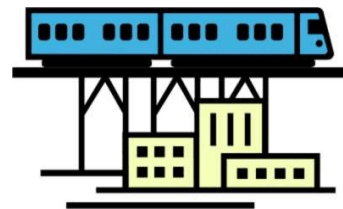




# Transportation



## INTRODUCTION

Before tutors and students can begin planning lessons, goals need to be set according to those expressed by the student and his/her existing level of English. Once the goals have been set (to gain employment, to be able to shop independently, to be able to communicate with their children's teachers, etc.) then the planning can begin.

This packet (1 of 10) has been developed to assist tutors in creating lessons that will help students in a practical manner in their every-day life. Life skills are listed under each topic or subject with ideas for practice activities. The use of real-life material, e.g. actual application forms, the telephone directory, the newspaper, in the lesson provides the student an opportunity to practice in a safe, non-threatening environment. Some examples of real-life material are included.

To give the tutor and the student satisfaction that progress is being made toward the goals, an **Achievement Log** has been developed. The log is for the recording by the student of those accomplishments achieved beyond and outside the lesson time. It might be that your student can now make phone calls, help a child with homework, write a note or fill out an application form. An awareness of these changes will motivate your student to set the next goals.

### Materials for These Techniques

Travel Guides	3 by 5 Index Cards
Maps	Colored Markers
Bus and Train Schedules	Post-It Notes
Automobile	

## TRANSPORTATION

**Here are some life skills that can be used as the basis for a lesson with suggestions for practice activities.**

1. Understand what kinds of local transport are available.

Suggestions: List the different forms of local transportation available. Find and circle the words in a newspaper or other publication.

2. Read and understand local train and bus schedules. Identify the words and phrases that need to be learned. Plan a trip using the local trains or buses. Read from the schedule the appropriate bus or train that would be used. (See pages 8-10).

3. Read and understand a map of the area.

Suggestions: Plan a trip. First, choose a destination and then decide what form of transportation to use. If driving, use a map to decide what route to take. If using public transportation, follow the route on a map. (See page 11).

4. Locate specific places on a local map.

Suggestions: Use a map of the local area to trace a route to the local supermarket, post office, drug store, etc. Walk or drive the route.

5. Ask for and give directions.

Suggestions: Discuss and write the words that are often used in giving directions. Together practice asking and giving directions with the use of a map or without a map.

6. Read and understand the traffic rules and road signs necessary for a driver's license.

Suggestions: Obtain a "Rules of the Road." Observe the different signs when driving or walking around.

7. Recognize, speak, and understand the meaning of those parts of a car necessary for a driver's license.

Suggestions: Make a list of the parts of the car, e.g. mirror, turn signal indicator, rear lights, brakes. Write the words on Post-It Notes and place them on the matching part of the car.

8. Apply for a driver's permit or license. Note: At some motor vehicle offices the test is computerized.

Suggestions: Collect the necessary forms and "Rules of the Road."

9. Read and understand how to operate gas pumps.

Suggestions: Visit a gas station. List all the vocabulary needed to follow instructions to pump gas.

10. Read and understand car insurance.

Suggestions: Collect a variety of insurance forms. Discuss the different kinds of insurance available and words and phrases that are new. Fill out a form. (See page 13).

11. Deal with traffic tickets and traffic court.

Suggestions: Discuss when traffic tickets are issued and how to deal with them.

12. Read and fill out accident report forms.

Suggestions: Obtain accident report forms. Select those words that are new to the learner. Discuss them and fill out the form.

13. Arrange for service or maintenance of a car.

Suggestions: Discuss the different kinds of service available. Together practice calling to book an appointment for service.

14. Understand terms associated with maintaining a car, e.g. octane, antifreeze, oil change, tire rotation, battery charge, etc.

15. Understand and practice the conversion of liters to gallons. (See conversion chart on page 14)

16. Reserve a room at a hotel or motel.

Suggestions: Discuss different ways to reserve a room, e.g. Internet, letter, telephone. Identify the words needed and practice making a reservation.

17. Arrange transportation to and from the airport.

Suggestions: Discuss different means of transportation available, e.g. limousine, taxi, public transportation. Identify the words needed and practice making the arrangements.

18. Call for a taxi.

Suggestions: Identify the words needed and practice making the call.

19. Call for special transportation for a senior citizen, physically challenged individual, or person with special needs.

Suggestions: Identify the words needed and practice making the call.

20. Understand the procedure and vocabulary used to buy a car, e.g. test drive, title, sticker price, four cylinder, six cylinder, eight cylinder, gas mileage, etc. Make a list of vocabulary words and their meanings. (See page 12 for a crossword puzzle on buying a car).

### Activities for Building Vocabulary

**Scavenger/Treasure Hunt:** Make a list of words relating to the topic being studied, e.g. food, furniture, dictionary terms, etc. and ask the student to find them as you follow along, or if feasible, bring the objects to you. Variation: Say the word and ask the student to write the word on a Post-It Note and attach it to the located object.

