



Transport



Transport

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Acknowledgements made of a contribution from Port Lincoln Times	

ABOUT THIS MODULE

This module was designed to meet the needs of beginner classes at the Edmund Rice Centre Mirrabooka.

This topic contains stories and accompanying activity worksheets. The common thread between the stories is the inclusion of a variety of information about transport or public transport within the context of a simple story. All of the modes of transport covered are those that the students will necessarily come across in their daily lives.

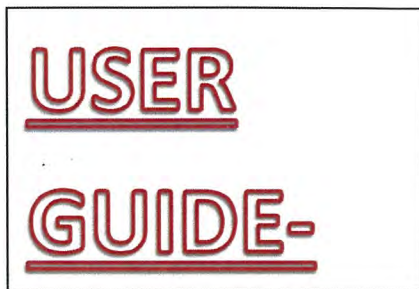
Activities accompanying each story have been designed to cover the foundational skills (reading, writing, speaking, listening and numeracy). They are simple and varied, with a small emphasis on grammar.

There are also User Guides throughout the module wherever an explanation is needed for an activity, or sometimes to give some alternative suggestions for presenting the lesson. Additionally, some of the stories have a second version allowing for the different levels of understanding.

Images included in the module may be enlarged, photocopied, pasted on card and cut to use as flashcards. These can be used in a variety of ways e.g. in games, to enhance conversation sessions or as illustrations that can be put up on the whiteboard to accompany the story.

Wherever possible the material has been trialled within our classrooms here at the Edmund Rice Centre Mirrabooka.





Lead-in activity for
TRANSPORT module – can
also be used with story

Aisha's Morning

The purpose of this activity is to

- establish the students' prior knowledge of the subject.
- get the students focused and thinking about this particular topic.
- give the students the opportunity to share information with each other and to be active participants in creating this knowledge map.

The accompanying knowledge map is designed to be used as an introductory activity at the commencement of the lesson, prior to the reading of the story. It is assumed that the story will be used for several lessons to familiarise the students with concepts about transport and to teach them associated vocabulary. The knowledge map can be used in different ways at the start of each lesson. Some suggested methods of utilising this map follow, and, additionally, there is a teachers' guide to be found in the appendices.

1) Using the diagram (overleaf) as a guide, it is suggested that you draw up the whiteboard in a similar fashion.

2) After deciding what line of questioning to follow with the students, give them an example to start them off e.g. **WHO** ...If you decide to seek this information from the students, you may fill in one stream of information as follows



3) Now that the students have an example of the information you are seeking, you should be able to elicit further information from the students to complete the diagram.

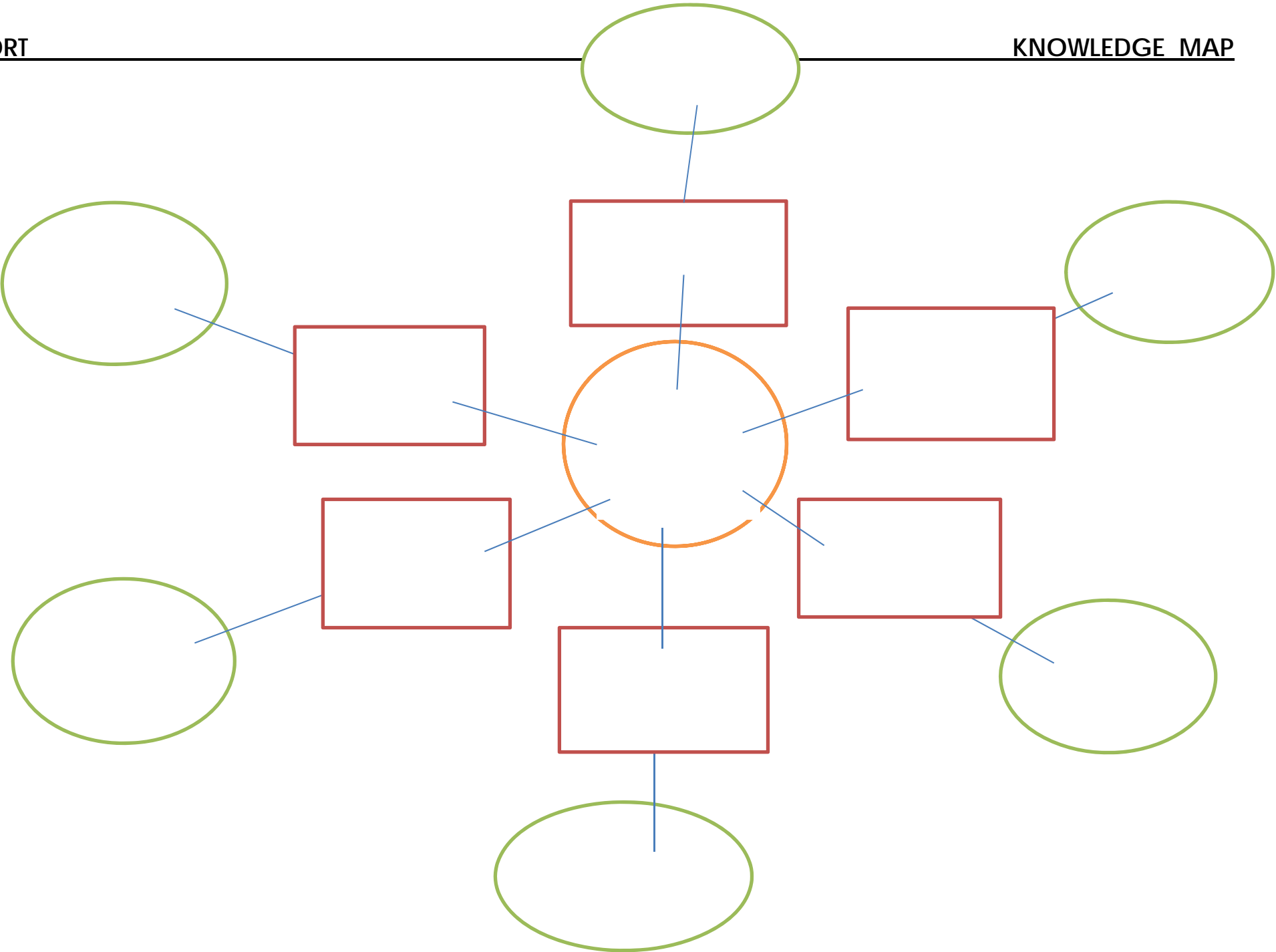
- 4) The next lesson that you give on this topic of transport, you can repeat the concept of the knowledge map, following another line of questioning e.g. HOW, WHERE OR WHO.

It is best if this brainstorming activity is accompanied by a "pens down" instruction to produce maximum student participation. The layout of the knowledge map is a hard concept for many lower-level students to re-create, especially if they have had little exposure to drawing with pencil and paper prior to coming to Australia- a common difficulty encountered in working with refugees. You may decide to give them a copy of the knowledge map after they have helped you create a complete version on the whiteboard.

TIP-

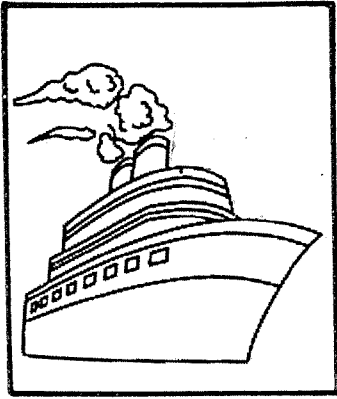
Alternatively,
this map can be
used as a
worksheet for
your students to
work on
individually.

Provide one or
more clues in the
ovals/boxes to
get them
started.

