

GO FISH

By Krystle Henninger

Copyright © 2010 by Krystle Henninger All rights reserved.
ISBN: 1-60003-560-4

CAUTION: Professionals and amateurs are hereby warned that this Work is subject to a royalty. This Work is fully protected under the copyright laws of the United States of America and all countries with which the United States has reciprocal copyright relations, whether through bilateral or multilateral treaties or otherwise, and including, but not limited to, all countries covered by the Pan-American Copyright Convention, the Universal Copyright Convention and the Berne Convention.

RIGHTS RESERVED: All rights to this Work are strictly reserved, including professional and amateur stage performance rights. Also reserved are: motion picture, recitation, lecturing, public reading, radio broadcasting, television, video or sound recording, all forms of mechanical or electronic reproduction, such as CD-ROM, CD-I, DVD, information and storage retrieval systems and photocopying, and the rights of translation into non-English languages.

PERFORMANCE RIGHTS AND ROYALTY PAYMENTS: All amateur and stock performance rights to this Work are controlled exclusively by Brooklyn Publishers, LLC. No amateur or stock production groups or individuals may perform this play without securing license and royalty arrangements in advance from Brooklyn Publishers, LLC. Questions concerning other rights should be addressed to Brooklyn Publishers, LLC. Royalty fees are subject to change without notice. Professional and stock fees will be set upon application in accordance with your producing circumstances. Any licensing requests and inquiries relating to amateur and stock (professional) performance rights should be addressed to Brooklyn Publishers, LLC.

Royalty of the required amount must be paid, whether the play is presented for charity or profit and whether or not admission is charged.

AUTHOR CREDIT: All groups or individuals receiving permission to produce this play must give the author(s) credit in any and all advertisement and publicity relating to the production of this play. The author's billing must appear directly below the title on a separate line where no other written matter appears. The name of the author(s) must be at least 50% as large as the title of the play. No person or entity may receive larger or more prominent credit than that which is given to the author(s).

PUBLISHER CREDIT: Whenever this play is produced, all programs, advertisements, flyers or other printed material must include the following notice:

Produced by special arrangement with Brooklyn Publishers, LLC

COPYING: Any unauthorized copying of this Work or excerpts from this Work is strictly forbidden by law. No part of this Work may be reproduced, stored in a retrieval system, or transmitted in any form, by any means now known or yet to be invented, including photocopying or scanning, without prior permission from Brooklyn Publishers, LLC.

GO FISH
by
Krystle Henninger

CAST

STUDENT 1 – A slightly dimwitted college student who excels in procrastination.

STUDENT 2 – A sarcastic college student, friend of STUDENT 1.

SETTING: A college dorm room

PROPERTIES

A Deck of Cards

An Apple

Paper

A Pen or Pencil

A Plate

A Table or

Desk

Various Books

A Backpack

A Chair

PRODUCTION HISTORY:

February 5th, 2010. Belmont University.

STUDENT 1: Krystle Henninger.

STUDENT 2: John Pickard Cheek.

At Rise: STUDENT 1 and STUDENT 2 are sitting on the floor playing "Go Fish." Game should already be started so some cards may be paired up on the floor already. The table or desk should hold most of the properties but some can be in the backpack. The apple is in the backpack.

STUDENT 1: Do you have any sevens?

STUDENT 2: Go fish. This is a stupid game.

STUDENT 1: No it's not.

STUDENT 2: Yes it is. I don't understand why we're still playing it.

We're in college and we can't think of anything better to do than play, "go fish?"

STUDENT 1: Okay, I'll admit it's a little dated, but it's one of those games you can play mindlessly.

STUDENT 2: Do you have any fours?

STUDENT 1: What?

STUDENT 2: The game...

STUDENT 1: Oh! Fours. Nope. Sorry. Go fish.

STUDENT 2: I don't even like fish.

STUDENT 1: Well they're not real fish, just cards.

STUDENT 2: I know that.

STUDENT 1: We could play with those gummy fish if you wanted.

STUDENT 2: What would we do, number them?

STUDENT 1: No. Just use them instead of cards.

STUDENT 2: That's what I'm talking about. How would we be able to tell them apart? I mean, if I had an unnumbered gummy fish in my hand I could easily make it anything I wanted to. You'd never win.

STUDENT 1: (*sarcastically*) Oh like you'd win.

STUDENT 2: Of course! We're dealt seven cards... or fish or whatever ... to start, so six of them would perfectly match up, and I'd just eat the odd one out.

STUDENT 1: Hey, that's cheating and besides... I thought you didn't like fish.

STUDENT 2: I don't like eating *real* fish, but they'd be gummies. Not real fish. They didn't die or anything.

STUDENT 1: They could've died.

STUDENT 2: Oh yes. (*melodramatically*) They were fished out of the gummy pond in the factory and as they took their last little gummy breaths, their gummy gills were filled with unnaturally flavored high-fructose corn syrup. How tragic.

Go Fish - Page 4

STUDENT 1: That's not what I meant.

STUDENT 2: Are you going to go or do you want me to go again?

