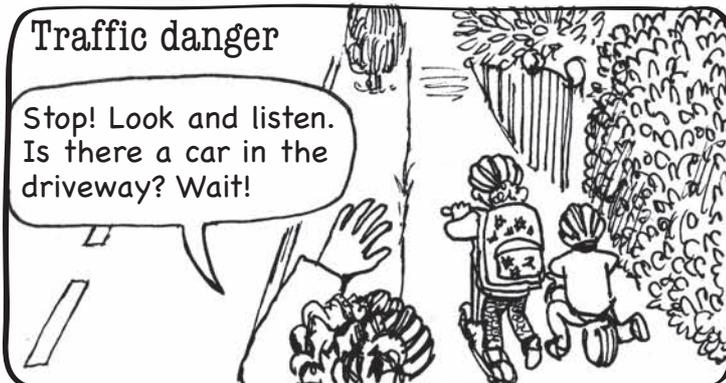
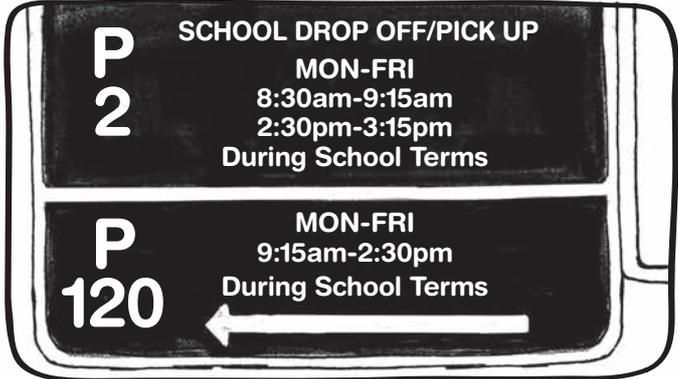


Taking a child to school



Taking a child to school – 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 11 of this document.

Warm up

Before looking at the picture, discuss how the learner's children go to school. How did the learner go to school when they were a child? What about the tutor? What are similarities and differences?

Focus on key vocabulary (See page 11 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

White-out the titles from the sequence story. Cut out the titles on page 16.

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. Match them to the titles (Explain that there are sometimes two pictures for a title). When you have discussed each picture tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Give each learner a title, which they keep secret. Give each learner one or two of the cut-up pictures (make sure it does not match their title). Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. Learners listen and decide which picture being described matches their title. If they think there is a match they ask for the picture. Finally the learners look at all the titles and matching pictures and revise their ideas 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, 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.

Gapped text

Gap out some words in the text on page 11 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)

Monique takes her daughter to meet the walking _____ bus. She is carrying her son. She tells her daughter that she will _____ her up after school and says goodbye. Many children are at the walking school 'bus _____'. The parents on _____ will supervise the children as they walk to school.

- "grammar" words: e.g. prepositions

Monique takes her daughter _____ meet the walking school bus. She is carrying her son. She tells her daughter that she will pick her up _____ school and says goodbye. Many children are _____ the walking school 'bus stop'. The parents _____ duty will supervise the children as they walk _____ school.

- articles

Monique takes her daughter to meet _____ walking school bus. She is carrying her son. She tells her daughter that she will pick her up after school and says goodbye. Many children are at _____ walking school 'bus stop'. _____ parents on duty will supervise _____ children as they walk to school.

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 a picture, some true, some false: e.g. *It's a beautiful sunny day* (False) *Monique's daughter is splashing in a puddle* (True)



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. *no, It's not a beautiful day, it's pouring with rain.*

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.

Extension activities

Safety and walking to school

The New Zealand Transport Authority has useful safety information for parents and children:

[General safety tips to teach children](#) (also dropping children off safely)

[Walking safely](#)

[Skates, scooters and skateboards](#)

[Catching the school bus](#)

Discuss safe and unsafe pedestrian behaviour with your learners. How is NZ different from their home country in this respect? What have they taught their children? What are aspects of safety that they plan to teach their children after this discussion?

Walk with your learner to their children's school. Identify the hazards - driveways, unsafe crossings, intersections, narrow footpaths. Discuss what to do.

A safe route is one:

- with less traffic and fewer intersections.
- where there are footpaths or paths separated from traffic.
- with the fewest street crossings; and preferably where you can cross with a light or patrol.

Find out from the school what road safety programmes are run by the school. There may be some materials that you can use to reinforce the message at home.

