

演中学

Setting the Stage for Chinese

Plays and Performances for Grades K-6

by Yuanchao Meng

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yǎn zhōng xué

演 中 学

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for
CHINESE

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By Yuanchao Meng

孟援朝



CHENG & TSUI COMPANY

Boston

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PREFACE

Setting the Stage for Chinese was drafted ten years ago when I began to teach Chinese at elementary schools in Newton, Massachusetts. Since then I have continuously revised the plays as I teach them, and the end result is this current volume.

Setting the Stage for Chinese is designed to reinforce basic communication skills in Chinese at the elementary level. When students finish performing any of the plays in this book, they will feel proud to have completed a successful presentation in Chinese in front of an audience of classmates, parents, and teachers.

The six plays in this volume draw upon well-known fables, as well as traditional Chinese legends and fairy tales. Stories such as Aesop's famous "The Turtle and the Hare," and China's "The Legend of Mulan" and "The Turnip Is Back," are re-created in the form of rhymes, short plays, and poems suitable for performing on stage.

Children love to perform, and much language learning takes place during the preparation of a dramatic performance. While reading the plays, students build reading skills and learn new words. While practicing their roles, they learn correct pronunciation, intonation, and rhythm. While performing, they gain confidence to speak in a foreign language in front of an audience. Throughout the learning process, they are having fun and learning a new language and culture. While textbook instruction is clearly necessary, my goal is to make Chinese learning more lively, interesting, and fun. To enrich language learning and to make it enjoyable, threads of Chinese culture are woven into the plays.

The scripts in this book can be used to present a stage production and can also be adapted for short recitations and speaking practice in class. Your imagination and creativity will add color to the original stories. Hints and suggestions for performance are contained between the lines of each script in parentheses with italics.

Special Features

- a. The plays are student-centered, and can be used for either classroom practice or full-length performance.
- b. The material can be adapted by teachers of Chinese in both heritage and mainstream schools, according to their curriculum requirements and students' needs.

- c. A Teaching Reference page in Chinese and English follows each play and contains background information, teaching suggestions, preparatory steps for teaching and performing the plays, and assessment guidelines.
- d. The plays are written in simple and easy-to-understand Chinese, suitable for children in grades K-6 or at a beginning level of Chinese language proficiency.
- e. The plays are written in both Chinese and English, with pinyin included to help students pronounce words correctly.
- f. At the end of the book, there are two fun and useful classroom activities, "Mimi Says" and "Me," that will help get students warmed up to performance and oral recitation.

Suggestions for Getting Started

- a. Plan well and start early. For example, if you want to produce a Spring Festival celebration, you should match students with their roles before the holiday season begins.
- b. Leave a few minutes each day for students to review their parts while keeping regular curriculum routines. Go over the roles from time to time and make corrections when necessary. By practicing new vocabulary for a short time each day, students will have an easier time remembering new words.
- c. Encourage teamwork. Make sure that every student has a part to play and every student contributes.
- d. Performances can take place on stage in an auditorium, at the school cafeteria, or in a classroom.

As I have taught these plays over the years, many of my students have come back to me and recited some of the lines they learned. They tell me that they forgot many of the things they learned in their textbooks, but never forgot the words to the stories and rhymes they learned in my class.

I hope you have fun reading the scripts and performing these plays. To view photos of stage props and costumes, read more teaching suggestions, and share your own ideas with other teachers, please visit the *Setting the Stage for Chinese* web site at www.cheng-tsui.com.

Yuanchao Meng

May 2007

前言

一、这本书的内容

“演中学”这本书的草稿是十年前我在牛顿小学教中文时写的，后来一直给学生用，一直不断修改，又增添了些内容就成了现在这本书。小品和歌谣都是学生们在春节联欢晚会上表演过的节目，也能在一个学年里不同的时间选用。

书中的六个故事，是从大家熟悉的寓言、传说和童话故事中选出，例如“龟兔赛跑”、“木兰的故事”和“萝卜回来了”等。这些故事被重新改编成人物对话形式的童谣、小品、短剧或带动说唱，适合舞台表演。

孩子们好动，喜欢表演，语言的学习大部分发生在他们准备表演节目的过程中。读剧本的时候，他们能提高阅读能力，学新词汇；排练的时候，他们主动纠正自己的语音和语调；站在观众面前表演的时候，他们对说中文增添了自信心。在整个学演的过程中，孩子们兴致勃勃，跃跃欲试。按照教科书的教学固然非常重要，然而我的目标是让孩子们学得更生动活泼，更有乐趣。为丰富语言教学，增加趣味，文化的点滴贯穿在小品中。

