

演 中 学

Setting the Stage for Chinese Plays and Performances for Grades 7–12

**THIS IS AN UNCORRECTED
ADVANCE SAMPLE COPY, NOT TO BE
REPRODUCED OR SOLD**

This sample includes:

Title page, copyright page, Contents, Preface (English and Chinese versions),
excerpt from “Moon Story” play, Teaching Reference sample (in Chinese and English)

PUBLICATION DATE: Spring 2009

To purchase a copy of this book, please visit www.cheng-tsui.com.

To request an exam copy of this book, please write marketing@cheng-tsui.com.

Cheng & Tsui Company www.cheng-tsui.com Tel: 617-988-2400 Fax: 617-426-3669

yǎn zhōng xué

演 中 学

Setting the Stage for

CHINESE

SAMPLE

Plays and Performances for Grades 7–12

By Yuanchao Meng

孟援朝



CHENG & TSUI COMPANY

Boston

Copyright © 2009 by Cheng & Tsui Company

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

18 17 16 15 14 13 12 11 10 09 1 2 3 4 5 6 7 8 9 10

Published by

Cheng & Tsui Company, Inc.

25 West Street

Boston, MA 02111-1213 USA

Fax (617) 426-3669

www.cheng-tsui.com

"Bringing Asia to the World"™

ISBN 978-0-88727-530-2

Library of Congress Cataloging-in-Publication Data

Meng, Yuanchao.

Setting the stage for Chinese : plays & performances for grades 7-12 / Yuanchao Meng
= Yan zhong xue : [chu ji ben / Meng Yuanchao]

p. cm.

In English and Chinese.

Parallel title in pinyin and Chinese characters.

ISBN 978-0-88727-530-2

1. Chinese language--Textbooks for foreign speakers--English. 2. Chinese language--
Study and teaching--English. I. Title. II. Title: Yan zhong xue.

PL1129.E5M46 2007

372.65'951--dc22

2007062005

Illustrated by 雁雏

Printed in the United States of America

CONTENTS

内容目录

Preface	vii
Acknowledgments	viii
1. Moon Story (<i>A Holiday Legend</i>)	
月亮的故事	
Play	1
Teaching Reference	28
2. Five Brothers (<i>A Fairy Tale Rhyme</i>)	
五个兄弟	
Play	33
Teaching Reference	53
3. Lantern Festival (<i>A Holiday Story</i>)	
元宵节	
Play	55
Teaching Reference	85
4. Cang Jie (<i>A Chinese Legend</i>)	
仓颉	
Play	87
Teaching Reference	104
5. Dragon Boat Festival (<i>A Holiday Story</i>)	
端午节	
Play	107
Teaching Reference	122
6. Cowherd & Weaver Girl (<i>A Holiday Story</i>)	
牛郎织女	
Play	125
Teaching Reference	147

PREFACE

Setting the Stage for Chinese was drafted twelve years ago when I began teaching Chinese in the United States. Since then I have continuously revised the plays as I teach them, and the end result is this current volume. The sketches and rhymes in this book are based on stage productions my students performed as part of the annual Chinese New Year celebration.

This intermediate level of *Setting the Stage for Chinese* is geared toward students in grades 7–12. The six short plays are based on well-known fairy tales, traditional Chinese legends, and myths such as “Five Brothers,” “The Dragon Boat Festival,” and “Cowherd and Weaver Girl.” Although textbook instruction is clearly important, my goal is to make Chinese learning more lively and interesting. My hope is to give students a lasting impression of Chinese language and culture through their own performances.

Much language learning takes place during preparation for a dramatic performance. While reading the scripts, 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, the students are having fun while learning a new language and culture.

The scripts in this book were written primarily for stage productions, yet they can be easily adapted for short recitations and speaking practice in class. Imagination and creativity will add color to the original stories. Performance hints and suggestions appear between the lines within each script (*in parentheses and italics*).

Some of my students returned to see me years after graduation and told me that they still remembered the lines they learned in middle school. What an inspiration! China has so many beautiful and touching myths and legends to choose from—I hope those in this book will inspire you to seek out even more.

Special Features

- a. The plays are student-centered and focus on situational dialogues that can be used easily for classroom activities.
- b. The material can be adopted by teachers of Chinese in both heritage and mainstream schools, according to their curriculum requirements and students’ needs.

