



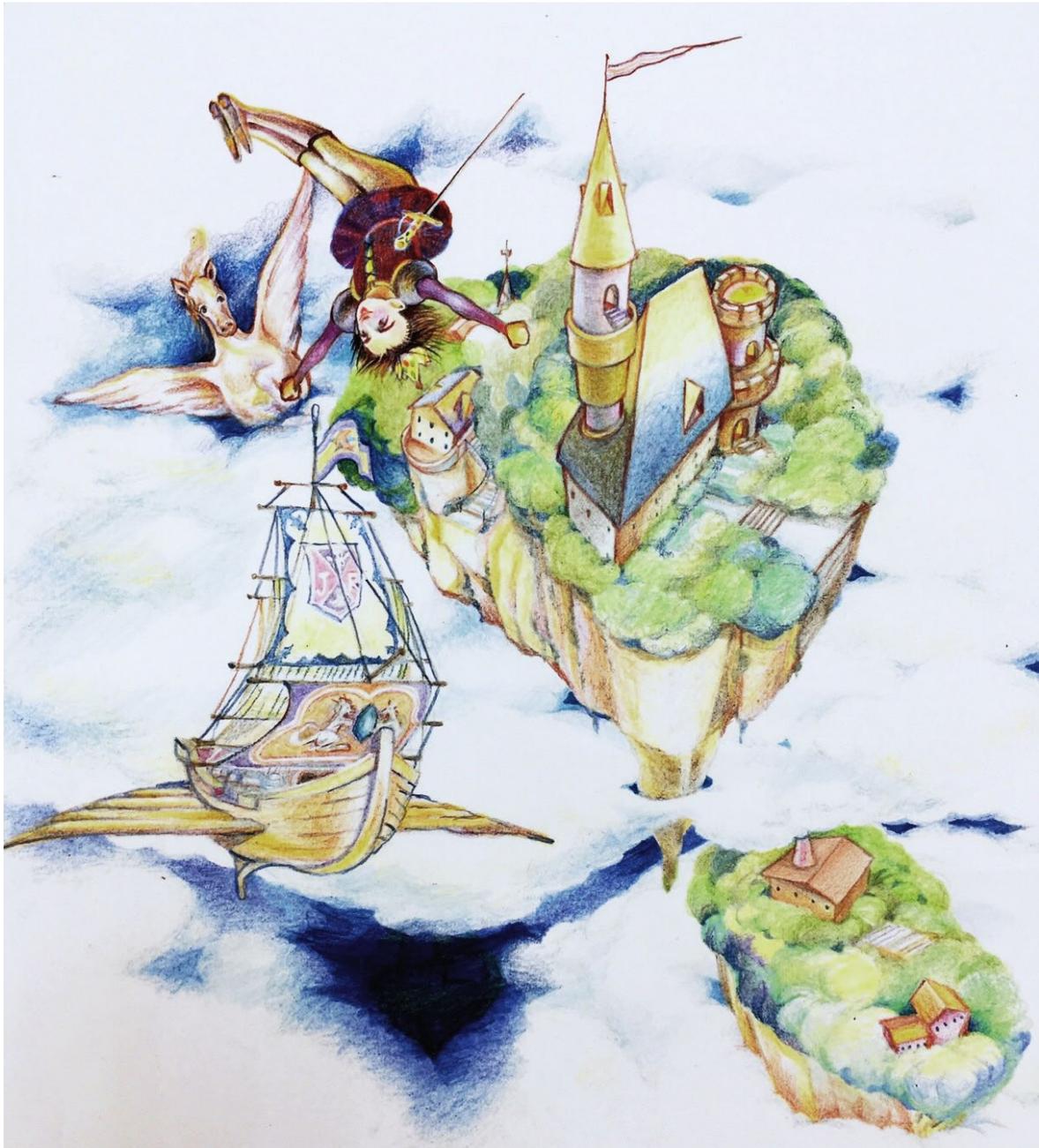
國民中學

學生學習扶助教材

九年級英語

教師用書

(適用105年公告基本學習內容(第一版))



教育部 編

中華民國 105 年 12 月



Grade 9

Unit 5

It Was Made By My Mom

基本學習內容

文法句型：The park was cleaned (by the students) yesterday.