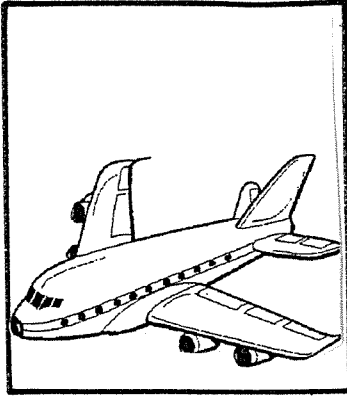


TRANSPORT WORDS, Worksheet, level 2

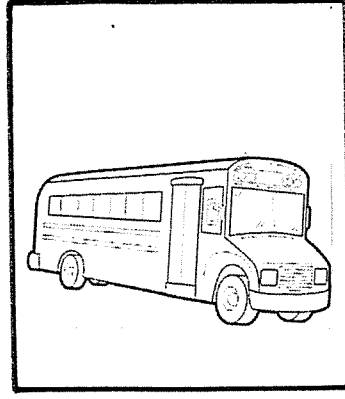
Unscramble the words under each picture.



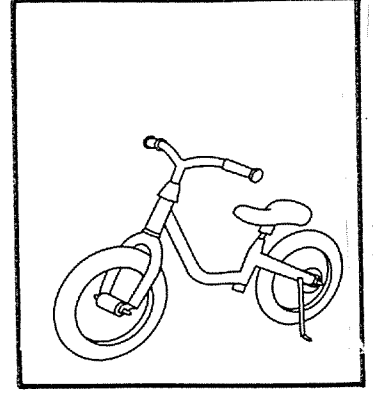
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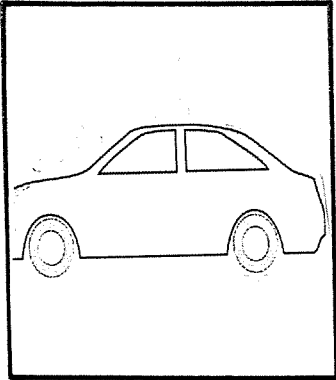
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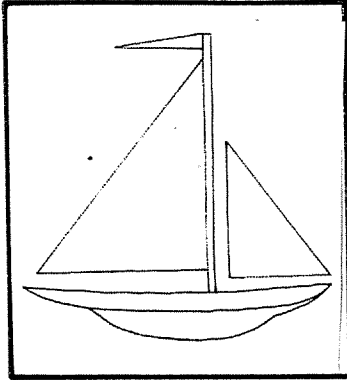
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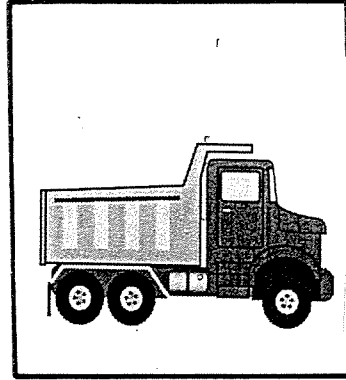
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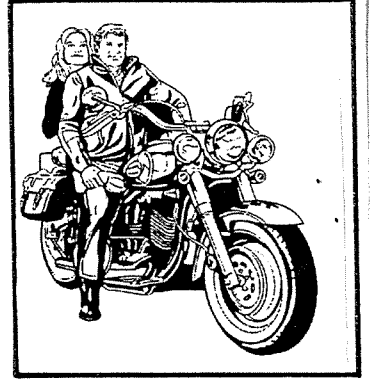
rca



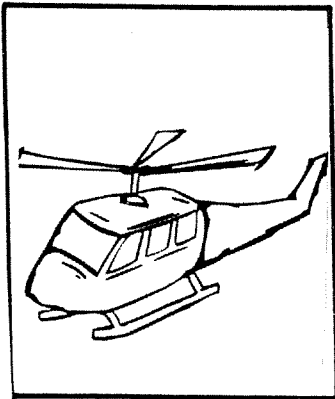
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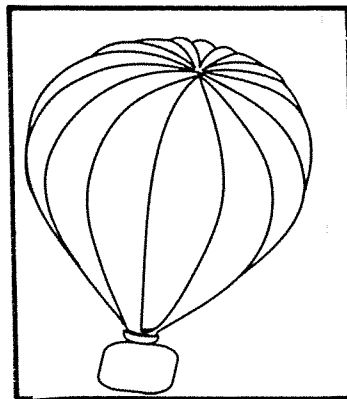
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depetsrain



llooban



ixat

Modes of Transport

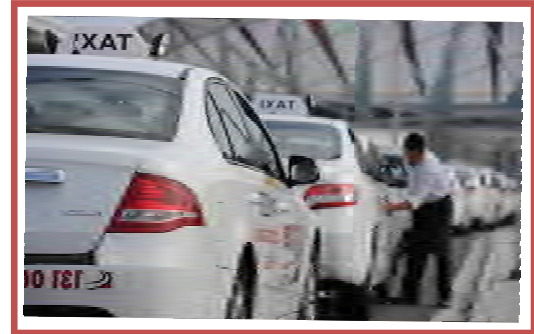


1. A (an) _____ travels in the sky.
2. A _____ travels on the road.
3. A _____ walks on the footpath.
4. A _____ travels in the water.
5. A _____ travels in the cycle lane.

Choose the correct verb below. You may use a verb more than once.

1. The man _____ to work in his car.
2. The lady _____ to work on the ferry.
3. The boy _____ to school on his bike.
4. The woman _____ the bus to work.
5. The passenger _____ the train to work every weekday.
6. The gentleman _____ the taxi to go to the city.

rides hails catches drives takes



Aisha's Morning





Aisha comes from Pakistan. She lives in Bentley with her husband and two children. She is a wife, a mother and a student.

Aisha is learning to speak English at TAFE.





Every morning Aisha wakes her children and makes them breakfast. They have to walk to school. The boys want to ride their bicycles to school but they are too young.

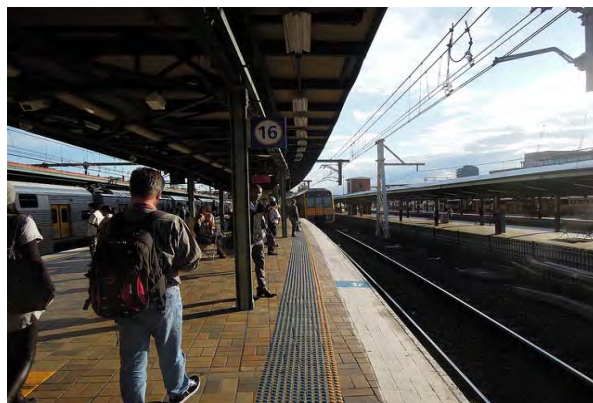


Her husband, Ali, has no time to eat breakfast. He drives a taxi and leaves early to go to the airport. Passengers at the airport often need to catch a taxi to the city.





All alone now, Aisha eats her breakfast. She checks she has her Smartrider card in her purse. Aisha will catch a bus to Carlisle and then change.



At Carlisle she will take a train to the city. She will need her Smartrider for both journeys.

She hurries to the bus stop. Aisha likes English lessons and doesn't want to be late.



Aisha's Morning - Text only

Aisha comes from Pakistan. She lives in Bentley with her husband and two children. She is a wife, a mother and a student. Aisha is learning to speak English at TAFE.

Every morning Aisha wakes her children and makes their breakfast. They have to walk to school. The boys want to ride their bicycles to school but they are too young.

Her husband, Ali, has no time to eat breakfast. He drives a taxi and leaves early to go to the airport. Passengers at the airport often need to catch a taxi to the city.

