

ESL Plays and Skits for Teens

Short Scripts and Dialogues for teenagers learning English to role play

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Grammar Index

Sample Skit

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1. Grammar Index

Grammar Required for:

- A2 CEFR levels
- High Novice-Low Intermediate ACTFL levels

Adjectives	Hearts	Common Adjectives	p.
	Fashion	Demonstrative Adjectives	p.
	Fashion, Quiz Time	Comparative Adjectives	p.
	Fashion, Quiz Time	Superlative Adjectives	p.
Adverbs	Jealousy	Adverbial phrases of frequency	p.
	Know-All	Adverbs of time (every week, every day)	p.
	Cooking	Adverbs of quantity (a lot, much, many)	p.
	Various skits	Adverbs of time	p.
Articles	Used throughout	The, a, an	
Can / Can't	GPS		p.
	Quiz Time		p.
	Techie Teens		p.
Conditionals	Bored	Zero conditional	p.
	Australia	1st conditional	p.
	Bored	2 nd conditional	p.
Connecting words	Used throughout		
	GPS	And, and then, but	p.
	I'd Rather Watch TV	Because	p.
Uncountables	Cooking		p.
Future Time	Headphones (going to)		p.
	I'd rather watch TV		p.
	Careers		p.
	Tattoos		p.
Have got	The Party		p.
Imperatives	The Know All		p.
	Headphones		p.
Modals	Seemingly Stupid	Should, need, ought, might, may, must	p.

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Past continuous	The Storyteller		p.
Past Simple	Headphones		p.
	Jealousy	To be	p.
	Tattoos	Regular and irregular	p.
Phrasal Verbs	Australia		p.
	And used throughout		
Possessives	Techie Teens	Use of 's and s'	p.
	Bored	Use of 's and s'	p.
	Used throughout	Possessive adjectives (my, your, his, etc.)	
Preference	I'd Rather Watch TV	I prefer, I'd rather	p.
Prepositions	Techie Teens	Place	p.
	GPS	Place	p.
	GPS	Movement	p.
	GPS	Time	p.
Present simple	The Party, and used throughout		
Present continuous	Cooking	Present continuous for now	p.
	I'd Rather Watch TV	Present continuous for now	p.
	Rappers	Present continuous for future	p.
Present perfect	Drugs		p.
Pronouns	Used throughout	Personal pronouns	p.
	Techie Teens	Possessive pronouns	p.
Questions	Careers	What? When?	p.
	Quiz Time	How long? How much / many? How old?	p.
		Where? When? Who?	p.
	Cooking	How much? How many?	p.
	Australia	When?	p.
	Techie Teens	Where can you?	p.
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	The Party	Who?	p.
Question tags	Quiz Time	Optional, since B1 level	p.
Wh-questions in past	Jealousy		p.

2. Introduction & Getting Started

How these skits can help learning

You may wish to perform these skits on stage, or to other classes. Or, you may simply wish to have students read the scripts expressively as if performing but without any props or actions. Either way, using these plays with language learners can help them:

- learn vocabulary,
- improve grammar,
- use English in realistic dialogues
- read more fluently,
- speak more fluently and more confidently,
- work in groups,
- loosen up and become relaxed in class,
- potentially become more creative,
- potentially use more expression to communicate, such as body language, tone and emphasis,
- take more responsibility for their learning as the teacher retreats and stops spoon-feeding them,
- bond with other students
- help shy learners participate by giving them non-speaking roles or easy lines,
- give more advanced students the opportunity to excel and be challenged with bigger roles.

INTRO FOLLOWS

3. The Plays and Skits

Australia

Grammar

1st conditionals

If you aren't careful, you will get backache.

If you get there, you'll need to get a job.

What will you do if you run out of money?

If I ask my Dad, he'll send me some

Present perfect

Haven't you already been there? I lived there for a year.

Have you thought about finishing school? I have already left school.

Past simple

What did you do when you were there? I picked fruit.

Why did you leave? My visa ran out.

My dad didn't finish.

I drunk beer.

Future

What will you do when you get back to Australia?

And what'll you do when your Australian visa runs out again? I'll go to New Zealand

I'll go travelling. I'll come home. I'll be 27. I'll go and work for my Dad.

Questions

What are you doing?

Where to?

Is that all?

Vocabulary

Nouns: backache, beer, embassy, fruit, job, money, online, pride, school, trip, visa
Australia, Canada, New Zealand, South America

Verbs: apply, ask, drink (drunk), finish, get, give, pick fruit, pay, plan, prefer, run out
send, travel, turn into, work, work out

Adjectives: easier, lucky, new, next

Adverbs: after that, again, by then, too, today, well

Pronoun: yourself

Expression: stand on my own two feet

Australia

Notes

One to one version

The teacher takes Will's lines and the student takes all the other lines.

Group version

Best for 2-6 students. One student is Will. The friend's lines are divided between any other students. A very shy or weak student can say the line "Awesome" each time. Will should be played by the best student.

Vocabulary

Change any words or grammar that you don't like. For example, "Awesome!" is American. In England, we would be more likely to say, "Great!"

