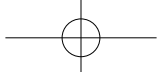


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※HD: Hello, Darbie! NW: New Wow English





讀者劇場 Easy Show

Drama and literacy from the page to the stage!

Gives students a real reason to read aloud!

文 / 彰化縣明正國小 楊耀琦教師

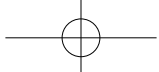
臺灣的英語教學環境需要注入一些更貼近語言學習本質的課程，教師為了趕進度，讓學生有更好的基測成績，我們似乎漸漸的忘了學習的本質，忽略了學習本身應有的樂趣。在語言學習的啟蒙階段，當學生具備了基本的口語能力進入閱讀過程時，成為語言學習另一個重要的階段，學生若無法將聽說與閱讀做適度的結合，就很難將語言的學習順利提升到閱讀階段，學生敢說不敢讀，可能間接的提早結束學生學習英語的自信與興趣。「讀者劇場」讓我們看到語言學習的另一道曙光，希望以讀者劇場為主軸，融合聽說讀寫四種技巧，培養學生帶著走的能力，並能提供教學現場的教師多些教學創意，也讓學生多些學習的樂趣和效果。

讀者劇場和閱讀教學

理解力與流利度一直是閱讀教學中兩個重要的元素，而讀者劇場就是一個非常合適的閱讀教學活動，尤其是「重複閱讀」，可以增加學生閱讀的流利度。當念讀活動的對象是初階者時，讀者劇場是引起學生多次閱讀文章動機的方式。利用選擇特定的單字片語不斷重複，以增加閱讀流暢度，漸漸帶出學生的閱讀自信與興趣及對故事文章的理解力，成功踏出閱讀的第一步。

學生將從讀者劇場的活動中獲得以下助益：

1. 培養學生對閱讀的興趣。
2. 享受學習語言的另一種樂趣。
3. 讓朗讀意願較低的學生也能熱衷閱讀。
4. 不再怯於在同學面前朗讀。
5. 提升學生的口語閱讀能力與技巧。
6. 協助學生建立閱讀自信和流利度。
7. 熟練常用字（Sight Words）。
8. 有效培養與提升閱讀理解力。
9. 改編自書本的劇本讓學生想對該書做進一步的閱讀。
10. 知識與娛樂的同時傳達。
11. 進一步結合其他領域的學習，如藝術、科學、數學等。
12. 提升學生聽的能力。
13. 鼓勵學生改寫劇本並進一步培養其思考與寫作的的能力。
14. 培養欣賞文學的態度與素養。
15. 有效達到合作學習效果。

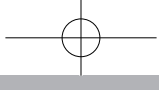


劇本挑選與編寫

對初次指導讀者劇場的教師而言，劇本撰寫是一大挑戰，在此建議教師不妨挑選經典繪本或已寫好的劇本，不要忘了可以利用網路上的免費資源。初階練習劇本建議從「反覆性」高、段落明顯的故事開始，一來劇本較好編寫，二來對學生的閱讀能力與理解力的培養也較有成效。拿到繪本或別人寫好的劇本後，接下來的工作就是要適度的改寫與修正，例如：語言用詞和句子的深淺難易、一開始的背景交代、各段落的切割、善用閱讀的重複性（**Repetition**），以增進閱讀的理解與樂趣、均衡每個角色「量」的分配（如利用群讀增加次要角色讀的機會）、以及劇本的節奏等等。唯有將原著做適度的修改，才能適用於自己的學生，讓每位朗讀者能在角色上盡情發揮。

以下提供幾項編寫劇本應該注意的事項：

1. 選擇一個適合學生程度的讀本。讀本內容可以是偏重故事的戲劇或各類型的文學，如短篇故事、歌謠韻文、詩文等。除非是要參加比賽，可以挑選長一點的故事，若僅是給班上學生使用，就要特別注意不要挑選太長或超出學生程度的讀本，以免造成不必要的負擔，甚至因此降低了學生的學習興趣。
2. 編寫較具故事性的劇本時，請注意融入故事地圖中的 **who, when, where, why, what and how**。
3. 刪除與修改讀本中較不適合的部分，如太艱深的用字、段落或讀本內文過於冗長等。
4. 設定角色。基本上讀者劇場中有二種角色，一是旁白，以敘述方式呈現讀本內容；另一是劇中人物角色，大多以對話的方式呈現讀本內容。有些故事在原本的讀本裡已包含了許多對話，可直接採用，但要做適當的調整。而第三人稱的敘述部分就留給旁白，不過人物角色必要時可以協助旁白敘述部分，而擔任旁白者也可以擔任對話的角色。
5. 利用旁白在故事一開始做簡單的故事發生背景介紹，如：時、地、人物等。
6. 安排角色時，應該依據教學或參與比賽學生之需求做調整，例如一人分飾二角，可解決學生人數不足或劇中某些角色僅在某個時間點出現；另一個是一角讓二人分飾，如班上有學生不敢自己閱讀，此時可安排讓他和另一位同學閱讀相同的角色劇本。
7. 旁白不一定只有一個，也可安排二個人來輪讀，尤其是旁白部分較重時。
8. 「重複閱讀」技巧的使用。讀者劇場最大的功用是閱讀，劇本中可經由不同角度或角色的切入，讓閱讀者重複閱讀（參閱劇本範例），重複部分包括字詞、片語、句型和段落（如僅替換某些關鍵字）。
9. 各個角色臺詞分配儘量平衡，避免像一般戲劇太偏重於某些角色，而失去讀者劇場團體閱讀的意義。可以使用的技巧如：讓二人以上同時讀該劇臺詞，或將該劇臺詞拆成數個部分，讓更多人閱讀。
10. 善用“**All**”這個角色，尤其可用在要強調的事物，或是適合大家一起參與的歌謠韻文。
11. 善用歌謠韻文。學生唱作俱佳，讀劇會更生動。
12. 可將劇本中要特別強調的部分以粗體字呈現，或讓學生畫底線做記號。
13. 劇本要做分段處理。
14. 每個角色的臺詞不宜超過三句，以免其他角色無事可做，使整個劇僵化了。而三個句子中的單句字數也不宜太多（每句約 10 個字）。以上都要扣合前面所提「平衡」各個角色的臺詞。