All alone now, Aisha eats her breakfast. She checks she has her Smartrider card in her purse. Aisha will catch a bus to Carlisle and then change. At Carlisle she will take a train to the city. She will need her Smartrider for both journeys.

She hurries to the bus stop. Aisha likes English lessons and doesn't want to be late.

***Underline any words about transport in the story. Discuss these words with your teacher.*

VOCABULARY

Discuss with your teacher any words from the story that you don't understand. Start with these words.

young	early	often	passengers
alone	Smartrider	purse	change
both	journey	hurries	late



CONVERSATION QUESTIONS – *Aisha's Morning*

1. Aisha is a wife, a mother and a student. Which of these are you? What else are you (e.g. a daughter)?
2. Aisha has two boys. Do you have your own children, or nephews or nieces? Can you tell us about them?
3. Aisha catches public transport to her English lesson. She has to take both a bus and a train to T.A.F.E. How do you come to your English lesson? How long does it take you? If you take public transport, where does your journey start and how much does it cost you?
4. How do you pay for your fares when catching public transport? If you use a SmartRider, can you tell us where you bought it? How do you top up the amount on the card when it runs low?
5. When using a SmartRider, what does it mean to tag on and tag off?
6. For which services can you use your SmartRider? Can you use a SmartRider to pay for parking at railway stations?

ANSWER TRUE OR FALSE- *Aisha's Morning*

Tick for *true* ✓ or cross for *false* ✗

1. Aisha comes from

- Bentley ☐
- Pakistan ☐
- India ☐

2. Who is Ali?

- her son ☐
- her English teacher ☐
- her husband ☐

3. Aisha's children ride their bicycles to school. ☐

4. Ali's passengers need a lift to the city in his

- car ☐
- taxi ☐
- bus ☐

5. Aisha checks her purse to see if she has
coins for the journey. ☐

6. To go to TAFE, Aisha will catch a

- bus ☐
- train ☐
- both ☐

7. The name of our story is

"Aisha's Day" ☐

Using the Future Tense, Aisha's Morning

*In our story, some events are told using **future tense verbs**. They tell us about something that is going to happen.*

will + the verb

Some examples:

Aisha **will catch** a bus to Carlisle.

At Carlisle, she **will take** a train to the city.

She **will need** her Smartrider for both journeys

Put these sentences into the future tense. Remember to add the word **will** in front of the verb.

1. Aisha's children go to school.

2. They walk to school.

3. Ali drives his taxi to work.

4. Ali's passengers go to the city.

5. Ali leaves early for the airport.

6. Aisha eats her breakfast alone.

7. Aisha uses her Smartrider for both journeys to her lesson.

8. Aisha learns English at TAFE.

CONTRACTIONS – (level 3) *Aisha's Morning*

The words **He's, she's, he'll and I'm** are contractions. Contractions are easy to form. Two words join to make one word, and one or more letters are replaced by an apostrophe.

Some examples:

She is a wife, a mother and a student. (**She's** a wife, mother and student.)

He is a taxi driver. (**He's** a taxi driver.)

He will take his passengers to the city. (**He'll** take his passengers to the city.)

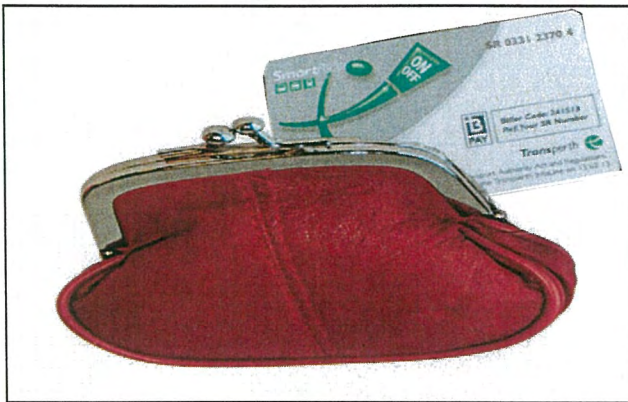
"I am not going to be late," she thinks. ("I'm not going to be late," she thinks.)

In the story below, change the underlined words to *contractions* of those words. The first one is done for you.

On the weekend, Aisha will take the children to the zoo in South Perth. She will (**she'll**) take them to Perth on the bus, and then they will () cross the river to South Perth on the ferry. Ali will collect them when he finishes work. The weekend is a busy time at the airport but Ali knows he will () have to finish working early to pick up his family.

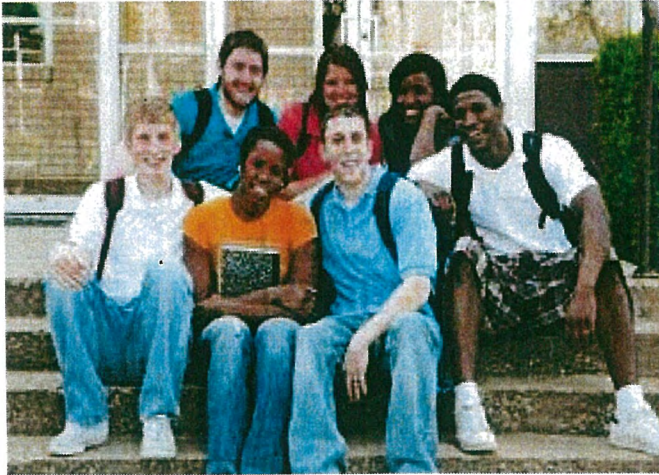
The children love to be on the river. Her oldest son points to a jellyfish. He will () tell his class about it at school on Monday. They spend the afternoon at the zoo. Aisha tells the boys, "I will () ring your father now to come and collect us."

Both the boys groan. They will () be sorry to leave. It will () be a long time before they can come to the zoo again.



Yellow school bag

Resources, Aisha's Morning; these images can be photocopied for use as flashcards or games



WORD SEARCH

TRANSPORT



taxi

pedestrian

ferry

bus stop

passenger

driver

bicycle

train

car

motorbike

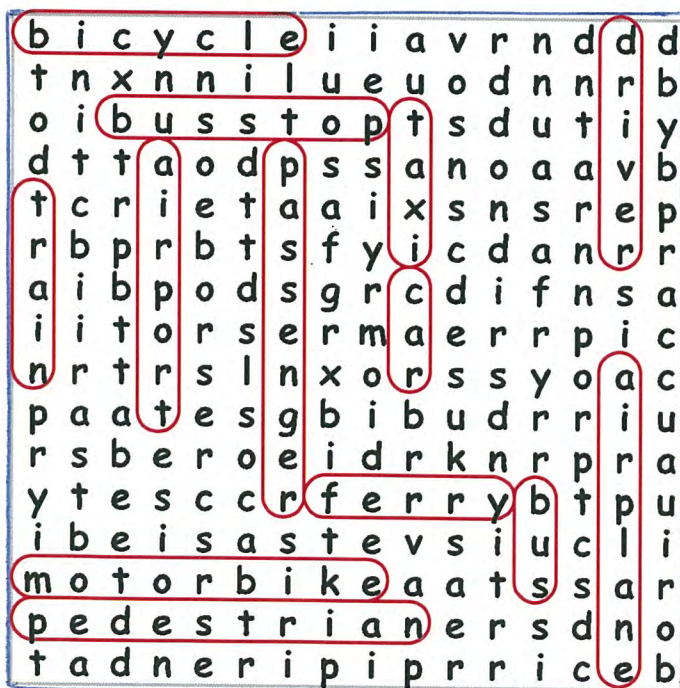
airplane

airport

bus

WORD SEARCH ANSWERS

TRANSPORT



USER GUIDE-

Lead-in activity to story

Aisha's Car

A good opening activity to prepare the students for the story of Aisha, our probationary driver, involves having access to a vehicle. You may need to seek permission for this excursion but students respond well to this hands-on learning activity.