Discussion ideas

- Do you want to visit other countries?
- Is it useful to travel to other places, if so why?
- Would you be like Will? And why?
- What qualities does Will have?
- What problems might Will have now, in the short term and in the long term?

Bored Grammar

First Conditional

If you babysit my kids, I'll give you some money.

Second Conditional

If it was hot, we could go swimming.

Questions

What do you want to do today?

How?

I don't know.

Future

I'll babysit for you!

Vocabulary (interchangeable)

Nouns: ball, bikes, car, campfire, comic shop, fence, garden, kids, money, movies, neighbour, pool, pizza, picnic, ride, river, soccer, tent, time

Verbs: babysit, earn, give, go cycling, help, iron, make, paint, pay, play, take, save, swim, wash, weed,

Adjectives: free, much, hot

Quantifiers: much, little

There's so much to do.

There's so little time. (Little = determiner)

Bored Notes

One to one version

Use the script as it is, with the teacher and student alternating lines.

Instead of an adult walking on, a teen says, "Hey, why don't we earn some money?"

The other teen says, "How?" And then the two make suggestions as to how they could earn money, as per the script.

Group version

The script is organized into three groups of teens with 2 to 4 students per group. There is one adult, who could be played by the teacher. However, this organization is entirely flexible.

Separate groups are not necessary if you only have a handful of students. Distribute lines so as to challenge the better students, giving them more to say, and let weaker students have an easier time. A very weak student might just say "I'm so bored" periodically throughout.

Vocabulary

Change any words or grammar that you don't like.

Replace all jobs with things that are feasible for your pupils in their environment.

Replace all activities suggested with things your students would be likely to do in their free time. The tent and campfire might not be applicable to kids in the heart of Shanghai!

It's important that the adult knows the teens. This is just to avoid inadvertently implying that a teen could go off and do a job for a random stranger. Hence the adult greets the kids using their names, and they reply using the adult's name.

Discussion ideas

- Are you ever bored?
- What do you like doing in your free time?
- Do you need money to do your favorite activities?
- Are there ways you could earn pocket money?

Bored

Script

Teens walking together, one kicks a tin, another turns in circles a couple of times. All obviously bored.

Group 1

- Teen:** What do you want to do today?
- Teen:** I don't know, what do you want to do?
- Teen:** If it was hot we could go swimming.
- Teen:** But it's not.
- Teen:** This place is so boring!
- Teen:** I'm so bored.

Kicks the tin again. They go to a corner of the stage and hang out chatting. As they head across the stage a second group comes on talking...

Group 2

- Teen:** So, what do you want to do?
- Teen:** I don't know, what do you want to do?
- Teen:** If we had our bikes we could go cycling.
- Teen:** But we don't.
- Teen:** There's nothing to do!
- Teen:** I'm so bored.

Group 3 come on while group 2 go over and join the first group at the side of the stage. Groups 1 and 2 mooch, hands in pockets, slumping against the wall.

Group 3

- Teen:** So, what do you want to do?
- Teen:** I don't know, what do you want to do?
- Teen:** If we had a ball we could play soccer.
- Teen:** But we don't.
- Teen:** It's so boring!
- Teen:** I'm so bored.

Starts walking around in circles. Groups 1 comes center stage, joining group 3 and saying:

Group 1

- Teen:** So, what do you want to do?
- Teen:** I don't know, what do you want to do?
- Teen:** If we had a ride we could go to the comic shop.
- Teen:** But we don't.
- Teens:** It's so boring. There's nothing to do.

Groups 2 and 3 join the rest in the center, saying:

Group 2

- Teen:** I'm so bored.
- Teen:** If I hadn't lost my key we could watch TV at home.
- Teens:** But you have.

Group 3

- Teen:** So, what do you want to do?
- Teen:** I don't know, what do you want to do?

An adult, who knows the kids, comes on and walks past the kids while they are talking.

- Teen:** If we had money we could go to the movies.
- Teen:** But we don't.

The adult walking past stops to talk to them.

Adult: Hi _____. (*name of teen*) Hi _____. Hi kids.

Teens: Hello Mr. / Mrs. _____. (*name of adult*)

Adult: If you want some money, you could earn it.

Groups 1, 2 and 3

Teens: How?

Adult: If you babysit my kids I'll give you some money.

Teen: I'll babysit for you!

S/he goes off with the adult.

Teen: If I wash my dad's car, he'll pay me.

S/he runs off.

Teen: If I weed my uncle's garden, he'll pay me.

S/he runs off

Teen: If I help my Mum iron, she'll pay me.

Teen: If I paint my neighbour's fence, he'll pay me.

Each teen says a line with a job, as above. The teen then runs to a corner of the stage and mimes doing the job. All teens are now scattered over the stage, each miming their task.

After a moment they all meet again in the center of the stage. They show each other the money they have earned.

Teen: Wow. Now we all have money.

Teen: We could go to the movies!

Teen: We could buy some comics!

Teen: We could go to the pool!

Teen: We could buy a football!

Teen: I could repair my bike!

Teen: We could get some pizzas.

Teen: We could make a picnic and take it to the river.

Teen: We could take our tents.

Teen: And make a campfire!

Teen: There's so much to do!

Teen: And so little time to do it!

They high-five each other, join hands and take a bow.

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