**Scrabble Game.** Distribute the Scrabble tiles as directed by the game. Ask the student to spell out any word he/she can with these pieces. Play and score as in regular Scrabble as you and the student compete for points. Variation: Have student throw a die to determine how many tiles can be picked from all the tiles on the table and used to form words.

**Reading Numbers.** Create a deck of cards consisting of one digit on each card. Shuffle and lay down three cards, for example 352, and read the number aloud. Ask student to place one card next to any of the three digits and then read aloud the resulting number. For example, placing a 4 next to the first card results in “four hundred fifty-two.” Placing a 4 next to the second card results in “three thousand four hundred fifty-two.” Variation: Place a dollar sign to the left and include a decimal.<sup>1</sup>

**Board Game.** Trace around a quarter to form a series of circles across the top, bottom, and both sides of a sheet of paper. Write a vocabulary word inside each circle. Ask student to roll a die and move his/her marker (button or penny) that many spaces and then say a sentence using the word on which he/she landed. Variation: Play the same way but student asks a question using the word landed on.<sup>2</sup>

**Dictation.** Select or compose a short story or passage containing vocabulary words studied. Dictate the story. Provide the student with a printed version of the story with lines representing words omitted. Ask the student to listen to the story and write in the missing words on the lines provided as the dictation is given. Gauge the number of missing words according to the ability of the student—provide a small number for beginners and a larger number for more advanced students. Variation: Record the story on a tape so the student can do it as homework and can listen to the tape as often as needed.

**Strip Story.** For beginning students, write each sentence that makes up a short story on strips of paper. For more advanced students write the main events that make up a story on strips of paper, one event to each strip. Read the story to the student or ask the student to read it. Ask the student to arrange the strips of paper in the proper order of the story.

**Concentration.** Write matching pairs of vocabulary words on cards, e.g. holidays and the dates, antonyms, synonyms, idioms, etc. Place the cards face down on the table. Student turns over one card and tries to find the matching card. If cards match, they are left on the table face up. If cards do not match, both cards are turned over and two more cards are selected. Game continues until all cards have been turned over. Variation: Play this game with two or more students.

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<sup>1</sup> Source: Hands-on English, Vol. 11, No. 1, May/June, 2001.

<sup>2</sup> Source: Hands-on English, Vol. 12, No. 5, January/February, 2003.

## Create Your Own Wordsearch

Name: \_\_\_\_\_ Date: \_\_\_\_\_

D	I	R	E	C	T	I	O	N	S	Y	S
F	R	T	R	A	F	F	I	C	D	U	S
H	F	I	N	S	U	R	A	N	C	E	Y
W	I	N	D	S	H	I	E	L	D	S	T
W	I	P	E	R	S	X	Y	O	<b>B</b>	<b>U</b>	<b>S</b>
P	L	O	S	C	H	E	D	U	L	E	Z
F	T	R	A	I	N	S	T	M	A	P	O
X	Y	T	R	U	N	K	W	S	T	U	V
D	T	G	A	S	W	Y	P	L	A	N	E
B	I	C	Y	C	L	E	M	N	D	E	F
D	O	X	S	Y	W	H	E	E	L	S	T
C	A	R	D	O	A	H	O	O	D	B	T