- c. A Teaching Reference page (in both Chinese and English) follows each play and contains background information, teaching suggestions, preparatory steps, ideas for costumes and props, stage performance suggestions, and assessment guidelines.
- d. The plays are written in simple and easy-to-understand Chinese, making them easier for students to memorize.
- e. The scripts are written in both Chinese and English, with pinyin included to help students pronounce words correctly.

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.
- c. Encourage teamwork. Make sure that every student has a part to play and every student contributes.
- d. Performance can take place on stage in an auditorium, at the school cafeteria, or in a classroom.

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* website at **www.cheng-tsui.com**.

Yuanchao Meng

November 2008

前言

“演中学”中级本的草稿是我十二年前刚刚开始在美国教中文时写的。

后来一直给学生用，一直不断地修改，又增添了些内容就成了现在这本书。书中的小品和歌谣都是学生们在春节晚会上表演过的节目。

这本“演中学”适合七年级到十二年级的学生使用。书中的六个故事是从大家熟悉的童话、传说和神话故事中选出来的。例如“五个兄弟”、“端午节”和“牛郎织女”等，这些故事被重新改编成了短剧，可以搬上舞台。按照教科书的教学固然很重要，然而我的目标是让学生们学得更生动活泼，更有乐趣。我希望学生们通过自己的表演能对汉语和中国的文化有一个深刻的印象。

语言的学习大部分发生在学生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，学生们兴致勃勃，跃跃欲试。

书中的内容也可以做短的朗诵材料或在课堂上做对话练习。您的想象和更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。

我的学生们毕业后回来看我时，他们说他们仍记得在中学时学的台词。多么令人鼓舞的话啊！中国有那么多美丽动人的神话和传说，挑出最有趣的与同学们分享，我在这里抛砖引玉了。

教材的特点

- 一、教材以学生为中心，注重学生在特定情景中对话的能力。教材可以直接在课堂上使用，节省教师备课时间。
- 二、正规学校和中文学校的老师们都可以根据各自教学教程的进度和学生们的需要灵活使用这本教材。

三、每个短剧和小品的后边都有中英文对照的教学参考，包括故事背景介绍、教学建议、准备步骤、服装道具、舞台表演和教学评估。

四、故事内容力求语言简短易懂，使学生乐于背诵。

五、故事内容是中英文对照，并包括拼音，有助学生掌握语音和语调。

教材的使用

一、周全计划，早做准备。如果想春节前后开联欢会，大约在新年前两个月要把材料选好发给学生，让学生挑选好角色。

二、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和语调。

三、鼓励合作，各尽所能。每个人都要为演出担任一个角色。

四、灵活掌握演出的场地，学校礼堂，餐厅或是普通教室都可以使用。

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

二零八年十一月



MOON STORY

yuè liang de gù shi
月 亮 的 故 事

rén wù
人 物

Characters

hòu yì
后 羿

Archer

bǎi xìng
百 姓

People

cháng é
嫦 娥

Chang'e, the Moon Lady

tù zǐ
兔 子

Rabbit

wáng mǔ
王 母

Queen Mother

wú gāng
吴 刚

Wu Gang, a woodcutter

guì huā shù
桂 花 树

Osmanthus tree

xué sheng
学 生

Student

péng méng
朋 蒙

Peng Meng, an apprentice

jiě shuō yuán yī èr
解 说 员 一 & 二

Narrators 1 & 2

Time: The fifteenth day of the eighth lunar month
Place: On the earth On the moon

(Narrator 1 speaks in front of the curtain on stage)

jiě shuō yuán yī: měi nián de yīn lì bā yuè
解说员一：每年的阴历八月
Narrator: The Mid-Autumn Festival is held on the fifteenth day of
shí wǔ shì zhōng qiū jié zhōng
十五是中秋节。中
the eighth month in the lunar calendar.
qiū jié zhè yì tiān yuè liang
中秋节这一天，月亮
On the Mid-Autumn day, the moon
yòu dà yòu yuán wǎn shàng quán
又大又圆。晚上，全
is big and bright. In the evening,
jiā rén zuò zài tíng yuàn lǐ
家人坐在庭院里
family members sit in their courtyards
yì biān chī yuè bǐng yì biān
一边吃月饼一边
eating moon cakes while
shǎng yuè lǎo rén men cháng cháng
赏月。老人们常常
enjoying the full moon. Old people often
gěi hái zǐ men jiǎng yuè liang
给孩子们讲月亮
tell their children the story of the moon.
de gù shì chuān shuō gǔ shí
的故事。传说古时
Legend says that

hou yǒu yí ge yǒng gǎn de
候, 有 一 个 勇 敢 的
in ancient times there was a brave

gōng jiàn shǒu tā de míng zi
弓 箭 手, 他 的 名 字
Archer whose name

jiào hòu yì hòu yì yǒu ge
叫 后 羿。后 羿 有 个
was Hou Yi. Hou Yi had a

měi lì de qī zi jiào
美 丽 的 妻 子 叫
beautiful wife named

cháng é
嫦 娥。
Chang'e.

