

Transportation

Unit Overview for the Trainer

This unit provides participants with an overview of different types of transportation, and how to safely use them. The unit focuses on the following key points:

- ▶ Most communities have one or more forms of public transportation. Refugees will need to know how to use each type and how to do so safely.
- ▶ Owning and driving a car in the United States can be expensive. There are also laws regarding car insurance, driver's licenses, and safety that car owners need to understand and obey.

During their first months in the United States, most refugees will use public transportation to get around their new community. Some refugees may purchase a car after they have a job and can afford car expenses.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Transportation.* In this session, participants will learn about the types of transportation in their community and how to safely use them. They will also learn what they need to know to own and drive a car safely and legally.
- ▶ *Getting Around Your New Community.* In this session, participants learn about the many different services available in a refugee's community (e.g., banks, libraries, schools, health clinics) and how to get from one place to another.
- ▶ *Owning and Driving a Car.* During this session, participants will discuss some of the challenges and benefits to owning and driving a car, compared with the challenges and benefits of using public transportation.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

	Content Objective	Learning Indicator	Activity Plan
Your New Community	There are community and public services that are available to support residents	Participants can identify community services relevant to their specific needs, such as senior services or child care/day care	Getting Around Your New Community
		Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government	Getting Around Your New Community
	The local resettlement agency will assist refugees in becoming acquainted with their new community	Participants know where to find and how to use critical services such as stores and laundromats	Getting Around Your New Community
		Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office	Getting Around Your New Community
	Members of the refugee's ethnic or religious group who live in the area may be a good source of support	Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community	Getting Around Your New Community
Health	A variety of health care services are available in the U.S.	Participants can identify types of places where they might seek health services, including clinics, offices, and hospitals	Getting Around Your New Community
	Preventative health care plays a large role in maintaining good health	Participants understand the importance of immunizations and vaccines for themselves and their children	Getting Around Your New Community
Safety	It is important to be familiar with safety procedures	Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian)	The Basics: Transportation

	Content Objective	Learning Indicator	Activity Plan
Transportation	Transportation options exist in most communities	Participants are aware of public transportation options in their locality	The Basics: Transportation Getting Around Your New Community
		Participants understand how to navigate the public transportation system, including the use of maps and schedules and payment methods (tickets, passes, etc.)	Getting Around Your New Community
		Participants understand how to safely board, ride, and exit the types of public transportation they are likely to use	The Basics: Transportation
	Owning or having access to a personal vehicle comes with benefits and responsibilities	Participants are aware of legal requirements such as a driver's license and insurance	The Basics: Transportation Owning and Driving a Car
		Participants understand the importance and legal requirements for drivers' education	The Basics: Transportation Owning and Driving a Car
		Participants are aware of safety issues and legal requirements, including the use of child seats	The Basics: Transportation
		Participants understand that buying and maintaining a car can be very expensive	The Basics: Transportation Owning and Driving a Car

Transportation

The Basics: Transportation

Introduction for the Trainer

Key Content

During this session, participants will learn about the types of transportation available to them in their new community.

Main Messages

There are different types of transportation available to refugees to help them get around their new community. Refugees will need to know how to safely board, ride, and exit the types of transportation they use. They should also know how to safely walk around their neighborhood. The trainer should stress that there are laws in the United States that regulate walking, biking, and driving a car. Participants should be reminded that using safety belts is the law. Participants should be encouraged to use public transportation, where it is available, since car expenses are high.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ State types of public transportation available in their community
- ▶ Describe how to use the public transportation
- ▶ Describe the safety issues and legal requirements of driving a car

Key English Vocabulary

- ▶ *bus*
- ▶ *train*
- ▶ *walk*
- ▶ *How much is the _____ [bus/train]?*

Materials

- Basics of Transportation Signs (included)
- Tape
- Basics of Transportation Cards (included)
- Basics of Transportation Answer Key (included)

Session Preparation

Review the Basics of Transportation Signs and the Basics of Transportation Cards. Remove the forms of transportation that are not available in your area or not relevant to your participants at this time (such as driving a car) and any cards that your participants would find simplistic (such as opening the car door or sitting down on the seat). Find out age requirements for child safety seats in your area and fill in that information.

At the front of the training space, hang the Basics of Transportation Signs that name the types of transportation that are available in your area and relevant to your participants.

Print the needed Basics of Transportation Cards for use and cut along the dotted lines.

Trainer's Introduction of Session to Participants

During this session, we will talk about the types of transportation available in the area and how to safely use them. We will also talk about safety issues and legal requirements related to owning and driving a car.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Use the word that is most likely to be written on signs in your area. Use subway or metro instead of train if that is the word used in your area. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Distribute the Basics of Transportation Cards and pieces of tape to participants. Tell participants that their cards show the process of safely using one of the forms of transportation pictured in the signs at the front of the training space. Introduce the signs.

Tell participants to decide which type of transportation (e.g., bus or car) their cards belong to. Participants then work with others who have cards that picture the same type of transportation and create a sequence showing the order of steps involved in using that form of transportation.