书中的内容可以做舞台表演的剧本，也可以做课堂上朗诵和阅读的材料。您的想象和再创造可以为这些故事添加色彩。一些表演中的建议和暗示我用斜体字括弧在字里行间，仅供参考。

二、教材的特点

教材以学生为中心，可以直接在课堂上使用，节省教师备课时间。所选内容在学生练习掌握后，可以直接在春节晚会或汇报演出上使用，有助教师编排准备，事半功倍。

教师可以方便地利用教材来调节教学教程的节奏。书中故事小品角色有轻有重，适合学生的不同程度，可为汉语水平不齐的一班学生找到更多尝试、发挥和表现的机会。

在每个小品的后面有中英对照的教师参考，包括故事背景介绍、教学建议、准备步骤和评估小结。

教材力求叙述语言简短，诗歌琅琅上口，学生乐于背诵，有助提高学生语音语调的掌握。

教材中语言词汇有英文对照，有助学生理解和自学。汉字上面有拼音有助学生的正确发音。

书的最后还有两个课堂活动内容，趣味性高，可以灵活使用，帮助学生掌握小品中的词汇。

三、教材的使用

周全计划，早做准备。如果想春节前后开联欢会，大约在新年前一个月要把材料选好发给学生，让学生挑选好角色。平常的教学课程照常，但每天要留五到十分钟的时间让学生熟悉各自的角色。要及时纠正学生的语音语调。

鼓励合作，各尽所能。班上每个人都要为演出担任一个角色。人物角色不够可选两个故事同时进行。不要太顾虑学生的词汇还没有达到故事内容的程度，循序渐进中的跳跃，可以给课堂增添生气，使学生们有目的地加倍努力。

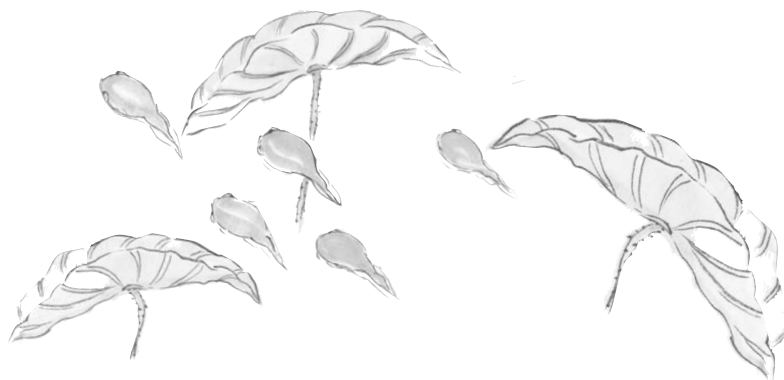
灵活掌握汇报演出的场地，学校礼堂，餐厅或是普通教室都可以使用。

这本书是为加强基础汉语交流沟通而设计的。当学生们读过书中的任何一个小品并能在同学、家长和老师们面前表演时，他们会感到非常自豪。高中学生回来看我，还会背诵他们在小学时学的中文歌谣。有的说，她们课本上的内容忘了不少，可仍记得她们小品中的的台词。

希望您有兴趣阅读这些小品并把它们搬上舞台。有关舞台道具，服装设计方面更具体的建议，请上网 www.cheng-tsui.com 在演中学的网址上查寻，并请留下您的宝贵意见。

孟援朝

二零零七年五月



THE LITTLE TADPOLES LOOK FOR THEIR MOTHER

xiǎo kē dǒu zhǎo mā ma
小蝌蚪找妈妈

rén wù
人物
Characters

jiě shuō yuán
解说员
Narrator

xiǎo huā niú
小花牛
Little (Black and White) Calf

sān duǒ xiǎo làng huā
三朵小浪花
Three Little Waves

wǔ zhī xiǎo kē dǒu
五只小蝌蚪
Five Little Tadpoles

xiǎo shān yáng
小山羊
Little Goat

dà qīng wā
大青蛙
Big Frog

xiǎo tù zi
小兔子
Little Rabbit

xiǎo wū guī
小乌龟
Little Turtle

xiǎo yā zi
小鸭子
Little Duck

Season: Spring

Place: At the edge of a pond

Act 1

jiě shuō yuán:

解说员:

Narrator:

wǒ men biǎo yǎn de jié mù shì

我们表演的节目是

We are going to perform

xiǎo kē dǒu zhǎo mā ma

“小蝌蚪找妈妈”。

“The Little Tadpoles Look for Their Mother.”

xiǎo làng huā yī:

小浪花一:

Little Wave 1:

wǒ shì xiǎo làng huā

我是小浪花。

I am a Little Wave. Hello,

nǐ men hǎo

你们好!

everyone!

xiǎo làng huā èr:

小浪花二:

Little Wave 2:

wǒ yě shì xiǎo làng huā

我也是小浪花。

I am a Little Wave, too.

nǐ men hǎo

你们好!