### Words:

✓ BUS

TRAIN

CAR

PLANE

BICYCLE

MAP

DIRECTIONS

INSURANCE

GAS

WHEEL

WINDSHIELD

WIPERS

TRAFFIC

SCHEDULE

HOOD

TRUNK





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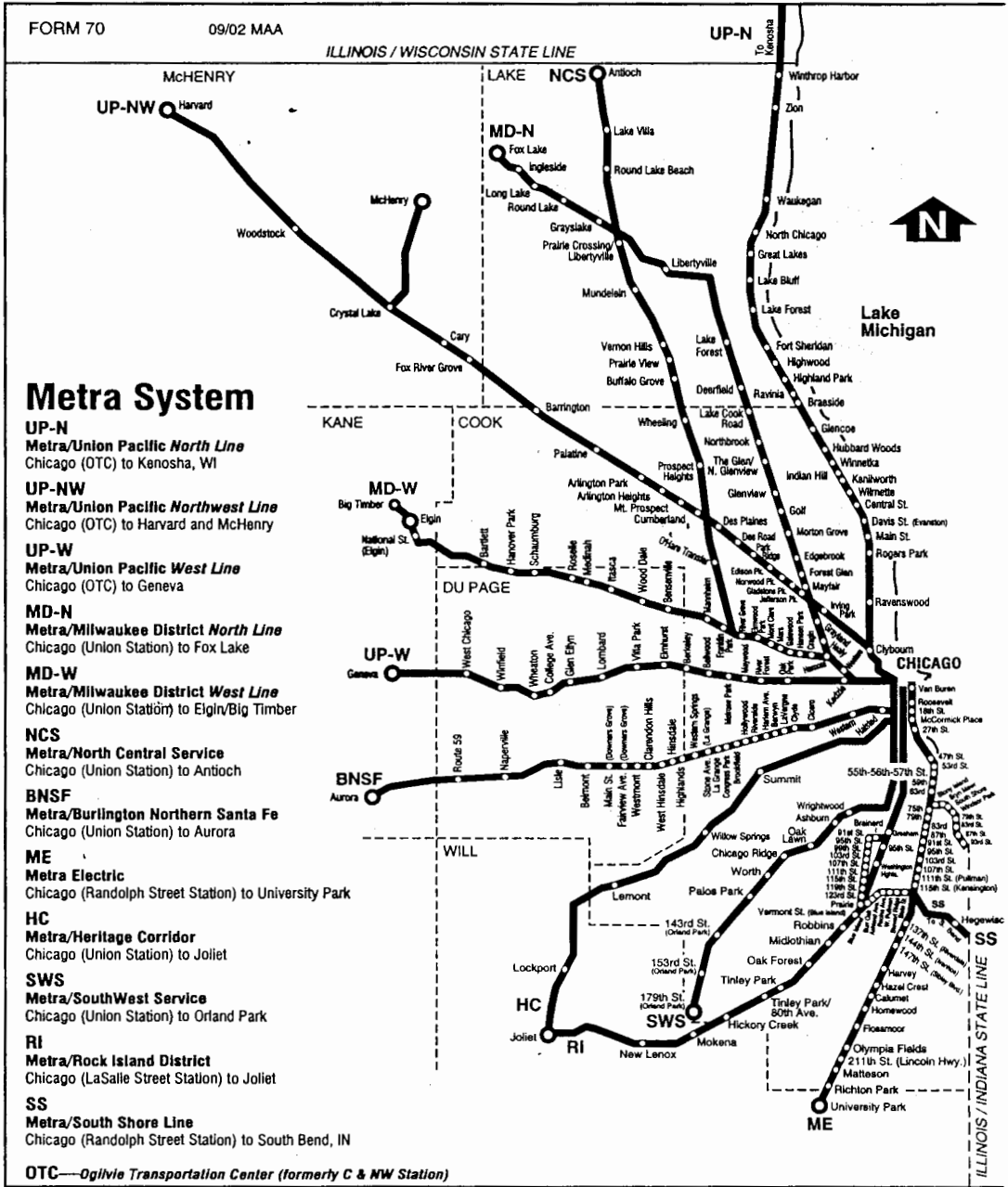
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## Aurora to Chicago - Monday through Friday

P	♿	ZONE	STATIONS	1200	1202	1204	1206	1208	1210	1212	1214	1216	1218	1220	1222	1224	1226	1228	1230	1232	1234	1236	1238	1240	1242	1244
e	●	G	Route 59	4:38	4:48	5:34	—	5:57	5:43	6:17	—	—	—	6:37	—	—	—	6:57	—	6:29	—	7:17	—	—	7:32	—
e	●	F	Naperville	4:43	4:53	5:40	—	6:03	5:48	6:25	—	—	—	6:45	—	—	—	7:05	—	6:34	—	7:25	—	—	7:40	—
e	●	E	Belmont	—	5:01	5:50	—	—	5:56	—	6:30	—	—	—	—	—	—	6:55	—	7:15	6:42	—	—	—	7:35	—
d	●	E	Downers Grv., Main St.	4:54	5:04	5:55	—	—	5:59	—	6:35	—	—	—	—	—	—	7:00	—	7:20	6:45	—	—	—	7:40	—
d	●	D	Westmont	4:57	5:08	—	5:52	—	6:03	—	—	—	6:41	—	—	—	—	6:55	—	6:50	7:15	—	—	7:31	—	—
c	○	D	Clarendon Hills	5:00	5:11	—	5:55	—	6:06	—	—	—	6:44	—	—	—	—	6:58	—	6:53	7:18	—	—	7:34	—	—
c	●	D	Hinsdale	5:03	5:15	—	5:58	—	6:10	—	—	—	6:50	—	—	—	—	7:04	—	6:56	7:21	—	—	7:40	—	—
a	○	D	Highlands	—	5:17	—	—	—	6:12	—	—	—	6:40	—	—	—	—	—	—	6:58	7:24	—	—	—	—	—
c	○	C	LaGrange, Stone Ave.	—	5:21	—	6:04	—	6:16	—	—	—	6:46	—	—	—	—	7:11	—	7:04	7:31	—	—	—	—	—
c	●	C	LaGrange Rd.	5:11	5:23	—	6:06	—	6:18	—	—	—	6:49	—	—	—	—	7:14	—	7:06	7:34	—	—	—	—	—
b	○	C	Brookfield	—	5:27	—	6:09	—	6:22	—	—	—	—	—	—	—	—	—	—	—	7:12	—	—	—	—	7:44
a	○	C	Hollywood (Zoo Stop)	—	5:29	—	—	—	6:24	—	—	—	—	—	—	—	—	—	—	—	7:14	—	—	—	—	7:46
b	○	B	Harlem Ave.	—	5:33	—	6:15	—	6:28	—	—	—	—	—	—	—	—	—	—	—	7:19	—	—	—	—	7:51
c	●	B	Berwyn	—	5:35	—	6:17	—	6:30	—	—	—	—	—	—	—	—	—	—	—	7:21	—	—	—	—	7:53
N/A	○	B	Clyde	—	5:39	—	—	—	6:34	—	—	—	—	—	—	—	—	—	—	—	7:26	—	—	—	—	7:57
b	○	B	Cicero	—	5:42	—	—	—	6:37	—	—	—	—	—	—	—	—	—	—	—	7:29	—	—	—	—	8:00
N/A	○	A	Halsted St.	—	5:51	—	—	—	6:46	—	—	—	—	—	—	—	—	—	—	—	7:38	—	—	—	—	—
●	○	A	CHICAGO (Union Station) AR:	5:30	6:00	6:22	6:34	6:38	6:55	6:58	7:02	7:08	7:12	7:18	7:20	7:27	7:33	7:38	7:47	7:48	7:53	7:58	8:02	8:07	8:13	8:15