Scene 1

zài rén jiān
在 人 间:
On the earth:

(A person holding a sign that reads "On the Earth" walks across the stage, and then the curtain goes up.)

cháng é
嫦 娥:
Chang'e:

hòu yì yǒu ge jiào péng méng
后 羿, 有 个 叫 朋 蒙
Hou Yi, there is a person named Peng Meng

de yào jiàn nín
的 要 见 您。
who wants to see you.

hòu yì
后羿：
Hou Yi:

ràng tā jìn lái ba
让他进来吧。
Let him in.

péng méng
朋蒙：
Peng Meng:

hòu yì nín shì shén jiàn shǒu péng méng
后羿，您是神箭手，朋蒙
Hou Yi, you are a magic archer and

yào bài nín wéi shī
要拜您为师。
I want to offer myself as your disciple. (He kneels down.)

hòu yì
后羿：
Hou Yi:

qǐ lái ba gào sù wǒ nǐ
起来吧，告诉我你
Stand up and tell me why you want

wèi shén me yào xué shè jiàn
为什么要学射箭？
to learn archery.

péng méng
朋蒙：
Peng Meng:

dǎ liè xiàng nín wéi bǎi xìng zuò shì
打猎，像您为百姓做事。
So I can hunt and do something for the villagers like you.

hòu yì
后羿：
Hou Yi:

Shǎo wǒ shōu nǐ zhè ge xué sheng
好，我收你这个学生。
Good, I will take you as my student.

péng méng
朋蒙：
Peng Meng:

xiè xie lǎo shī qǐng wèn lǎo shī
谢谢老师。请问老师，
Thank you teacher. May I ask,

shè jiàn de yào lǐng shì shén me
射箭的要领是什么？
what is the trick of shooting an arrow?

hòu yì
后羿：
Hou Yi:

zhàn de wěn xīn yào jìng màn màn
站得稳，心要静，慢慢
Stand firmly, be calm,

lā gōng zài fàng jiàn
拉弓再放箭。
slowly stretch the bow, and let the arrow go.

(A bird falls down onto the stage to indicate the result of Hou Yi's demonstration.)

péng méng
朋蒙：
Peng Meng:

zhàn de wěn xīn yào jìng màn màn
站得稳，心要静，慢慢
Stand firmly, be calm, *(imitates Hou Yi)*

lā gōng zài fàng jiàn
拉弓再放箭。
slowly stretch the bow, and let the arrow go. *(nothing happens)*

hòu yì
后羿：
Hou Yi:

gōng bú zài yí rì shóu néng shēng qiǎo
功不在一日。熟能生巧。
You cannot learn the skill in a day. Practice makes perfect.

péng méng
朋蒙：
Peng Meng:

xiè xie lǎo shī de zhǐ diǎn
谢谢老师的指点。
Thank you for your advice.



Scene 2

xué sheng

学 生:

Student:

kàn tiān shàng tū rán chū xiàn le

看, 天 上 突 然 出 现 了

Look, ten suns have suddenly

shí ge tài yáng

十 个 太 阳。

appeared in the sky.

(Five people at the back of the stage hold up ten suns.)

bǎi xìng yī

百 姓 一:

Person 1:

hòu yì zhuāng jià dōu bèi shài sǐ le

后 羿, 庄 稼 都 被 晒 死 了。

Hou Yi, crops are dying from the heat.

bǎi xìng èr

百 姓 二:

Person 2:

hòu yì niú yáng dōu kuài rè sǐ le

后 羿, 牛 羊 都 快 热 死 了。

Hou Yi, animal herds are dying from the heat.

hòu yì

后 羿:

Hou Yi:

zhè shì zěn me huí shì

这 是 怎 么 回 事?

