

第三章 多元智能文學教學活動

文學作品內容包羅萬象，幾乎可以和各學科領域進行統整教學，如文學與語言、文學與藝術、文學與科學、文學與宗教...等等。多元智能理論提供了多元教學觀點的理論基礎，從多種角度切入研讀文學作品，對於學習是有幫助的。事實上，每一種智能的運作或多或少也會涵蓋其他智能：以心得寫作而言，提供學生運用內省智能，反省並記錄下來，其記錄的功夫，當然離不開語言智能的使用，因此，心得寫作至少需要內省及語文兩項智能的運作。因此，Armstrong (2000) 指出，智能通常以複雜的方式統合運用，換句話說，每項智能實際上是虛擬的，生活中沒有任何智能是獨立存在的，智能脫離實際情境是為了觀察其基本的特點，學習如何有效運用多元智能。以下為了方便說明，將分別就不同的智能，列舉相關的活動，供教師作參考。

一、語文智能活動：

(一) 以《哈利波特：神秘的魔法石》(*Harry Potter and the Philosopher's Stone*) 為例，這本小說是哈利波特系列的第一本書，現已被列入世界文學名著之一，筆者讓學生自選教材，這是學生喜歡的一部作品。因為是原著，所以在學生在閱讀上較困難，因此乃提供一些語文學習單，從機械性的練習到溝通式的討論，引導學生有計畫的來閱讀這本小說，以下提供一些例子：

(1) 查字典活動學習單

Look up the key vocabulary in each chapter

- **The Boy Who Lived:** crane (v), shudder, mysterious, tyke, peculiar, drum (v), stunt, imagination, unblinkingly, twitch, spectacles, rummage (v), pinprick, ruffle (v), flock, exasperated, rumble, swish
- **The Vanishing Glass:** bonnet, tantrum, frantically, hoodlum, snigger, knickerbockers, boa constrictor, slither, snooze, vigorously, deafening, gibber
- **The Letters from No One:** twang, sneer, parchment, dangle, quivering
- **The Keeper of the Keys:** squashed, flicker, sizzle, crackpot, expel, wriggle
- **Diagon Alley:** swoop, flutter, puncture, draft, cauldron, pub, babble, cobbled, totter, stalagmite, stalactite, ravine, infernal, smuggle, circumstances, collapsible, slimy, gloom, transfiguration, unicorn, phoenix
- **The Journey from Platform Nine and Three-Quarters:** swoop, mutter, disgruntle, Blimey, compartment, rattle, astonishment, vault, cram
- **The Sorting Hat:** dormitory, anxiously, bowler, scuttle, pompously, humbug, turban
- **The Potion's Master:** corridor, wheeze, zombie, quill, dungeon, shimmer, goblin
- **The Midnight Duel:** vibrate, snatch, flank, embers, gallop, snout
- **Halloween:** trapdoor, parcel, awkward, banquet, griffin, boulder, troll,

sway

- **Quidditch:** referee, conjure, budge, snitch, meddle
- **The Mirror of Erised:** grind, mistletoe, restrict, fascinate, gleaming, invisible, prefect, tureen, engulf, ornate, splendid, nearsighted
- **Nicolas Flamel:** dampen, curse, mystify, grumpily, immortal, werewolf, biased, squint, whirl, cloak
- **Norbert The Norwegian Ridgeback:** nag, moleskin, bolt, detention, rubbish
- **The Forbidden Forest:** astronomy, hourglass, ajar, kindle, leer, stride, stump, hoist, rustling, thrash, lurk
- **Through The Trapdoor:** horrify, frantically, splutter, enchantment, skim, omen, ghoul, cease, tendril, limp, pounce, nostril
- **The Man with Two Faces:** twitch, scurry, token, elixir, stoat, hush, hoarse, abysmal

(取材自 <http://www.vocabulary.com/VUcthpotter.html>)

(2) 故事大綱：克漏字填空

What happens in Chapters 1-6:

Harry Potter arrives at the Dursleys under very p_____ circumstances. Although his aunt and uncle aren't at all h_____ at having Harry live with them, people all over the country are r_____ at the "boy who lived." Ten difficult years later, Harry begins to get m_____ letters. Despite Uncle Vernon's e_____ to keep the letters from him. Harry finally learns that

he has been i_____ to attend the Hogwarts School of Witchcraft and W_____. He also learns that his parents were r_____ wizards who were killed by the e_____ Voldemort. Accompanied by Hagrid, Harry shops when for his schoolbooks and materials, including wizard r_____, a w_____, and an o_____. When Harry finally leaves for school, he meets other new students, including R_____, H_____, and Neville, on the train.