Hello, everyone!

xiǎo làng huā sān:

小浪花三:

Little Wave 3:

nǐ men hǎo

你们好!

Hello, everyone!

wǒ shì xiǎo làng huā

我是小浪花。

I am a Little Wave.

xiǎo shān yáng:

小山羊:

Little Goat:

wǒ shì xiǎo shān yáng

我是小山羊。

I am a Little Goat.

nǐ men hǎo

你们好!

Hello, everyone!



xiǎo tù zǐ:

小兔子:

Little Rabbit:

wǒ shì xiǎo tù zǐ nǐ men hǎo

我是小兔子。你们好!

I am a Little Rabbit. Hello, everyone!

xiǎo yā zǐ:

小鸭子:

Little Duck:

wǒ shì xiǎo yā zǐ nǐ men hǎo

我是小鸭子。你们好!

I am a Little Duck. Hello, everyone!

xiǎo huā niú:

小花牛:

Little Calf:

wǒ shì xiǎo huā niú nǐ men hǎo

我是小花牛。你们好!

I am a Little Calf. Hello, everyone!

xiǎo wū guī:

小乌龟:

Little Turtle:

wǒ shì xiǎo wū guī nǐ men hǎo

我是小乌龟。你们好!

I am a Little Turtle. Hello, everyone!

kē dǒu yī:

蝌蚪一:

Little Tadpole 1:

nǐ men hǎo wǒ shì xiǎo kē dǒu

你们好!我是小蝌蚪。

Hello, everyone! I am a Little Tadpole.

kē dǒu èr:

蝌蚪二:

Little Tadpole 2:

nǐ men hǎo

你们好!

Hello, everyone!

wǒ yě shì xiǎo kē dǒu

我也是小蝌蚪。

I am a Little Tadpole, too.

kē dǒu sān: wǒ shì xiǎo kē dǒu nǐ men hǎo
蝌蚪三: 我是小蝌蚪。你们好!
Little Tadpole 3: I am a Little Tadpole. Hello, everyone!

kē dǒu sì: wǒ yě shì xiǎo kē dǒu
蝌蚪四: 我也是小蝌蚪。
Little Tadpole 4: I am a Little Tadpole, too.

nǐ men hǎo
你们好!
Hello, everyone!

kē dǒu wǔ: nǐ men hǎo wǒ shì xiǎo kē dǒu
蝌蚪五: 你们好!我是小蝌蚪。
Little Tadpole 5: Hello, everyone! I am a Little Tadpole.

wǒ yào zhǎo mā ma
我要找妈妈。
I want to find my mother.

kē dǒu men: wǒ men dōu yào zhǎo mā ma
蝌蚪们: 我们都要找妈妈。
Little Tadpoles: We all want to find our mother.

Act 2

xiǎo làng huā: xiǎo kē dǒu yóu a yóu yóu a yóu
小浪花: 小蝌蚪游啊游, 游啊游。
Little Waves: The Little Tadpoles are swimming and swimming.

kē dǒu yī: xiǎo shān yáng nǐ shì wǒ mā ma ma
蝌蚪一: 小山羊, 你妈妈吗?
Little Tadpole 1: Little Goat, are you my mom?

xiǎo shān yáng: duì bù qǐ wǒ bú shì nǐ mā ma
小山羊: 对不起, 我不是你妈妈。
Little Goat: Sorry, I am not your mom.

nǐ de mā ma yǒu dà yǎn jing
你的妈妈有大眼睛。
Your mom has big eyes.