15. 想辦法給劇中少有臺詞的角色表現的機會，如：加臺詞、唱歌、做特殊聲效等。
16. 「聲效」的使用。一般戲劇可用音樂背景加強其音效，但讀者劇場靠的是閱讀者的聲音來呈現，在劇本中應適度加入聲效，如水聲、風聲、爆炸聲、動物聲等。

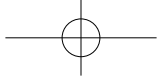
另一個劇本來源是教科書，改編自教科書的好處是可以減輕教學負擔且強化課本單字和句型的學習。康軒 New Wow English 系列以故事繪本為基礎編寫課文，契合讀者劇場劇本改編的基本需求，可以有足夠的內容做劇本的改寫。以第五冊 Unit 2 “Harry’s New Bike” 為例，課文敘述 Harry 協助 Peter 騎自行車，就兼具了學習趣味和學習成效，非常適合拿來改寫成劇本。

上臺演出

經過了一次又一次的練習，學生終於有機會在大家面前展現他們的練習成果了，這時當然不要忘了適時指導學生當個盡力的表演者，以及具水準的欣賞者，教師也要準備好錄影機，將學生的「影音動態學習」成果記錄下來。

以下是上臺演出時應注意的事項：

1. 上臺時學生的排列以半橢圓型為佳，以方便角色之間做互動。
2. 臺上要能展現出閱讀的自信。
3. 在開始進行閱讀前先做角色自我介紹，這一部分也可以用唱的方式來呈現。
4. 故事的主題可以用個別、小組和全部讀者有變化的念出，如故事主題是 “The Three Little Pigs”，旁白可先說出 “Today we’re going to tell you a story...”，再由其他角色接續念出 “The Three Little pigs”。
5. 可針對劇中較有特色的角色做簡單造型，但不宜用會遮去整個臉部的面具。
6. 可以準備簡單的小道具，如響板、木魚等。
7. 將劇本放在資料夾中，注意手持劇本的高度，不要遮住臉部。
8. 必要時可提供音樂譜架，以方便表演者做動作，尤其是比賽現場。
9. 不要一直盯著劇本看，也不能都不看劇本，眼神應平均落於劇本、觀眾和互動的角色之間。
10. 避免因太大或太多走位而影響閱讀的進行。
11. 自然而輕鬆的簡單手勢或動作可讓讀劇更生動。
12. 注意讀者之間的互動。
13. 若有 chorus 這個角色，記得在舞臺上準備較高的臺階給予站立，以免被前排主要角色擋去視線。
14. 大聲念出，就好像念給坐在最後一排的觀眾聽。
15. 發音要清楚而正確，聲音有高低，閱讀速度有快慢。
16. 用聲音、音調來表達角色的感情、情緒和故事氣氛。
17. 注意臉部表情和肢體動作的配合。
18. 放慢劇本中的最後三個字，也讓觀眾知道故事結束。
19. 結束後一起鞠躬，並對大家不吝聆聽表達謝意。注意結語是 Thank you for listening.，而非 Thanks you for your listening.。
20. 如果演出的劇是 20~30 人的團體劇，建議將主要角色外的其餘學生安排為 chorus，人數則視實際上臺人數彈性調整。



讀者劇場一般比賽人數約在 10 人以下，不過有的縣市把比賽人數擴增到 20 個人，如臺北市和新北市。建議這樣多人數的演出宜善用 chorus 這個角色，而不是用 4~5 人演一個角色藉此擴增。其實 chorus 只不過是另一個較簡易的旁白，但編寫劇本時要多在歌謠韻文和音效上花些心思，練習時由於人多較不易掌控常規與秩序，對教師與學生都是另一種不同的體驗與挑戰。

發音和語調的指導

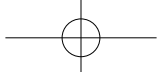
唯有清楚準確的發音與自然流暢的語調，才能表達出讀者劇場所要呈現的「讀戲」效果。如果是大班教學，一班有三十餘人，以筆者為例，所教的學生，全年級有二百位學生，要一一去指導與糾正他們的發音與語調幾乎是不可能，只能借重於同組組員中程度較好的學生協助指導，如果教師帶的是要參加比賽的學生，這一部分就要多花些時間了。

廣播劇就如同把讀者劇場搬到錄音室，若缺乏聲音的表情，也就失去了劇的效果。而讀者劇場最可貴的就是學生在不斷的練習中，透過教師指導，呈現最美的發音和語調。平時學生在練習讀劇本時就要嚴格要求精準的發音，以免熟練錯誤發音後，就很難再矯正了。而學生常見的發音問題大致有：無法正確念出長母音，尤其是長短母音的區分，如：[i] 和 [ɪ]、[ʊ] 和 [u]；無聲子音與有聲子音無法區分，尤其是無聲子音，如：[t]、[k]、[p] 等置於字尾，收音時會太重；最常見的錯誤非 [θ] 和 [ð] 莫屬，發音時未能將舌頭置於齒間；合嘴音 [m] 發音後未能閉唇；[r]、[z] 和 [l] 的混淆，如 zoo 說成 loo、glass 和 grass 的不同。這些在平時上課就要指導，而由於牽涉到學生受中文母語的影響，較難糾正，但既是參加比賽，確是不可不慎。另外有關語調的指導，由於學生並不是生活在英語的環境中，較難體會與摸索英語的特性，所以語調的練習只能靠模仿指導者。若是指導年紀較低的學生，建議教師先錄音，讓學生帶回家模仿與練習。基本上語調要能自然流暢，並能隨著故事情節做速度與節奏的調整。

有錄音的劇本可以把教師帶回家練習，要練習幾遍都可以，藉由錄音在改進與幫助學生的語調方面也會更加有效果。如果劇本沒有現成錄音也不用擔心，上 Google 搜尋一下“text to speech”，會有外國人在線上隨時為你做免費的錄音，何樂而不為呢？

