



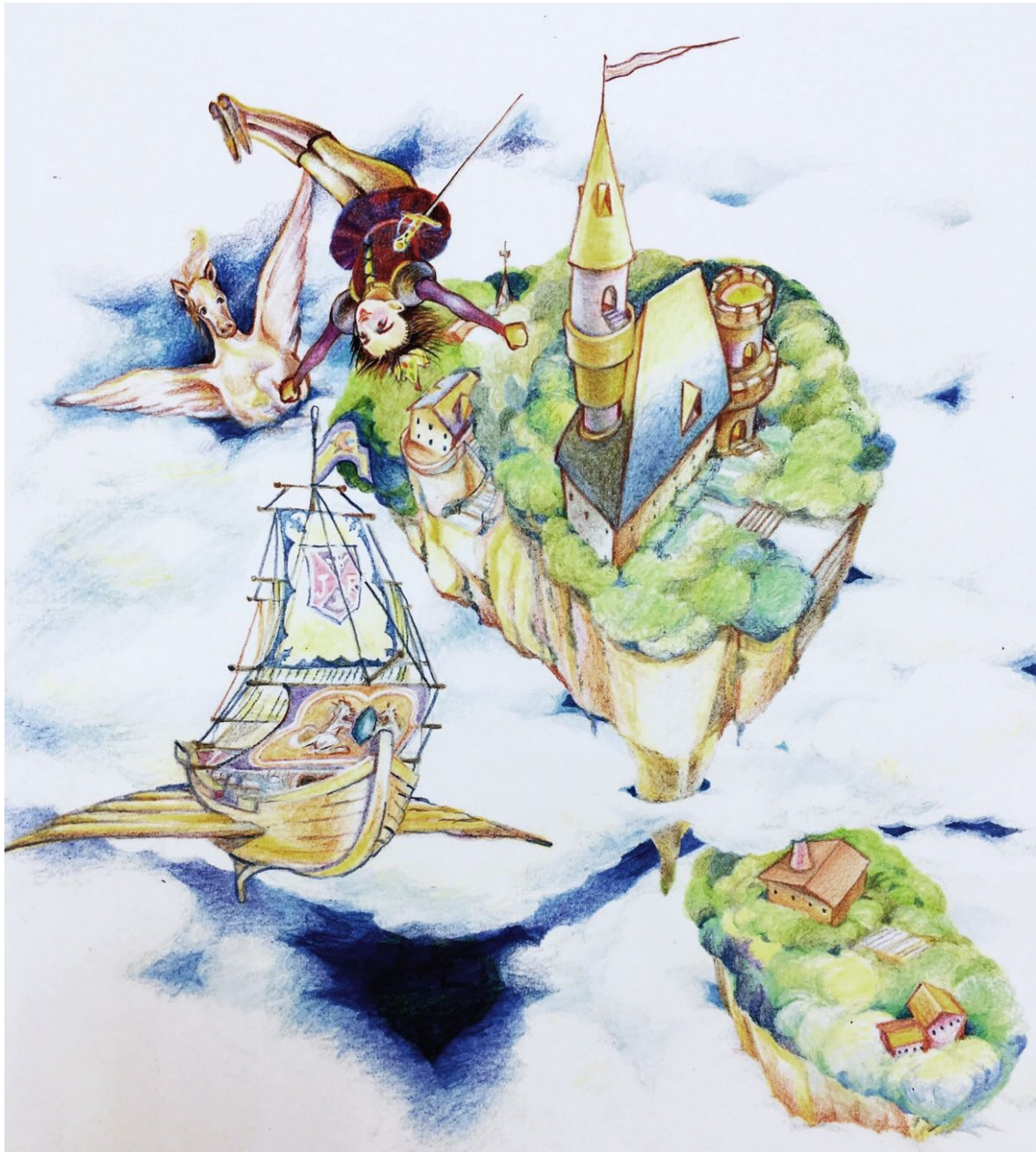
國 民 中 學

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

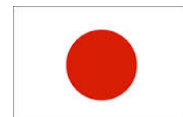


➡ Mark's cellphone was made in Korea.

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

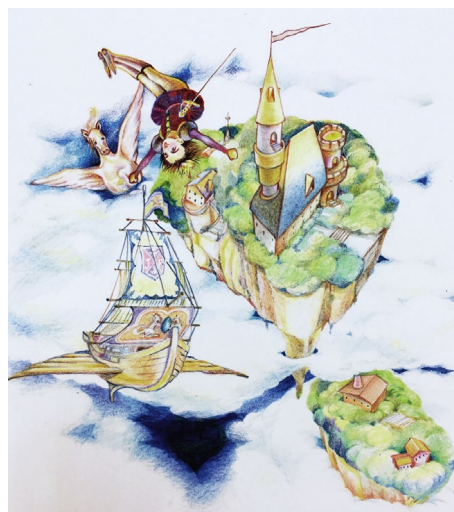
責任編輯：吳育庭、羅婉禎、丘立君

美工繪圖：曾靜榕

美術設計：莊惠如、曾靜榕

封面設計：曾靜榕





國中 學  
學生學習扶助教材 **九** 年級英語  
(適用105年公告基本學習內容(第一版))

教師用書