What happens in Chapters 7-12:

At school, Harry meets his new professors, fellow students, and the resident g_____ts. He is relieved to be chosen by the s_____g hat for Gryffindor, along with Ron and Hermione. At the opening b_____, Dumbledore warns students to stay from a c_____r on the third floor. Harry is dis_____ted that so many students seem to know who he is, and he gets the distinct impression that Professor _____ doesn't like him. While rescuing Neville's Remembrall from the b_____y Malfoy, Harry demonstrates his b_____k skill. As a result, he becomes the S_____r on the Gryffindor Quidditch team and even gets a N_____s Two Thousand broom. One night he, Ron, Neville, and Hermione ac _____ly discover a three-_____ dog guarding a trapdoor in the f_____en corridor. Harry is sure the dog is guarding something that Hagrid took from the bank at

G_____. At Christmas, Harry gets an in _____ity cloak from an unknown giver. While trying it out, he discovers the M _____ of Erised and sees his family in it.

What happens in Chapters 13-17:

Harry discovers who Nicholas Flamel is and figures out the three-headed dogs must be g_____ the Sorcerer's Stone. Hagrid breeds a d_____n in his hut, which Harry and his friends help send off to Ron's _____ in Romania. To serve a d_____, Harry, Malfoy, Hermione, and Neville help Hagrid look for an injured _____ in the Forbidden forest. When Harry finds it, a c_____ed figure is drinking its blood. Harry is saved by a c_____r named Firenze who tells him the figure is Voldemort trying to stay alive until he can get the E_____r of life from the Sorcerer's Stone. Harry realized that Voldemort is close to reaching the stone despite all the c_____ms keeping it safe. He also thinks Snape is helping Voldemort. Harry, Ron, and Hermione get past the three-headed dog and through t_____. Harry passes through a wall of _____ to find not Snape but Quirrell, in_____ed by Voldemort, attempting to get the stone. They struggle; Dumbledore arrives just in time, and the Stone and Harry are saved.

(3) 簡答題：

Questions to Talk About (chaps 1-6)

1. What signs foretell of Harry's arrival at the Dursleys when he's a little boy?
2. Why do his aunt and uncle treat Harry so badly?
3. What are some of the inexplicable things that happen to Harry at the Dursleys?
4. Why does Uncle Vernon take the family to a shack on a rock in the sea?
5. Why does Hagrid get so mad at the Dursleys?
6. How did Harry get a scar on his forehead?
7. How does Harry feel about Dudley?
8. Why does Uncle Vernon tell Harry he can leave the cupboard under the stairs and sleep in a bedroom?
9. Why don't people want to say Voldemort's name?
10. How does Hagrid feel about Albus Dumbledore?
11. Why does Harry trust Hagrid even though Hagrid tells him unbelievable things?
12. Why does Harry find Ron so intriguing?
13. What similarities does the author show between Malfoy and Dudley?
14. How would you feel if you discovered you were a wizard?
15. What do the names of the four Hogwarts houses--Ravenclaw, Hufflepuff, Slytherin, and Gryffindor--suggest to you? Which one

would you want to be in? Why?

Questions to Talk About (chaps 7-12)

16. Why is Harry so fearful of being in Slytherin?
17. Why don't Harry and Ron go with Percy to the dorms when the troll is in the dungeon?
18. Why does Hermione lie about the troll to Professor McGonagall?
19. What does Harry's nervousness about the sorting hat tell you about him? How does Harry feel about his fame?
20. Why does Harry get on his broomstick when Madame Hooch tells the class not to?
21. How would you describe the way Lee Jordan reports the Quidditch match?
22. Why can the mirror be dangerous?
23. How does Malfoy help Harry get on the Quidditch team?
24. Hogwarts is all new to Harry. How do you feel in new situations?
25. Is Harry right to let Malfoy bully him into a duel? Why or why not?
26. What would you see in the Mirror of Erised?

Questions to Talk About (chaps 13-17)

27. How is Harry's kindness to Neville repaid?
28. How does Norbert get Harry and his friends in trouble?
29. Why does Voldemort drink unicorn blood?

30. Why can't Quirrell touch Harry?
31. Why does Neville get ten points?
32. How does Harry show his loyalty to the Quidditch team?
33. Why does Hagrid get a dragon even though it's against the law and dangerous?
34. What does Ronon mean when he says, "Always the innocent are the first victims"?
35. Why does Firenze save Harry even though Bane is against it?
36. How do the talents of each student—Harry, Hermione, and Ron—come in handy when each approaches the Stone?
37. Dumbledore says that the truth "is a beautiful and terrible thing, and should therefore be treated with great caution." What does he mean by this?
38. What would you do with a Sorcerer's Stone? Why?
39. How would you treat a student like Malfoy?