Ⓟ Number of parking spaces available at "a" is 25-99; "b", 100-249; "c", 250-499; "d", 500-749; "e", 750 or more, "N/A" is not available.

● ACCESSIBLE STATION. ○ PARTIALLY ACCESSIBLE.

CALL PASSENGER SERVICES FOR AN ADA RIDER'S GUIDE. PARTIALLY ACCESSIBLE MEANS THAT THE STATION MEETS SOME, BUT NOT ALL ADA REQUIREMENTS.

### CONNECTING SERVICES

#### CTA Connections

At Union Station downtown, most buses board on Canal or Jackson, with frequent service everyday to North Michigan Avenue. Board CTA Blue Line trains at the Clinton/Congress subway station, two blocks south of Union Station. Board CTA Brown, Orange, and Purple Line trains at the Quincy/Wells elevated station, three blocks east of Union Station.

There are also rush hour express buses to North Michigan Avenue and Illinois Center/North Pier, and seasonal service to the United Center, Soldier Field, and

Lakefront museums. During limited AM and PM weekday hours, CTA offers reduced fares from Metra's downtown stations. Outside of downtown, CTA buses connect at all stations between Cicero Avenue and Halsted Street.

#### PACE Connections

Pace buses also connect with Metra trains at a number of suburban stations system wide, primarily at peak rush hour periods.

*Connections are not guaranteed between Metra trains, or between Metra trains and services of other rail and bus carriers.*

**pace**  
**681**  
Naperville/  
Saybrook  
Suburban Bus Service

**Serving**  
Eagle Chase  
Indian Hill  
Saybrook  
Lincoln  
at the Parks  
Naperville  
Metra Station  
August 27, 2001  
Rush Hour Service

**EXACT FARE REQUIRED  
DRIVER HAS NO CHANGE**

LOCAL FARES	Full Fare	Reduced Fare
Local Fare	\$1.25	\$0.60
Fare with Pace and CTA Transfer	\$1.80	\$0.90

Pace has a variety of passes and tickets that can make traveling on Pace, CTA and Metra easier and more cost effective. Please review the Pace Fare Guide for information on the Pace Commuter Club Cards, Pace/CTA 30-Day Pass, Link-Up Pass, PlusBus Pass, Student Haul Pass, Transit Cards, Reduced Fare Permits and 10-Ride Tickets. Reduced Fares are available for children (ages 7-11), students traveling to and from school, senior citizens and persons with disabilities. The RTA Reduced Fare Permit is required for seniors and persons with disabilities. A Medicare Card and another source of identification with a photograph and a date of birth are acceptable to obtain the Permit. Please refer to the Pace Fare Guide for restrictions and additional information.

**INFORMATION CENTER**

If you need transit information please call:  
The RTA Travel Information Center, open daily from 5:00 a.m. to 1:00 a.m. 836-7000  
TTY# (For HEARING IMPAIRED ONLY) (312) 836-4949  
Pace Passenger Services, Monday through Friday from 8:00 a.m. to 5:00 p.m. (847) 364-PACE(7223)  
TTY# (Pace information for HEARING IMPAIRED ONLY) (847) 364-5093