When participants have completed the sequence, review their work with the use of the Basics of Transportation Answer Key. Move cards around if needed. Note where there might be overlap, or when one part of the process could happen before or after another part of the process (as described in the Basics of Transportation Answer Key).

Debrief the session using the questions below.

Debriefing Questions

- ▶ What forms of public transportation have you used before? Which were new?
 - ▶ What is one form of transportation that is available in your community? What are the steps you should take to use it safely?
 - ▶ What is another form of transportation available in your community? What steps should you take to use it safely?
 - ▶ When you want to ride in a car with a young child, what does the child need to sit on?
-

Working With Individuals or Very Small Groups

When working with one to three participants, hang the Basics of Transportation Signs on the wall or spread them out on a table or the floor. Spread the Basics of Transportation Cards out on a table or the floor. Together, participants complete the sequences by placing them near the Basics of Transportation Signs (with tape, if they are on the wall).

Variations and Considerations

If needed, use translated versions of the Basics of Transportation Signs and/or the Basics of Transportation Cards.

For more information on public transportation and ideas for activities, refer to the *Public Transportation Week: Lectures, Field Trip, and Quiz* plan, available here for automatic download: <http://goo.gl/ZetVq0>.

Basics of Transportation Signs



Bike



Bus



Drive a car



Ferry



Ride in a car



Subway/metro



Taxi/cab



Train



Walk

Basics of Transportation Cards



Wear a helmet.



When possible, use bike lanes and ride in the same direction as the traffic on your side of the road.



When there are no bike lanes, ride on the side of the road in the same direction as the traffic.



Use the correct hand signals when turning or stopping.



Lock your bike when you are not using it.



Buy a ticket or pass in advance.



Arrive early.



Wait at a bus stop and flag the bus if needed.



Step onto the bus.



Show your ticket or pass or purchase a ticket.



Sit or hold the rail while standing.



Press the button or pull the string before your stop.



Check to make sure you have all of your belongings.



Exit at your stop.



Study for a learner's permit to drive.



Take and pass the learner's permit test.



Take driver's education classes.



Practice driving with a licensed driver.



Take and pass the driving test.



Get a driver's license.



Buy insurance.



Register your car.



Buy a car.



Buy gas.



Maintain your car.



Buy a ticket or pass.



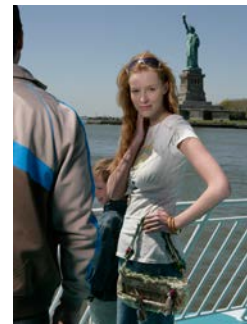
Arrive early.



Board the ferry when it is ready.



Sit or hold the railing while standing.



Check to make sure you have all of your belongings.



Exit when the ferry arrives at your destination.



Open the door.



Buckle children under the age of _____ into child safety seats.



Sit down on the seat.



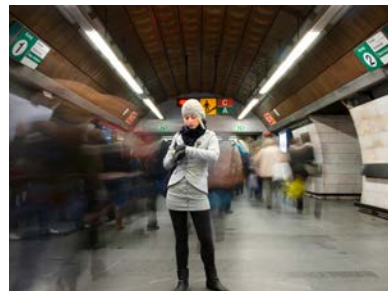
Close the door.



Buckle your safety belt.



Buy a ticket, token, or pass.



Arrive early.



Step into the subway car when it arrives.



Sit or hold the rail while standing.



Check to make sure you have all of your belongings.



Exit at your stop.



Flag a taxi by waving from the side of the road.



Call a taxi company on the telephone.



Go to a taxi stand and tell the attendant that you would like a taxi.



Open the back passenger side door.



Buckle the safety belts of children.



Sit down on the seat.



Close the door.



Buckle your safety belt.



Tell the driver where you are going.



Pay the driver when you arrive at your stop.



Check to make sure you have all of your belongings.



Open the door and get out of the taxi.



Thank the driver and close the door.



Walk to the curb.



Buy a ticket or pass.



Arrive early.



Step onto the train when it is ready.



Sit or hold the rail while standing.



Check to make sure you have all of your belongings.



Exit at your stop.



Walk on the sidewalk when possible.



If there is no sidewalk, walk facing traffic, either off the road or on the shoulder of the road.



Find a crosswalk to cross the road safely.



Press the button.



Wait for a walk signal.



Look left, right, and left again before crossing the road to make sure no cars are coming.



Walk quickly across the road.

Basics of Transportation Answer Key

		Steps to the Process of Using the Form of Transportation	Notes and Overlap Among the Steps
Type of Transportation	Bike	Wear a helmet.	
		When possible, use bike lanes and ride in the same direction as the traffic on your side of the road.	Only one of these two steps would take place.
		When there are no bike lanes, ride on the side of the road, in the same direction as the traffic.	
		Use the correct hand signals when turning or stopping.	
		Lock your bike when you are not using it.	
	Bus	Buy a ticket or pass in advance.	Paying for or purchasing a ticket or pass may take place after stepping onto the bus.
		Arrive early.	
		Wait at a bus stop and flag the bus if needed.	
		Step onto the bus.	
		Show your ticket or pass or purchase a ticket.	
		Sit or hold the rail while standing.	
		Press the button or pull the string before your stop.	
		Check to make sure you have all of your belongings.	
	Drive a Car	Exit at your stop.	
		Study for a learner's permit to drive.	These two steps may be reversed or may not be required, depending on the state and age of the driver.
		Take and pass the learner's permit test.	
		Take driver's education classes.	
		Practice driving with a licensed driver.	
		Take and pass the driving test.	
		Get a driver's license.	
Buy insurance.			
Buy a car.			
Register your car.			
Buy gas.			
Maintain your car.			