- 1) Photocopy, and cut the individual labels for the parts of a car. You may decide to back them with card.
- 2) Take the students outside the classroom to the carpark.
- 3) Using your own vehicle, have the students take turns to read aloud each flashcard whilst placing it on the appropriate part of the car (blutack is a good, temporary way of keeping them in place for the duration of this exercise).
- 4) On returning to the classroom, to re-inforce the learning, follow up with the worksheet - Parts of a Car.

TIP- Alternatively, you may like to act out a charade as an opening activity for this story. Using paragraph 2 of the story, have the students guess the activity you are doing. To avoid the students calling out before the charade is completed ask them to write down their guess.

headlight

indicator

handbrake

mirror

seatbelt

brake

clutch

bonnet

boot

window

gear stick

ignition

windscreen

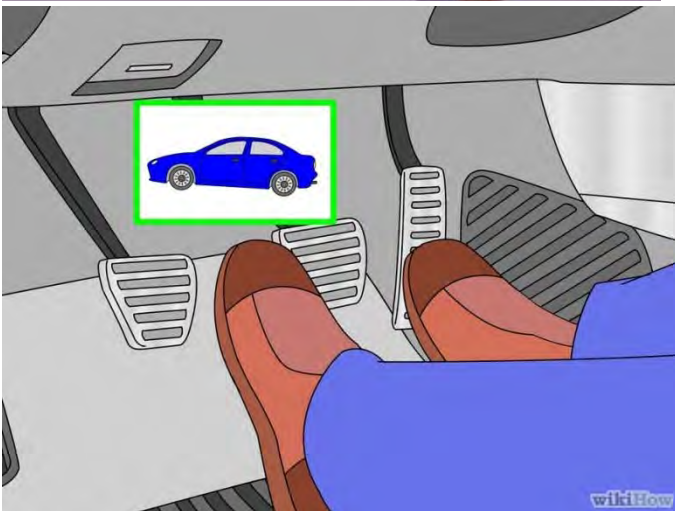
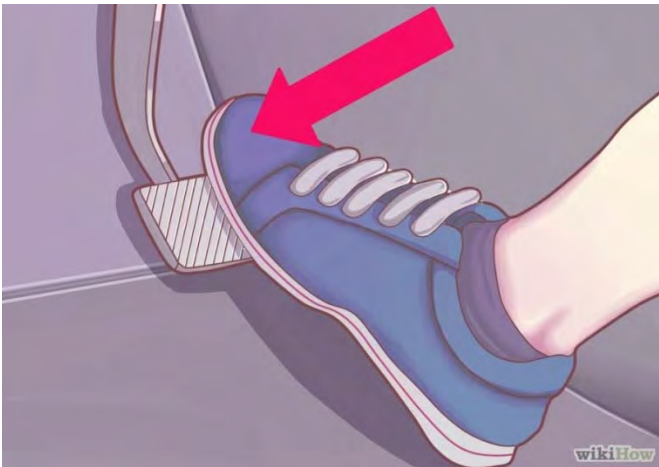
wipers

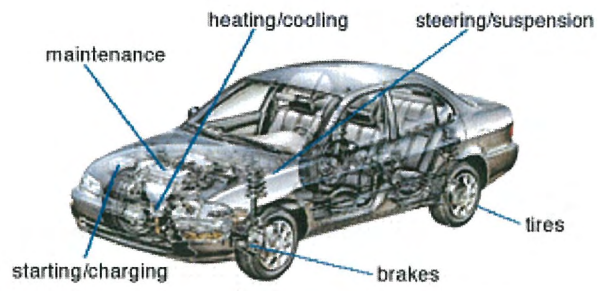
steering wheel

These images can be photocopied and cut for use as flashcards



These images can be photocopied and cut for use as flashcards





AISHA'S



CAR



Yesterday I got my license and I am excited. Ali bought an old car for me. He put a P plate on the front and the back of my car.



Today I am going for my first drive alone.



I get in the car and close the door. I put on my seatbelt and start the car.





I am nervous as I put my car in gear.

I look in the mirror before I put on my indicator. There are no cars coming.



I take off the handbrake and drive away.



At the intersection the traffic lights are red so I stop and wait.





When the traffic lights are green, I drive to the shopping centre and park in the carpark.





I finish my shopping and put it in the boot of my car. I drive home, happy and proud.



Aisha's Car - Text Only

Yesterday I got my license and I am excited. Ali bought an old car for me. He put a P plate on the front and the back of my car. Today I am going for my first drive alone.

I get in the car and close the door. I put on my seatbelt and start the car. I am nervous as I put the car in gear. I look in the mirror before I put on my indicator. There are no cars coming. I take off the handbrake and drive away.

At the intersection the traffic lights are red so I stop and wait. When the traffic lights are green, I drive to the shopping centre and park in the carpark. I buy my groceries and put them in the boot of my car. I drive home, happy and proud.

Underline any words in our story that are parts of a car
e.g. seatbelt

Words in our story

With your teacher discuss any words from the story that you don't understand.

Start with these words.

word	meaning
license (driver's)	a certificate that gives permission to drive
excited	happy, eager
P plate	a sign put on your car to show you're a new driver
alone	without other people
seatbelt	a safety strap in a car
nervous	afraid, anxious
in gear	car is ready to move off
mirror (driver's)	a looking glass to show behind the car
indicator	a flashing light, to show a right or left turn
handbrake	stops the car from moving
(car) boot	a space at the back of a car for bags
intersection	a place where streets cross
traffic lights	red, green and yellow lights to tell cars when to move

Matching Words and Meanings – Aisha's Car

Draw a line between the word and its meaning.

words	meanings
license (driver's)	ready to move off
excited	afraid, anxious
P plate	a certificate that gives permission to drive
alone	without other people
seatbelt	a sign put on your car to show you are a new driver
nervous	happy, eager
in gear	a safety strap in a car
mirror(driver's)	stops the car from moving
indicator	red, green and yellow lights to tell cars when to move
handbrake	a looking glass to show behind the car
(car) boot	a flashing light, to show a right or left turn
intersection	a space at the back of a car for bags
traffic lights	a place where streets cross



Multiple Choice Comprehension Worksheet - *Aisha's Car*

_____ (Today, Wednesday, Yesterday) I got my driver's license and I am excited. Ali bought an old _____ (motorbike, pram, car) for me. He put _____ (number plates, P plates, dinner plates) on the front and the back of my car. Today I am going for my first drive alone.

I get in the car and close the door. I put on my _____ (seatbelt, sunglasses, hat) and start the car. I am feeling nervous as I put the car in gear. I look in the mirror _____ (after, before) I put on the indicator. There are no cars coming. I take off the _____ (jumper, seatbelt, handbrake) and drive away.

At the _____ (stop sign, intersection, carpark) the traffic lights are red so I stop and wait. When the traffic lights are _____ (green, orange, blue), I drive to the shopping centre and park in the _____ (driveway, service station, carpark). I buy my groceries and put them in the _____ (bag, boot, trolley). I drive home, happy and proud.

Comprehension Worksheet *Feelings*

Choose which word best fits the picture.

happy nervous excited proud



1. In our story, what 4 feelings does Aisha have?

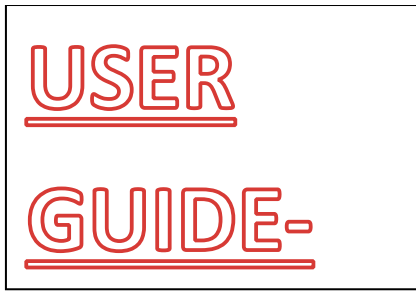
2. What makes Aisha feel **excited** ?

