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

<table>
<thead>
<tr>
<th>Travel Guides</th>
<th>3 by 5 Index Cards</th>
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<tbody>
<tr>
<td>Maps</td>
<td>Colored Markers</td>
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<tr>
<td>Bus and Train Schedules</td>
<td>Post-It Notes</td>
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<td>Automobile</td>
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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.

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.

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, synonyms, antonyms, 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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Create Your Own Wordsearch

Name: ______________________ Date: ______________________

DIRECTION SYS
PR TRAFFIC BUS
HF INSURANCE
WINDSHIELD
WIPERS BUS
PLSCHEDULE
FRAINSTMAP
XY TRUNK
WLY PLANE
BCYCLEMNDEF
DCXSY WHEELS
CA DOAHOOD

Words:

BUS
TRAIN
CAR
PLANE
BICYCLE
MAP
DIRECTIONS
INSURANCE
GAS
WHEEL
WINDSHIELD
WIPERS

TRAFFIC
SCHEDULE
HOOD
TRUNK

Page 6 - Transportation
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Literacy Volunteers of DuPage
Create Your Own Wordsearch

Name:______________________ Date:______________________

Words:
Metra Territory

Metra operates 12 commuter rail lines that provide service to 228 outlying stations in the six-county area of northeast Illinois.

Flexible schedules, convenient connections, and assorted fare programs make Metra the smart and economical travel choice to many destinations.

So why drive. Learn to fly on Metra.
### Aurora to Chicago - Monday through Friday

<table>
<thead>
<tr>
<th>Route</th>
<th>Start Location</th>
<th>End Location</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1</td>
<td>Aurora Mall</td>
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</tr>
<tr>
<td>2</td>
<td>Elgin</td>
<td>Chicago</td>
<td>1:30 PM</td>
</tr>
<tr>
<td>3</td>
<td>Naperville</td>
<td>Chicago</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>4</td>
<td>Palos Heights</td>
<td>Chicago</td>
<td>4:30 PM</td>
</tr>
<tr>
<td>5</td>
<td>Lisle</td>
<td>Chicago</td>
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</tr>
<tr>
<td>6</td>
<td>Westmont</td>
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<tr>
<td>8</td>
<td>Hinsdale</td>
<td>Chicago</td>
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</tr>
<tr>
<td>9</td>
<td>Oak Brook</td>
<td>Chicago</td>
<td>10:00 PM</td>
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</table>

### 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 train at the Clevely Congress subway station, two blocks south of Union Station. Board CTA Brown, Orange, and Purple Line trains at the Quincy/Well 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 4:30 and 6:30 peak-hour hours, CTA offers reduced rates for Metra's downtown stations. Outside of downtown, CTA buses connect at all stations between Cicero Avenue and Halsted Street.

**PACE Connections**
Place buses also connect with Metra trains at a number of suburban stations system wide, primarily at peak rush hour periods. Connection are not guaranteed between Metro trains, or between Metro trains and services of other rail and bus carriers. 

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*Number of parking spaces: indicates "A" is 15-25, "B" is 25-49, "C" is 50-100, "D" is 100-200, "E" is over 200.*

*Accessible Station: Partially accessible. Accessibility means that the station meets some, but not all ADA requirements.*
EXACT FARE REQUIRED
DRIVER HAS NO CHANGE

LOCAL FARES

<table>
<thead>
<tr>
<th>Full Fare</th>
<th>Reduced Fare</th>
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</thead>
<tbody>
<tr>
<td>Local Fare</td>
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</tr>
<tr>
<td>Fare with Pace and CTA Transfer</td>
<td>$1.80</td>
</tr>
</tbody>
</table>

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, PulsBus Pass, Student 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 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.
TTY# (For HEARING IMPAIRED ONLY)
(312) 836-4949
(312) 836-4949

Pace Passenger Services, Monday Through Friday from 8:00 a.m. to 5:00 p.m.
TTY# (Pace information for HEARING IMPAIRED ONLY)
(847) 364-PACE (7223)
(847) 364-5093

CARRIER INFORMATION

OPERATED BY: Laidlaw, Naperville
For lost and found call (630) 964-0900

ADDITIONAL INFORMATION

The schedules, trips and other information in the timetable are subject to change. Pace does not assume responsibility for errors in timetables, nor for inconvenience or damage resulting from delayed trains or buses or failure to make connections.

