Can you tell me when we get to Queen St please?

Thank you Driver.

Hello...

Hello, welcome to class.

What number bus do I catch?

How long do I have to wait for my bus?

That looks like a nice warm jacket.

Can you tell me when we get to Queen St please?

Beep!

20 minutes later...

Someone wanted to get off for Queen Street?

Beep!

Taking the bus to class
Taking the bus to class – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 12 of this document.

Warm up
Before looking at the picture, talk to your learner about their experiences using public transport in their own country and if relevant in New Zealand. Find out where they would like to travel.

Focus on key vocabulary (See page 12 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level).

Question stories (See page 13 for suggested questions)
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of sequence. You could then compare the learner’s version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking
Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (See page 15 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.
Adapt the story: to extend more advanced learners

After working with the basic version of the text on page 12, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can use more complicated sentence structure, add extra details, and include more adjectives and adverbs to make the story richer.

- Melati is very excited because she is going to her first English class today. She has decided to take the bus there. She has run out of money so she goes to the local dairy to top up her travel card. Then she consults the travel app on her phone to plan her journey. The app suggests what number bus to take and shows her where the nearest bus stop is.

You can use different tenses: e.g. Past Continuous, Past Simple, Past Perfect

- Last week Melati was very excited because she was going to her first English class. She decided to take the bus there. She had run out of money so she went to the local dairy to top up her travel card. Then she consulted the travel app on her phone to plan her journey. The app suggested what number bus to take and showed her where the nearest bus stop was.

Gapped text

Gap out some words in the text on page 12 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)
  Melati is ______ to her first English class today. She wants to ______ the bus there. First she goes to the ______ to top up her travel ______. Then she looks at the travel ______ on her phone to find out what number bus to take and where the bus ______ is.

- “grammar” words: e.g. prepositions and adverbs
  Melati is going ___ her first English class today. She wants to take the bus ___. First she goes ___ the dairy to top ___ her travel card. Then she looks ___ the travel app ___ her phone to find ___ what number bus ___ take and where the bus stop is.

- articles and determiners
  Melati is going to her first English class today. She wants to take ___ bus there. First she goes to ___ dairy to top up her travel card. Then she looks at ___ travel app on her phone to find out what number bus to take and where ___ bus stop is.
Kim’s game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the pictures, some true, some false: e.g. *The cyclist is wearing a helmet* (true); *A man is walking with a child on the other side of the road* (false).

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *That’s not a child, it’s a dog*.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine Melati is telling her husband what happened that day. Write a dialogue between them.
**Extension activities**

**Taking the bus**

Before the lesson, it would be useful if the tutor already knows about the options for public transport in your town or city, including what travel card is used - e.g. Hop Card (Auckland), Snapper card (Wellington) MetroCard (Christchurch), GoCard (Dunedin), BUSIT (Hamilton).

It’s also useful to have the local app on your phone so you know how it works. Some apps – e.g. the At Mobile one – have a journey planner and live departures.

If your learner has a real need to take the bus, use and adapt the sequence story to work towards taking a real bus trip to a required destination with him or her.

**Transport vocabulary and expressions**

[Myenglishpages](#) covers some basic transport vocabulary and also has a [related page](#) on travel expressions.

Waketech has a [good page](#) of verbs and words commonly used with various means of transport.

[This page](#) from learningenglish.de also has a useful dialogue with expressions for buying tickets and checking in at the airport.

BBC learning English has a unit to practise language for asking which bus to take and what language to use if you make a mistake in your journey: [YouTube clip](#) and related [practice activities](#).

**Reading practice**

Use one of the local transport sites for reading practice – an example is the [Busit information website](#) for Hamilton.

Before reading, brainstorm some information you would like to find out about the travel card, for example

- How much does a card cost?
- How much are typical fares?
- What happens if I lose the card?
- Can I get a child discount or other concession fares?
- Where can I use the card?

You can also use a bus or train timetable to practise finding information using a table.
Listening practice

Two listening and reading lessons on transport from ESL News NZ

New conditions for bus drivers
Road safety

Transport conversation questions

Practice talking about transport using these ideas:

ESL discussions
iteslj.org
Teflpedia

Prepositions of direction and movement

Your learner might want to ask how to get to their destination, and will need to understand prepositions of direction and movement.

Englishclub.com has a graphic illustrating the most common prepositions of direction

OneStopEnglish has an article clarifying the difference between some easily confused prepositions such as to and towards, and some tips and practice ideas for teaching these,

Follow up a lesson on prepositions by using google maps (or a printed map)
Decide on a starting point on the map. The dictate a route to each other. See if you arrive at the same place.