字 詞：make (make, made, made), speak (speak, spoke, spoken), sure, hit (hit, hit, hit), write (write, wrote, written)

★ 教材中，為因應情境所需，列為小字典📖之字彙，如 Nice to meet you, Japanese, important, world, wow 等未在基本學習內容內，請簡單帶過，勿要求學生背誦，以免加重學生學習負擔。

參考答案

Let's Practice

| | | | |
|---------|-------|----------|--------------|
| Mr. Lin | wrote | the book | (last year). |
|---------|-------|----------|--------------|

Example



| | | | |
|----------|-------------|------------|--------------|
| The book | was written | by Mr. Lin | (last year). |
|----------|-------------|------------|--------------|

A car **hit** John yesterday.

➔ John was hit by a car yesterday.

1. Helen invited Mary to a party.

➔ Mary was invited to a party by Helen.

2. The students cleaned the park last Saturday.

➔ The park was cleaned by the students last Saturday.

3. Bill washed the dishes last night.

➔ The dishes were washed by Bill last night.



4. John **wrote** the book in 1999.
 ➔ The book was written by John in 1999.
5. Little Peter made the soup.
 ➔ The soup was made by Little Peter.
6. Mr. Wang cooked the noodles yesterday.
 ➔ The noodles were cooked by Mr. Wang yesterday.
7. My grandpa made the table three years ago.
 ➔ The table was made by my grandpa three years ago.
8. Ms. Chen drew the picture last night.
 ➔ The picture was drawn by Ms. Chen last night.
9. Uncle Li made the large pizza this morning.
 ➔ The large pizza was made by Uncle Li this morning.
10. John ate all the cookies.
 ➔ All the cookies were eaten by John.

Fun Activity I

1.  was made in 
 ➔ Mark's cellphone was made in Korea.
2.  were made in 
 ➔ Ann's glasses were made in Japan.



3.  were made in



➔ Bill's shoes were made in Germany.

4.  was made in



➔ Ken's watch was made in Taiwan.

Fun Activity II

Example

People in Taiwan speak Chinese.

➔ Chinese is spoken in Taiwan.

1. People in Japan speak Japanese.

➔ Japanese is spoken in Japan.

2. People in Korea speak Korean.

➔ Korean is spoken in Korea.

3. People in Germany speak German.

➔ German is spoken in Germany.

4. People in the U.S. speak English.

➔ English is spoken in the U.S.

5. People in France speak French.

➔ French is spoken in France.

6. People in England speak English.

➔ English is spoken in England.



教學策略

Warm-up

1. 教師將課名頁投影在布幕上，問學生圖內媽媽在做什麼？並以「遊子吟」歌曲引起學生興趣，提及「慈母手中線，遊子身上衣」，然後說情境圖中就是類似的場景。
2. 教師說出 My Mom made the skirt. 並寫在黑板上，然後再以「被動句」The skirt was made by my Mom. 描述，並寫在黑板上，讓學生感受相同的場景可使用主動句和被動句描述。

Presentation

1. 學生在 Warm-up 中對本課的主要句型已有點概念後，教師進入 Let's Read 文本，讓學生先自行默讀一遍，並提問一個簡單的問題（如：場景、主題……）。
2. 請學生特別注意粗體藍字的本課單字。
3. Let's Read 文本除了建立對話中的情境，其句型上具複習主動句的功能，做為之後對話中被動句的先備知識（課名頁圖示內容的延伸）。
4. 對話一情境是在 Helen 的生日派對中，John 和他的日本朋友 Momoko（桃子）及他的同學 Helen 在聊天。Helen 對於 Momoko 會講英語感到很驚奇。
5. 引導學生看插圖並聆聽對話一，將對話當成聽力素材，請學生聽一遍，並提問一個簡單的問題（如：對話者的關係、場景、主題……）。
6. 解說對話內容，帶出 John 所說的被動句 English is spoken in many places in the world. 教師請稍加說明為何該句需要使用被動語態，並請學生特別注意粗體藍字的本課單字，尤其是動詞的三態變化。
7. 可以附帶提及對話一中的 I have studied English for five years. 是上一課學過的句型，做為複習學生過去分詞概念之用，並說明過去分詞也出現在被動句型。



8. 學生理解對話內容之後，教師帶讀對話一，可進一步要求學生做角色扮演。
9. 引導學生看插圖並聆聽對話二，將對話當成聽力素材，請學生聽一遍，並提問一個簡單的問題（如：對話者的關係、場景、主題……）。
10. 解說對話二內容，請學生找出兩句被動句，It was made by my mom. 和 It was made by my dad.