What has happened?

bǎi xìng men

百 姓 们:

People:

hòu yì dà rén kuài xiǎng bàn fǎ ya

后 羿 大 人, 快 想 办 法 呀!

Master Hou Yi, think of something quick!

hòu yì

后 羿:

Hou Yi:

wǒ shàng shān qù bǎ tài yáng

我 上 山 去 把 太 阳

I will go up to the top of the mountain and

shè xià lái
射下来。
shoot down the suns.

bǎi xìng men duì bǎ tài yáng shè xià lái
百 姓 们: 对! 把 太 阳 射 下 来!
People: Right! Shoot them down!

xué sheng dà rén zhè shì nín de gōng hé jiàn
学 生: 大 人, 这 是 您 的 弓 和 箭。
Student: Master, here are your bow and arrow.

(Hou Yi runs off the stage and then runs back. He starts to shoot down the suns down. The suns at the back of the stage fall accordingly.)

SAMPLE



bǎi xìng men

百 姓 们:

People:

yí ge shè xià lái le

一 个 射 下 来 了,

One sun has been shot down,

liǎng ge shè xià lái le sān ge

两 个 射 下 来 了, 三 个、

two suns have been shot down, three down,

sì ge wǔ ge liù ge qī ge

四 个、五 个、六 个、七 个、

four down, five down, six down, seven down,

bā ge jiǔ ge tài hǎo le

八 个、九 个。太 好 了!

eight down, nine down. Great!

(Hou Yi runs offstage again to indicate going down the mountain, and when he gets back among the villagers, they thank him.)

bǎi xìng men

百 姓 们:

People:

hòu yì dà rén nín xīn kǔ le

后 羿 大 人, 您 辛 苦 了。

Master Hou Yi, thank you for your hard work.

cháng é

嫦 娥:

Chang'e:

hòu yì huí jiā xiū xi xiū xi ba

后 羿, 回 家 休 息 休 息 吧。

Hou Yi, go home and take a good rest.

(Chang'e and Hou Yi are about to leave for home. Suddenly there is a strong wind blowing from the west.)

bǎi xìng yī

百 姓 一:

Person 1:

kàn tiān shàng de wáng mǔ lái le

看, 天 上 的 王 母 来 了。

Look, Queen Mother from heaven has arrived.

wáng mǔ

王 母:

Queen Mother:

shì shéi dǎn gǎn shè xià

是 谁 胆 敢 射 下

(using a blaming voice) Who dared to shoot down

tiān shàng de jiǔ ge tài yáng
天 上 的 九 个 太 阳?
the nine suns in the sky?

(All of the villagers are frightened and bow their heads. Hou Yi fearlessly steps forward and takes the blame.)

hòu yì shì wǒ zhè hé bǎi xìng méi yǒu
后羿：是我。这和百姓没有
Hou Yi: I did. It has nothing to do with the villagers.

guān xì
关 系。

wáng mǔ tiān dì wéi cǐ shí fēn qì nǎo
王母：天帝为此十分气恼！
Queen Mother: Because of this, the god of heaven is very angry.

hòu yì bǎi xìng zài zāo yāng wáng mǔ
后羿：百姓在遭殃，王母，
Hou Yi: The people are suffering calamities, Queen Mother,

qǐng yuán liàng
请 原 谅。
please forgive us.

(When Queen Mother hears his words, she unexpectedly changes her attitude and speaks kindly.)

wáng mǔ nǐ wèi bǎi xìng bú pà zé nàn
王母：你为百姓不怕责难。
Queen Mother: For your people, you are not afraid of being blamed.

wǒ jiǎng nǐ yì píng cháng shēng
我 奖 你 一 瓶 长 生
I will reward you with a bottle of the

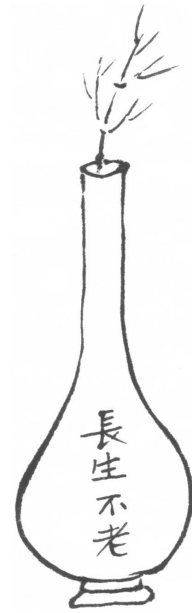
bù lǎo de yào
不 老 的 药。
elixir of life.

hòu yì
后 羿：
Hou Yi:

xiè wáng mǔ
谢 王 母。
Thanks, Queen Mother.

bǎi xìng
百 姓：
People:

xiè wáng mǔ
谢 王 母。
Thanks, Queen Mother.



