

十点联播

Readaholic

英语表演剧

小学 五年级

Printha Ellis (英) 著



与研究出版社
TEACHING AND RESEARCH PRESS

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前言

在外语学习中，英语短剧表演是一种非常有价值的运用语言的活动，对于儿童学习英语尤其如此。英语短剧表演还是实施任务型教学的一个重要而有效的途径。在此过程中，学生不仅提高了英语学习兴趣，还把知识和技能融为一体，自然地使用所学语言，达到发展和完善自己语言运用能力的目的，从而促进形成稳定的学习动机，为他们今后的自身发展奠定基础。

《义务教育英语课程标准》（2011年版）二级目标要求明确规定：能在教师的帮助下表演小故事或小短剧。“悦读联播·英语表演剧”就是依据课标精神，专门为中国小学生编写的一套小学英语表演剧。剧本语言地道，插图精美，情景符合儿童兴趣。剧本录音在英国录制，由同年龄段英国小朋友配音，语音纯正，发音清晰。全系列共四册，适合小学三年级至六年级的学生选用。

对于教师，我们的使用建议如下：

一、每学期固定安排一周作为学生的戏剧表演节。

教师将整个班级划分成若干小组，鼓励每个学生都积极准备，包括听录音、练习发音、模仿语音语调、融入肢体语言并准备相关道具。然后教师根据每个学生的性格特点、英语水平和角色需要，尽可能做到合理分配台词。如，给英语水平高并且善于表演的学生多分配些台词；反之，则少分配一些台词，以便每位学生都有展示的机会，并且在原有的语言基础上得到提高。学生先在小组中进行表演，教师选择出色者在班内甚至在全年级进行展示。展示之后，教师要对此表演进行总结，鼓励小组讨论并发表见解。

二、组成表演社团。

表演社团可以全班参加，也可以让部分学生参加。把剧本表演作为学生的

课外活动，定期组织活动，每学期或每学年组织一次表演晚会，向全校展示。在英语短剧表演的整个活动中，教师是活动的导演，学生是活动的主体。教师在指导学生表演短剧时，要大胆放手，给学生最大的自主权，充分发挥他们的主动性和创造性，让他们根据自己的理解来表演，并演出自己的特色。此外，教师要对学生的**大胆尝试**予以充分的肯定，让他们更多地体验成功的喜悦，以便积极主动地投入学习。