Practice

1. 在 Let's Practice 中，教師先複習前一單元 Unit 4 現在完成式句型（have/has + 過去分詞）中，所使用過的過去分詞，以做為被動句變換之用。
2. 複習在對話一和對話二中所學到的被動句，並再度提醒學生在主動句改被動句時，有哪些詞序的改變與動詞的變化。
3. 教師以 Example 句，延續上述主動句改被動句時的相關變化，請學生特別注意粗體藍字的本課單字 hit 及其動詞三態變化。
4. 為使練習進行順利，第一至四題請逐題練習並詳加說明，以使學生在逐步建構被動語句中，建立信心。
5. 進行到第四題時，教師提醒學生有一粗體藍字的本課單字 wrote，並請學生注意該動詞的三態變化。

Activity

1. 鑑於被動句的使用，以沒有 by+ someone 的句型居多，故本處 Fun Activity 的兩個活動，僅使用 is made 和 is spoken 兩個動詞，以強化學生的記憶，方便日後的日常應用。
2. Fun Activity 中出現的國家、語言名稱，請教師在各活動進行前，先帶學生讀過，但不要求學生記憶，以免增加學生負擔。活動進行中若學生讀不出來時，也請教師隨時提醒協助。
3. 活動一進行方式：
 - (1) 教師先讀出 Example 句子，而後說明依左圖示，在上表的左欄中，找到合適的對應字詞代換；再依右圖國旗，在上表的右欄中，找到合適



的對應國家國名代換，最後再將改變後的全句讀出。

(2) 教師依全班學生的座號做籤條，繼而以抽籤決定所抽到座號學生，進行以上的活動。

4. 活動二進行方式：

(1) 教師先讀出 Example 的上句（主動句），而後隨意選擇一位學生將之改為 Example 的下句（被動句）。

(2) 學生讀出下句後，以骰子決定他須讀的上句（主動句），如第四題的上句，而後請該學生再隨意擇選另一位學生將之改為第四題的下句（被動句），依此方式循環進行。

補充教材

1. 被動語態屬較難句型，故對於需學習扶助的學生，僅限於熟悉前述的各項練習與活動即可。
2. 有關被動語態的詳細補充教材，詳見參考網頁：

<http://english.hlc.edu.tw/engb5/b5grammar/b5passive.htm>



基本學習內容動詞三態表

| 年級 | 原型 | 過去式 | 過去分詞 |
|----|-------|---------|---------|
| 五 | am | was | been |
| 五 | are | were | been |
| 九 | bring | brought | brought |
| 八 | buy | bought | bought |
| 七 | catch | caught | caught |
| 八 | come | came | come |
| 五 | do | did | done |
| 六 | draw | drew | drawn |
| 八 | drive | drove | driven |
| 六 | eat | ate | eaten |
| 九 | feel | felt | felt |
| 六 | fly | flew | flown |
| 八 | get | got | got |
| 九 | give | gave | given |
| 六 | go | went | gone |
| 六 | have | had | had |
| 九 | hear | heard | heard |
| 九 | hit | hit | hit |
| 四 | is | was | been |
| 七 | know | knew | known |
| 七 | make | made | made |
| 七 | put | put | put |
| 五 | read | read | read |
| 六 | ride | rode | ridden |
| 七 | run | ran | run |
| 七 | say | said | said |
| 五 | see | saw | seen |
| 五 | sing | sang | sung |
| 七 | sit | sat | sat |
| 六 | sleep | slept | slept |
| 九 | speak | spoke | spoken |
| 七 | stand | stood | stood |
| 八 | take | took | taken |
| 七 | teach | taught | taught |
| 八 | tell | told | told |
| 八 | wear | wore | worn |
| 五 | write | wrote | written |



NOTES

Try again.





教師用書編輯團隊



發行人：教育部國民及學前教育署

總策畫：邱乾國

總統籌：許麗娟

執行統籌：蕭奕志、王慧秋、林淑敏、林哲慈

召集人：程玉秀

諮詢教授：張武昌、胡潔芳、陳秋蘭、葉錫南、
曾俊傑、羅美蘭、林彥良

編輯小組：莊惠如、許綉敏、曾麗娜、張立之、
鍾長宏

責任編輯：吳育庭、羅婉禎、丘立君

美工繪圖：曾靜榕

美術設計：莊惠如、曾靜榕

封面設計：曾靜榕



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