You can also practise with these questions:

- Think of something you run away from.
- Think of something you would not run towards.
- Think of a sport where you jump over something.
- Think of something you can go through on a train.
- Think of something you walk past on your way to the shops.
- Think of something you go up and go down.
- Think of some countries you fly over on your way between NZ and your home country.
- Think of something that is difficult to walk along.
- Think of some shops you often go into.
Politeness in New Zealand

Use this picture to start a conversation on politeness norms in New Zealand and the learner’s home country

You could discuss

- What do you call people – colleagues, friends, teachers, strangers – by their first name, an honorific and last name, or simply an honorific like ma’am or sir?
- When and to whom do you say please and thank you?
- What do you do when you first meet someone? Shake hands? Bow?
- What do you do when you meet a friend?
- How do you ask someone to do you a favour? What do you say?
- Inviting someone and replying to invitations.
- Making apologies, requests, and complaints.
- Etiquette at a bar or restaurant – who pays?
- Table manners
- Politeness around time and punctuality
- What are the norms for waiting with other people for service? Do you queue?
- What are appropriate small talk questions and topics?

Encourage your learner to feel comfortable asking you anything they feel unsure about in the target culture.

Teftastic has a [list of worksheets](#) that might be suitable for teaching particular points

You might like to read [this article](#) which gives tutors an insight into how hard it is for learners to work out what is polite and impolite behaviour in the new country.

Infinitive of purpose – answering the question why

The story has a lot of actions that were done for a purpose

1. She goes to the dairy to [top up her travel card](#).
2. She looks at the travel app on her phone to [find out what number bus to take](#).
3. She looks at the information panel to [see when the next bus is coming](#).
4. She sits down to [wait](#) for the bus.
5. She sees the bus coming and puts out her arm to [flag it down](#)

Point out the first example in the story and explain that it answers the question why: Why does she go to the dairy?

Point out the pattern:

*do something + to + infinitive verb*
Ask if the learner to find any other examples of the same pattern which answer the question *why* (examples 2-5 above). Ask them what why-question each sentence answers. (e.g. *why does she look at the travel app on her phone?*)

For practice, brainstorm a list of shops e.g: *The post office – the supermarket – hairdressers – Paperplus – the Warehouse – Mitre 10 – Farmers – Briscoes – the pharmacy – a cafe*

Make some sentences about why you go to each shop, eg the post office

- *To buy a birthday card*
- *To pay my bills*
- *To send a parcel*
- *To buy some stamps*

You can make this into guessing game – one of you says why you go, and the other guesses which shop.


**Māori words**

Ask your learner what “Kia ora” means and where they might hear it. What other words in Te Reo Māori do they know?

To follow up you can teach your learner some of these words (or learn them together!). You can listen to them spoken out loud as well.

**Kiwi words**

If your learner has studied British or American English, they may need to learn some new words that are specifically used in New Zealand, such as diary. Print out the worksheet on the following page (9) and ask them to choose the most common New Zealand version between similar words. Page 10 has some follow up practice questions. Answers on Page 11.

More Kiwi slang and vocabulary ideas [here](#) and [here](#).
KIWI WORDS WORKSHEET

Look at the following pairs or groups of words and underline the one which is most common in New Zealand English. The first one has been done for you.

dairy – convenience store – corner shop
shop – store
bach/crib – holiday home
greengrocers – veggie shop
thrift shop – op shop
garage sale – yard sale
flip-flops – jandals – thongs
elevator – lift
tramping – hiking
swimsuit – bathers – togs
pavement – footpath – sidewalk
soda – pop – fizzy drink
domain – park
chips – chippies/chips
hot chips – fries
ketchup – tomato sauce
freezing works – abattoir
dinner – supper – tea
flash – expensive
food cooler – chilly bin
cookies – biscuits
my shout – my round – my treat
tea/coffee break – smoko
morning tea – morning break
bench top – kitchen counter

truck – lorry
car hood – car bonnet
car trunk – car boot
ute – pickup truck
metal road – unsealed/gravel road
rainboots - gumboots - wellies
intersection – crossroads
toll free number – 0800 number
petrol – gas
highway – motorway
rubbish bin – trash can
cut class – wag/ditch school – skip school
nappy – diaper
CBD – city centre
roommate – flatmate
supermarket trolley – grocery cart
drugstore – chemist
primary school – elementary school
school – university
bush – countryside
hiking – tramping
paddock - field
ice lolly - ice block – popsicle
lollies – candy – sweets
zed – zee
KIWI WORDS – REVISION QUESTIONS

1. What do you say if you want to pay for other people in your group?

2. What are two items of clothing that you wear to the beach? (one on your feet, one on your body).

3. What is good footwear for walking around a muddy paddock on a farm?

4. What is a general word for Coke, Pepsi, Fanta, Sprite etc?

5. What is another word for gravel road?

6. What is something cold and inexpensive that you can eat on a hot summer’s day?

7. W,V, X Y and__________?

8. Too many_____________ are bad for your teeth because of the sugar they contain.

9. What time would you go if someone invites you to “tea” in NZ? What about supper?

10. What’s another word for not attending a class at school?

11. What sort of vehicle this?

12. What do you use to keep food cold in when you go on a picnic?

13. What are two places you can buy second-hand goods?

14. What outdoor pursuit can you do in the bush?
**Kiwi words worksheet - answers**

dairy – convenience store – corner shop
shop – store
bach/crib – holiday home
greengrocers – veggie shop
thrift shop – op shop
garage sale – yard sale
flip-flops – jandals – thongs
elevator – lift
tramping – hiking
swimsuit – bathers – togs
pavement – footpath – sidewalk
soda – pop – fizzy drink
domain – park
crisps – chippies/chips
hot chips – fries
ketchup – tomato sauce
freezing works – abattoir
dinner – supper – tea
flash – expensive
food cooler – chilly bin
cookies – biscuits
my shout – my round – my treat
tea/coffee break – smoko
morning tea - morning break
bench top – kitchen counter