		Steps to the Process of Using the Form of Transportation	Notes and Overlap Among the Steps
Type of Transportation	Ferry	Buy a ticket or pass.	Paying for or purchasing a ticket or pass may take place after arriving.
		Arrive early.	
		Board the ferry when it is ready.	
		Sit or hold the railing while standing.	
		Check to make sure you have all of your belongings.	
		Exit when the ferry arrives at your destination.	
	Ride in a Car	Open the door.	
		Buckle children under the age of _____ into child safety seats.	
		Sit down on the seat.	
		Close the door.	
		Buckle your safety belt.	
	Subway/Metro	Buy a ticket, token, or pass.	Purchasing a ticket, token, or pass may take place after arriving.
		Arrive early.	
		Step into the subway car when it arrives.	
		Sit or hold the rail while standing.	
Check to make sure you have all of your belongings.			
Exit at your stop.			
Taxi/Cab	Flag a taxi by waving from the side of the road.	Only one of these three steps would take place.	
	Go to a taxi stand and tell the attendant that you would like a taxi.		
	Call a taxi company on the telephone.		
	Open the back passenger side door.		
	Buckle the safety belts of children.		
	Sit down on the seat.		
	Close the door.		
	Buckle your safety belt.		
	Tell the driver where you are going.		
	Pay the driver when you arrive at your stop.		
	Check to make sure you have all of your belongings.		
	Open the door and get out of the taxi.		
	Thank the driver and close the door.		
Walk to the curb.			

		Steps to the Process of Using the Form of Transportation	Notes and Overlap Among the Steps
Type of Transportation	Train	Buy a ticket or pass.	
		Arrive early.	
		Step onto the train when it is ready.	
		Sit or hold the rail while standing.	
		Check to make sure you have all of your belongings.	
		Exit at your stop.	
	Walk	Walk on the sidewalk when possible.	Only one of these two steps would take place.
		If there is no sidewalk, walk facing traffic, either off the road or on the shoulder of the road.	
		Find a crosswalk to cross the road safely.	These steps would take place only if there is a crosswalk.
		Press the button.	
		Wait for a walk signal.	
		Look left, right, and left again before crossing the road to make sure no cars are coming.	
		Walk quickly across the road.	

Transportation

Getting Around Your New Community

Introduction for the Trainer

Key Content

During this session, participants will learn how to get around their new community in order to access the services they need.

Main Messages

There are many services available to refugees in their new community. They will most likely reach these places by public transportation. Depending on the area and where refugees live, participants may need to take more than one form of transportation to reach their destination.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify common services available in the community
- ▶ Discuss what different services offer
- ▶ Describe how to use different forms of transportation to reach the services

Key English Vocabulary

- ▶ *police station*
- ▶ *school*
- ▶ *shopping center*
- ▶ *How do you get from _____ to _____?*

Materials

- Transportation Cards (included), 1 set per group of 2-8
- Highlighters or markers, 6 different, distinct colors
- White printer paper, 1 piece
- Scissors
- Getting Around Game Board 1 (included), 1 per group of 2-8
- Tape
- Flipchart paper, markers, and tape
- Task Lists (included), 1 per group of 2-8
- Optional: Getting Around Game Board: Left Side and Getting Around Game Board: Right Side (included)

Note to Trainer

Although the set-up for this activity plan is somewhat complex, the activity should be very useful to participants.

Session Preparation

Estimate how many participants will be attending the session. Participants can play the game by themselves or with a partner. It is recommended that two to four individuals or teams play together at one time. If possible, group participants by language background for the activity so that they can communicate in a common language.

Review the Transportation Cards. Consider removing those that are not available in your area. Print a set of Transportation Cards for each group. Then cut the cards along the dotted lines, keeping sets together.

If printing in black-and-white, highlight each bus route on the Getting Around Game Board 1 with a different color marker as shown in the color version with this activity plan.

Cut or tear the printer paper into enough small pieces that each participant or team can receive a playing piece. There will be two to four playing pieces per game board. Using the highlighters or markers, color each playing piece different from the bus routes. There should be two to four different colored playing pieces per game board (such as yellow, green, purple, and brown). Label the Task Lists with the same colors, so each playing piece shares a color with a Task List.

Trainer's Introduction of Session to Participants

It will take time for you to learn how to get around your new community. During this session, you will learn more about what is available in your community, and where you need to go to take care of different tasks. You will learn how to get from one place to another in your community.