**CARRIER INFORMATION**

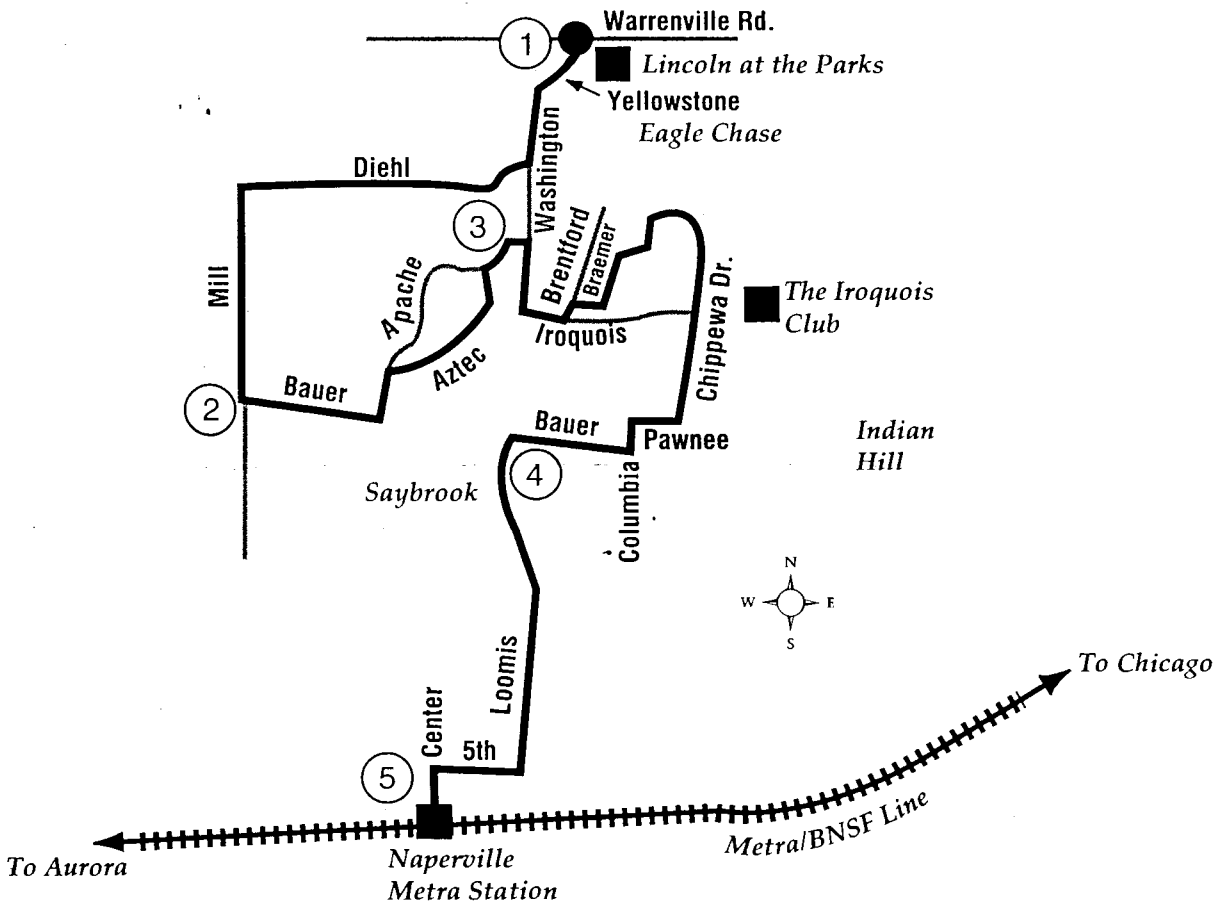
**OPERATED BY: Laidlaw, Naperville**  
For lost and found call (630) 904-0900