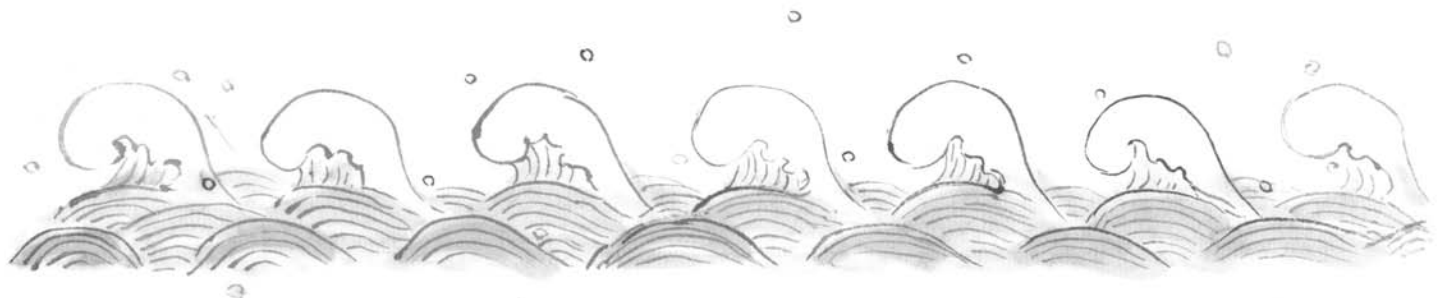
kē dǒu yī: òu wǒ de mā ma yǒu dà
蝌蚪一: 噢, 我的妈妈有大
Little Tadpole 1: Oh, my mom has big

yǎn jing xiè xie zài jiàn
眼睛。谢谢。再见。
eyes. Thank you. Goodbye.

xiǎo shān yáng: zài jiàn
小山羊: 再见。
Little Goat: Goodbye.

xiǎo làng huā: xiǎo kē dǒu yóu a yóu yóu a yóu
小浪花: 小蝌蚪游啊游, 游啊游。
Little Waves: The Little Tadpoles are swimming and swimming.

kē dǒu èr: xiǎo tù zi nǐ shì wǒ mā ma ma
蝌蚪二: 小兔子, 你妈妈吗?
Little Tadpoles 2: Little Rabbit, are you my mom?



教学参考

背景介绍

“小蝌蚪找妈妈”是中国著名童话故事之一。

这里的小品“小蝌蚪找妈妈”是根据这个童话故事改编的。改编的目的是希望这个小品的脚本适合舞台表演。学生可以通过舞台上的情景学会问答一个最基本的“吗”字句型。小品中“你是我妈妈吗？”这个问题反反复复地出现，为学生提供一个汉语是怎么对话的感性认知。

教学建议

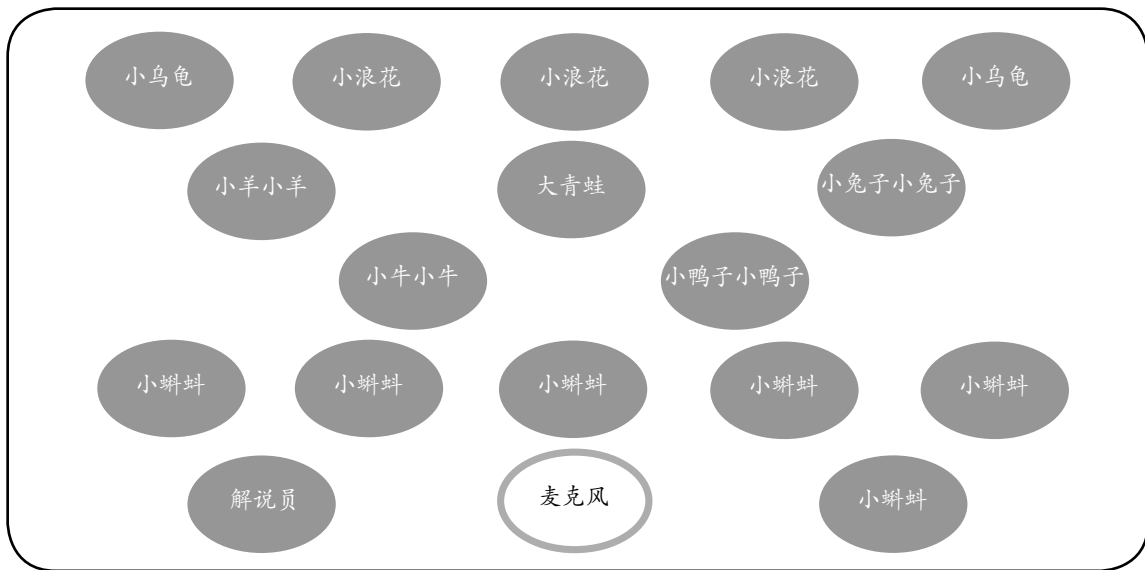
这个小品适用于初学汉语的学生。如果学生已经知道五官和四肢的词汇，对基本的一般疑问句的语法现象也有所了解的话，教学从复习阅读入手。如果班上学生较多，让两个学生挑选一个角色来表演也会有很好的效果。学生掌握台词的时间不等，让掌握快些的学生做示范。挑选三个较负责任的学生当“小浪花”，因为这个角色实际上是整个小品表演的指挥。