Introductory Exercise

Conduct a large group brainstorming session by asking participants how they got around in their home country or country of asylum. Record notes on flipchart paper.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into the number of groups you chose during the session preparation. Participants in each group can play as individuals or as members of a team.

Distribute a large Getting Around Game Board 1, a set of Transportation Cards, a set of Task Lists, and a set of playing pieces to each group. Show participants the Getting Around Game Board 1, pointing out various community services, houses and apartment buildings, bus lines (red and blue) and stops (triangles), and streets and parks.

All players decide which house or apartment building they will live in, and put their playing piece on their home. Groups decide which player will go first. Each player begins by deciding where s/he will do the first task on the assigned list. Then the player decides how s/he will get there from home by lining up the Transportation Cards to be used. Lastly, the player moves the playing piece along the route shown in the Transportation Cards.

Then it is the next player's turn. When participants take their second turn, they start their second task from where they have completed their first task.

Tell participants that some tasks can be done at more than one place in the community. Encourage participants to help each other decide how to do their tasks.

Allow groups about 30 minutes to play the game. Most players will not be able to finish their Task List, but all players should understand the point of the game and learn something useful about how to get around in their new community.

Bring the full group together to debrief the session using the questions below.

Debriefing Questions

- ▶ Which services have you heard about in the past?
- ▶ What are some of the services that are new to you?
- ▶ What are some tasks you did during this session? Where did you have to go to do them?
- ▶ What forms of transportation did you use during this session? Which do you think would be most difficult to use?

Working With Individuals or Very Small Groups

Here are three different options for working with an individual or a small group:

- ▶ When working with an individual, the trainer can be the second player in the game during the activity. The participant and the trainer each have a Task List to complete.
- ▶ A trainer who does not want to participate in the game can give the participant a Task List and talk through getting around the community with the participant as s/he completes the assigned Task List.
- ▶ Instead of having the participant play the game, the trainer can discuss with the participant the local transportation options available, with the use of pictures such as the Transportation Cards. The trainer and participant can then discuss how to get from one place to another within the area using five or six suggestions from the Task Lists. For example, the trainer can describe how to get from the resettlement agency to the doctor's office, or from the library to the elementary school.

In each case, debrief the session using the questions provided.

Variations and Considerations

Instead of conducting this session as a classroom activity, take groups around the community, going from place to place using public transportation.

The group can spend a longer or shorter amount of time on the game as needed.

If needed, use translated versions of the Transportation Cards and/or the Task Lists.

Use local maps in place of the Getting Around Game Board.

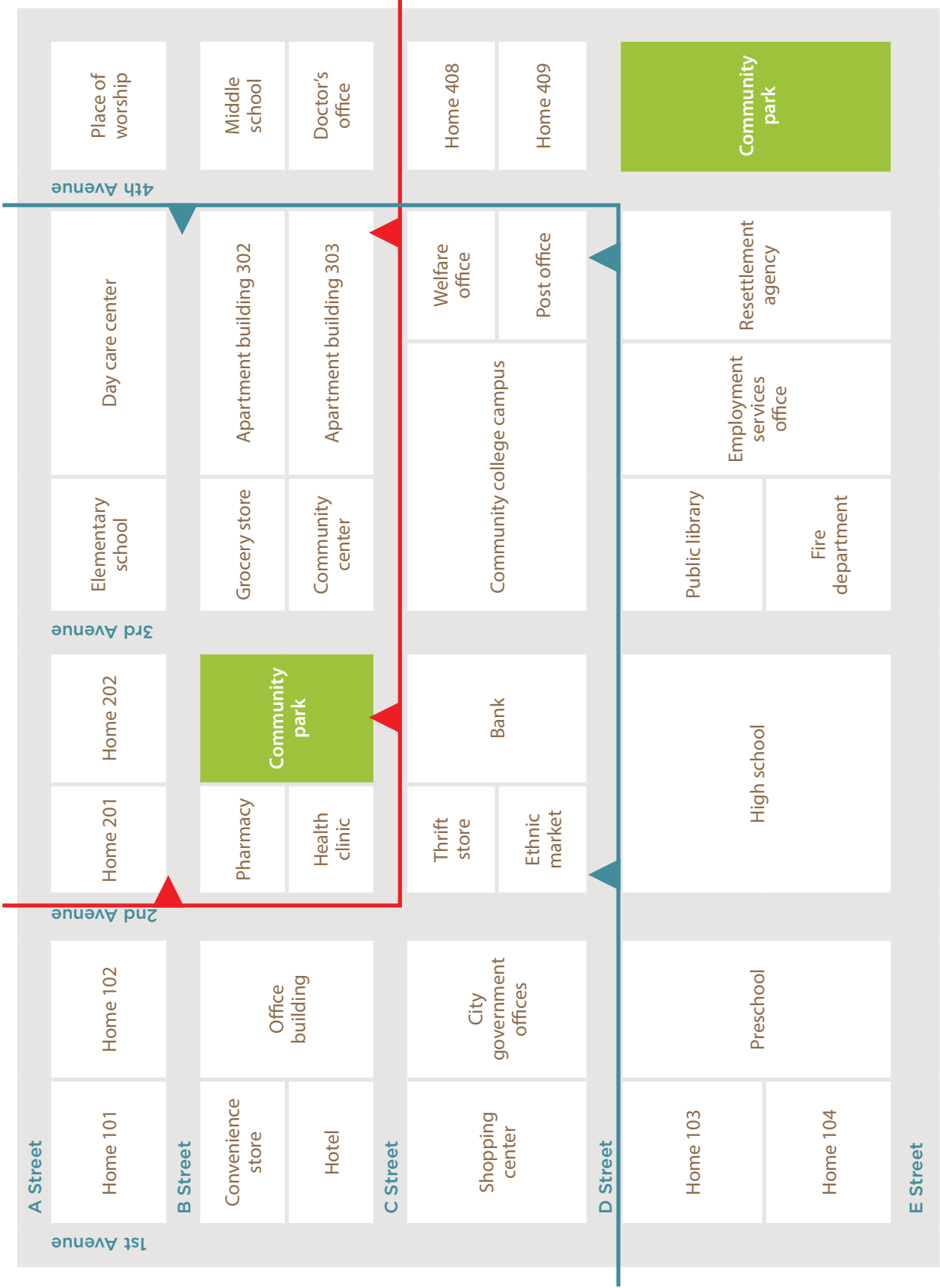
If a group of participants works better in pairs, give partners the Getting Around Game Board and a playing piece (such as a piece of paper or a pebble). The first participant asks the second participant how to get from one place to another (such as from home to the park). The second participant gives directions to the first participant. The first participant moves the playing piece on the Getting Around Game Board according to the directions given by the second participant. Then partners switch roles. This provides practice in asking for, giving, and following directions, as well as in looking at a map to give the directions. Participants should be paired with a partner who speaks a language they are comfortable in. For those who speak some English, this would be good practice for asking and giving directions in that language.