**ADDITIONAL INFORMATION**

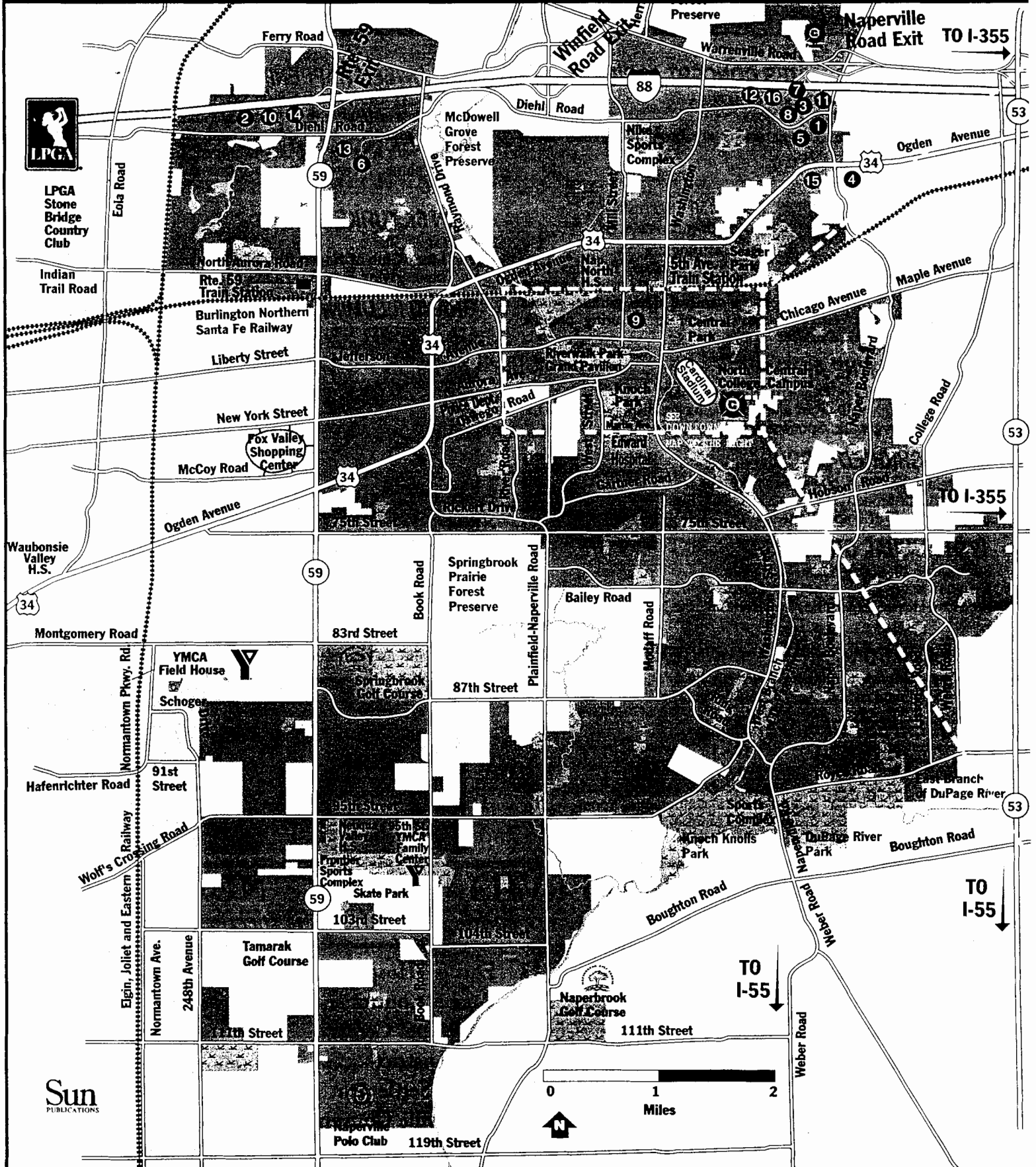
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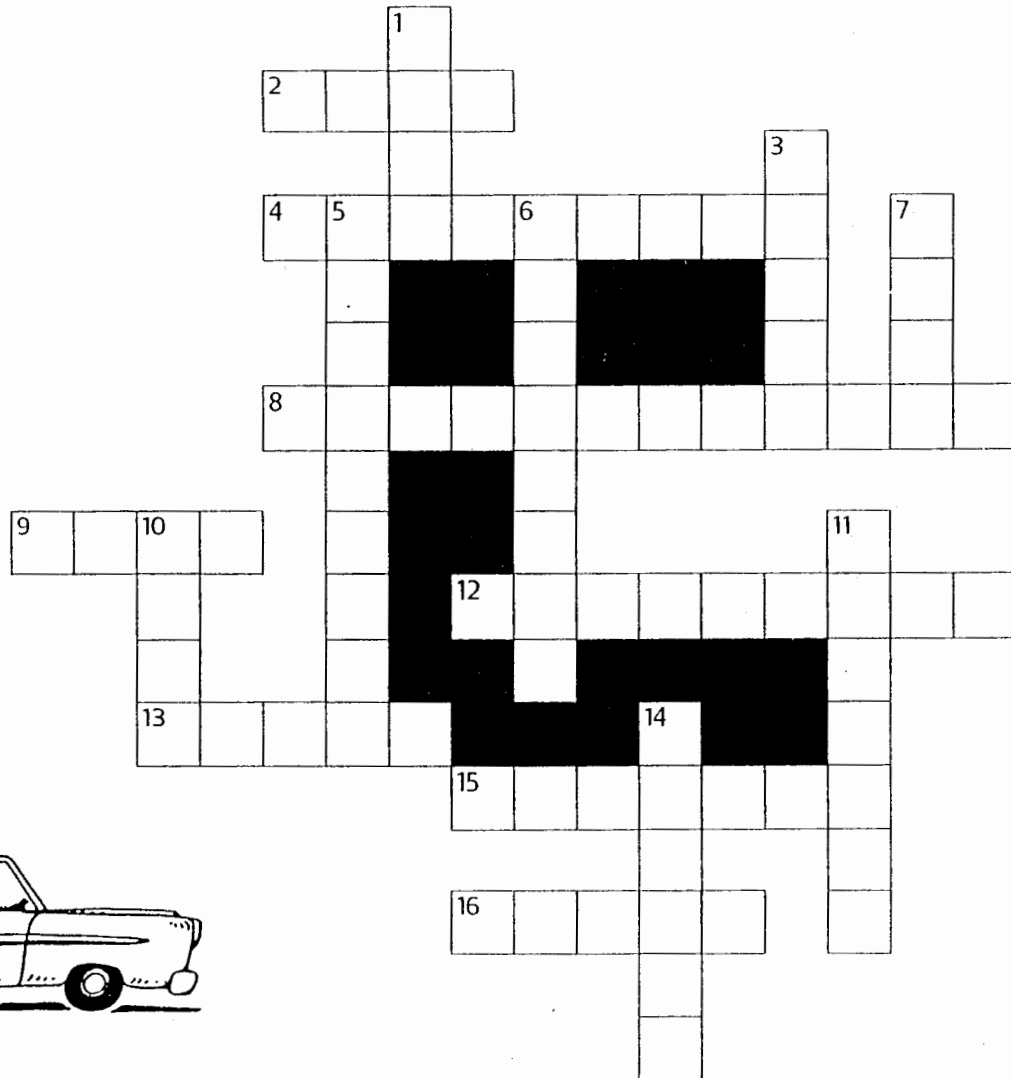
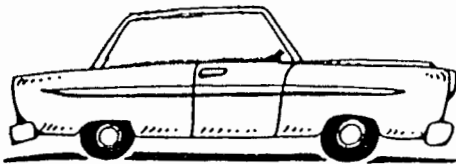
# NAPERVILLE AREA MAP