(取材自 *Harry Potter and the sorcerer's stone* by R. K. Rowling, 2000, 6-11)

(4) 問題討論

DISCUSSION QUESTIONS for *Harry Potter and the Sorcerer's Stone*:

1. The Mirror of Erised (Desire) plays an important role in the Harry's growing understanding of his internal conflict. The inscription around the top of the mirror (page 207) translates: "I show not your face but your heart's desire." When Harry gazes into the mirror he sees his parents and other members of his family. Dumbledore, the headmaster

of the school, cautions Harry, saying that the mirror "will give neither knowledge nor truth. Men have wasted away before it, entranced by what they have seen, or been driven mad, not knowing if what it shows is real or even possible" (p. 213), and he concludes by saying, "It does not do to dwell on dreams and forget to live" (p. 214). Harry longs for the connection to his family, something missing from his miserable childhood. How does he eventually make that connection to the past without losing sight of what is important in the present and essential to the future?

2. The setting of a fantasy must be made clear if the reader is to more fully enter into the story. As Harry arrives at Hogwarts School, readers see it through his rather astonished eyes. What are some of the tricks and traps of the school? What are the rules for living at Hogwarts? Which rules are made explicit, and which ones does Harry have to figure out for himself? Can you think of situations where you've had to figure out unwritten rules? Would you say that life as a whole is like that?
3. Many great fantasies begin with a very realistic, sometimes mundane, setting before transporting the reader to the more fantastic setting and then returning to the more realistic setting at later points in the story. Sometimes the contrast between the two settings underscores the changes experienced by the main character. Can you think of other books written in this way? How do they compare to Harry Potter in their use of setting?

4. Besides Harry Potter himself, who was your favorite character in the book? Or which character did you find most interesting? Why? What details did Rowling provide that made that character come alive in your mind in all his or her complexity? Did you learn more about the character from their words, their appearance, or their actions? Did your first impressions of the character remain unaltered, or did you change your opinion of the character as the story went on? Do any of the characters remind you of someone you know?

5. Sometimes, the very qualities that seem to make a person disagreeable to you, as Hermione was to Harry and his friends at first, become assets to you once that person becomes your friend. What qualities did Hermione bring to the group? What does her integration into the group tell you about the nature of friendship?

6. The title of each of the chapters provides some clues as to what will occur in each. Do the titles tell the whole truth? How do they reveal some of the more symbolic meaning of the story?

7. The author has more than a little bit of fun with names in this story. For example, the Professor of Herbology is Professor Sprout, and even the authors of the textbooks Harry must study are puns and riddles. Can you find other examples of this wordplay and show how the names reflect the characteristics of their owners? What about names that are the opposite of what you'd expect? – for example, the huge, terrifying

three-headed dog named Fluffy? What effect do you think the author achieves with this name?

8. Many novels of high fantasy borrow from the traditional stories of fairy tales, myths, and legends. The dog Fluffy which guards the trapdoor at Hogwarts School resembles Cerberus, the three-headed dog which guards the underworld of Greek mythology. What other creatures from traditional tales are paralleled in the story? How does each of these creatures play a pivotal role in advancing the plot?
9. In Chapter Nine, Harry disobeys a direct order from one of the teachers at the Hogwarts School and takes off on a broom. This infraction is normally cause for expulsion from the school. However, in Harry's case, it brings him the honor of being chosen as the "Seeker" for his Quidditch team. Can you find other instances in the story where Harry's actions lead to quite opposite results from what is expected? To what extent is the book's plot advanced by such surprise turns of events? How much unpredictability would be too much?
10. Quirrell tells Harry that "There is no good and evil, there is only power, and those too weak to seek it" (p. 291). Do you agree with this? Is this the reality of the world? Or if good and evil do exist, what makes them so? Which is more important in the world, power, or good and evil?

(取材自 <http://books.rpmdp.com/rated99/rowling.htm>)

二、數學/邏輯智能活動：

(1) 分類活動：

以《哈利波特：神秘的魔法石》(*Harry Potter and the Philosopher's Stone*) 為例，在第七章分類帽中，每一位學生分別被指派到不同的四個學院，以下的學習單讓學生依據第七章之內容，進行分類：

CHAPTER 7 THE SORTING HAT

Place the students into the correct house

Hannah Abbot	Susan Bones	Terry Boot	Mandy Brocklehurst
Lavender Brown	Millicent Bulstrode	Justin Finch-Fletchley	Seamus Finnigan
Hermione Granger	Neville Longbottom	Draco Malfoy	Harry Potter
Dean Thomas	Lisa Turpin	Ron Weasley	Blaise Zabini
Crabbe	Goyle		