結語

閱讀可以是狹隘的侷限在文字上，也可以是多元的、活動式的、更具趣味的。透過生動活潑的閱讀活動增加學生閱讀興趣和能力，就是讀者劇場魅力所在。畢竟在讀者劇場的活動中，閱讀是自然發生在準備表演的脈絡中，學生透過默讀和小組閱讀，並在互動中真實體驗不同角色的感情和人格。其實班級教室就是最好的比賽舞臺，從班上做起，帶出學生參與的意願和興趣。唯有教師提供學生多樣化、豐富的語文活動經驗，才能提升學生語文能力的深度與廣度，而讀者劇場的實施不像戲劇需要繁雜的設備，花費大量金錢做服裝道具，只要能挑選到適合學生閱讀的文章或故事，並規畫時間讓學生練習，從教室的小舞臺到比賽或正式演出的大舞臺，給學生更大的揮灑空間。



What Time Is It?

臺北市社子國小 洪雯琦老師



Volume 扣合冊次

New Wow English 4, Unit 1



Characters 人物介紹

Narrator, Reader 1, Reader 2, Reader 3, Reader 4, Reader 5, Reader 6



Beginning of the Play 本劇開始

Narrator: What time is it? What time is it?

Reader 1: One.

Reader 2: One, two.

Reader 3: One, two, three.

Reader 4: One, two, three, four.

Reader 5: One, two, three, four, five.

Reader 6: One, two, three, four, five, six.

Narrator: What time is it? (*impatiently*)

All: It's six.

Narrator: What time is it? (*unwillingly*)

Reader 1: One o'clock. Dong.

Reader 2: Two o'clock. Dong, dong.

Reader 3: Three o'clock. Dong, dong, dong.

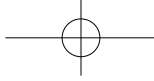
Reader 4: Four o'clock. Dong, dong, dong, dong.

Reader 5: Five o'clock. Dong, dong, dong, dong, dong.

Reader 6: Six o'clock. Dong, dong, dong, dong, dong, dong.

Narrator: What time is it?

All: It's six o'clock. Dong, dong, dong, dong, dong, dong.



Narrator: It's time for school. (*sign, and walk to the other end of the line and say*)
What time is it? (*excitedly*)

Reader 1: Five, six, seven. (*soft*)

Reader 2: Six, seven, eight. (*getting louder*)

Reader 3: Seven, eight, nine. (*getting louder*)

Reader 4: Seven, eight, nine, ten. (*getting louder*)

Reader 5: Seven, eight, nine, ten, eleven. (*getting louder*)

Reader 6: Seven, eight, nine, ten, eleven and twelve. (*very loud*)

All: Wow, twelve! (*loudest*)

Reader 1: Seven o'clock.

All: Dong × 7

Reader 2: Eight o'clock.

All: Dong × 8

Reader 3: Nine o'clock.

All: Dong × 9

Reader 4: Ten o'clock.

All: Dong × 10

Reader 5: Eleven o'clock.

All: Dong × 11

Reader 6: Twelve o'clock.

All: Dong × 12

Narrator: What time is it? (*very excitedly*)

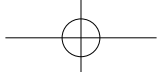
Readers 1, 2 & 3: It's time! (*normal*)

Readers 4, 5 & 6: It's time! (*louder*)

All: It's time! (*loudest*)

All: It's time for lunch! Yeah!

—The End—



I Want Three Orange Pencils

康軒國小英語編輯部



Volume 扣合冊次

New Wow English 4, Unit 4



Characters 人物介紹

Narrator

Reader 1: Tony

Reader 2: Tony's sister

Reader 3: Amy

Reader 4: Sandy

Reader 5: Peter

Reader 6: Chorus



Beginning of the Play 本劇開始

Narrator: Tony's sister needs some color pencils, erasers, and rulers. She asks Tony to buy them for her.

Tony's sister: Tony, I want three orange pencils, a yellow ruler, and a green eraser.

Chorus: She wants three orange pencils, a yellow ruler, and a green eraser.

Tony: No problem.

Chorus: He says, "No, problem."

Narrator: Tony sees his friends on his way to the bookstore.

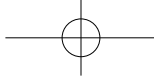
Amy, Sandy: Hi, Tony.

Tony: Hi.

Amy: Look at my red yo-yo.

Sandy: Look at my blue ball.

Tony: They look great!



Chorus: Amy and Sandy have colorful toys.

Tony: I want three orange pencils, a red ruler, and a blue eraser.

Chorus: Oh, no! Tony's sister wants a yellow ruler and a green eraser, not a red ruler and a blue eraser!

Peter: Hi, Tony! Look at my purple kite.

Tony: It looks great!

Chorus: Peter has a beautiful kite.

Narrator: Tony is in the bookstore now.

Tony: I want three purple pencils, a red ruler, and a blue eraser.

Chorus: Oh, no! Tony's sister wants three orange pencils, a yellow ruler, and a green eraser. Tony is all mixed-up! Will his sister get angry?

Narrator: Tony is now at home. He gives his sister the three pencils, the ruler and the eraser.

Tony's sister: Oh, no! Tony, I want three orange pencils, a yellow ruler, and a green eraser.

Tony: I'm sorry.

Chorus: Write down your notes on a piece of paper, so you won't forget the details.

—The End—

Four Seasons of the Year

臺北市社子國小 洪雯琦老師



Volume 扣合冊次

New Wow English 5, Unit 1



Characters 人物介紹

Narrator 1, Narrator 2, Reader 1, Reader 2, Reader 3, Reader 4, Reader 5



Beginning of the Play 本劇開始

Narrator 1: There are four seasons in a year. Spring, summer, fall and winter.

Narrator 2: Yes, that's right. And the weather in each season is different.

Narrator 1: The first season of the year is spring.

Narrator 2: Yes, the first season of the year is spring.

Reader 1: Spring.

All: S-P-R-I-N-G, spring.

Reader 2: It is spring.

All: S-P-R-I-N-G, spring.

