

## 97 學年度英語學分班聆聽策略 Mine Story Strategies 設計

### Mime story:

In a mime story the teacher tells the story and the pupils and the teacher do the actions.

Improve our students listening comprehension

第一組

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**Text book** 康軒B版第三冊

**【Unit】** Unit 4 They Are Happy

**【Sentence pattern】**

Go on a picnic.

It's            !

takes out            .

He is            .

**【Vocabulary】**

picnic sunny hungry thirsty sandwiches water raining sad  
umbrella

**【Mime story】**

Go on a picnic

It's a sunny day!

John goes on a picnic.

He is thirsty.

And also very hungry.

He takes out sandwiches and water.

Wow! It's raining.

He takes out the umbrella.

He is sad and goes home.

第四組

**Text book** 朗文

**Unit : culture 1**

**【sentence pattern : 】**

what's this?

It's a star.

**【vocabulary】** : decorate, wrap, tree, bell, gift,

**【mime story】** (先在黑板畫聖誕樹)

Listen!

Someone is singing Christmas song.

Look !

What's this? It's a Christmas tree.

Let's decorate the tree with bells and stars.

Children go to bed.

Father and mother wrap gifts.

Children get up and open gifts .

They clap and say "OH~YA"

第二組

**Text book** : 康軒第五冊

**Unit** : 4

**【Sentence pattern】** : My name is .

She is .

I feel .

She looks .

She has .

**【Vocabulary】** : happy sad cry park cat

Mime story : My name is Tom.

I play in the park.

I feel happy.

And I see a girl.

She is crying.

She looks sad.

She has a cat.

She lost it.

Group3

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**Text book:**康軒五

**Unit: Review 1**

**【Sentence pattern:】**

I'm \_\_\_\_\_.

I feel \_\_\_\_\_.

**【Vocabulary:】** sweep 、 wash 、 cook 、 dish 、 floor 、 weak

## 【Mine story:】

Poor Sam

I'm Sam.

I'm a weak boy.

I sweep the floor.

I cook.

I wash the clothes.

I wash dishes every day.

I feel sad.

實作練習後的發現

- 1.因為 **Mime Story** 是 **listen and do** 的策略，因此在設計時的句子要比較能用動作表現出的為宜，例如第三組設計的故事都是動作就比較好表現，也因此比較能看到學生是否能理解句子中的意義。
- 2.除此之外句子裡也不要使用太多的情緒或感情等抽象的字彙，這樣學生比較難以動作表達。
- 3.在設計時最好不要出現太多角色，這樣表演的人才不會困擾，也才不會因為無法表演出另一個角色的而使老師無法判斷學生是否已經理解。例如第二組較有角色混淆的現象

在進行 **Mime Story** 的對應時

- 1.教師可控制學生的表演時間，例如說一句表演一句(比較簡單)、說三句表演(比較難)，依此類推...
- 2.此活動也可以跟說話練習配合，例如由學生說，另一個學生表演，就是聽說的配合練習。