant slowly turns to the second customer.

Customer 2  A hot dog, please.
Assistant  Right. A hamburger.
Customer 2  No, not a hamburger. A hot dog.
Assistant  OK, a hot dog. Mustard?
Customer 2  Yes.
Assistant  Ketchup?
Customer 2  No.
Assistant  No ketchup?
Customer 2  No, hurry up. I’m hungry.
Assistant  On a blue plate or a pink one?
Customer 2  Doesn’t matter. *Hurry up!*

The assistant presents various napkins.

Assistant  A red napkin?