Reader 3: What's the weather like in spring?

All: Warm, W-A-R-M, warm.

Reader 4: It's warm in spring.

All: Yes, warm, W-A-R-M, warm.

Reader 5: What do you like to do in spring?

All: We like to play outside in spring.

Narrator 1: They like to play outside in spring.

Narrator 2: Everyone likes to play outside in spring.

Narrators 1 & 2: What season comes after spring?

Reader 1: Summer.

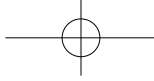
All: S-U-M-M-E-R, summer.

Reader 2: It is summer.

All: S-U-M-M-E-R, summer.

Reader 3: What's the weather like in summer?

All: Hot, H-O-T, hot.



Reader 4: It's hot in summer.
All: Yes, hot, H-O-T, hot.

Reader 5: What do you like to do in summer?
All: We like to eat ice cream in summer.

Narrator 1: They like to eat ice cream in summer.
Narrator 2: Everyone likes to eat ice cream in summer.

Narrators 1 & 2: What season comes after summer?
Reader 1: Fall.
All: F-A-L-L, fall.

Reader 2: It is fall.
All: F-A-L-L, fall.

Reader 3: What's the weather like in fall?
All: Cool, C-O-O-L, cool.

Reader 4: It's cool in fall.
All: Yes, cool, C-O-O-L, cool.

Reader 5: What do you like to do in fall?
All: We like to play ball games in fall.

Narrator 1: They like to play ball games in fall.
Narrator 2: I don't like to play ball games in fall.

Narrators 1 & 2: What season comes after fall?
Reader 1: Winter.
All: W-I-N-T-E-R, winter.

Reader 2: It is winter.
All: W-I-N-T-E-R, winter.

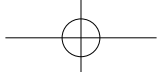
Reader 3: What's the weather like in winter?
All: Cold, C-O-L-D, cold.

Reader 4: It's cold in winter.
All: Yes, cold, C-O-L-D, cold.

Reader 5: What do you like to do in winter?
All: We like to play inside in winter.

Narrator 1: They like to play inside in winter.
Narrator 2: I like to stay inside in winter.
All: What do you like to do in winter?

—The End—



Harry's New Bike

彰化縣明正國小 楊耀琦老師



Volume 扣合冊次

New Wow English 5, Unit 2



Characters 人物介紹

Narrator

Reader 1: Harry

Reader 2: Peter

Reader 3: Amy

Reader 4: Lisa

Reader 5: Tony

Reader 6: Sandy



Beginning of the Play 本劇開始

Amy, Lisa, Tony, Sandy: Harry and Peter are in the park. Harry is riding a new bike.

Harry: Look at my new bike!

Peter: Cool!

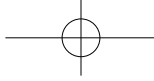
Harry: You can try it. I can help you.

Narrator: Harry helps Peter ride his new bike.

Peter: I'm riding a bike.

Harry, Amy, Lisa, Tony, Sandy: *(chant)* What are you doing?
What? What? What?
What are you doing?

Peter: *(chant)* I'm riding a bike.
Bike! Bike! Bike!
I'm riding a bike.



Peter: Hello, Amy! Look, I'm riding a bike.
What are you doing?

Amy: I'm watching TV.

Harry, Lisa, Tony, Sandy: Peter is riding a bike. Amy is watching TV.

Peter: Good morning, Lisa. I'm riding a bike.

Harry: I'm helping Peter. What are you doing?

Lisa: I'm doing my homework.

Harry, Amy, Tony, Sandy: Peter is riding a bike. Lisa is doing her homework.

Peter: Hi, Tony! Look, I can ride a bike.

Tony: Cool!

Peter: What are you doing?

Tony: I'm playing a computer game.

Harry, Amy, Lisa, Sandy: Peter is riding a bike. Tony is playing a computer game.

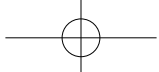
Peter: Sandy, I can ride a bike.

Harry, Sandy: Peter, watch out!

Harry, Amy, Lisa, Tony, Sandy: Oh, no! There is a rock on the ground.

All: Riding a bike is fun only if you're careful!

—The End—



Where's the Robot?

臺北市社子國小 洪雯琦老師



Volume 扣合冊次

New Wow English 5, Unit 4



Characters 人物介紹

Narrator 1

Narrator 2

Reader 1: Tony

Reader 2: Tina (Tony's sister)

Reader 3: Mom

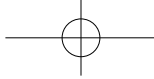
Reader 4: Dad

Reader 5: Grandpa



Beginning of the Play 本劇開始

- Narrator 1:** Tony is looking for his robot.
Tony: Where is my robot?
Narrator 2: He looks inside his bedroom.
Tony: It's not in the bedroom.
All: Where is the robot?
Narrator 1: Tony walks into the kitchen.
Narrator 2: Tony's sister is in the kitchen.
Tina: What are you doing?
Tony: I am looking for my robot.
Narrator 1: He is looking for his robot.
Tony: I can't find it anywhere!
Tina: I can help you.
Narrator 2: They look inside the kitchen.
Tony, Tina: It's not in the kitchen.
All: Where is the robot?
Narrator 1: Tony and Tina walk into the bathroom.
Narrator 2: Tony's mother is in the bathroom.
Mom: What are you doing?
Tina: We are looking for his robot. (*pointing to Tony*)
Narrator 1: They are looking for Tony's robot.
Tony: I can't find it anywhere!
Mom: I can help you.
Narrator 2: They look inside the bathroom.

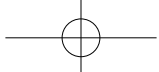


Tony, Tina, Mom: It's not in the bathroom.
All: Where is the robot?
Narrator 1: Tony, Tina and their mother walk into the garage.
Narrator 2: Tony's father is in the garage.
Dad: What are you doing?
Tina, Mom: We are looking for his robot. (*pointing to Tony*)
Narrator 1: They are looking for Tony's robot.
Tony: I can't find it anywhere!
Dad: I can help you.
Narrator 2: They look inside the garage.