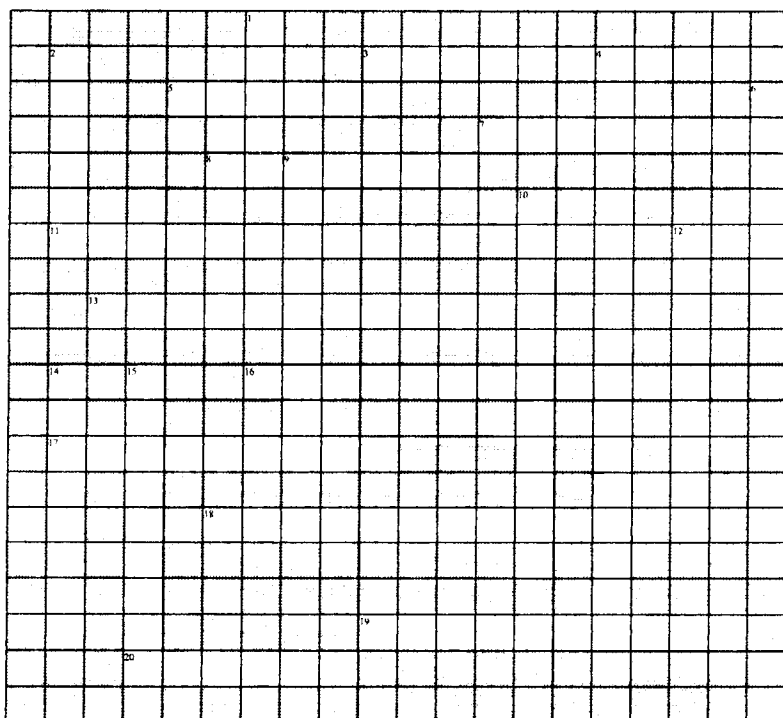
The image shows four scroll-shaped boxes arranged in a 2x2 grid. Each box has a title at the top and is intended for students to be sorted into. The titles are: Gryffindor (top-left), Slytherin (top-right), Hufflepuff (bottom-left), and Ravenclaw (bottom-right). Each scroll has a small circular detail at the top and bottom corners, suggesting it is unrolled.

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(2) 猜謎活動：

以《哈利波特：神秘的魔法石》(*Harry Potter and the Philosopher's Stone*) 爲例，根據文字之提示，經由記憶及推理，填寫正確的答案：

Potter's Puzzle



Across

- 3) Harry's house (10)
- 5) Harry's enemy (5)
- 7) She is a very keen student (8)
- 8) Trevor the Toad's owner (7)
- 11) Bird's feet? (9)
- 13) One of the four houses (10)
- 16) Catch it if you can! (12)
- 17) The safest bank in the world! (9)
- 18) Wand suppliers (11)
- 19) Harry's Head (10)
- 20) Harry's owl (6)

Down

- 1) Potions Master (5)
- 2) You-know-who gave Harry _____ a scar. (6)
- 4) A broom with more vrooom! (17)
- 6) Pesky poltergeist (6)
- 9) You-know-who (9)
- 10) A street for wizards (11)
- 12) The house of 5 across (9)
- 14) School of Witchcraft & Wizardry (8)
- 15) Flying fun – wizard sport. (9)

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(3) 人物分析活動：

以《哈利波特：神秘的魔法石》(*Harry Potter and the Philosopher's Stone*) 為例，這本小說人物眾多，到處可見到正與邪之對立衝突，讓學生試著去分析與哈利波特有密切關係之人物：

Harry Potter & Friends

Write a detailed description of the characters.

Harry Potter

Pages - 20, 22, 25, 30, 42-45, 91

Dudley Dursley

Pages - 19, 20, 21, 22, 29

Vernon & Petunia Dursley

Pages - 7, 8, 19, 20, 22, 23, 28, 34

Fred & George Weasley

Pages - 69, 70, 71, 75, 89, 95, 125, 149

Hagrid

Pages - 16, 17, 39, 41, 47, 48, 83, 104

Albus Dumbledore

Pages - 12, 14, 16, 77, 91, 98, 156-157

Draco Malfoy, Crabbe & Goyle

Pages - 60, 61, 81, 82, 90, 108, 110, 111

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三、空間智能教學活動：

以《哈利波特：神秘的魔法石》(*Harry Potter and the Philosopher's Stone*) 這部電影為例，蠻忠於小說原著，當然小說會有較多的細節，情節方面，大致一樣。可以將影片進行切割，恰好可以與小說每一章節作比較，一方面將文字具象化，加深對主題的瞭解，一方面可以發現小說與電影不同的地方，相當有趣。另外，PowerDVD 軟體在播方 DVD 影片時，可以控制中英文字幕出現與否，中英文兩個字幕也可以同時出現，也可以設定讓學生重複觀賞某一片段，無論是講解或作語言練習，相當方便。其次，也可以選擇重要的片段，加以編輯，讓學生作角色扮演。因此，文學作品的教學，不能忽視影片的應用。影片教學的方式，大概有以下幾種 (Tomalin, 1990)：