具体步骤

- 一、复习小品中的词汇或者用“咪咪说”(105页)来教五官和四肢的词汇。
- 二、选择各自的角色并开始大声朗读台词。
- 三、过脚本的台词并及时纠正学生的语音和语调。
- 四、回答学生对小品中的问题并要求学生逐步能背诵各自的台词。
- 五、学生按照脚本台词的顺序走上舞台并能使用麦克风。

舞台表演

演员在舞台上表演结束时的位置(参考)



评估小结

- 一、学生知道怎么使用“你是...吗？”的问句。
- 二、讨论这个童话故事想告诉我们什么。

请上网www.cheng-tsui.com 查看作者有关道具制作和选用服装的建议。也请您与大家分享您的好主意和成果。

Teaching Reference

Background Information

“The Little Tadpoles Look for Their Mother” is one of the most popular Chinese fairy tales. In this skit based on the fairy tale, performers learn important basic sentence structures. Questions ending with *ma*, and answers to these questions, are repeated throughout the skit, providing an opportunity for performers to conduct a question and answer dialogue in Chinese. The three “Little Waves” act as a chorus.

Teaching Suggestions

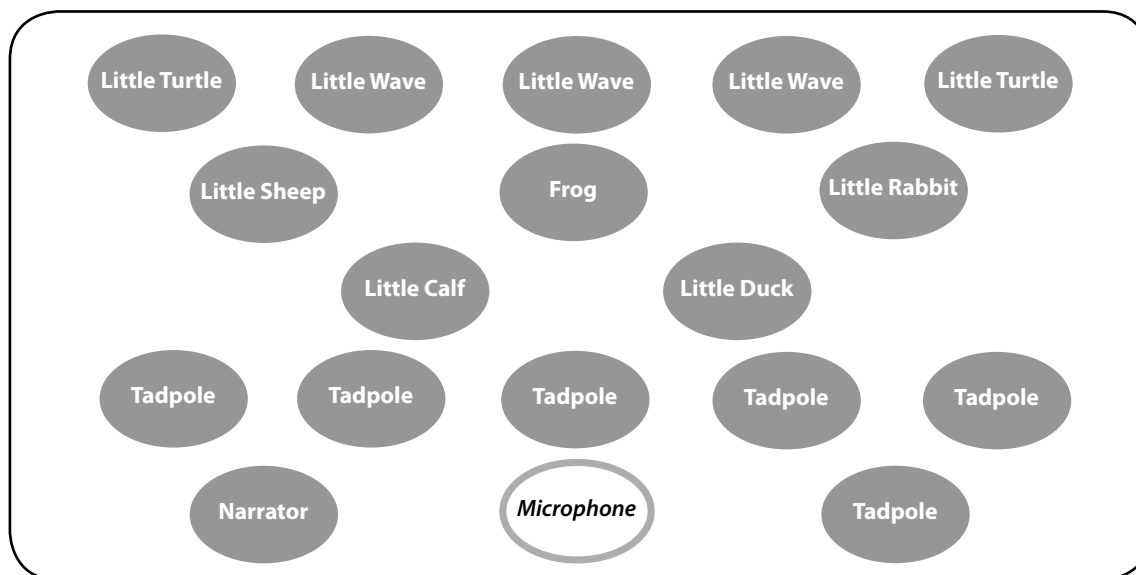
The stage version of this fairy tale is suitable for a class of ten to twenty beginning-level students. Let students work in pairs to practice the entire skit several times. While learning times vary from student to student, performers get the chance to practice the skit over and over again. Select three students who are eager to play the role of the three Little Waves. This role is actually the chorus of the skit.

Preparatory Steps

1. Review the vocabulary in the skit. (Use the activity “Mimi Says” on page 105 for this).
2. Pair students together. Assign roles and let each pair read the entire skit out loud by alternating lines.
3. Assist each pair of students with pronunciation and intonation.
4. When the class is back together in a large group, answer students’ questions and go over the whole skit.
5. Make sure students are comfortable speaking into a microphone.

Stage Performance

Listed below is a chart for arranging stage performers.



Assessment

1. See if students can ask and answer questions in other situations.
2. Discuss the meaning of the fairy tale.

Visit www.cheng-tsui.com for stage prop and costume suggestions by the author. Also, share your own ideas and accomplishments!