Tony, Tina, Mom,
Dad: It's not in the garage.
All: Where is the robot?
Narrator 1: Tony, Tina and their parents walk into the living room.
Narrator 2: Tony's grandpa is in the living room.
Grandpa: What are you doing?
Tina, Mom, Dad: We are looking for his robot. (*pointing to Tony*)
Narrator 1: They are looking for Tony's robot.
Tony: I can't find it anywhere!
Grandpa: I can help you.
Narrator 2: They look inside the living room.

Tony, Tina, Mom,
Dad, Grandpa: It's not in the living room.
All: Where is the robot?
Narrator 1: Everyone walks into the garden.
Narrator 2: Fifi, their pet dog, is playing in the garden.
Grandpa: What is Fifi doing?
Dad: Fifi is playing.
Mom: The robot is walking.
Tina: Tony, look at Fifi!
Tony: Oh, Fifi!!!
Narrator 2: They all look at Fifi.
All: Oh, naughty Fifi!
Narrators 1 & 2: The robot is walking in the garden.
Narrators 1 & 2: Fifi is playing with it!

—The End—



Today Is Monday

康軒國小英語編輯部



Volume 扣合冊次

New Wow English 6, Unit 1



Characters 人物介紹

Narrator

Reader 1: Mary

Reader 2: Jack, Jill

Reader 3: Three Bears

Reader 4: Little Pigs

Reader 5: Little Kittens

Reader 6: Little Red Riding Hood, Grandma, Hunter

Reader 7: Others



Beginning of the Play 本劇開始

Mary: Today is Monday. We have milk on Monday. We like milk.

Others: Today is Monday. Mary has milk on Monday. She likes milk.

(chant) “Mary Had a Little Lamb”

Mary had a little lamb,

Little lamb, little lamb.

Mary had a little lamb.

Its fleece was white as snow.

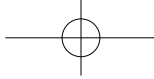
And everywhere that Mary went,

Mary went, Mary went,

And everywhere that Mary went,

The lamb was sure to go.

Jack, Jill: Today is Tuesday. We have tea on Tuesday. We like tea.



Others: Today is Tuesday. Jack and Jill have tea on Tuesday. They like tea.

(chant) “Jack and Jill”

Jack and Jill went up the hill

To fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

Three Little Bears: Today is Wednesday. We have watermelon on Wednesday. We like watermelon.

Others: Today is Wednesday. The three little bears have watermelon on Wednesday. They like watermelon.

(chant)

Watermelon, watermelon,

Big, big, big.

Watermelon, watermelon,

Sweet, sweet, sweet.

Three Little Pigs: Today is Thursday. We have pizza on Thursday. We like pizza.

Others: Today is Thursday. The three little pigs have pizza on Thursday. They like pizza.

(chant) “This Little Piggy”

This little piggy went to market.

This little piggy stayed home.

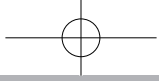
This little piggy had roast beef.

This little piggy had none.

This little piggy cried “Wee, wee, wee.”

All the way home.

Three Little Kittens: Today is Friday. We have fish on Friday. We like fish.



Others: Today is Friday. The three little kittens have fish on Friday. They like fish.

(chant) “Three Little Kittens”

Three little kittens,
They lost their mittens,
And they began to cry,
“Oh, mother dear,
We sadly fear
Our mittens we have lost.”
“What! Lost your mittens,
You naughty kittens!
Then you shall have no pie.”
“Mee-ow, mee-ow, mee-ow, mee-ow.”

Little Red Riding Hood, Grandma,

Hunter: Today is Saturday. We have pie on Saturday. We like pie.

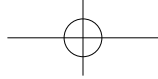
Others: Today is Saturday. Little Red Riding Hood, Grandma and the hunter have pie on Saturday. They like pie.

(chant) “Sing a Song of Sixpence”

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds,
Baked in a pie!
When the pie was opened,
The birds began to sing,
“Wasn’t that a dainty dish
To set before the king?”

All: Oh, we’ve eaten a lot this week. We’re so full.

—The End—



A Dream

康軒國小英語編輯部



Volume 扣合冊次

New Wow English 7, Unit 1



Characters 人物介紹

Narrator

Reader 1: Tony

Reader 2: Robot 1

Reader 3: Robot 2

Reader 4: Robot 3



Beginning of the Play 本劇開始

Narrator: Do you have dreams when you're asleep?
Do you remember those dreams?
Let's see Tony's dream.

Robots 1, 2 & 3: Hi, Tony!

Tony: Who are you?

Robot 1: Me? I'm Robot Spiderman.

Robot 2: I'm Robot Batman.

Robot 3: I'm Robot Frogman.

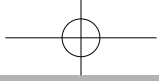
Robots 1, 2 & 3: We're your favorite toys.

Tony: You can talk!

Robot 1: We can eat, too. We're hungry.

Tony: Do you want some salad?

Robot 1: No, thanks. I don't like salad.



Robots 2 & 3: I don't like it, either.

Tony: Do you want some spaghetti?

Robot 1: No, thanks. I don't like spaghetti.

Robots 2 & 3: I don't like it, either.

Tony: Do you want some pizza?

Robot 1: No, thanks. I don't like pizza.

Robots 2 & 3: I don't like it, either.

Tony: What do you like to eat?

Robot 1: I like to eat cars.

Robots 2 & 3: I like to eat cars, too.

Robot 1: I want your red car. It looks yummy.

Robots 2 & 3: Yeah, it looks very yummy.

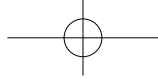
Tony: No way! It's new. It's my birthday gift.

Robots 1, 2 & 3: We like the red car! We want to eat the red car!

Tony: Help! Help! Help!

Narrator: Phew.... Fortunately, it's not real. It's only a bad dream.

—The End—



A Surprise Party

康軒國小英語編輯部



Volume 扣合冊次

New Wow English 8, Unit 4



Characters 人物介紹

Narrator

Reader 1: Father

Reader 2: Harry

Reader 3: Kenny (Harry's brother)

Reader 4: Betty (Harry's sister)

Reader 5: Mother

Reader 6: Grandpa

Reader 7: Grandma



Beginning of the Play 本劇開始

Narrator: Harry's family is very busy. What are they doing? Who is coming to the house? Let's see.