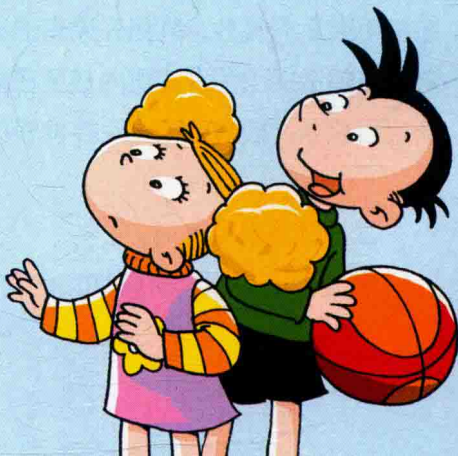
对于学生，我们的使用建议如下：

一、培养兴趣。在刚开始学习英语时，借助图片的提示能理解剧本大意即可，可以模仿其中非常简单的语句。

二、学习语句。在儿童学习英语一段时间之后，可以模仿自己喜欢的一些角色的语句，直到掌握这些语句。

三、角色扮演。在儿童学习英语更长一段时间后，可以选出自己喜欢的剧目与角色，然后反复学习该角色的对白，最后可以扮演这个角色。

希望同学们在老师或家长的指导下，结合我们在每个剧本前提供的“导演提示”，尽情地享受运用英语的乐趣，逐步提高自己的语言表达能力，树立用英语表达的自信心。



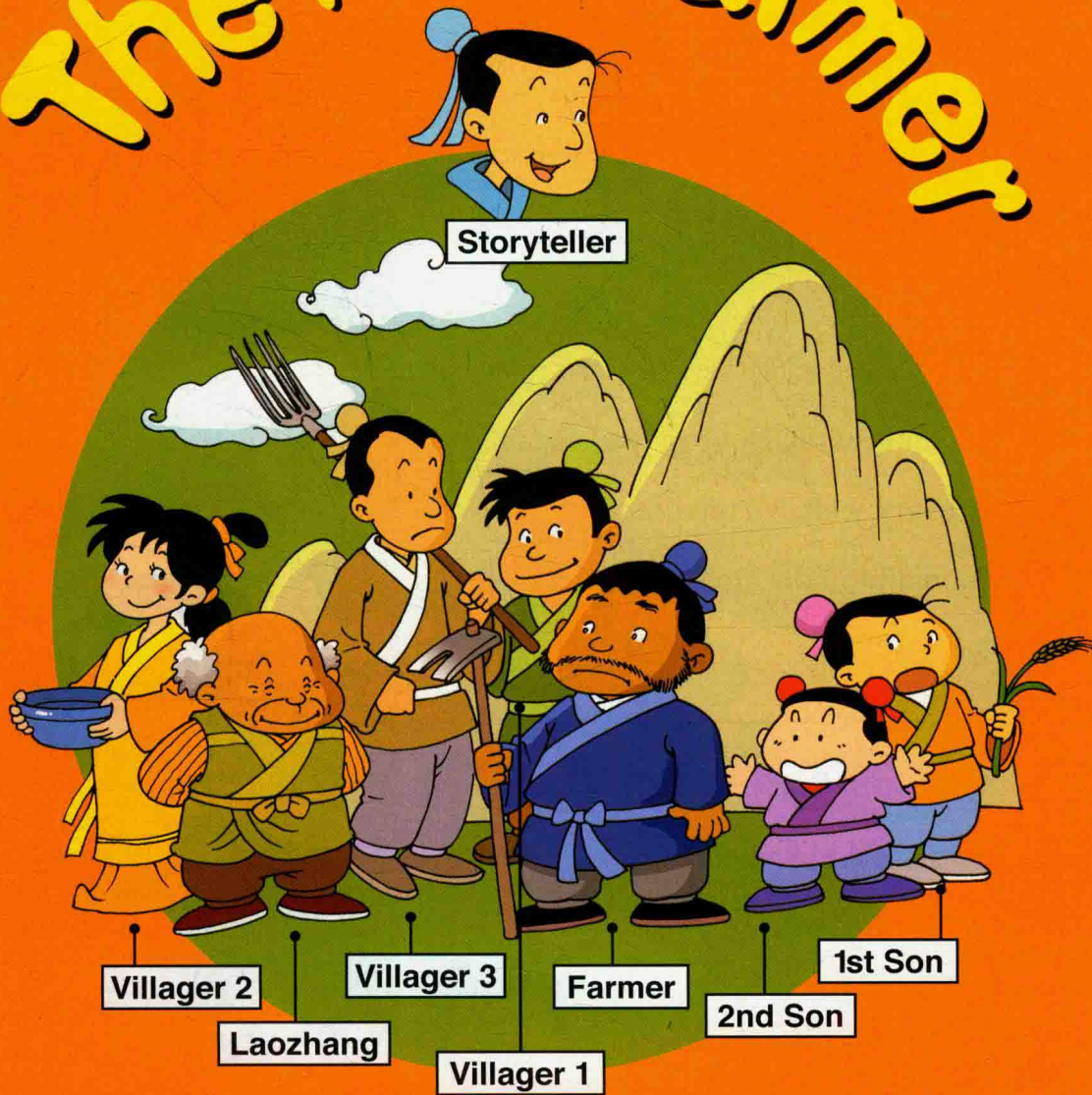


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The Rice Farmer





导演提示:


1. 舞台建议: 可在地上放置两张绿色的纸代表田地, 还可以请一位同学手举一把撑开的遮阳伞代表大树, 并准备一把扇子作为道具。
2. 表演建议: 可请承担画外音任务的同学随着剧情的发展提示时间(如中午、傍晚、夜晚)。农夫是本剧的主要角色, 表演时应注意体现人物怕苦怕累、怨天尤人、自作聪明的性格特征, 可安排一些小的细节, 比如不愿意在正午的阳光下劳作, 喜欢躲在树阴下扇扇子乘凉; 傍晚时又嫌冷, 干活的时候缩手缩脚等。





 *Once there was a farmer. He wasn't a happy man.*


 Good morning. How are you today?