3. Why do you think Aisha felt **proud** when she drove home?

4. Is Aisha **happy** at the end of her first drive alone ?

5. What makes Aisha feel **nervous**?

6. What makes you feel **nervous**?



Creating Take-Home Books Using Worksheets. TRANSPORT, level 1

For your students to improve their reading ability they need the opportunity to access reading materials at home, and at their level. A good way in which to provide this material for them whilst continuing to give them some written work in the classroom is the following “take-home books”. In the first series of worksheets (overleaf) numbers and colours are taught. These books/worksheets have the added advantage of having the students’ own input which creates a feeling of pride and ownership in their books.

To ensure each student has a completed collection of worksheets assembled into book format, it is best if the teacher collects the worksheets from the class after each lesson. Taking the worksheets home and collecting and collating each individual student’s worksheets may sound time consuming but is, in effect, a brief and worthwhile effort. At the end of several lessons when the students are allowed to take home their completed books, you will be well rewarded by their satisfaction.

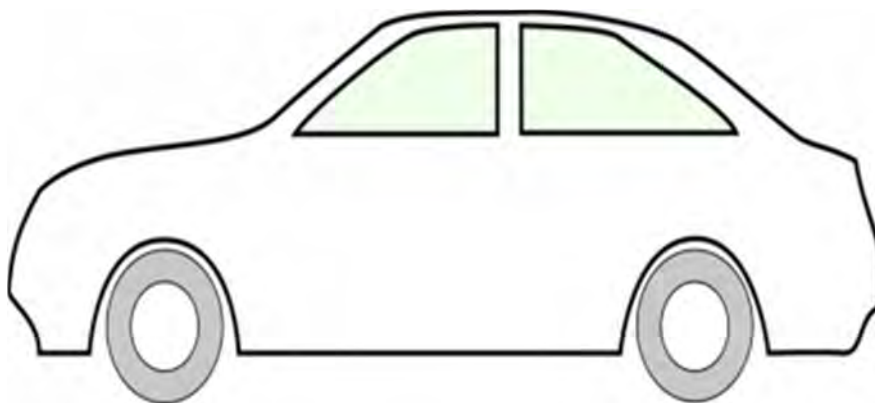
1. The students begin by putting their names on their worksheet, an important step for assembling the worksheets afterwards.
2. The students write in the number, and then colour in the car using the correct colour - teachers will need to supply coloured pencils for the class to share. Offering a selection of colours is a great way to assess which students know their colours.
3. A reading step should be incorporated in this activity and can be done, either as individuals or as a class.
4. The teacher collects up the student’s worksheets and stores them until the booklet is completed and can be stapled.
5. The students are given their books to take home and the next series can be commenced.

There are B5 versions of these available in the appendices.



1 one

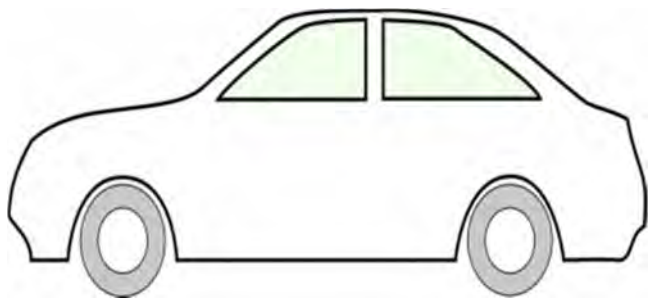
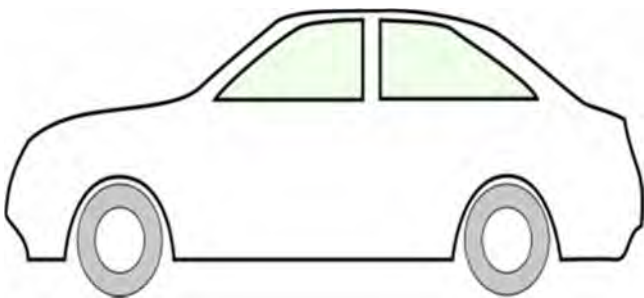
In the carpark I see _____ blue car.





2 two

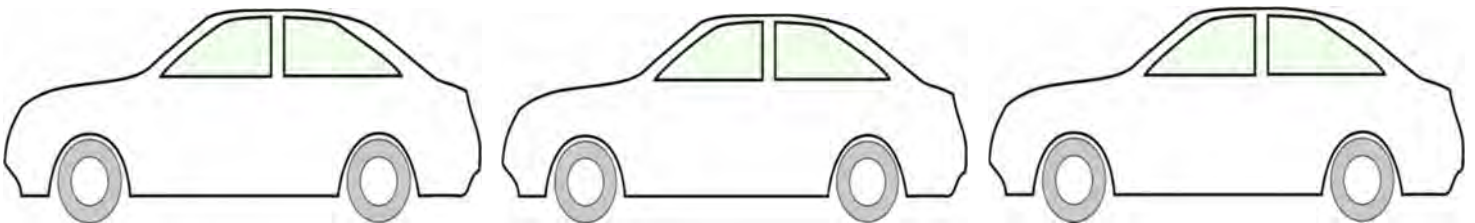
In the carpark I see _____ green cars.





3 three

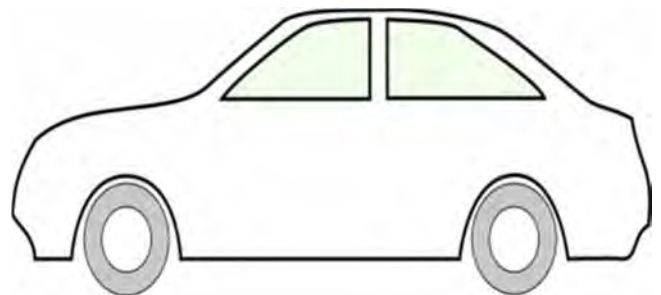
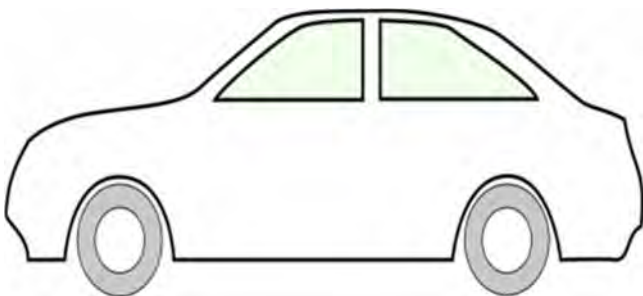
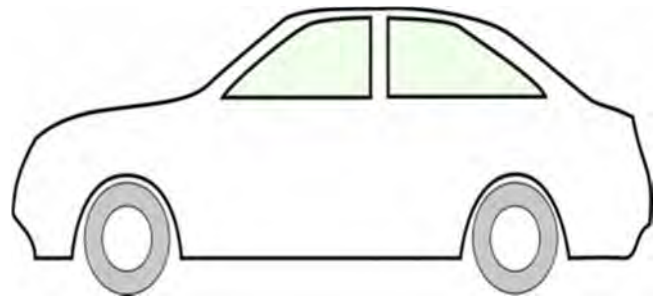
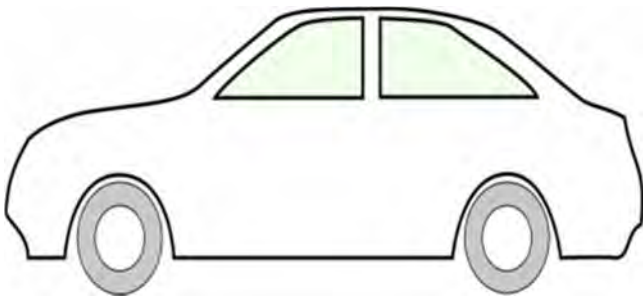
In the carpark I see _____ red cars.