# Crossword puzzle: Buying a car

## Word list:

*cash*  
*conditioning*  
*dealer*  
*foreign*  
*insurance*  
*keys*  
*license*  
*loan*  
*negotiate*  
*power*  
*register*  
*sedan*  
*stop*  
*test drive*  
*title*  
*used*



### Across clues:

2. This kind of car had a previous owner.
4. You buy this every year, in case of an accident.
8. In the summer you need air \_\_\_\_\_ to keep cool.
9. If you pay all the money now, you are paying \_\_\_\_\_.
12. Before you buy a car, you should drive it for a few miles first, to check it out. This is a \_\_\_\_\_.
13. \_\_\_\_\_ steering and brakes are easier to use than regular steering and regular brakes.
15. A car made in a different country is a \_\_\_\_\_ car.
16. This paper has the name of the person who owns this car.

### Down clues

1. You need these to open the car door, to open the trunk, and to start the car.
3. A \_\_\_\_\_ usually has room for four or five people to sit.
5. "\_\_\_\_\_" means to make a bargain, or to agree on something.
6. You must \_\_\_\_\_ your car with the state Department of Motor Vehicles.
7. When you borrow money, you take out a \_\_\_\_\_.
10. To \_\_\_\_\_ the car, you must step on the brake pedal.
11. Before you can drive, you must take a test and get a driver's \_\_\_\_\_.
14. A businessman who sells cars is a car \_\_\_\_\_.

# APPLICATION FOR VEHICLE TITLE AND REGISTRATION

13

PLEASE TYPE OR PRINT CLEARLY

<b>CHECK ONE</b>	<input checked="" type="checkbox"/> TITLE & PLATES	<input type="checkbox"/> STICKER ONLY	<input type="checkbox"/> TRANSFER OF PLATES ONLY	SPECIFY	2. CURRENT IL PLATE NO.	YEAR	3. PLATE TYPE REQUESTED	4. EXPIRATION MONTH YEAR	OFFICE USE ONLY
	<input type="checkbox"/> PLATES ONLY	<input type="checkbox"/> TITLE & TRANSFER OF PLATES	<input type="checkbox"/> CORRECTED IDENTIFICATION CARD ONLY	<input type="checkbox"/> DUPLICATE IDENTIFICATION CARD ONLY					

<b>OWNER INFORMATION</b>	5. OWNER'S IL DRIVERS LICENSE NO.	6. DATE OF BIRTH	7. SEX <input type="checkbox"/> M <input type="checkbox"/> F	8. OWNER(S) NAME FIRST MIDDLE LAST		
	CO. OWNER'S IL DRIVERS LICENSE NO.	DATE OF BIRTH	SEX <input type="checkbox"/> M <input type="checkbox"/> F	(1) _____		
	9. COUNTY	10. RESIDENCE/BUSINESS ADDRESS				
	COUNTY CODE (see next page for list of codes)	CITY		ZIP CODE		

<b>VEHICLE INFORMATION</b>	11. CURRENT ODOMETER READING (no tenths)	GWR OVER 16,000 LBS <input type="checkbox"/> YES	12. VEHICLE IDENTIFICATION NUMBER			UNIT NUMBER FOR OWNER'S USE	
	13. ODOMETER READING STATED IS (check one box) <input type="checkbox"/> ACTUAL MILEAGE <input type="checkbox"/> NOT ACTUAL MILEAGE <input type="checkbox"/> IN EXCESS OF MECHANICAL LIMITS		14. YEAR	15. MAKE OF VEHICLE	16. MODEL	17. BODY STYLE	
	18. PURCHASE DATE MONTH / DAY / YEAR NEW <input type="checkbox"/> USED <input type="checkbox"/>		REBUILT VEHICLE <input type="checkbox"/> YES	MOTORCYCLE 19. NO. C.C.	20. VEHICLE COLOR UPPER LOWER	21. RENTAL VEHICLE <input type="checkbox"/> YES <input type="checkbox"/> LEASED VEHICLE <input type="checkbox"/> YES	22. FILE NUMBER (if applicable)
	23. SURRENDER TITLE NUMBER AND STATE OF ISSUANCE		24. For RV, RT, Truck Trailer & Bus Only	NO. AXLES	GROSS WEIGHT	TYPE OF FUEL GAS <input type="checkbox"/> DIESEL <input type="checkbox"/> OTHER <input type="checkbox"/>	VEHICLE OPERATED INTRA STATE <input type="checkbox"/> INTER STATE <input type="checkbox"/>