 Not very well. It's too hot.


 Good afternoon. How are you today?


 Cold.


 *And he wasn't very nice.*


 Here's some lovely bread.

 I don't like bread.


 Here's some lovely cake.


 I don't like cake.


 Listen. Music!


 I don't like music.





 The farmer had two rice fields.


 Look at this field, Father.
It's beautiful.

 The rice isn't very tall.
Laozhang's rice is taller.


 Look at this field, Father.
It's beautiful.


 The rice isn't very green.
Laozhang's rice is greener.


 Look, Father. Our rice is very good.


 Laozhang's rice is better.





 *The farmer was very angry.*


 I want greener rice.

 But our rice is very green, Father.

 I want taller rice.

 But our rice is very tall, Father.

 I want better rice.

 But our rice is very good, Father.







 *One night the farmer had an idea.*

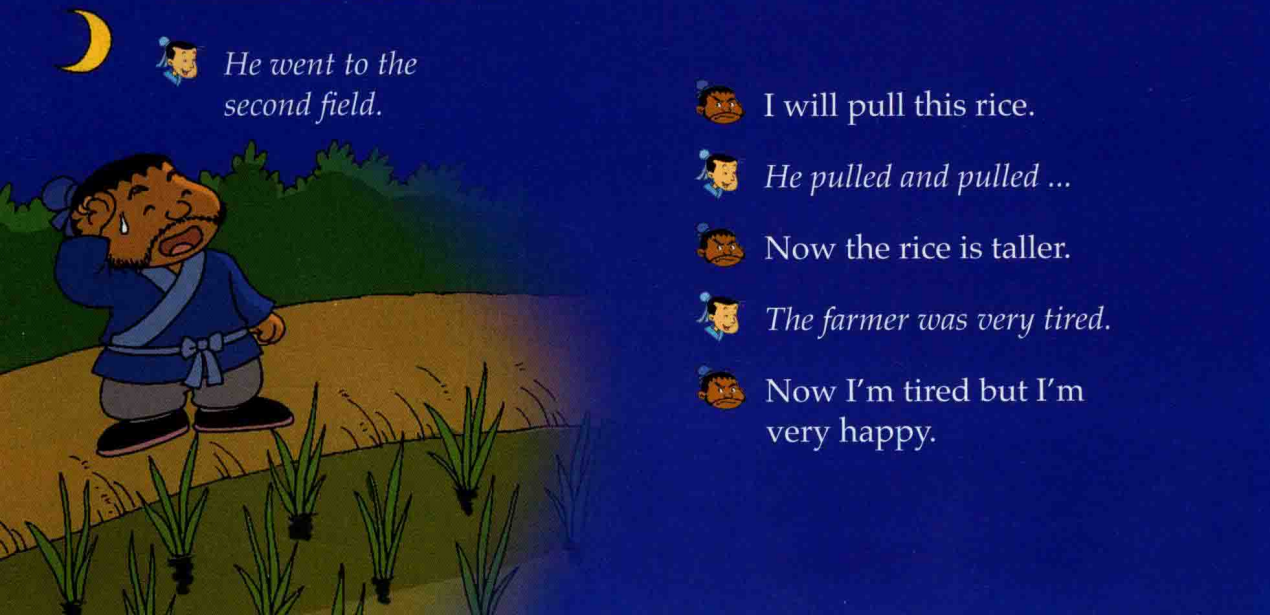
 *I will pull the rice. Then it will be taller.*