When working with participants who understand maps and directions well, use the Getting Around Game Board 2 to make the game more challenging. Tape the Getting Around Game Board 2: Left Side and Getting Around Game Board 2: Right Side together to make one large Getting Around Game Board 2. Again, if printed in black and white, highlight the bus routes with two different color markers as shown in the color version included with this activity plan.

Use a simulation on getting around and learning about the community from the COR Center's *Transportation: Exploring Your Community* activity plan, available for automatic download here: <http://goo.gl/hydtPD>.

As a follow-up assignment to this session, participants can go out into the community and practice asking for directions.

Getting Around Game Board 1



Transportation Cards



Car



City bus



Bike



Carpool



Taxi/cab



Walk





Intercity bus




Train

Task Lists







Task List 1

1	 <p><i>Get assistance looking for a job.</i></p>
2	 <p><i>Buy groceries for the week.</i></p>
3	 <p><i>Go to the post office to buy stamps to mail a letter.</i></p>
4	 <p><i>Visit a doctor.</i></p>
5	 <p><i>Take your child to a playground.</i></p>
6	 <p><i>Attend an English class.</i></p>

Task List 2

1	 <p><i>Apply for the Supplementary Nutrition Assistance Program.</i></p>
2	 <p><i>Get immunizations.</i></p>
3	 <p><i>Talk with your child's teacher.</i></p>
4	 <p><i>Go to a place of worship.</i></p>
5	 <p><i>Buy a calling card to call your family overseas.</i></p>
6	 <p><i>Attend a community event.</i></p>