<b>MAIL TO</b>	25. TITLE MAILING INSTRUCTIONS (if different from above and no lienholder)			26. PLATES/STICKER MAILING INSTRUCTIONS (if different from above)		
	NAME			NAME		
	STREET			STREET		
CITY STATE ZIP			CITY STATE ZIP			

<b>LIENHOLDER</b>	27. FIRST LIENHOLDER NAME AND ADDRESS			28. SECOND LIENHOLDER NAME AND ADDRESS		
	NAME			NAME		
	STREET			STREET		
CITY STATE ZIP			CITY STATE ZIP			

<b>TRANSFER</b>	PREVIOUS VEHICLE INFORMATION	29. VEHICLE IDENTIFICATION NUMBER	30. YEAR	31. MAKE OF VEHICLE
	37. GROSS WEIGHT/NO. C.C.	33. DISPOSITION OF PREVIOUS VEHICLE <input type="checkbox"/> SOLD <input type="checkbox"/> SALVAGED <input type="checkbox"/> STOLEN <input type="checkbox"/> JUNKED <input type="checkbox"/> STORED		DATE OF DISPOSITION

<b>OTHER</b>	34. FROM WHOM DID YOU BUY? NAME	35. IF PURCHASED FROM DEALER, DEALER MUST SIGN AND GIVE DEALER NUMBER		DEALER NUMBER	OFFICE CLASS CODE
	ADDRESS	36. ARE YOUR PLATES NOW SUSPENDED OR REVOKED? <input type="checkbox"/> YES <input type="checkbox"/> NO		37. THE FOLLOWING MUST BE COMPLETED ON APPLICATIONS FOR TRUCK, TRACTOR OR BUS REGISTRATION (over 8,000 lbs.) <input type="checkbox"/> I have knowledge of the State Motor Carrier Safety Act and, if applicable, the Hazardous Materials Regulations.	

I/We hereby affirm the information provided is true and correct and, when applicable, will abide by the Mandatory Insurance Law requiring liability insurance throughout the registration period. If applying for title for a motor vehicle nine years old or newer, I/we also acknowledge awareness of the odometer certification made by the seller.

39. (optional) - DAYTIME TELEPHONE NUMBER

X (1)

38 SIGN HERE X (2)

YOUR SIGNATURE ON THE APPLICATION AUTHORIZES THE SECRETARY OF STATE TO LOWER THE AMOUNT OF YOUR CHECK IF FEE SUBMITTED IS GREATER THAN THE REQUIRED FEE FOR MAIL-IN TRANSACTIONS.



SECRETARY OF STATE  
STATE OF ILLINOIS

VSD-190.12A

<b>AUDITORS USE ONLY</b>	TAX TN. NUMBER
	\$ _____ 1st 2nd 3rd 4th
REMITTER AGENCY/DRIVERS FACILITY STAMP NAME HERE ONLY	

## METRIC CONVERSION

### Approximate Conversions from Metric Measures

<b>VOLUME</b>				
<b>Symbol</b>	<b>When You Know</b>	<b>Multiply By</b>	<b>To Find</b>	<b>Symbol</b>
mL	Milliliters	0.03	Fluid ounces	fl. oz.
mL	Milliliters	0.06	Cubic inches	in. <sup>3</sup>
L	Liters	2.1	Pints	pt.
L	Liters	1.06	Quarts	qt.
L	Liters	0.26	Gallons	gal.
m <sup>3</sup>	Cubic meters	35	Cubic feet	Ft <sup>3</sup>
m <sup>3</sup>	Cubic meters	1.3	Cubic yards	yd. <sup>3</sup>

# ACHIEVEMENT LIST OF REAL LIFE SKILLS USING ENGLISH

Name of learner: \_\_\_\_\_ Date: \_\_\_\_\_

Name of tutor: \_\_\_\_\_

What have you achieved and what are you able to do now or do better in everyday life?	Listen	Speak	Read	Write
Read and understand the local train schedule.			✓	
Read, understand, and use a local map to find the train station.			✓	
Ask for and understand directions to find a store.	✓	✓		
Write directions from a location to your house.				✓
Write a letter reserving a hotel room.				✓

Check (✓) any changes/achievements:

	✓	Date
Received US Citizenship		
Registered to Vote or Voted for the first time		
Gained Employment		
Obtained Job Advancement		
Obtained GED		
Entered other Ed. or Voc. Program		

What do you still want to learn? \_\_\_\_\_

\_\_\_\_\_

What do you want to be able to do? \_\_\_\_\_

\_\_\_\_\_