 *The farmer went to the first field.*

 *I will pull this rice.*

 *He pulled and pulled ...*


 *Now the rice is taller.*




 *He went to the second field.*

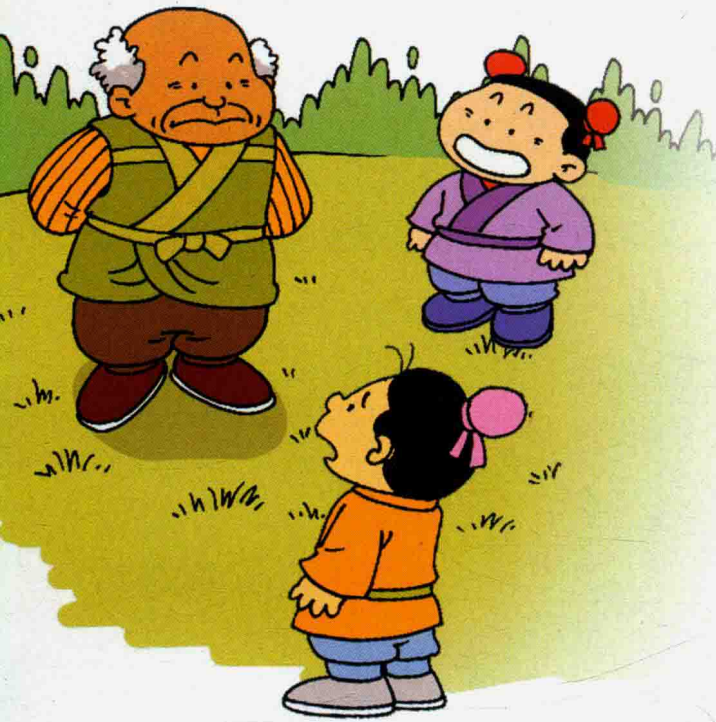
 *I will pull this rice.*


 *He pulled and pulled ...*


 *Now the rice is taller.*

 *The farmer was very tired.*

 *Now I'm tired but I'm very happy.*



 The next day the farmer's sons saw Laozhang.


 Yesterday your father went to the rice fields.

 What did he do?

 He pulled the rice.


 In the first field?


 Yes.


 And in the second field?


 Yes.


 The sons went to the rice fields.

 Oh, the rice is tall.

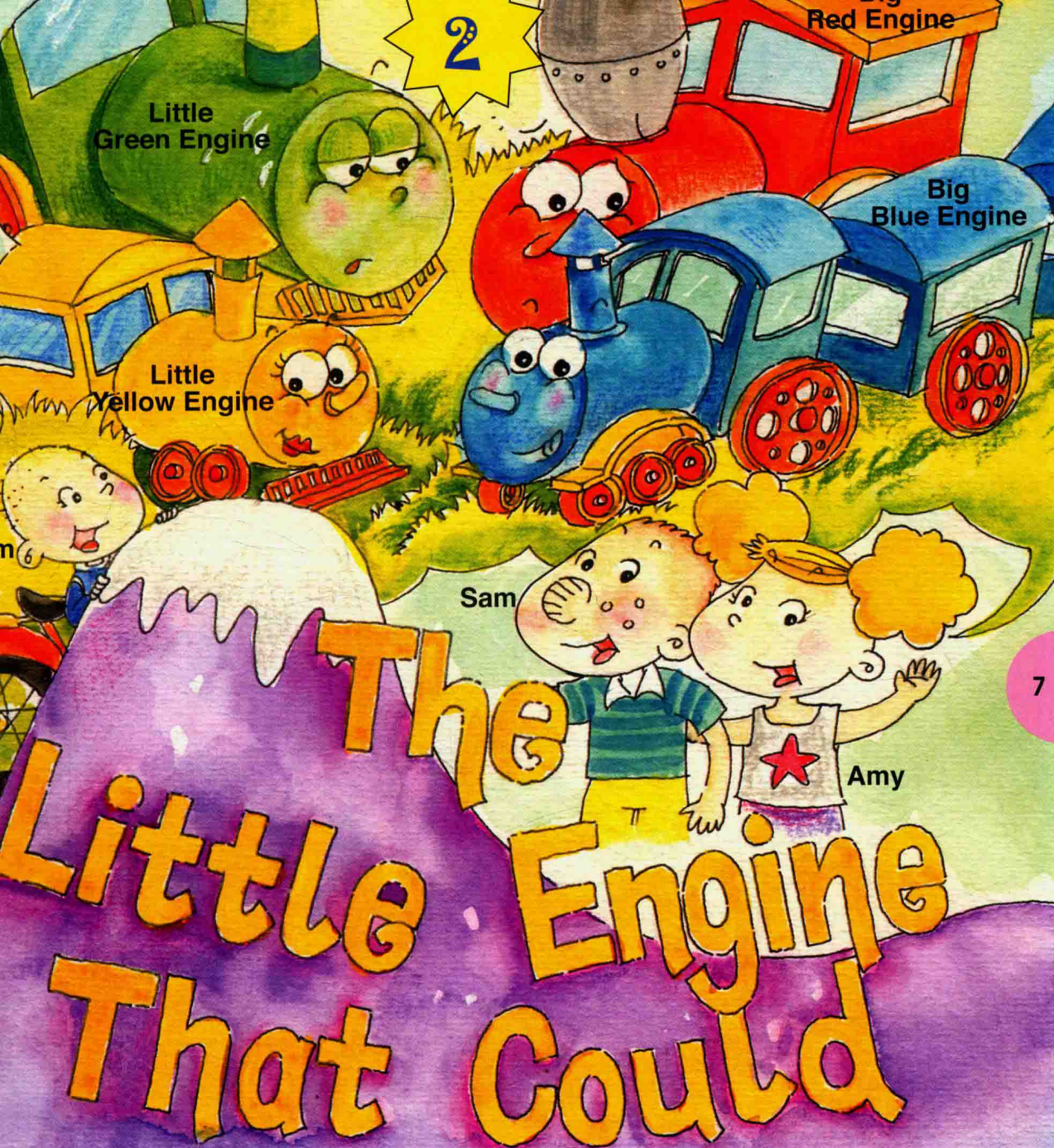
 Yes, the rice is very tall.