Father: Who will help me clean the room?

Harry: I won't. I'm playing the computer games. Kenny will.

Kenny: I won't. I'm drawing. Betty will.

Betty: I won't. I'm watching TV. Harry will.

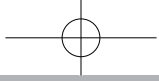
Harry: I won't!!

Narrator: A few hours later.

Father: Who will take out the garbage?

Kenny, Betty: Sorry, Dad. We're busy playing the monopoly game now.

Harry: We'll do it after the game.



Narrator: A few hours later.

Mother: Who will help me bake a cake?

Betty: What?

Harry: A cake?

Betty, Harry,

Kenny: Mom, why do you want to bake a cake?

Mother: Today is Grandpa's birthday.

Father: We'll have a surprise party for him.

Harry: Great!

Betty, Kenny: Hurray!

Betty: I'll help Mom bake the cake.

Harry: I'll clean the room and wash the dishes.

Kenny: I'll mop the floor and take out the garbage.

Narrator: Ding dong. The doorbell rings. Here come Grandpa and Grandma!

Harry, Kenny,

Betty: Surprise! Happy birthday, Grandpa!

Betty: Grandpa, we cleaned the house, and we baked a cake for you.

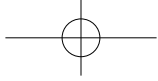
Grandpa: Thank you.

Betty: I'll help again on Grandma's birthday.

Grandma: *(laughs)* You're very sweet!

Narrator: Well, it's good to help on Grandma's birthday. But it's better if we help do some housework every day!

—The End—



Candy House

臺北市萬興國小 吳香瑩老師



Volume 扣合冊次

Hello, Darbie! 5, Lessons 3-4



Characters 人物介紹

Narrator (Cat)	Reader 5: Deer
Reader 1: Brother	Reader 6: Bears
Reader 2: Sister	Reader 7: Birds
Reader 3: Witch	Reader 8: Rabbits
Reader 4: Mom	Reader 9: Monkeys

(若全班演出，每種動物由幾個人一起扮演，並可斟酌增減)



Beginning of the Play 本劇開始

Narrator (Cat): Once upon a time, a very poor woodcutter lived in a tiny cottage in the forest with his two children, Hansel and Gretel. His second wife often treated the children bad and was always nagging at the woodcutter. Therefore, the woodcutter went far away to work. He seldom went home.

Sister: What day is today?

Brother: It's Monday.

Sister: Great! Daddy is coming home.

Animals: Daddy is coming home! Daddy is coming home!

Mom: *(cleans her throat and goes to the front)* Is today Monday?

Brother, Sister: Yes, it is.

Mom: Go to the market and get some rice.

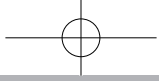
Brother, Sister: Yes, Mom.

Sister: Let's go.

Brother: Follow me!

Animals, Mom,

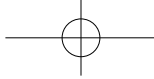
Witch: *(sing)* "Today is Monday"
Today is Monday. (×2)



Monday is the day today.
Today is Monday. (×2)
Monday is the day today.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and
Saturday.
Seven days, seven days, of the week.

(Song of Hello, Darbie! 5, Lesson 3)

Sister: Oh-oh, where are we now?
Brother: I don't know.
Sister: I want to go home. I'm hungry.
Brother: Me, too.
Brother: Look, a candy house!
Animals: Wow! A candy house!
Brother: I love cookies.
Sister: I love candies.
Animals: We love cookies and candies. They are yummy! Yummy! Yummy!
Animals: Be careful! There is a witch! (*keep their voices down*)
Witch: Who's talking?
Cat: Meow. A girl is talking.
Witch: A girl? Where is she? Let's take a look.
Witch: Ha-ha, here you are!
Sister: Help! (*screams*)
Animals: Help! Help! Help! ... Run, brother! Run!
(*make animal sounds*)
Brother: Excuse me. My sister is in the candy house.
Animals: She is in the candy house!!! (*in a terrified voice*)
Brother: The witch is there, too. Can you help me?
Deer: Sure, let's go in.
Bears: Wait! The witch watches TV in the morning.
Brother: What does she do in the afternoon?



Birds: She cooks.

Brother: What time does she go to bed?

Rabbits: She goes to bed at nine. Let's wait.

Animals: Let's wait!

Brother, Animals,

Mom: (*sing*) "Who Is Talking?"

Listen! Listen! Who is talking?

Hey! A girl is talking, talking.

Talking and crying, crying and talking.

What's she doing? Don't you know?

(Song of Hello, Darbie! 5, Lesson 4)

Monkeys: It's ten o'clock. Let's go in now!

Brother, Animals: Let's go!

Brother, Animals,

Mom: (*sing*) "Who Is Talking?"

Listen! Listen! Who is talking?

Hey! A girl is talking, talking.

Talking and crying, crying and talking.

What's she doing? Don't you know?

Sister: Hi, everyone. Look at me! I'm learning magic!

Brother, Animals: Wow! Amazing! Let's have fun together.

(*gather around the witch*)

All: (*sing*) "Skidamarink"

Skidamarink a dink a dink,

Skidamarink a doo, I love you. (×2)

I love you in the morning

And in the afternoon.

I love you in the evening

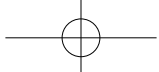
And underneath the moon.

Oh, Skidamarink a dink a dink,

Skidamarink a doo, I love you!

(Song of Hello, Darbie! 5, Lesson 5)

—The End—



Goldilocks and the Three Bears

康軒國小英語編輯部



Volume 扣合冊次

Hello, Darbie! 6, Lessons 1-2



Characters 人物介紹

Reader 1: Goldilocks

Reader 2: Bibi

Reader 3: Papa Bear

Reader 4: Mama Bear

Reader 5: Little Bear

Reader 6: Chorus



Beginning of the Play 本劇開始

Chorus: Goldilocks is a naughty girl. She went to the forest with her friend Bibi, and they found a small house.