(Queen Mother nods and leaves.)

péng méng
朋 蒙：
Peng Meng:

nǐ men shuō hē le zhè yào zhēn de
你 们 说 喝 了 这 药 真 的
Do you think after drinking the elixir,
kě yǐ chéng xiān ma
可 以 成 仙 吗?
one does become immortal?

(He looks around and no one answers his question.)

hòu yì
后 羿：
Hou Yi:

cháng é nǐ bǎ zhè yào shōu hǎo
嫦 娥, 你 把 这 药 收 好。
Chang'e, please take good care of the elixir.

cháng é
嫦 娥：
Chang'e:

wǒ huì de
我 会 的。
I will.

(Chang'e leaves the stage with the elixir of life. After she leaves, two villagers step forward.)

bǎi xìng yī
百 姓 一：
Person 1:

dōng shān yòu yǒu lǎo hǔ chū mò le
东 山 又 有 老 虎 出 没 了。
There are tigers stalking the East Mountains.

bǎi xìng èr
百 姓 二:

Person 2:

dōng shān yòu yǒu bào zǐ chū mò le
东 山 又 有 豹 子 出 没 了。

There are leopards stalking the East Mountains.

hòu yì
后 羿:

Hou Yi:

péng méng kuài suí wǒ qù chú hǔ bào
朋 蒙, 快 随 我 去 除 虎 豹。

Peng Meng, go with me to get rid of the tigers and leopards.

péng méng
朋 蒙:

Peng Meng:

wǒ shēn tǐ yǒu xiē bù shū fu
我 身 体 有 些 不 舒 服,

I am not feeling very well now,

xià cì zài gēn dà rén yì qǐ qù
下 次 再 跟 大 人 一 起 去。

I will go with you next time.

hòu yì
后 羿:

Hou Yi:

yě bà bǎi xìng men gēn wǒ lái
也 罢。百 姓 们 跟 我 来。

(angry) Fine. People, come with me.

bǎi xìng men
百 姓 们:

People:

shì dà rén
是, 大 人。

Yes, Master.

(Everyone leaves the stage except Peng Meng. He looks around and then heads to Hou Yi's chamber, opens the door, and looks for the bottle of elixir. Chang'e walks in the room and sees Peng.)

péng méng
朋 蒙:

Peng Meng:

cháng shēng bù lǎo de yào
长 生 不 老 的 药

Where is the elixir?

zài nǎ lǐ ne
在 哪 里 呢?

cháng é
嫦 娥:

Chang'e:

nǐ zài zhè lǐ zuò shén me
你 在 这 里 做 什 么?

What are you doing here?

péng méng
朋 蒙：
Peng Meng:

wǒ lái gào sù nǐ hòu yì qù
我 来 告 诉 你 后 羿 去，
I came to tell you that Hou Yi (*stuttering*)

qù qù dōng shān dǎ liè le
去，去 东 山 打 猎 了。
has gone hunting in the East Mountains.

cháng é
嫦 娥：
Chang'e:

nǐ wèi shén me bú qù
你 为 什 么 不 去？
Why didn't you go?

péng méng
朋 蒙：
Peng Meng:

wǒ xiǎng kàn yí kàn hòu yì
我 想 看 一 看 后 羿
(*He pretends to be curious.*) I wanted to take a look at Hou Yi's

de nǎ píng cháng shēng yào
的 那 瓶 长 生 药。
bottle of elixir.

cháng é
嫦 娥：
Chang'e:

bù xíng
不 行。
No. (*She discerns Peng Meng's real purpose.*)

péng méng
朋 蒙：
Peng Meng:

wǒ jiù kàn yí yǎn
我 就 看 一 眼。
I just need to take one look. (*He still wants to conceal his purpose.*)

cháng é
嫦 娥：
Chang'e:

yí yǎn yě bù xíng nǐ gāi zǒu le
一 眼 也 不 行！你 该 走 了。
Not even a look, you must leave.