 But the rice isn't very green.

 No, the rice is yellow.

 We won't have any rice this year.





导演提示:

1. 舞台建议: 用一个小凳子代表大山。准备四个纸盒, 头戴这些纸盒的同学将饰演火车头。
2. 表演建议: 学生可以采取无实物表演的形式, 表现学骑车的场景。演出时扮演火车头的演员小臂与大臂成直角, 随着鸣笛声双臂有节奏地前后交替运动。扮演车厢的同学, 双手依次搭在前面同学的肩膀上, 随着火车头的鸣笛声移动。表演上山的场景时, 扮演火车头的同学将一只脚放在凳子上, 做费力状, 代表难以逾越。当小蓝火车头去寻求帮助时, 扮演车厢的同学们可将一只手放下, 头歪向一侧, 表示等待。



- 👧 What's the matter, Tom?
- 👦 I can't ride my new bike.
- 👧 Of course you can! Try again.
- 👦 No, I can't. I can't ride it. I can't.
- 👧 Come and sit down, Tom.
Listen to a story.
- 👦 Okay. I love stories!

👧 *Once there was a little blue engine. It had to pull a very long train.*


🚂 Choo-choo! Here we go! Choo-choo. Whoops! Here's a big hill.

👧 *The little blue engine pulled and pulled. It puffed and puffed.*


🚂 Choo-choo, choo-choo. Oh no! I can't pull the train up this big hill.

👧 *The little blue engine couldn't climb the big hill. So it went for help.*







Soon, it saw
a big red engine.




Choo-choo,
choo-choo.
Excuse me.




Oh! Hello, little blue engine.
What do you want?




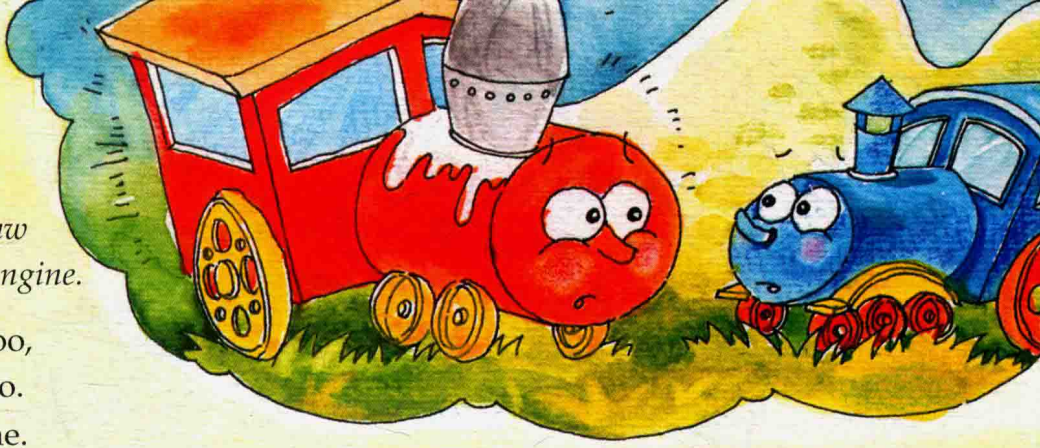
I can't pull my train over the hill.
Will you help me?