STUDENT 1: Oh sorry. Do you have any tens?

STUDENT 2: Go fish.

STUDENT 1: I went fishing once.

STUDENT 2: That's nice. Jacks?

STUDENT 1: Go fish. Actually it wasn't nice. Two?

(STUDENT 2 hands STUDENT 1 a card)

Six?

STUDENT 2: Go fish. King?

STUDENT 1: My uncle took me and my cousin fishing. I only caught one fish. It was so small that I had to throw it back. I can't remember what kind of fish it was... I think it might've been a...

STUDENT 2: King?

STUDENT 1: I don't think that's a type of fish, is it?

STUDENT 2: *(slowly)* Do you have any kings?

STUDENT 1: Oh! *(hands STUDENT 2 a card)*

STUDENT 2: Eight?

STUDENT 1: Go fish. You know, the worst thing about fishing was watching my uncle carve it open afterwards. The guts were just...

STUDENT 2: You can stop now!

STUDENT 1: It was really funny 'cause he caught this huge fish. Bigger than I've ever seen. My cousin wanted to help put the fish in the cooler, so he was wrestling with it, trying to get it in there, and the fish was squirming so much that it literally *(throws cards in the air)* threw itself out of my cousin's arms and back into the water.

(STUDENT 2 stares at STUDENT 1)

What?

(*STUDENT 2 gestures to the cards*)

Oh. Sorry. You win?

STUDENT 2: Look, I should probably go and find something more entertaining to do... like homework.

STUDENT 1: Please stay!

STUDENT 2: Why? It's not like we were really doing anything anyway.

STUDENT 1: We were talking about fish and playing cards. Do you want anything? I've got an apple somewhere.

STUDENT 2: I'm fine, but we weren't really playing, you weren't paying attention to the game.

STUDENT 1: I'll pay attention this time. I promise!

STUDENT 2: Why are you practically begging me to stay? Besides, your roommate will be back soon and you can bother her. (*or him*) I have homework to do.

STUDENT 1: So do I, but if you're here I have a reason not to do it.

STUDENT 2: And that's your excuse for not doing homework? Are you seriously going to go to your professor and say, "I'm sorry, but my friend was over. That's why I couldn't finish my paper."

STUDENT 1: No. It's just a reason to procrastinate more.

STUDENT 2: Because you definitely don't do it enough now.

STUDENT 1: Let's play again.

STUDENT 2: No. Work on your paper. Be good.

STUDENT 1: But I don't know what to write about.

STUDENT 2: You haven't even started?

STUDENT 1: I mean, I started... I have the title...

STUDENT 2: Then you haven't started. When's it due?

STUDENT 1: Tomorrow...

STUDENT 2: Tomorrow?

STUDENT 1: I don't know what to write about.

STUDENT 2: What's it supposed to be about?

STUDENT 1: Something about... something... wrong with society... or something like that.

STUDENT 2: That shouldn't be too hard...

STUDENT 1: Well we have to choose an every day object.

Something simple and basic and apply it to the idea that something is wrong with society. I think. Help?

Go Fish - Page 6

STUDENT 2: Fine. (*beat*) Birdhouses.

STUDENT 1: Birdhouses?

STUDENT 2: Yeah. Think about it. Birdhouses for non-domesticated birds is one of the stupidest ideas I've ever heard of.

STUDENT 1: Why?

STUDENT 2: I'm getting to that. Okay. Birds already have houses. They're called nests. Ever heard of them? See the birds gather string, leaves, twigs and various other things and put them together up in a tree, on top of a house, or somewhere that they feel they can safely live. They sleep in the nests, lay their eggs in them, *live* in them. So why do we build them houses when they already have their own? And bird feeders. Who came up with that invention? That's just begging for trouble. That's like saying, "I'll adopt you, feed you, house you, bathe you..." That's something else wrong with the picture. Bird baths. There's this thing called rain. It's actually probably better for the birds than the treated city water... who knows what's in that? I'm telling ya, if you try to feed, bathe, and house non-domesticated birds, you're just asking for trouble. Soon enough the government will be involved and you'll be able to write off the birds as a tax-deductable expense.

STUDENT 1: Wow. I never thought about it like that before.

STUDENT 2: It would probably be pretty easy to write about.

STUDENT 1: Nah. I'm not as clever as you. My professor would know I didn't come up with it.

STUDENT 2: You wanted my help. I gave it to you. It's not hard. Write it like its fiction, or a poem, or song lyrics, or something other than an essay. Maybe that'll help.

STUDENT 1: I might be able to do that.

STUDENT 2: Good.

STUDENT 1: But not now. Cards?

STUDENT 2: No! Work on the paper!

STUDENT 1: Nah. I'll do it later. (*shuffles cards*)

STUDENT 2: Dear World, I've been trying to diminish those clichés about college students waiting until the last minute to do things... I'm afraid I've failed.

STUDENT 1: Game?

STUDENT 2: No! Work on your paper. (*gets the apple out of the backpack and tosses it up in the air and catches it multiple times*)

STUDENT 1: Are you going to eat that apple?