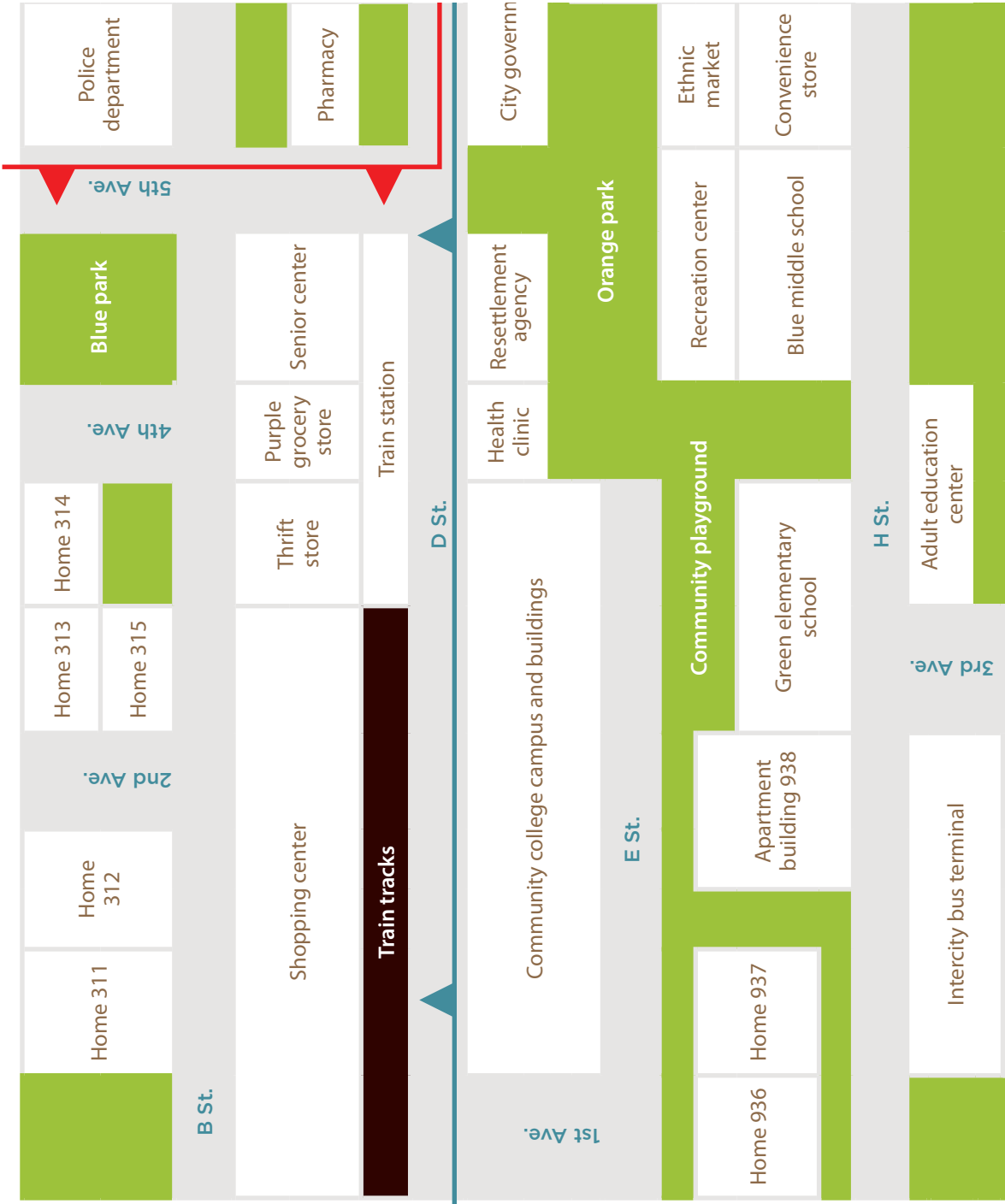
Task List 3

1	 <p><i>Take your child to preschool.</i></p>
2	 <p><i>Meet with your case worker/manager.</i></p>
3	 <p><i>Go to work at an office.</i></p>
4	 <p><i>Find where the emergency room is.</i></p>
5	 <p><i>Borrow a book to read.</i></p>
6	 <p><i>Get cough medicine.</i></p>

Task List 4

1	 <p><i>Take your child to day care.</i></p>
2	 <p><i>Go to work at a hotel.</i></p>
3	 <p><i>Open a bank account.</i></p>
4	 <p><i>Buy dishes for your kitchen.</i></p>
5	 <p><i>Attend an English language class.</i></p>
6	 <p><i>Visit a friend.</i></p>

Getting Around Game Board 2: Left Side



Getting Around Game Board 2: Right Side



Transportation

Owning and Driving a Car

Introduction for the Trainer

Key Content

During this session, participants will learn about the challenges and benefits of owning and driving a car.

Main Messages

Owning and driving a car in the United States is often expensive. There are also things you need to know and do to drive a car safely and legally. For example, if you have young children, you must use a child seat. All drivers must have a valid driver's license and car insurance. The trainer should encourage participants to use public transportation at least until they have a job and might be able to afford car expenses. Trainers should also warn participants that driving while under the influence of alcohol or drugs is a serious offense, and they can lose their driver's license, pay a large fine, or spend time in jail if they are caught.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe some challenges and benefits of owning a car
- ▶ Identify the costs of owning a car
- ▶ Discuss some of the benefits of public transportation over owning a car

Key English Vocabulary

- ▶ *driver's license*
- ▶ *gas*
- ▶ *insurance*
- ▶ *Can I park here?*

Materials

- My New Car Role Play (included), 6 double-sided copies
- Optional: My New Car Pictures (included)

Trainer's Introduction of Session to Participants

During this session we will consider some of the benefits and challenges of owning and driving a car.

Introductory Exercise

Read the following statements to participants one by one. Ask participants to stand if the statement applies to them.

- I would like to learn how to drive.
- I have driven a car before.
- I have owned a car before.
- I would like to own a car.
- I would rather take public transportation than drive.
- I can tell you all of the costs of owning a car in the United States.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Ask for volunteers to perform a role play. If participants are not literate, the trainer or an interpreter should quietly read the lines to the volunteers to say aloud when it is their turn.

Assign roles of an owner, a dealer, a police officer, a neighbor, and a mechanic. Distribute copies of My New Car Role Play to volunteers and assign roles. The trainer should read the role labeled "Trainer."

Ask participants to watch the role play. Tell participants that you as the trainer will be asking questions along the way, so it is important to pay attention and respond to the questions asked.

The participants and the trainer perform the role play. At the end of each part, stop the role play as directed and ask the observers the questions that are listed. Correct answers are provided. Make sure that participants know the correct answer before continuing with the next part of the role play.