Look at me! I'm having a bath.
I can't help you.




Okay. Choo-choo, choo-choo.




Then, the little blue engine saw
a big green engine.




Choo-choo, choo-choo.
Excuse me.




Hello, little blue engine.
What do you want?



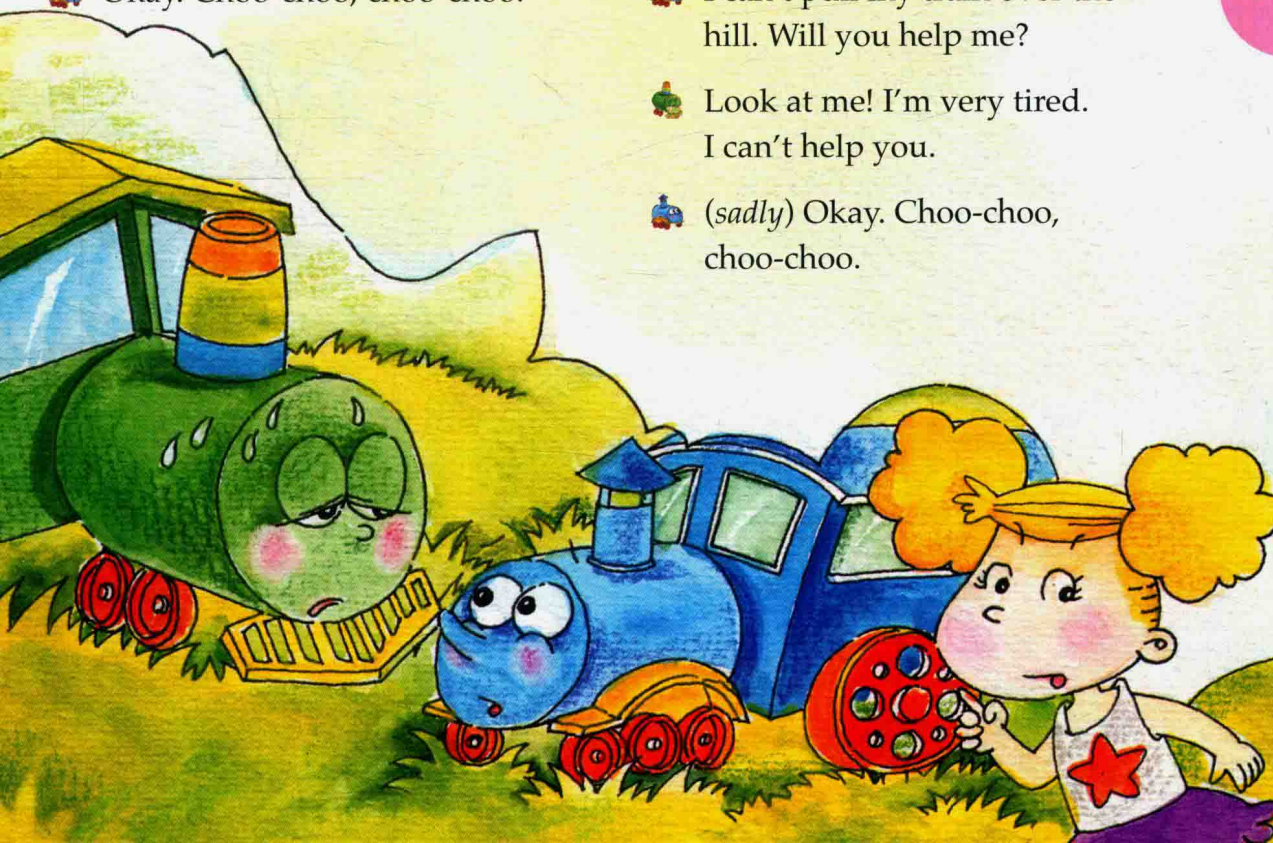
I can't pull my train over the
hill. Will you help me?