Bibi: Look! A small house. Something smells good. What's that?

Goldilocks: Let's get into the house and find out, Bibi.

Chorus: Oh, oh. We cannot enter a stranger's house without permission. Goldilocks and Bibi find something on the table.

Goldilocks: There's something on the table. Mmm... the chicken smells good. Let's try some.

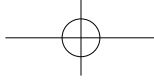
Bibi: Does it taste good?

Goldilocks: No, it doesn't. It tastes bad.

Bibi: Yuck! I don't like it, either.

Goldilocks: The soup smells good. Let's try some.

Bibi: Does it taste good?



Goldilocks: Yes, it does. It's yummy.

Bibi: Mmm... I like it, too.

Chorus: Now they're tired. They find a bed in the bedroom.

Goldilocks: Now I feel tired. Let's take a rest.

Bibi: Good idea!

Chorus: Oh, no! The owner of the house will return soon. Here they are.

Little Bear: Oh, no! My soup is gone.

Papa Bear: How come?

Mama Bear: Whose vest is this?

Papa Bear: *(to Little Bear)* Is this your vest?

Little Bear: No, it's not my vest.

Mama Bear: Whose jacket is this?

Papa Bear: *(to Little Bear)* Is this your jacket?

Little Bear: No, it's not my jacket.

Papa Bear: Shh.. Be quiet!

Look! Someone is on Little Bear's bed. Let's see.

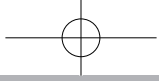
Chorus: Oh, no! The bears are coming near Goldilocks and Bibi!

Papa Bear: Hey, who are you?

Goldilocks: Ah, a bear! Let's run, Bibi.

Chorus: Goldilocks is so afraid. She will never enter a stranger's house again.

—The End—



The Magic Fan

康軒國小英語編輯部



Volume 扣合冊次

Hello, Darbie! 7, Lessons 4-5



Characters 人物介紹

Narrator

Reader 1: Master Tang

Reader 2: Monkey King

Reader 3: Pig

Reader 4: Monk

Reader 5: Monster Bull

Reader 6: Princess



Beginning of the Play 本劇開始

Narrator: Master Tang and his three pupils are traveling to the west. Now they're coming near Mt. Fire.

Master Tang: Oh, no! It's Mt. Fire! What can we do?

Pig: That's horrible! We cannot cross it. Let's go home.

Monkey King: There must be some way to cross it.

Monk: The princess has a magic fan. We can ask her for help.

Monkey King: I took away the princess' child. She is angry at me. She won't help us. Mmm... I have an idea.

Narrator: In the princess' palace. The Monkey King transforms himself into princess' husband, Monster Bull.

Princess: Have some tea, honey.

Monkey King: (*disguised as Monster Bull*) Thank you.

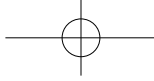
Narrator: Monster Bull drinks the tea.

Monkey King: (*disguised as Monster Bull*) It's hot. The tea smells good. But it's too hot to drink.

Princess: Sorry, honey. Have some apples, then.

Monkey King: (*disguised as Monster Bull*) Thank you.

Narrator: Monster Bull tastes the apple.



Monkey King: Oh, no! They're too sour to eat.

Narrator: Monster Bull sees some bananas on the table.

Monkey King: (*disguised as Monster Bull*) Oh, bananas! I love bananas!

Princess: Really? My honey doesn't like bananas.
Who are you?

Monkey King: I'm Monkey King. I need your magic fan.

Narrator: The Princess takes out her magic fan and makes a big wind with it.

Princess: No way! Get out of here.

Monkey King: Help!

Narrator: Monkey King doesn't give up. He transforms into a tiny fly and flies to the princess' palace again. And he even flies into the princess' stomach through her mouth!

Monster Bull: Look! It's sunny today. Let's go out.

Princess: No, I don't want to go out. I feel sick.

Monster Bull: What's wrong with you?

Princess: I have a headache and a fever.

Monster Bull: Do you have a stomachache, too?

Narrator: Monkey King jumps in the princess' stomach.

Princess: Oh, yes..., I do.

Monkey King: Hahaha, it's me. I'm in your stomach.

Monster Bull: Get out!

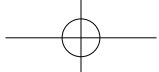
Monkey King: Give me the fan and I will get out.

Princess: Okay, okay. Here is the fan.

Monkey King: I'm getting out. Be careful!

Narrator: Monkey King is happy to get the fan. But he doesn't know it's not the real one. He will have to come back again to find the real magic fan.

—The End—



Tom Sawyer

康軒國小英語編輯部



Volume 扣合冊次

Hello, Darbie! 8, Lessons 3-4



Characters 人物介紹

Narrator

Reader 1: Aunt Polly

Reader 2: Tom Sawyer

Reader 3: Tom's brother

Reader 4: Tom's friend 1

Reader 5: Tom's friend 2

Reader 6: Tom's friend 3



Beginning of the Play 本劇開始

Narrator: It's Sunday morning. Aunt Polly can't find Tom Sawyer anywhere. Finally, Aunt Polly and Tom's brother find Tom in the storehouse.

Tom's brother: Tom! Tom!

Tom: Here I am.

Aunt Polly: Were you by the lake last night?

Tom: No, I wasn't.

Tom's brother: Were you by the river last night?

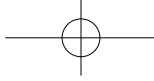
Tom: No! No, I wasn't.

Aunt Polly: Where were you last night?

Tom: I was... I was in my room.

Aunt Polly: Look at your shirt. It's all wet. Where were you last night?

Tom: Sorry. I was by the river last night.



Aunt Polly: Go paint the fence. Now.

Tom: Yes, Aunt Polly.

Tom's brother: Don't do it again!

Narrator: Tom is painting the fence now. His friends happen to come by.

Friend 1: Hey, Tom. What are you doing?

Tom: I'm painting the fence.

Friend 2: Aunt Polly got you again, right?

Tom: Of course not.

Friend 3: Did you climb the tree?

Tom: No, I didn't.

