

# 結合英文領域自編交通安全教案及進度表

## Transportation and Traffic Safety

領域/科目		語文領域 英語科	設計者	英文楊蕙韓老師
實施年級		九年級學生	教學節數	2 節
單元名稱		Transportation and Traffic safety		
設計依據				
核心素養	總綱 核心素養	<p>英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。 運用各種學習與溝通策略，精進英語文學習與溝通成效。</p> <p>英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中， 能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風 土民情，並加以 比較、尊重、接納。</p>		
	領域 核心素養 具體內涵	<p>1-IV-1 能聽懂課堂中所學的字詞。</p> <p>2-III-2 能說出課堂中所學的字詞。</p> <p>3-IV-2 能辨識課堂中所學的字詞。</p> <p>3-IV-4 能看懂簡易的圖表。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。</p>		

教材來源	Twinkl, HanLin Book 3 Lesson 5		
教學設備	Computer, smartboard, ipad, poster		
學習目標			
[Knowledge]			
1. To know the vocabulary of transportation, traffic signs, and traffic rules.			
2. To know different traffic rules between Taiwan and the USA.			
[Skills]			
1. To develop students’ teamwork and presentation skills.			
2. To develop students’ ability of searching online.			
[Attitudes]			
1. To understand the different traffic rules between two countries.			
2. To increase students’ awareness of traffic safety.			
學習活動設計			
學習活動內容及實施方式(含教學策略)		時間	學習評量
[First Period]			
<div>I. Warm-Up</div> <div>1. Play a Youtube Video <a href="https://www.youtube.com/watch?v=yXsO04168uQ">https://www.youtube.com/watch?v=yXsO04168uQ</a> and encourage students to say what transportation they see on the video. (car/ cart/ van/ crane...)</div> <div>II. Main Activity</div> <div>1. Guessing Game (What Am I?) Play a Powerpoint, which provides three hints for each transportation, and ask students to guess what transportation they think they are.</div> <div><div>1. I am big. 2. I carry a lot of people. 3. I sail on the sea. What am I? &lt;A Ship&gt;</div><div>2. Repeat the ten words in the Powerpoint. ship, train, helicopter, airplane, fire truck, ambulance, ice cream van, bike, car, double decker</div></div>		<div>5 mins</div> <div>8 mins</div> <div>10 mins</div>	<div>Students feel free to answer teachers’ questions</div> <div>Check students’ understanding by several Qs &amp; As.</div> <div>Check</div>

<p>3. Hand in the worksheet, and ask students to fill in the blank. (transportation name)</p> <p>4. Practice the sentence pattern in pairs.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A: How do you go to school every day? B: I go to school by _____.</p> </div> <p>5. Ask students to present the sentence pattern on stage.</p>	<p>2 mins</p> <p>10 mins</p> <p>7 mins</p>	<p>students' understanding by several Qs &amp; As.</p>
<p><b>III. Wrap up</b></p> <p>1. Students give peer feedback on each other's performance.</p> <p>2. Teacher gives some feedback of students' performance.</p>	<p>3 mins</p>	<p>Teacher evaluation and peer evaluation</p>
<b>[Second Period]</b>		
<p><b>I. Warm-Up</b></p> <p>1. Refresh students' memory about the transportation they learned in the last period.</p> <p><b>II. Main Activity</b></p> <p>1. Introduce students 9 road signs that are often seen on the street.</p> <p>2. Encourage students to say what the road sign means, and ask them when and where they can see the signs. Remind students the importance of the signs.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>No Entry, No Right Turn, Signals Ahead, Watch for Children, Maximum Speed, Minimum Speed, Railroad crossing, Road Work, No passing</i></p> </div> <p>3. Repeat the 9 words, and make sure students recognize the signs and can speak up the words.</p> <p>4. Encourage students to tell the traffic rules they know in Taiwan. (ex: <i>Don't drink and drive.</i>)</p> <p>5. Ask students to search some traffic rules in the US online and compare the differences between Taiwan and the US. (ex: <i>In the U.S., you can typically apply for your full driver's license between the ages of 16 and 18</i>)</p>	<p>3mins</p> <p>2 mins</p> <p>8 mins</p> <p>8 mins</p> <p>2 mins</p> <p>10 mins</p>	<p>Students feel free to answer teachers' questions</p> <p>Check students' understanding by several Qs &amp; As.</p>

6. Ask students to share what they find online on stage.	10 mins	
<b>III. Wrap up</b>		
1. Students give peer feedback on each other's performance.	2 mins	Teacher evaluation and peer evaluation
2. Teacher gives some feedback of students' performance in this class.		