

## Short sketches

# 1

## The Perfect Son



Track 01

### 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**

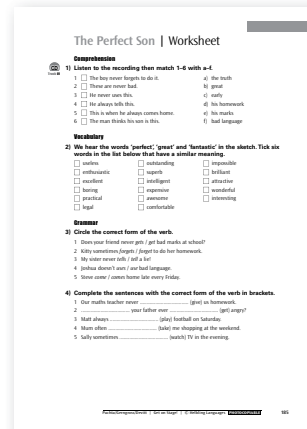
- 1) Students add their own ideas to the script, e.g. by using adverbs of frequency (*Does he **always** do what you tell him? Does he **sometimes** break things?*).
- 2) Students change the script to fit a different theme, e.g. The perfect teacher/ the perfect friend/the perfect mum (dad). Encourage 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.

## Materials



## Photocopiable Worksheet p 185

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



## Short sketches



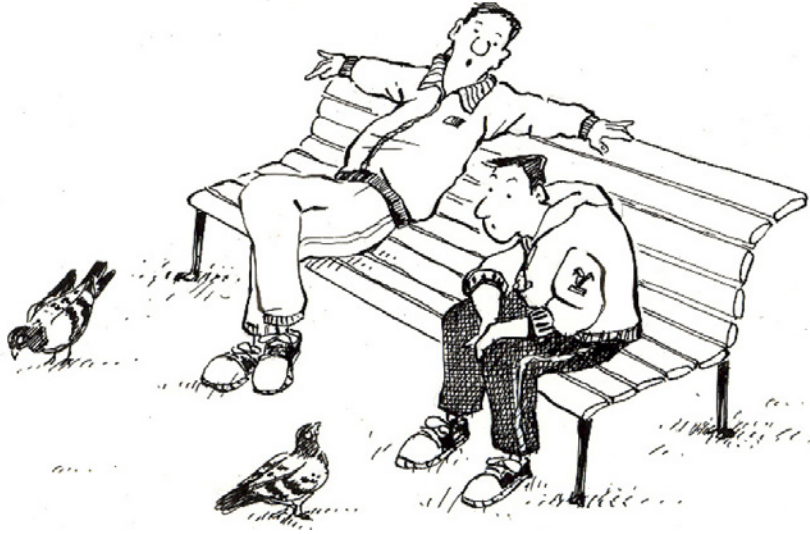
# The Perfect Son

**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!

## Short sketches



- 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!



## Short sketches

# 2 Smart Shoppers



Track 02

## 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 ...

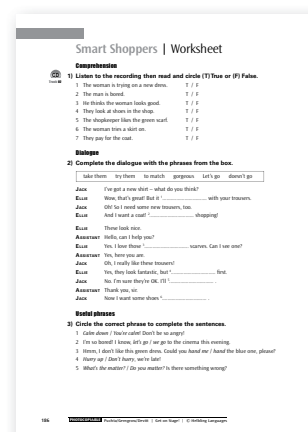
### Materials



Track 02

### Photocopiable Worksheet p 186

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





## 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?

## Short sketches



**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



Track 03

## 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).



## Short sketches

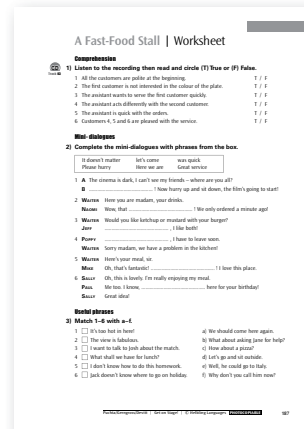
### Materials



Track 03

### Photocopiable Worksheet p 187

- Comprehension check
- Vocabulary: ordering food and drinks
- Polite requests





## 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** 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** Yes.  
**ASSISTANT** Ketchup?  
**CUSTOMER** No.  
**ASSISTANT** No ketchup?  
**CUSTOMER** No, hurry up. I'm hungry.  
**ASSISTANT** On a blue plate or a pink one?  
**CUSTOMER** Doesn't matter. *Hurry up!*

*The assistant presents various napkins.*

- ASSISTANT** A red napkin?