- (1) 觀看無聲影片 (Silent Viewing)：只見影像，不聽聲音，但時間不宜超過三分鐘。看完後，可問學生一些問題，如 What are they saying? What do you see? What is happening? Identify the characters. (What are they? Relationship?)
- (2) 影片停格 (Freeze Frame)：觀看影片時，按暫停鍵，讓影像停格，然後問學生一些問題，如 What did he/she say? Where are they? What's the next? ，也可以利用停格的影片描述圖片中的一切，介紹新的字彙。
- (3) 角色扮演 (Roleplay)：讓學生扮演影片中某一場景，甚至把場景改為符合學生背景的场景，其結果為何？
- (4) 行為研究 (Behaviour Study)：觀察影片中人物表情、手勢、姿態、穿著、身體接觸等肢體性語言。藉由觀察可

讓學生比較中西文化之不同。

- (5) 影片預測 (Prediction): 教師突然停止放映影片, 讓學生去預測下一步會發生什麼事或者會說什麼話? 其結局如何? 猜猜片名?
- (6) 思想與感情 (Thinking and Feeling): 注意人物的思想與情感之表達, 與其說話內容有何關係。類似的問題如 How do they feel? What are they thinking? How would you feel?
- (7) 只聽聲音 (Sound Only): 聽聲音, 想像畫面。可讓學生根據說話者的聲音去描述該說話者, 或把所聽到的畫出來。
- (8) 看與聽 (Watchers and Listeners): 一半學生觀賞影片, 另一半則只聽聲音。聽的同學向觀賞影片的同學問問題, 以期知道影片內容。亦可以一半同學只看影片, 不聽聲音, 另一半同學只聽聲音, 不看影片, 然後配對講述完整的故事。
- (9) 講故事 (Telling the Story): 先讓學生觀賞影片結尾部分, 學生根據結尾來揣測整個故事之後, 才讓學生看整個故事, 作一比較。
- (10) 文化比較 (Culture Comparison): 藉由影片, 討論不同之文化, 作一比較。

四、身體/動覺教學活動:

閱讀文學作品有很大想像的空間, 除了觀賞影片之外, 可將學生分組, 透過課堂演出, 拍成影片。為了要演出順利, 須要求學生事先根據某部作品或作品片段寫好英文劇本, 經過幾次彩排, 才正式搬上舞台, 因為要將對活動進行攝影, 學習者會十分重視自己臨場的表現。

即使演出的是相同的故事，不同組別會有不同的解釋，學生會感到好奇。以下是某組學生根據莎士比亞（William Shakespeare）的哈姆雷特（*Hamlet*）改編的劇本：

Hamlet **Prince of Denmark**

ACT I **The Ghost**

Guard1: It looks like King Hamlet...

Guard2: It's impossible! King Hamlet is dead!

Guard1: We must tell Horatio, Prince Hamlet's friend. Perhaps the Ghost wants to give a message to the Prince.

Horatio: What do you want? Speak to us! I will tell the Prince. Perhaps the Ghost will speak to him.

Guard1: This is a bad sign. Something sinister is happening in Denmark.

Hamlet: I hate this place. My uncle and my mother are so happy. How can they forget my father so soon?

Horatio: My lord, I saw your father last night. Come to the castle at midnight. Then, you will understand...

Ghost: I am your father's spirit. If you ever loved me, revenge my murder!

Hamlet: Murder?

Ghost: My wife, Gertrude, was unfaithful to me. My brother, Claudius, murdered me. While I was sleeping in my garden, he poured poison in my ear. The sun is rising. I must go. Hamlet, remember me...

Hamlet: I shall investigate my father's death. I shall pretend to be mad. If it is true, I will kill my uncle.

ACT II

Hamlet and Ophelia

Ophelia: Father, Hamlet looked so sad. He was only half dressed. He stared at me and then he left without saying a word.

Polonius: Is he mad for your love?

Ophelia: I don't know, but I think so.

Polonius: I must tell the King and Queen.

Polonius: My lord, Hamlet's love for my daughter has made him mad.

Claudius: That is possible...but how can we know for sure?

Polonius: We shall hide while Hamlet and Ophelia are talking .We shall listen to their conversation and discover the truth. You will see that I am right.

Claudius: That is a good idea. Then, you go and do it.

Polonius: Ophelia, you must help us find out the truth about Prince Hamlet's madness.

Ophelia: I will obey you, Father.

Polonius: Quickly, here he comes. Pretend that you are reading.

Hamlet: I must stop thinking and do something. Look, there is Ophelia. Why is she standing there? Is it a trap ?

Hamlet: I loved you once.

Ophelia: I believed so.

Hamlet: No, I never loved you! All women are stupid. Nobody should get married. Go away to a nunnery.

Ophelia: Poor Hamlet. Everybody admired him before. He was the perfect prince. Now his mind is ruined. Help him, sweet heavens.

Claudius: (Think) Perhaps Hamlet knows my secret.

We must watch him carefully. It is dangerous when a prince is mad.

ACT III

The Play

William: Why are you behaving so strangely?

Richard: What's the matter with you?

William: Tell us what you are thinking about. We are your friends.