When the role play is finished, ask all participants to sit down.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What did you notice during the role play?
- ▶ How much time did it take for the owner to be able to drive her/his new car legally?
- ▶ What are the costs of owning and driving a car? *[Answers: learner's permit fee, driver's license fee, car insurance cost, inspection fee, registration fee, cost of gas, cost of repairs and maintenance, parking fees.]*
- ▶ What are the benefits of having a car?
- ▶ What are the benefits of walking, carpooling, and using public transportation?

Working With Individuals or Very Small Groups

When working with an individual or a small group, the trainer should read the statements in the introductory exercise. Participants can agree or disagree by standing and sitting as previously described, or by choosing to raise a piece of green (agree) or red/pink (disagree) paper. Recruit volunteers or colleagues to perform the role play during the activity.

Variations and Considerations

When working with a less literate group, consider asking volunteers or colleagues to read through the My New Car Role Play for the participants.

If needed, use translated versions of My New Car Role Play and/or My New Car Pictures.

Use the My New Car Pictures by holding up a picture and asking participants what need is shown in the picture. Discuss what could go wrong and how to avoid the situation. Then show another My New Car Picture and discuss it in the same way. Consider using the My New Car Role Play to tell a story about the My New Car Pictures.

My New Car Role Play: Part 1

Roles: Trainer, Owner, Dealer, Officer

Trainer: The new car Owner is at the used car dealership. The Owner has decided which car to buy, and the new Owner and Dealer have agreed on a price.

Owner: Thank you for your help today.

The Owner and Dealer shake hands.

Dealer: Enjoy your new car.

The Owner gets into the car, puts on her/his safety belt, and drives away.

Trainer: Soon the Owner is stopped by a police Officer.

The Owner pulls over to the side of the road and the Officer walks to the car window.

Officer: License and registration, please.

Owner: I just bought this car.

Officer: Usually the registration is kept in the glove compartment, in front of the passenger seat.

The Owner hands the Officer the registration paper.

Officer: Thank you. You have one month to get this car registered under your name. Where is your license?

Owner: I have not gotten my driver's license yet.

Stop the role play.

Ask participants watching the role play:

What is the problem here?

Response: It is illegal to drive without a license.

My New Car Role Play: Part 2

Roles: Trainer, Owner, Neighbor, Officer

Trainer: Six months later, the Owner has taken the required driver's education classes and has gotten her/his driver's license. After another month, the Owner gets her/his car inspected and registered.

The Owner is driving again, following a Neighbor who is also driving. The Neighbor stops quickly, and the Owner's car bumps into the Neighbor's car from behind.

The Owner and the Neighbor get out of their cars.

Owner: I am sorry. Why did you stop so suddenly?

Neighbor: I saw a small animal in the road and did not want to hit it. Since we were in an accident, I have to call the police.

The Neighbor calls the police. The Officer arrives and inspects the cars.

Officer: This looks like minor damage.

[To the Owner] Your insurance company will have to cover this.

Owner: I do not have car insurance, but I have health insurance. Will that work?

Stop the role play.

Ask participants watching the role play:

What is the problem here?

Response: It is illegal to drive without car insurance.

My New Car Role Play: Part 3

Roles: Trainer, Owner

Trainer: After a few months, the Owner has saved enough money and gets car insurance. S/he makes payments each month. S/he is driving again.

Owner: *[Driving.]* I need to get gas. But now that I have car insurance, I don't have enough money to pay for gas.

Stop the role play.

Ask participants watching the role play:

What happens if you do not get gas for your car?

Response: The car will stop running.

My New Car Role Play: Part 4

Roles: Trainer, Owner, Mechanic

- Trainer: It takes the Owner a few weeks to save money for gas.
- Owner: My car's brakes are squeaking. I should probably get them checked out.
- Trainer: The Owner takes the car to an auto repair shop to have the brakes checked. The Mechanic looks at the brakes.
- Mechanic: You need new front brake pads. It is not safe to drive with these pads.
- Owner: Oh, no!
- Mechanic: Do you want me to do the work? It will cost \$90.

Stop the role play.

Ask participants watching the role play:

What should the Owner do?

Response: If the owner wants to keep the car, s/he will need to get new brake pads.

My New Car Role Play: Part 5

Roles: Trainer, Owner, Officer

- Trainer: One month later, the Owner has saved enough money and has the Mechanic fix the brake pads. The Owner is driving again.
- Owner: *[Driving]* Today I am going shopping in town.
- The Owner parks and goes into a store. The Officer approaches the car and starts writing a ticket. The Owner comes out of the store as the officer is writing.*
- Owner: Good afternoon, Officer.
- Officer: *[Handing a small piece of paper to the Owner.]* Here is your ticket.
- Owner: Why did I get a ticket?
- Officer: You left your car and did not pay for parking.

Stop the role play.

Ask participants watching the role play:

What is the problem here?

Response: In many places you have to pay to park, and if you don't pay, you will be fined.

My New Car Pictures



Do not follow other cars too closely.



If you are in an accident, you need to call the police.