4 four

In the carpark I see _____
yellow cars.

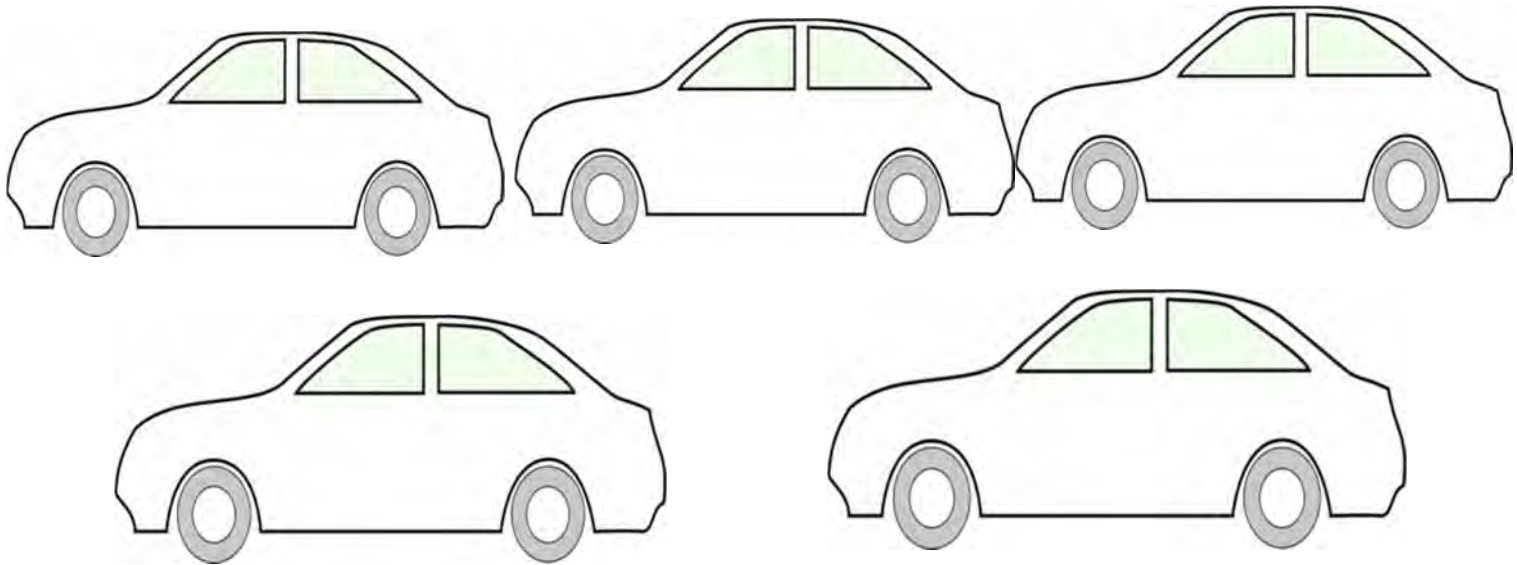




5

five

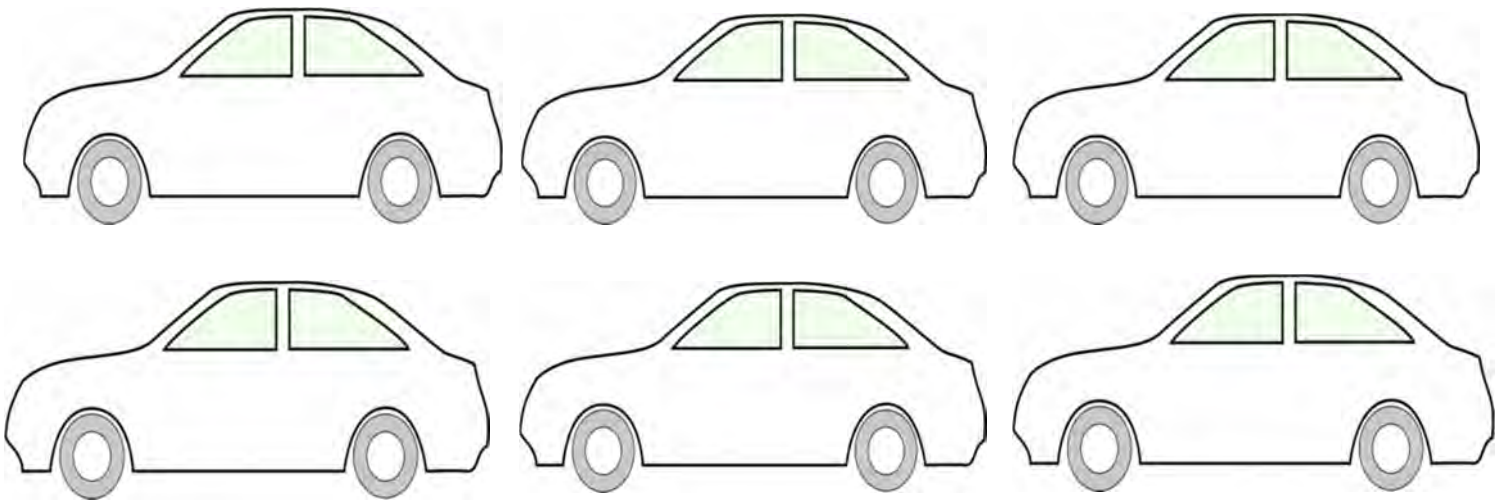
In the carpark I see _____
orange cars.





6 six

In the carpark I see _____
pink cars.



On Monday, the **ch**ildren walk to **sch**ool.

What day do the children walk to school?

On _____, the children walk to school.



On Tuesday, the boys ride their bikes in the playground.

What day do the boys ride their bikes in the playground?

On _____, the boys ride their bikes in the playground.





On Wednesday,
the woman catches the bus to the
city.

What day does the woman catch the
bus to the city?

On _____, the woman
catches the bus to the city?



On Thursday, she drives her car to the shops.

What day does she drive her car to the shops?

On _____, she drives her car to the shops.



On Friday, the man drives his taxi to work.

What day does the man drive his taxi to work?

On _____, the man drives his taxi to work.





On Saturday, the girl catches a plane to Iran.

What day does the girl catch a plane to Iran?

On _____, the girl catches a plane to Iran.



On Sunday, the old man rides his motorbike to church.