Hamlet: Nothing !

Hamlet: (Think) I think they are spying on me. I can't trust anyone except Horatio.

Horatio: My lord, some traveling actors arrive at Elsinore.

Hamlet: Well, That gives me an idea. I will put some extra words in their play.
Put the Ghost's story in it! If Claudius is afraid, I will know he is guilty.

The play begins, they are all there and watching. On the stage, while the player King is sleeping, the murderer pours poison in his ear.

Claudius: Stop the play !

Hamlet: Did you see that? The King is afraid. The Ghost's story is true!

After the play, Claudius feels very guilty so he goes to pray in the church. Hamlet finds him.

Claudius: Maybe God can forgive me if I pray very pious for I've murdered my own blood brother.

Hamlet: (think) It would be easy for me to kill him now. But if I kill him while he is praying, his soul will go to heaven. I want him to go to hell. I'll wait for another opportunity.

ACT IV

Murder and Exile

- Gertrude:** Hamlet, why did you offend the King?
- Hamlet:** Mother, why did you betray my father?
- Gertrude:** Are you going to kill me? Help! Help!
- Hamlet:** (kill the listener)
- Polonius:** Help! Murder!
- Gertrude:** What have you done? You have killed Polonius!
- Hamlet:** I thought it was the King! I'm sorry to kill this poor fool. But Mother, I'm not as bad as you. You killed the King and married his brother.
- Gertrude:** What do you mean?
- Ghost:** Hamlet, don't hurt your mother. Remember that you must kill Claudius. Don't waste time!
- Gertrude:** What is he looking at? He's mad. Oh, my poor son!
- Hamlet:** Can't you see him, Mother?
- Gertrude:** Hamlet, there is nothing.
- Hamlet:** No, Mother. Look at my father's picture. He was a good, brave, handsome man. Remember him and stay away from Claudius!
- Gertrude:** I will remember, Hamlet.
- Hamlet:** But when Claudius kisses you, you will forget everything and tell him my secrets.
- Gertrude:** No, I promise I won't forget.
- Hamlet:** Now, I must take away Polonius's body. Goodnight.
- Claudius:** Hamlet is dangerous. I will send him to England. Perhaps he will recover from his madness in a different country. William and Richard, go with him and look after him.

Claudius: (Think) I will send secret letters to the King of England. I will tell the King to execute Hamlet as soon as he arrives. When he is dead, I will be safe.

ACT V

Suicide

Laertes: Claudius, you killed my father, I'll be going to have a revolution !

Claudius: No, Laertes, Hamlet is responsible for everything!

Laertes: But how did my father die? Why is it a secret?

Claudius: Be patient, my friend. When I have explained everything, you will understand.

Laertes: What is the matter with my sister?

Gertrude: She has lost her mind, poor girl.

Ophelia: Hamlet killed my father. My father is dead; he will never come again.

Laertes: Do you see this ? Oh God !

Claudius: Hamlet is very popular with the people. It was impossible to punish him. The best thing was to send him to England.

Laertes: He has killed my father and driven my sister out of her mind! I won't forget him forever. I would do anything to get my revenge. I'm glad. I will kill him.

Gertrude: I have bad news. Ophelia is dead. She wanted to put flowers on the willow tree. While she was climbing, she slipped and fell into the river. Then she drowned.

Laertes: Was it suicide?

Gertrude: Nobody knows. Perhaps it was an accident.

ACT VI

...The Rest is Silence

- Laertes:** Now Hamlet has killed my father and my sister.
- Claudius:** You must challenge Hamlet to a fencing match. He loves this sport. He will certainly agree. And if this plan doesn't work, I will poison Hamlet with a glass of wine.
- Laertes:** Yes, and I shall put poison on the tip of my sword. If I cut him, he will die.
- Hamlet:** I am sorry for your father's death.
- Laertes:** I accept your apology, Hamlet. Now, let's begin the fight.
- Claudius:** Here is a drink for you, Hamlet, if you are thirsty. Good luck to you!
- Gertrude:** Bottoms up, Hamlet!
- Claudius:** No, Gertrude. Don't drink it!
- Gertrude:** Help me, I am dying!
- Laertes:** We are all going to die. The sword and the drink were poisoned. The King is to blame.
- Hamlet:** Before I die, I have my revenge. This is for my father.
- Horatio:** I shall kill myself, too
- Hamlet:** No, you must live. Tell the truth to the world. Tell my story.
- Horatio:** Goodnight, My dear Prince. May your soul rest in peace.