Bus will stop upon signal to driver at any intersection along the route where it is safe to do so.

ALL weekend Pace service is wheelchair accessible.

www.pacebus.com
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 ______.

Honda on English, Vol. V, No. 4
APPLICATION FOR VEHICLE TITLE AND REGISTRATION

Check boxes according to situation:

1. STICKER ONLY
2. TRANSFER OR PLATES ONLY
3. CONNECTED IDENTIFICATION CARD ONLY
4. DUPLICATE IDENTIFICATION CARD ONLY

CURRENT IL PLATE NO.  YEAR  PLATE TYPE REQUESTED  EXPIRATION MONTH  YEAR  OFFICE USE ONLY

OWNERSHIP INFORMATION

8. OWNER’S NAME  FIRST  MIDDLE  LAST

9. COUNTY  RESIDENCE/BUSINESS ADDRESS  CITY  ZIP CODE

10. LICENSE/IDENTIFICATION CARD NO.

11. CURRENT ODOMETER READING (If not listed)

12. VEHICLE IDENTIFICATION NUMBER

13. ODOMETER READING AT TIME OF SURRENDER

14. YEAR  MAKE OF VEHICLE  MODEL  BODY STYLE

15. REBUILT VEHICLE

16. VEHICLE COLOR

17. RENTAL VEHICLE

18. LEASED VEHICLE

19. TIRE NUMBER (If applicable)

20. TRUCK OR BUS REGISTRATION (2,000 lbs. or over)

21. NO CC.

22. EXCESS OF INDIR.” PERMIT

23. EXCESS OF INDIV. PERMIT

24. For RV, AT Truck Trailer Bus Only

25. NO AXLES  GROSS WEIGHT  TYPE OF FUEL  VEHICLE OPERATED

26. TITLE TRANSFER TO:

27. FIRST LEASEHOLDER NAME AND ADDRESS

28. SECOND LEASEHOLDER NAME AND ADDRESS

29. FROM WHOM DID YOU BUY?

30. YEAR  MAKE OF VEHICLE

31. VEHICLE IDENTIFICATION NUMBER

32. PREVIOUS VEHICLE INFORMATION

33. DISPOSITION OF PREVIOUS VEHICLE

34. DATE OF DISPOSITION

35. IF PURCHASED FROM DEALER, DEALER MUST SIGN AND GIVE DEALER NUMBER

36. ARE YOUR PLATES NOW SUSPENDED OR REVOKED?

37. THE FOLLOWING MUST BE COMPLETED ON APPLICATIONS FOR TRUCK, TRACTOR OR BUS REGISTRATION (over 8,000 lbs.):

38. SIGN HERE

39. DAYTIME TELEPHONE NUMBER

40. AUDITORS USE ONLY

41. TAX ID NUMBER

42. REMITTER AGENCY/DRIVERS LICENSE FACILITY STAMP NAME HERE ONLY

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.

SENTRY OF STATE
STATE OF ILLINOIS

VSD-190.12A
## METRIC CONVERSION

Approximate Conversions from Metric Measures

### VOLUME

<table>
<thead>
<tr>
<th>Symbol</th>
<th>When You Know</th>
<th>Multiply By</th>
<th>To Find</th>
<th>Symbol</th>
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<td>mL</td>
<td>Milliliters</td>
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<td>Fluid ounces</td>
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<tr>
<td>mL</td>
<td>Milliliters</td>
<td>0.06</td>
<td>Cubic inches</td>
<td>in.³</td>
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<td>Pints</td>
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<tr>
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<td>35</td>
<td>Cubic feet</td>
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<tr>
<td>m³</td>
<td>Cubic meters</td>
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<td>Cubic yards</td>
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Check (✓) any changes/achievements:

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?