背景介绍

每年的阴历八月十五是中秋节，也叫月亮节。家人们在一起共进晚餐，吃月饼赏月，庆祝团圆的风俗从古时延续到今天。“月亮的故事”的小品是根据“后羿射日”，“嫦娥奔月”和“吴刚伐桂”三个神话故事改编的。这些神话故事在民间有不同的说法，这个小品选用了青年人好理解的说法和情节，以严肃认真和诙谐幽默的人物对话再叙了有关月亮的传说。

教学建议

为了让学生对小品中的故事有深刻的印象，需要先做有关这三个神话故事的搜索，使学生对这些神话故事感兴趣，或是对神话故事中的某些人物感兴趣。教师应给学生足够的时间做课堂交流讨论。小品中人物角色先由学生自己挑选，教师做最后的调整，也要确保每个学生对自己要表演的角色即喜欢又有信心。这个小品比较适合学过一到两年汉语的学生使用。小品的内容大约需要三个课堂教学的时间来完成。学生需要两周课下的时间做很好的练习和背诵，才能达到上台表演的程度。

具体步骤

- 一、学生搜集有关月亮的神话故事并与大家分享。
- 二、学生预习月亮故事的脚本并找出各自的疑难问题。
- 三、回答学生的问题并介绍新词汇和学生不熟悉的语法现象。
- 四、学生挑选各自的角色并在课内外大声朗读。
- 五、教师根据学生的愿望和实际考虑调整角色的安排。
- 六、课堂辅导朗读并利用家庭作业阅读时间记忆台词。
- 七、用舞台定位的建议过脚本和走台并完成道具方面的制作。

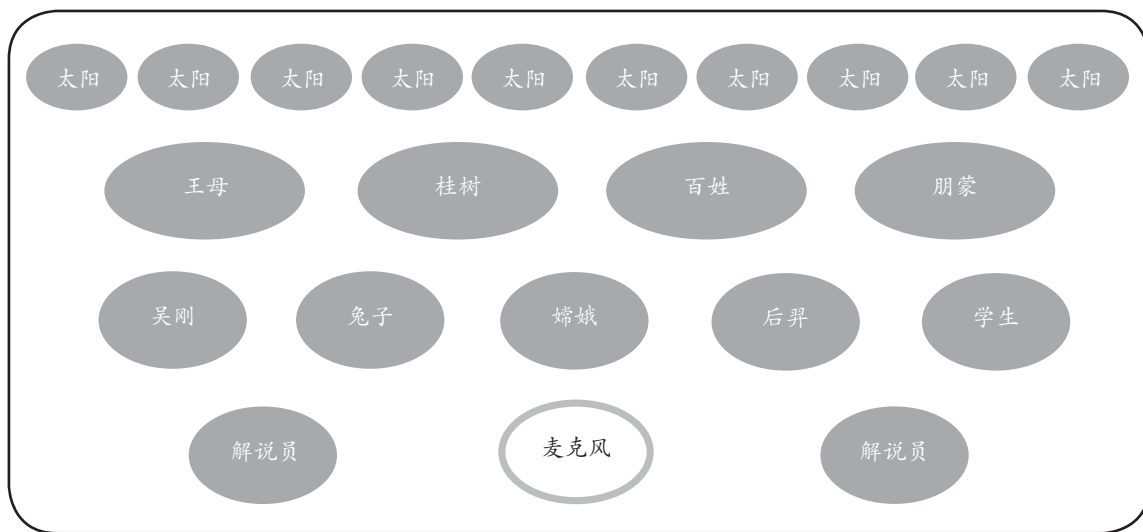
服装道具

嫦娥最好有古装的衣服。如果找不到，穿旗袍用宽的彩绸带搭在肩上也有很好的效果。后羿和吴刚穿练太极拳的功夫服就很好。兔子需加个头饰。

舞台表演

在月亮上的场景，可画一个圆的月亮和做一棵桂花树来表示。桂花树应有四英尺高，表演桂花树的学生可以站在树的后面，手拿两根树枝。学生逐个走到舞台定点的位置后，轮到谁讲话或是对话，谁就走到麦克风前，讲完话后回到自己的原位置上。节目结束时，在轻音乐的伴奏中，学生分发些月饼给在座的观众，倍受欢迎。

教学参考



评估小结

- 一、中秋节是一个什么样的节日？
- 二、月亮的故事中你喜欢哪个人物，为什么？
- 三、你知道哪些有关中秋节的传说？
- 四、你学会用中文讲哪几段月亮的故事？

Background Information

The Mid-Autumn Festival is held on the fifteenth day of the eighth month of the lunar calendar year. People also call the day “Moon Festival” because the moon is full. Families get together and eat moon cakes while enjoying the moon and celebrating their reunion. The tradition of the Moon Festival can be traced to ancient times and it is alive and well today. The sketch is based on three ancient myths: “The Archer Shot the Suns,” “The Moon Lady Flew to the Moon,” and “The Woodcutter.” Although there are different versions of each myth, the play is a version that is easy for young readers to comprehend as it uses dialogues spoken by different characters to recall the old story in both a serious and humorous way.