The end

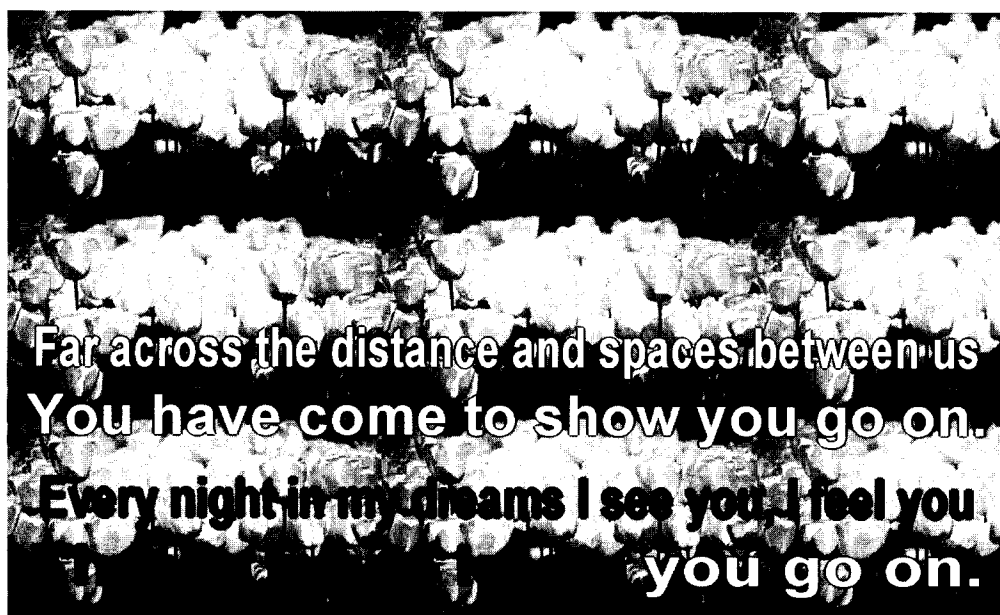
以下是不同的兩組學生演出《哈利波特：神秘的魔法石》情形：





五、音樂智能教學活動：

文學作品不乏相關的音樂與歌曲，尤其改編成電影的文學作品，幾乎都可以找到相關的音樂 CD，其背景音樂及主題曲也相當動人，可在課堂上聆聽，讓學生去感受音樂與作品的主題有何關係？音樂的結構與作品的結構有何關係？當然亦可教唱與作品相關之電影主題曲，除了是很好的語言練習之外，可以思考是否足以說明作品的主題？以《哈利波特－神秘的魔法石》原聲帶為例，它是由知名的電影配樂大師 John Williams 所創作的。配樂由充滿水晶音樂氣息的主題曲 Prologue 開始，給人一種魔幻寫實的感覺，接下來，根據不同的場景而有不同的配樂，如下西洋棋一幕，攸關生死，背景音樂讓人感到十分緊張，最後以 Hedwig's Theme 音樂作結束，恢復到神秘的感覺。在網路上可以找到副檔名為 kar 或 mid 的卡拉 OK 檔案，可直接讓學生在課堂上唱起卡拉 OK。例如鐵達尼號（Titanic）電影，乃根據小說 *A Night to Remember* 改編而成，其主題曲在電腦上播放卡拉 OK 的情形如下圖：



(2) 影片心得寫作：

影片心得

班級：_____ 座號：_____ 姓名：_____	日期：_____年_____月_____日
影片名稱：_____ (中文) _____ (英文)	
導演：_____	編劇：_____
主演：_____	
◎內容簡介：	
起（如何開始）	
承（發生了什麼事）	
轉（然後呢）	
合（結果）	

◎動動腦想一想：

一、我能寫出影片中的

人物：_____ 時間：_____

地點：_____ 動植物：_____

印象最深的一幕：_____

二、在日常生活中，我是不是曾經發生過類似的事情？_____

三、如果我是影片中的_____，我會_____

四、我覺得這部影片最吸引我的是：

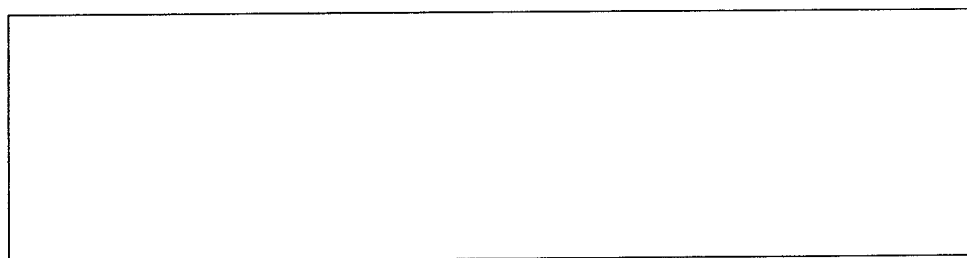
風景美麗 故事感人 內容豐富 有新知識

男主角很帥 女主角很美 輕鬆幽默 人物有趣

其他_____

五、看了這部影片，我想說的話，或是我學到的事是：

六、看了這部影片，我想畫的是：



七、對這部影片的評價：☆☆☆☆☆

八、自我評量：☆☆☆☆☆

九、老師評量：☆☆☆☆☆

七、人際智能教學活動：

以合作學習的方式讓學生來討論作品，可以增加學生閱讀及互動的機會，教師的講解並不能期盼學生會主動閱讀文學作品，讓學生面對面，彼此學習及分享看法，教師則站在輔導的角色，幫助學生瞭解作品即可。以下是根據的企鵝叢書（Penguin Readers）驚魂記（*Psycho*）小說及希區考克（Alfred Hitchcock）的電影設計一張多元智能討論的學習單，供教師參考：

