開發英文領域交通安全教案及課程

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 領 水 質 心 體 核 具 養 涵	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。 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,							
核素		能運用所學字詞、句型及肢體診 英-J-C3 具備基本的世界觀,能 土民情,並加以 比較、尊重、	比的易英語介						
		1-IV-1 能聽懂課堂中所學的字記 2-III-2 能說出課堂中所學的字記 3-IV-2 能辨識課堂中所學的字記 3-IV-4 能看懂簡易的圖表。 4-IV-5 能依提示寫出正確達意思 5-IV-3 能聽懂日常生活應對中 6-IV-1 樂於參與課堂中各類練記 7-IV-2 善用相關主題之背景知記	词。	巴錯。					

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 saftety.

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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]						
I. Warm-Up						
1. Play a Youtube Video		Students feel				
https://www.youtube.com/watch?v=yXsO04168uQ	5 mins	free to answer				
and encourage students to say what transportation they see on the		teachers'				
video. (car/ cart/ van/ crane)		questions				
II. Main Activity						
1. Guessing Game (What Am I?)						
Play a Powerpoint, which provides three hints for each	8 mins					
transportation, and ask students to guess what transportation they think		Check				
they are.		students'				
1. I am big.		understanding				
2. I carry a lot of people.		by several Qs				
3. I sail on the sea.		& As.				
What am I?						
						
2. Repeat the ten words in the Powerpoint.	10 mins					
ship, train, helicopter, airplane, fire truck, ambulance, ice cream van,						
bike, car, double decker		Check				

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

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

交通安全納入英文領域課程









運用 IPAD 結合遊戲的交通安全活動