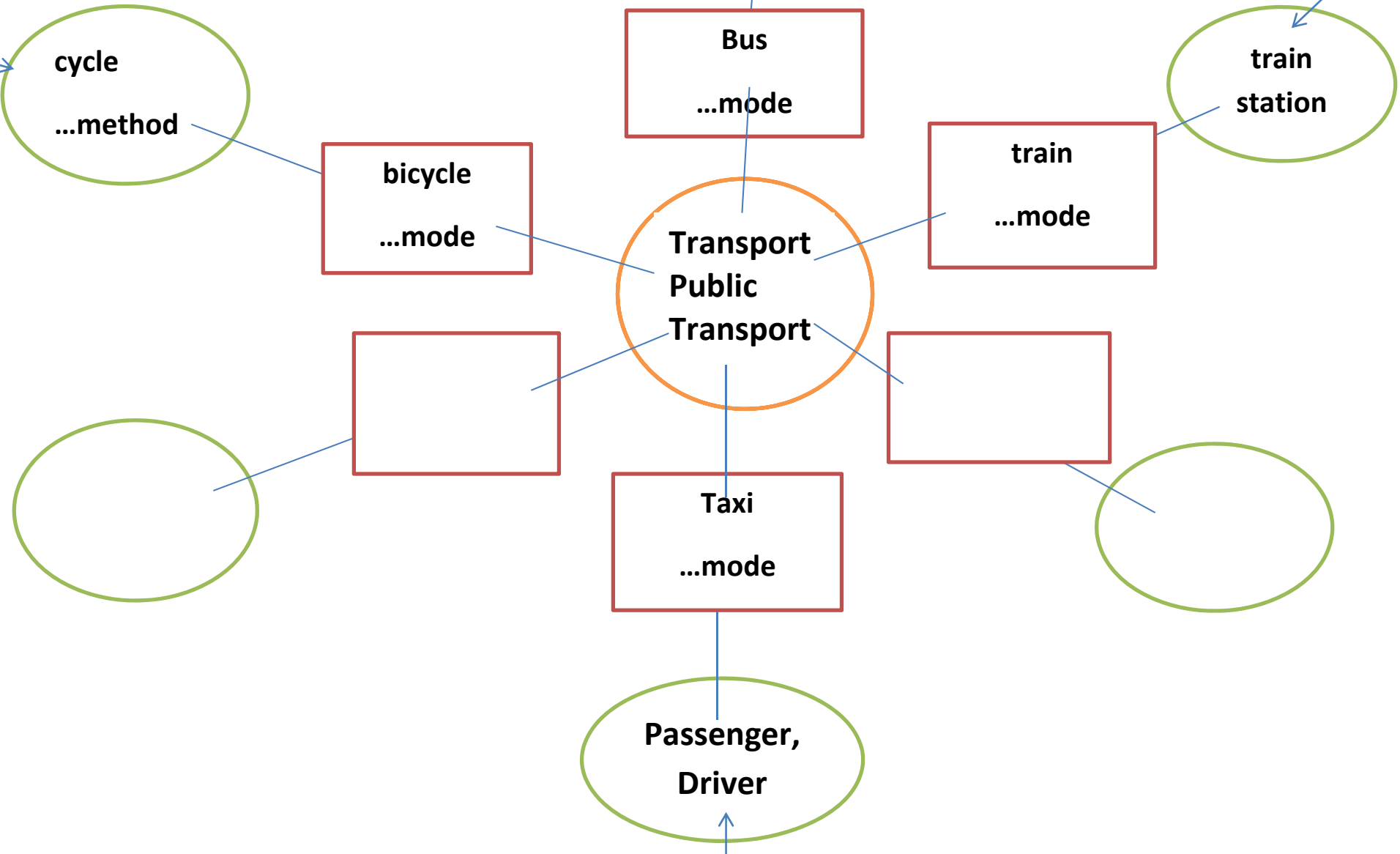
What day does the old man ride his motorbike to church?

On _____, the old man rides his motorbike to church.



HOW

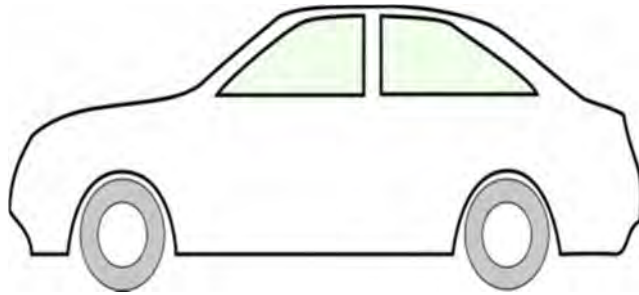
WHERE





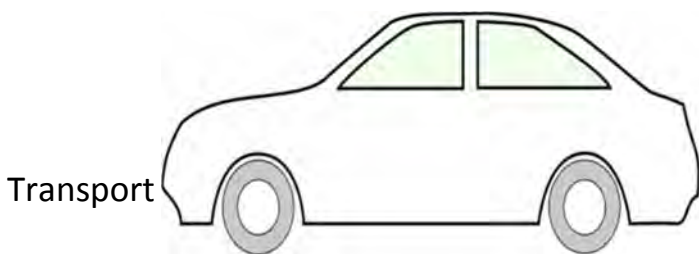
1 one

In the carpark I see _____ blue car.

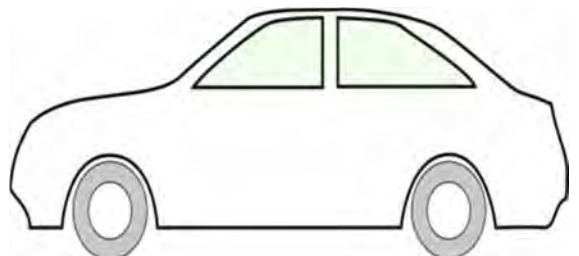


2 two

In the carpark I see _____ green cars.



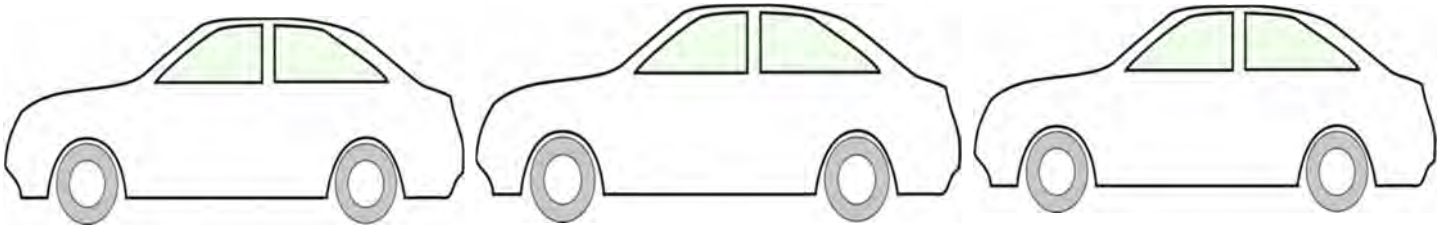
Transport





3 three

In the carpark I see _____ red cars.

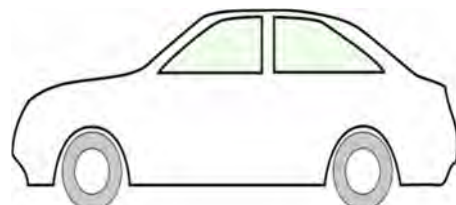
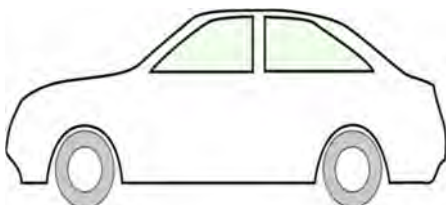


4 four

In the carpark I see _____ yellow cars.