truck – lorry
car hood – car bonnet
car trunk – car boot
ute – pickup truck
metal road – unsealed/gravel road
rainboots - gumboots - wellies
intersection – crossroads
toll free number – 0800 number
petrol – gas
highway – motorway
rubbish bin – trash can
cut class – wag/ditch school – skip school
nappy – diaper
CBD – city centre
roommate – flatmate
supermarket trolley – grocery cart
drugstore – chemist
primary school – elementary school
school – university
bush – countryside
hiking – tramping
paddock - field
ice lolly - ice block – popsicle
lollies – candy – sweets
zed – zee

**Practice questions answers**
1. My shout
2. Jandals and togs
3. Gumboots
4. Fizzy drink
5. Metal road
6. Ice block
7. Zed
8. Lollies
9. Around 6pm – After the evening meal
10. Ditch/wag school
11. Ute
12. Chilly bin
13. Op shop and garage sale
14. Tramping
Taking the bus to class – suggested text and vocabulary

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 2 of this document.

Target Vocabulary (see page 2 for instructions)

English class, take the bus, dairy, top up a travel card, phone app, number, bus stop, information panel, sit down/get up, wait for, talk to, child, put out your arm, flag a bus down, gets on/off a bus, let someone off a bus, tag on/off, travel card, look something up, address, map, route, find, classroom, walk in, say hello, welcome someone to something, already.

Basic Story for Lower Levels

Melati is going to her first English class today. She wants to take the bus there. First she goes to the dairy to top up her travel card. Then she looks at the travel app on her phone to find out what number bus to take and where the bus stop is.

At the bus stop she looks at the information panel to see when the next bus is coming. She sits down to wait for the bus. She talks to a child who is also waiting. She sees the bus coming and puts out her arm to flag it down. She gets on the bus, and asks the driver to let her off near Queen Street. She tags on with her travel card and sits down. After 20 minutes the bus driver tells her it is time to get off. She gets up and thanks the bus driver; and then tags off with her travel card.

She looks up the class address on the map app on her phone. The map shows her which route to walk. She finds the classroom and walks in. The teacher Jenny says hello and welcomes her to class. Some people are already there. Melati can start learning more English.
Questions for “Question stories” (see page 2 for instructions)

Pic 1  Who is in the picture?
       Where is she standing?
       What kind of shop is it?
       What do they sell?
       What does the notice say?
       What does that mean?
       Why do you think Melati is going into the shop?

Pic 2  Where is Melati now?
       What is she thinking?
       What is she looking at?
       What information does she need?

Pic 3  Where is Melati now?
       What is she thinking?
       What is she looking at?
       What information does she need?

Pic 4  Where is Melati now?
       Who else is at the bus stop?
       Who is Melati talking to? Why?

Pic 5  What is arriving at the bus stop?
       Where is it going?
       What is Melati doing?
       Why does she put out her arm?

Pic 6  Who else is in the picture?
       What is Melati doing?
       What does she ask the bus driver?

Pic 7  What is Melati holding in her hand?
       What is she doing with it?
       What noise is the machine making?
       Why does it make a noise?

Pic 8  Who is in the picture?
       What does the driver say?
       What is Melati doing?
**Pic 9**
What is Melati doing with her card? Why?
What does she say to the driver? Why?

**Pic 10**
What is Melati holding in her hand?
What is she looking at?
What does the screen show?

**Pic 11**
What is Melati doing? What does she say?
Where is the room in the picture?
Who is the person standing up? What is her name?
What does she say to Melati?
Who are the people sitting down?
Why are the people there?
**Descriptions for “Jumbled sentences” (see page 2 for instructions)**
Photocopy and cut up.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melati goes to the dairy to top up her travel card.</td>
</tr>
<tr>
<td>Melati looks at her phone app to find what bus to take.</td>
</tr>
<tr>
<td>Melati looks at the information panel to see when the bus is coming.</td>
</tr>
<tr>
<td>Melati talks to a child who is also waiting at the bus stop.</td>
</tr>
<tr>
<td>Melati puts out her arm to flag down the bus.</td>
</tr>
<tr>
<td>Melati gets on the bus and asks the driver to tell her when they get to Queen Street.</td>
</tr>
<tr>
<td>Melati tags on with her travel card.</td>
</tr>
<tr>
<td>The bus driver tells Melati that they are near Queen Street. She gets up.</td>
</tr>
<tr>
<td>Melati thanks the driver and tags off.</td>
</tr>
<tr>
<td>Melati looks up how to get to class on her phone app.</td>
</tr>
<tr>
<td>Melati walks into the classroom. The teacher says hello.</td>
</tr>
</tbody>
</table>

Vocabulary and text for the *Taking the bus to class* sequence story by Natalie Greenly, ESOL tutor, ELP Auckland Central 2019