Friend 2: Did you mess up your room?

Tom: No, I didn't.

Friend 1: Then, why are you painting the fence?

Tom: I cooked dinner. It was fun. Painting the fence is fun, too!

Friend 3: Really?

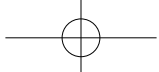
Tom: Of course.

Friends 1, 2 & 3: Can we try it, please?

Tom: All right.

Narrator: Tom was happy. But later, Aunt Polly found Tom didn't do his work.
Tom was in big trouble again!

—The End—



Halloween Pumpkin

臺北市富安國小 沈佳慧老師



Characters 人物介紹

Narrator	Reader 4: Skeleton
Reader 1: Bats	Reader 5: Ghost
Reader 2: Vampire	Reader 6: Witch
Reader 3: Black cat	



Beginning of the Play 本劇開始

Bats: One scary night, a witch is cooking.
Vampire is writing.
Black cat is singing.
Skeleton is dancing.
Ghost is reading.

Bats: (*sing*) Trick or treat. Trick or treat. Give me something good to eat.

Witch: Mmm. Halloween is coming.
I need some food for my Halloween party.
Great! I have some pumpkins on the farm.

Witch: Pull, pull, pull and pull.

Narrator: Witch tries very hard to pull the biggest pumpkin up. She pulls and pulls and pulls.... Then she falls to the ground.

Bats: You can't pull it up. Find someone to help you.

Witch: Please call Vampire for help.

Witch: Hey, my friend. Can you help me pull the pumpkin up?

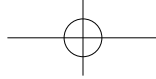
Vampire: Hee, hee, hee. Sure! It's so easy. Hee, hee, hee.

Witch, Vampire: Pull, pull, pull and pull.

Narrator: They pull and pull and pull.... They fall over. The bats come again.

Bats: You can't pull it up. Find someone to help you.

Vampire: Ask Black cat for help!



Witch, Vampire: My sweet, can you help us pull the pumpkin up?

Black cat: Meow. No problem! I can do it. Meow.

Witch, Vampire,

Black cat: Pull, pull, pull and pull.

Narrator: They pull and pull and pull.... They all fall over. Then the bats come.

Bats: You can't pull it up. Find someone to help you.

Black cat: Call Skeleton for help.

Witch, Vampire,

Black cat: Can you help us pull the pumpkin up, Skeleton?

Skeleton: Haha. Of course. Haha.

Witch, Vampire,

Black cat, Skeleton: Pull, pull, pull and pull.

Narrator: They pull and pull and pull.... They fall over. The bats come again.

Bats: You can't pull it up. Find someone to help you.

Skeleton: Call Ghost for help. He is strong.

Witch, Vampire,

Black cat, Skeleton: Can you help us pull the pumpkin up, Ghost?

Ghost: Boo hoo. No problem. I will do my best. Boo hoo.

Witch, Vampire,

Black cat, Skeleton,

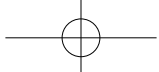
Ghost: Pull, pull, pull and pull.

Narrator: They pull and pull and pull.... They all fall over.

Bats: What a great job! You did it!

All: Hooray! Hooray! Happy Halloween! We love Halloween!
(*chant*) One little, two little, three little pumpkins.... Ten little pumpkins on the farm.

—The End—



Cinderella

臺北市富安國小 沈佳慧老師



Characters 人物介紹

Narrator

Reader 1: Cinderella

Reader 2: Mother

Reader 3: Sister 1

Reader 4: Sister 2

Reader 5: Fairy

Reader 6: Prince

Reader 7: Servant



Beginning of the Play 本劇開始

Mother: Cinderella, Cinderella, wash the dishes!

Sister 1: Cinderella, Cinderella, sweep the floor!

Sister 2: Cinderella, Cinderella, clean the tables! Hurry up!

Cinderella: Yes.

Mother: You, brush our shoes.

Sister 1: Don't come to our room.

Sister 2: Stay in the kitchen.

Cinderella: Oh, why are they unkind to me? I am so sad and lonely....

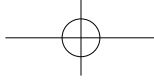
Mother: Come here! Come here! Girls, it's a letter from the prince!

Sisters 1 & 2: Show me! Show me!

Sisters 1 & 2: Wow! It's a party!

Sisters 1 & 2: Mommy, am I beautiful?

Mother: Yes, you are very beautiful.



Cinderella: Can I go to the party?

Mother, Sisters 1 & 2: Haha! Do you have pretty clothes?

Narrator: Cinderella feels sad. She wants to go to the party, but she can't. Suddenly, a fairy appears in front of Cinderella.

Fairy: You look so sad. What's wrong with you?

Cinderella: I can't go to the party. I have no beautiful dress and shoes.

Fairy: Don't worry. I can help you. Eenny, meeny, miny, mo!

Narrator: The fairy uses her magic wand to help Cinderella. Cinderella turns into a beautiful princess.

Cinderella: Thank you very much. That must be magic!

Fairy: Now, go to the party, but please come back home before 12 o'clock. Good luck!

Cinderella: OK. I will. Thanks.

Narrator: At the party.

Mother: Who is that pretty girl?

Sisters 1 & 2: We don't know.

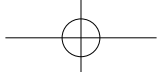
Prince: Welcome to the party! I am the prince. Please dance with me.

Cinderella: I am sorry. It's midnight. I must go. Good-bye.

Prince: Wait a minute. What's your name? Please don't go.

Narrator: Cinderella left a shoe at the party. The prince asks his servant to find the beautiful girl with the shoe. This day, the servant comes to Cinderella's home.

Servant: I am looking for the girl who could fit into this shoe.



Sister 1: Let me try! Oh no, it's too small.

Sister 2: It's mine. How come? It's too big.

Cinderella: May I try it, too?

Mother, Sisters 1 & 2: You? Are you kidding, Cinderella?

Servant: Sure. Please try.
Amazing! Just right! You are the princess!

Fairy: Yes, she is the one!

**Mother, Sisters 1 & 2,
Prince, Fairy:** Yes, she is the princess.

—The End—