Most new drivers need to take driver's education classes.



You can buy a car.



You need to insure your car.



You need to maintain your car and fix things that are broken.



You need to park legally and pay for parking when necessary.



You need to register your car in your name.

Transportation

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

Vocabulary Word	Definition	Context	Partner Talk
<i>bicycle</i> (often called <i>bike</i>)	A light vehicle with two wheels, one behind the other. You make the wheels turn by pushing on the pedals with your feet.	Khadija rides her <i>bicycle</i> to school every day.	What are some reasons to use a <i>bike</i> as transportation? What are some reasons not to?
<i>bus</i>	A long motor vehicle with rows of seats that carries many people.	Patric pays \$1.50 to ride the <i>bus</i> in his city.	How much is the <i>bus</i> in your community?
<i>car</i>	A vehicle with four wheels and a motor, used to carry people on roads.	Buying a <i>car</i> can be very expensive. If there is no public transportation in your community, you may need a <i>car</i> .	Is there public transportation in your community or do most people need to drive a <i>car</i> ?

Vocabulary Word	Definition	Context	Partner Talk
<i>carpool</i>	An agreement among a group of car drivers to share driving duties and related costs. In some <i>carpools</i> , each driver takes turns driving their own car. In other <i>carpools</i> , only one person's car is used. In this case, the riders may share the cost of gas with the driver.	Jose, Win Tun, and Lidia work at the same chicken factory so they <i>carpool</i> to work.	What do you think are some of the benefits of being part of a <i>carpool</i> ? What are some possible problems?
<i>drivers' license</i>	A card that you get from the motor vehicle office of your state that gives you the legal right to drive a motor vehicle on public roads.	You have to pass a driving test to get your <i>driver's license</i> in most states in the United States.	Did you have a <i>driver's license</i> before coming to the United States? How did you get your license?
<i>gasoline</i> (often shortened to <i>gas</i>)	A liquid that is used as fuel for engines.	At most <i>gas</i> stations in the United States, you can pump your own <i>gas</i> .	Do you think <i>gas</i> is expensive in the United States? Why or why not?
<i>insurance</i>	The promise of a company to cover the cost of an accident. For this protection, you pay the company an amount of money every month, or every few months, or once a year.	If you don't have car <i>insurance</i> in the United States and you cause an accident while driving, you could be arrested.	What kind of <i>insurance</i> do you need if you own a car?
<i>learner's permit</i>	A card that you get from the motor vehicle office of your state that gives you permission to learn to drive. You must pass a written test about the rules of driving to get your learner's permit.	You must have a <i>learner's permit</i> before you get a driver's license.	At what age do you think people should get their <i>learner's permit</i> and learn to drive? Why?

Vocabulary Word	Definition	Context	Partner Talk
<i>police station</i>	The office for the police within a certain area.	Nar Maya went to the <i>police station</i> when her son was lost. The police found the boy.	Where is the <i>police station</i> nearest to your home? What are some reasons to go to the police station?
<i>school</i>	A place for learning and teaching.	Pu Meh walks her son Boe Reh to <i>school</i> every morning.	What do <i>schools</i> look like in places you have lived? What do they look like in your new community?
<i>shopping center</i>	A group of stores, restaurants, and businesses that share a parking area.	Some <i>shopping centers</i> are called <i>malls</i> . Malls have many different stores connected by indoor walking areas.	Is there a mall or <i>shopping center</i> near you? What kind of stores are at the shopping center?
<i>train</i>	A group of railroad cars that carry people or things from one place to another. Sometimes the train goes above ground, and sometimes it goes underground.	The public <i>train</i> in Washington, D.C., is called the <i>metro</i> . In New York City it is called the <i>subway</i> . These <i>trains</i> are mostly underground.	Is there a <i>train</i> in your city? What is it called?
<i>walk</i>	To move your body by taking steps.	Abdul Rahman <i>walks</i> to work because he lives three blocks away.	Where can you <i>walk</i> to from your home? Where do you need to take a bus, train, or drive?

Transportation Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Transportation Unit Vocabulary Worksheet 1

Directions: Look at the pictures. Decide whether each picture shows something you need to drive a car or depicts a place to go. Then draw a line to the right category. You may also write the word and add your own words.

police station



insurance



driver's license



shopping center



learner's permit



gasoline



school



Things you need to drive a car

- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____



Places to go with transportation

- ▶ **police station**
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____

Transportation Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank, the definitions, and your glossary to complete the sentences.

Word Bank			
carpool	driver's license	insurance	learner's permit

Abdul's daughter Fatimah is turning 16. Abdul wants Fatimah to learn how to drive. First she

needs a _____ . Then she can
(a card you get from the motor vehicle office that gives you permission to learn to drive)

only drive with Abdul and her mom. After a few months she can take a test to get her

_____. Abdul will need to add her to
(a card you get from the motor vehicle office of your state to legally drive)

his _____ in case she is in an accident. After she drives
(the promise of a company to cover the cost of an accident)

for a year, then she can drive her friends. They can _____ to
(an agreement among drivers to share driving and costs)

soccer practice.