Discussion One: *Psycho*

Groups & Intelligences	Possible Questions for Discussion
Group 1: Linguistic Intelligence	<ol style="list-style-type: none">1. What vocabulary or useful expressions have you learned?2. Good quotations and good dialogues from the novel or the film.3. Show and tell the story in English.
Group 2: Logical- Mathematical	<ol style="list-style-type: none">1. Is the arrangement of the plot logical? Is the explanation of the ending reasonable?2. Is the character development of Norman Bates logical?3. How is the title-"Psycho" related to the story?
Group 3: Visual-Spatial Intelligence	<ol style="list-style-type: none">1. How do visual effects (such as color, costume, makeup...) contribute to horror of this movie?2. How does the arrangement of setting contribute to horror of this movie?3. What scene is the most frightened one? Why?

<p>Group 4: Physical- Kinesthetic</p>	<p>1. Talk about the acting skills of the characters. Who is the best? 2. Try to perform one of the scenes on the stage.</p>
<p>Group 4: Musical Intelligence</p>	<p>3. How does music contribute to the horror of the film? 4. How do the tone and the vocal variety contribute to horror of this movie?</p>
<p>Group 5: Interpersonal Intelligence</p>	<p>1. Do you know any person like Norman Bates and how to get along with this kind of person? 2. How to resolve the conflicts of characters and to prevent the happening of tragedy? 3. How does our society help people like Norman Bates?</p>
<p>Group 6: Intrapersonal Intelligence</p>	<p>1. If you had been in Marion's situation, would you have been tempted to steal money? Is it practical for what she did? 2. Did you feel sorry for Norman? When the car began to sink in the swamp, did you actually want it to sink? 3. How do you conquer the emotional conflicts within yourself?</p>

八、自然智能教學活動：

文學作品的內容，詩歌常以動物及花草為題，進行描寫或用來作比喻，小說方面，除了人物的描述以外，也描繪與人物相關的動物及花花草草，《哈利波特》的系列小說，便有許許多多的動植物名稱可供認識。這些動物及花花草草到底有何意義，如何襯托出人物的性格與主題，也是值得玩味的地方。另一方面，國內對於文學與生態議題的

論述也愈來愈多，顯見環保意識的重要性，教育部也倡導環境教育融入到中小學各科教學，因此，就文學教學而言，自然智能的教學活動有其必要性。

以《哈利波特：神秘的魔法石》為例，貓頭鷹（owl）扮演信差的角色，因此，從頭到尾都可以看見貓頭鷹的影子。事實上。貓頭鷹的種類繁多，有白雪貓頭鷹（The Snowy Owl）、大角貓頭鷹（Great-Horned Owl）、長耳貓頭鷹（Long-Eared Owl）、短耳貓頭鷹（Short-Eared Owl）、斑點貓頭鷹（Spotted Owl）、穀倉貓頭鷹（Barn Owl）、加州斑點貓頭鷹（California Spotted Owl）及老鷹貓頭鷹（The Eagle Owl）等八種。可以依據《哈利波特：神秘的魔法石》小說中的四個學院，將學生分成四組，每一組負責為該學院製作一本小書，書的內容包括：

- (1)一幅貓頭鷹的圖畫：每一組為該學院選擇最喜歡的貓頭鷹，發揮創意，製作一張貓頭鷹的圖畫。
- (2)一個關於貓頭鷹的短篇故事：蒐集並閱讀有關於該組貓頭鷹的相關資料，撰寫一個相關的故事。內容至少包括：牠靠什麼食物為生、如何保護自己、住在哪裡等基本問題，以及為什麼該組會選擇這種貓頭鷹作為信差。
- (3)一篇短文：蒐集並閱讀相關資料，說明貓頭鷹在生態及食物鏈的重要性，如果貓頭鷹絕種，會發生什麼？為何保護貓頭鷹是件重要的事情？如果有權力，如何避免所有鳥類瀕臨絕種？
- (4)一封信：每一組已選定一種貓頭鷹作為信差，但要接收哪一種信件，從哪裡接收呢？想像某個人寄了一封重要的信給您，要您忘記貓頭鷹及魔法學校（Hogwarts）的一切，趕快回家。請寫一封信說明您不離開魔法學校的原因及決定，至少寫一頁。
(http://www.classbrain.com/artmovies/publish/article_91.shtml)