STUDENT 2: I was planning on it.

Go Fish - Page 7

STUDENT 1: Okay.

STUDENT 2: Did you want it?

STUDENT 1: No.

STUDENT 2: Then why did you ask?

STUDENT 1: I wanted to know if you were seriously going to eat it in my room.

STUDENT 2: Your room isn't like a new car. It's a dorm room. You've never eaten in here?

STUDENT 1: Of course I've eaten in here! But to think that you don't even have the courtesy to ask if you can eat in here... it just breaks my heart if you think that you can just do whatever you want...

STUDENT 2: *(dryly)* Really?

STUDENT 1: No. You can eat it in here.

STUDENT 2: I'm not sure I want to now... I kind of feel like throwing it at you instead.

STUDENT 1: Please don't do that... I have dead cat-like reflexes.

STUDENT 2: But that's the fun of it!

STUDENT 1: Not fun for me. No thank you. *(sits down at the desk and begins to write)*

STUDENT 2: What are you writing about?

STUDENT 1: Ninjas.

STUDENT 2: We definitely have a ninja problem in society.

STUDENT 1: I know, right? But think about it. What would you do if you got attacked by a ninja? Would you throw that apple at it?

STUDENT 2: If I was getting attacked by a ninja, I don't think I would have time to throw the apple at it. But it's never been an issue before and I will have probably eaten the apple by then. Are you really writing about ninjas?

STUDENT 1: No. I was kidding.

STUDENT 2: Then what are you really writing about?

STUDENT 1: Birdhouses. I figure if you think I can do it, it's worth a shot, right?

STUDENT 2: Of course.

STUDENT 1: *(writing)* Birdhouses are the bane of society. They give birds a chance to have a roof over their heads to protect them from the rain... which is bad because then they can't take a bath in the rain. Treated city water is bad because it has chemicals in it that probably makes the birds glow unnaturally after a while...

STUDENT 2: Two things. First off, where did that come from? And second off, saying that they glow unnaturally says that there's a level that birds can glow at that is acceptable.

Go Fish - Page 8

STUDENT 1: Well, I mean birds glowing in any sense is probably unnatural, but maybe the water has fluoride and chlorine or something else in it and after a while the birds start to glow because of it.

STUDENT 2: They don't put uranium in the water.

STUDENT 1: Phosphorus!

STUDENT 2: Maybe you should leave out the whole glowing thing.

STUDENT 1: Maybe I shouldn't write this paper now and I can do it later!

STUDENT 2: You need to finish it.

STUDENT 1: Why are you so obsessed with me getting my paper done? Your grade isn't going to go down the toilet because I didn't turn in my paper.

STUDENT 2: *(beat)* That's a good question. I really don't care. If you want to put it off than you can.

STUDENT 1: Maybe I should finish it... start it...

STUDENT 2: *(sigh)* Okay. Whatever.

(STUDENT 1 looks at the paper and back at STUDENT 2.

STUDENT 2 sees a fork on the table, grabs it and starts to stab the apple.)

STUDENT 1: What are you doing?

STUDENT 2: Playing with my food. *(cuts the apple in half with the fork)*

STUDENT 1: What are you doing?

STUDENT 2: I believe you already asked me that and I answered.

STUDENT 1: You cut it in half!

STUDENT 2: Thank you Captain Obvious! *(puts one half on each end of the fork)*

STUDENT 1: You didn't have to mutilate it.

STUDENT 2: I know I didn't have to, but I wanted to. So I did. Do you have a plate?

(STUDENT 1 hands STUDENT 2 a plate as STUDENT 2 gets some paper and a pen.)

STUDENT 1: What are you doing now?

STUDENT 2: Writing a note.

STUDENT 1: For who?

STUDENT 2: (*writing*) Your roommate.

STUDENT 1: Why?

STUDENT 2: I'd write it for you, but you're already here and you've seen the mutilated apple... the shock value is gone. Do you want to hear what I wrote?

STUDENT 1: I'm slightly terrified.

STUDENT 2: And you should be. (*clears throat*) *There once was a mutilated apple. I was afraid it would taste like crap...le. So I cut it in two, and gave it to you, on the fork that didn't run away with the spoon. Xenolinguistics.*

STUDENT 1: Xenolinguistics?

STUDENT 2: Yup. It was originally going to be a haiku, but then it turned into a limerick... I wanted to keep the ending.

STUDENT 1: You know it was the dish that ran away with the spoon, right?

STUDENT 2: Yeah. Hence the fork that *didn't* run away with the spoon.

STUDENT 1: You're not seriously going to leave that for my roommate are you?

STUDENT 2: I was planning on it. I mean, what else am I going to do with it?

Thank you for reading this free excerpt from GO FISH by Krystle Henninger. For performance rights and/or a complete copy of the script, please contact us at:

Brooklyn Publishers, LLC

P.O. Box 248 • Cedar Rapids, Iowa 52406

Toll Free: 1-888-473-8521 • Fax (319) 368-8011

www.brookpub.com