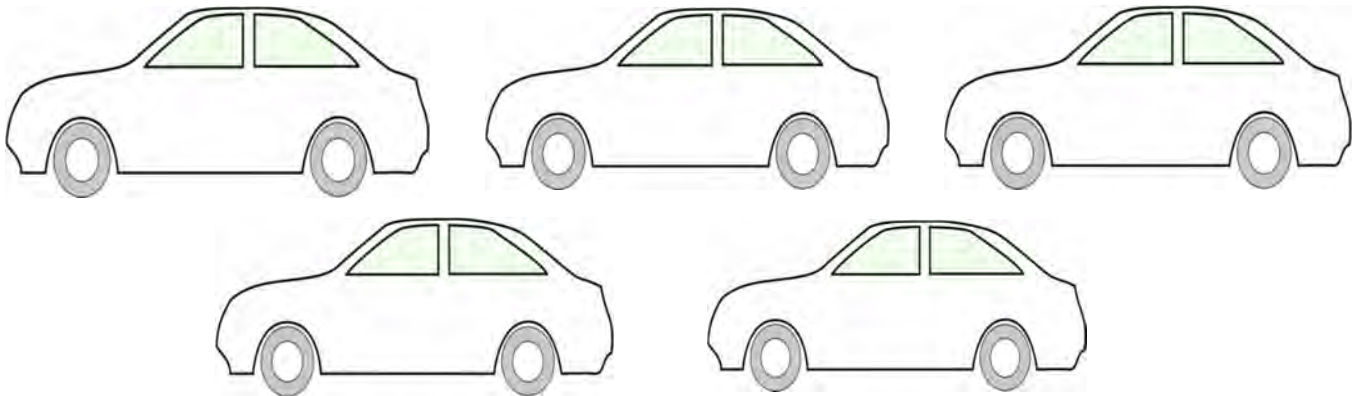
Transport





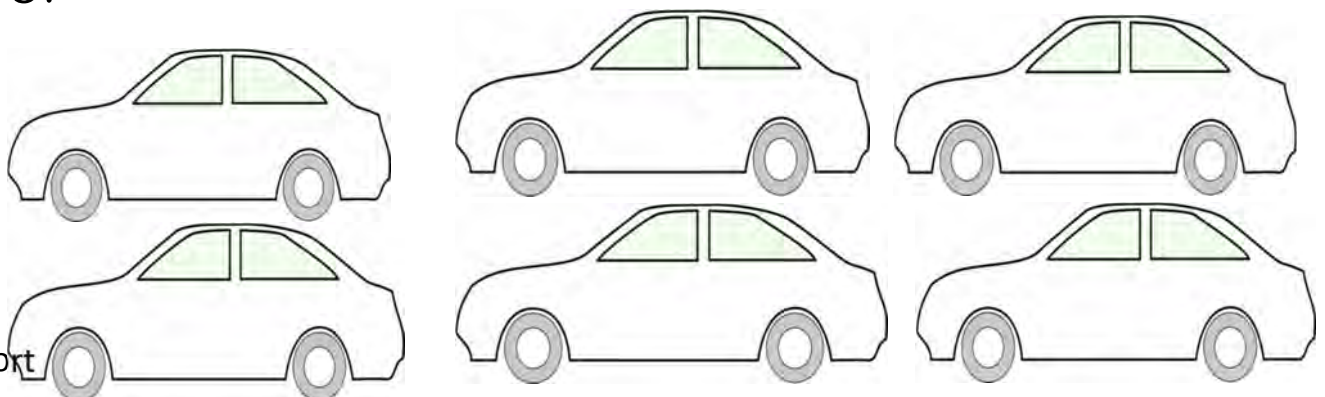
5 five

In the carpark I see _____
orange cars.



6 six

In the carpark I see _____ pink
cars.



APPENDICES, Create a take-home book using worksheets.

On Monday, the **children** walk to **school**.

What day do the children walk to school?

On _____, the children walk to school.



B5 version of worksheets 1&2.

On Tuesday, the boys ride their bikes in the playground.

What day do the boys ride their bikes in the playground?

On _____, the boys ride their bikes in the playground.



Cut along the dotted line



On Wednesday,

the woman catches the bus to the city.



What day does the woman catch the bus to the city?

On _____, the woman catches the bus to the city?



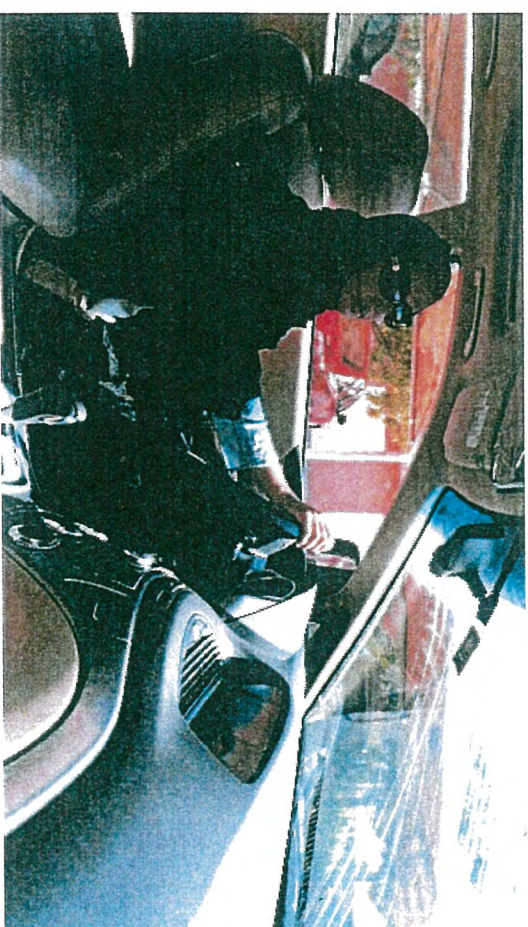
Cut along the dotted line



On Thursday, she drives her car to the shops.

What day does she drive her car to the shops?

On _____, she drives her car to the shops.



On Friday, the man drives his taxi to work.

What day does the man drive his taxi to work?

On _____, the man drives his taxi to work.



On Saturday, the girl catches a plane to Iran.

What day does the girl catch a plane to Iran?

On _____, the girl catches a plane to Iran.



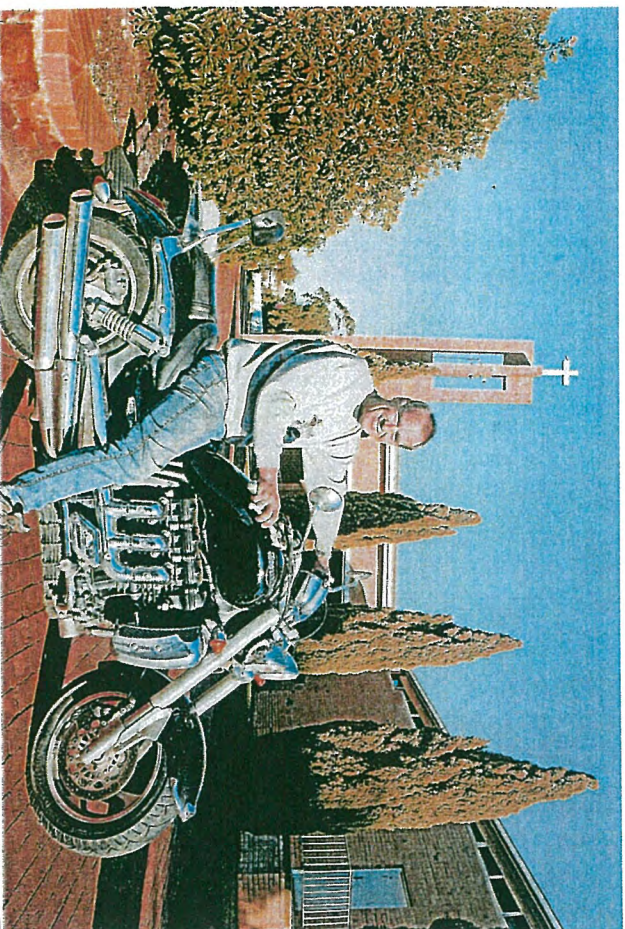
Cut along the dotted line



On Sunday, the old man rides his motorbike to church.

What day does the old man ride his motorbike to church?

On _____, the old man rides his motorbike to church.



Cut along the dotted line