Look at me! I'm very tired.
I can't help you.




(sadly) Okay. Choo-choo,
choo-choo.







10
choo...


 Next, it saw a little yellow engine.


 Choo-choo, choo-choo.
Excuse me.

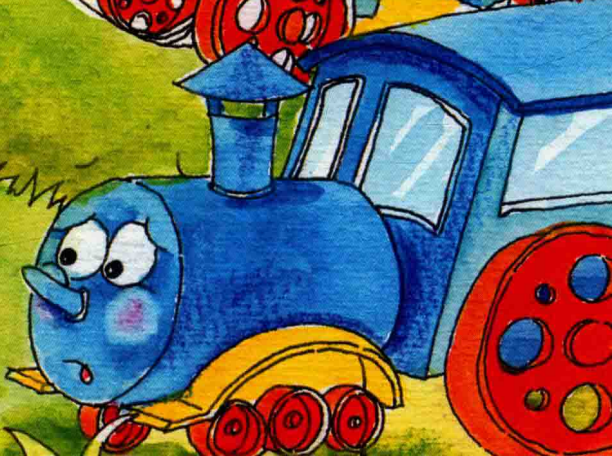
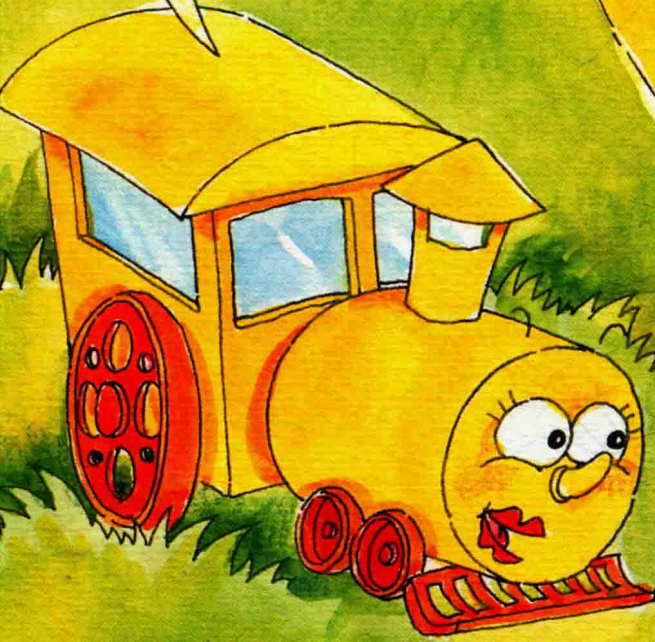
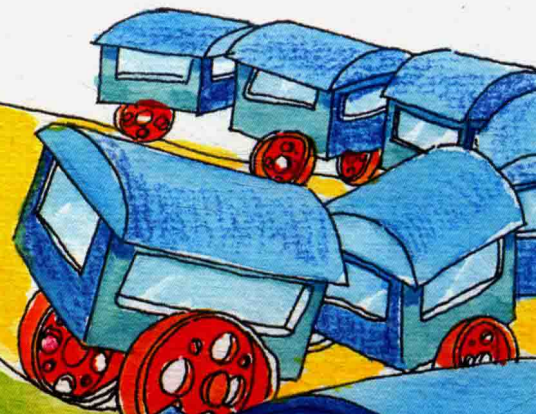
 Oh, hello, my friend.


 Hello. I can't pull my train over the hill. Can you help me?

 I can try. Let's go!

 So the two little engines went back to the train.


 Choo-choo, choo-choo.
Choo-choo, choo-choo.







Puff... Chug... Choo...
...


Puff... Chug... Choo...

 The little blue engine
went to the front of the
train. The little yellow
engine went to the back.

 Puff-puff! Chug-chug!
Choo-choo! Here we go!

 Hooray! We're moving.

 Let's sing a song.

 I — think — I — can!
I — think — I — can!
I — think — I — can!
I — think — I — can!

 Soon they were over the hill.