Teaching Suggestions

To improve comprehension of the play, the teacher should encourage students to research the origins of the three stories. It is important that students show interest in the myths and particularly in certain characters. The teacher should allow sufficient time for students to discuss the myths in class. Let students choose the roles they would like to perform, with teachers making any final adjustments. At the same time, the teacher should make sure that all students feel comfortable and confident with their roles.

This sketch is designed for students who have studied Chinese for one or two years. Students need approximately three classes to become familiar with the sketch. Also, allow students two weeks to memorize their lines and to be ready to perform.

Preparatory Steps

1. Students do research on the Moon Story myth and share with the class.
2. Students preview the script and ask questions about things they don't understand.
3. Introduce new vocabulary and explain any unfamiliar sentence structures.
4. Students choose their roles and read the script aloud both in and out of the classroom.
5. Adjust the roles of the students according to their wishes and practical considerations.
6. Develop a time schedule for students to memorize their lines.
7. Decide where each student should stand on stage and set up the props.

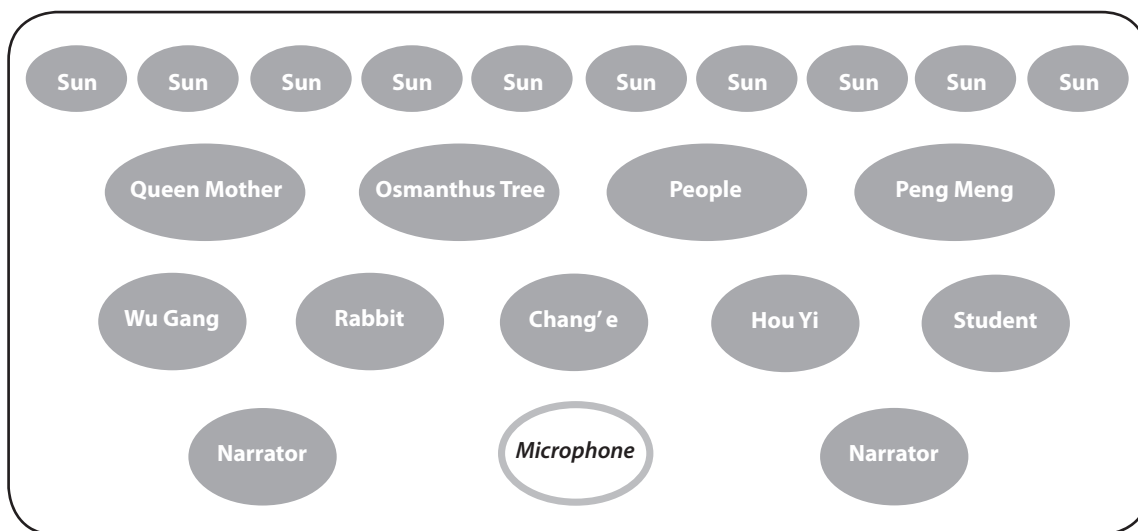
Costumes and Props

Chang'e should wear a costume in the style of an ancient Chinese gown. If such a gown is not available, she could wear a Chinese traditional dress with a pink silk ribbon cascading from shoulders to feet. Hou Yi and Wu Gang can be dressed in traditional Tai Chi costumes, while the Jade Rabbit needs to have a rabbit's headband.

Stage Performance

A full moon and an osmanthus tree set the scene on the moon. The osmanthus tree should be approximately four feet tall. Students who perform the role of the osmanthus tree should stand behind the tree and hold out two branches. Students stand on assigned spots and take turns going in front of the microphone to talk or do dialogues. When they finish their lines, they should return to their assigned spots. The Moon Story sketch can end with a piece of traditional Chinese music as students serve Chinese moon cakes to the audience. Below is a chart showing a suggested arrangement for stage performers.

Teaching Reference



Assessment

1. What is the Mid-Autumn Festival about?
2. Which character do you like best in the Moon Story and why?
3. What legend do you know about the moon?
4. Which part of the Moon Story could you retell in Chinese?

SAMPLE