[A child's world of traffic](#) is a useful video from Vic Roads in Australia. Although the language in the introduction is probably too hard for most learners, it has useful sections on:

- modelling crossing a road - *stop look listen think*
- modelling walking children to school safely
- passenger safety (seatbelts, mobile)
- bus safety
- cycling safety.

Vic Roads also has further individual videos on aspects of safety e.g. [Using pedestrian crossings](#)



Children walking to school on their own

Brainstorm the pros and cons of allowing the child to walk to school on their own. There is an [article on Stuff NZ](#) which discusses the issue.

Some safety tips for children walking to school

- Cross at crossings wherever possible
- Walk with a friend when possible.
- Ask your parents to help you pick a safe route to school; one that avoids dangers.
- Stick to the route you picked with your parents. Don't let friends talk you into shortcuts that are more dangerous.
- When you are near the street, don't push, shove, or chase each other.
- Never hitchhike or take rides from people not arranged by your parents.
- Talk to your parents and teacher about any bullying that may happen during your walk.

Walking school bus programme



Find out if your learner's local school has a walking school bus programme. This is a great way to meet other parents.

Brainstorm the benefits of a walking school bus and then watch the [video](#) on the [Auckland Transport site](#) to confirm.

Suggested answers:

- Less congestion at the school gates
- Kids go to school with friends, making new friends on the way
- Good for children's health and fitness - children arrive full of energy
- Good training for safety awareness for children
- Good training in social responsibility for children (looking after the younger ones)
- Increases children's confidence
- Parents meet others, get exercise and participate.

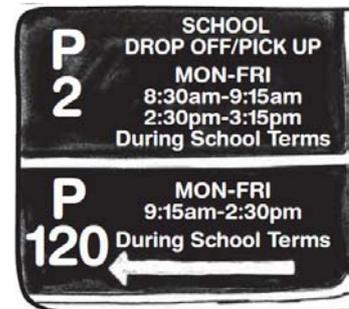
Sharing the road with pedestrians

[NZTA has some suggestions](#) for drivers on ensuring pedestrians are safe. It may be particularly important to discuss pedestrian crossings as these are not respected in some parts of the world.

Road and parking signs

Use this picture and the NZ Road code to discuss parking restrictions and rules in New Zealand.

Ensure your learner can identify and understand all part of this sign. Check understanding by brainstorming what is permissible at certain times, e.g.:



- 9am on a Tuesday in school terms
- 9.45 on a Sunday
- 2.45 on a Friday in the school holidays
- 11.30 am on a Monday in school terms

You could also go on a walk of the neighbourhood and identify any signs and parking signs you can see.

More road signs can be found [here](#).

Driveway safety

If your learner has toddlers and no gate to the driveway or road, you might like to discuss driveway safety.

[This safety advert](#) (with subtitles) makes the point effectively. Stop the advert frequently and discuss what is happening and what might happen next. Discuss the learner's situation. Is there anything the learner can do to make their property safer?

Volunteering

If your learner's child is at primary school, the learner and or her child (usually in year 6) may volunteer for school crossing duty.

[More information on school crossings.](#)

Discuss ways the learner can volunteer – at the child's school: in the class room at the PTA etc.



Public Transport

Help your learner use public transport. What is available in their area?

Practise [some conversations for taking the bus](#) (higher level). You can pick out some key phrases and adapt them as necessary

There are also [some useful phrases and vocabulary for taking the bus](#).

Get hold of a bus or train timetable and practice reading it with your learner (excellent review for telling the time). Ask and answer questions about the bus or train.

You can make a true/false listening game for your learner:

to Britomart via Panmure											
Manukau	Puhinui	Papatoetoe	Middlemore	Otahuhu	Westfield	Sylvia Park	Panmure	Glen Innes	Meadowbank	Orakei	Britomart
Monday to Friday											
5.17	5.21	5.23	5.26	5.30	5.32	5.35	5.39	5.43	5.46	5.49	5.56
5.47	5.51	5.53	5.56	6.00	6.02	6.05	6.09	6.13	6.16	6.19	6.26
6.09	6.13	6.15	6.18	6.21	6.23	6.26	6.29	6.33	6.36	6.39	6.46

- The 5.47 arrives at Otahuhu at 6.00. (true)
- The 6.09 arrives at Meadowbank at 6.30 (false)
- The 5.17 takes 50 minutes to get to Britomart (false)

If you have a class you can make a pair information gap. Have two copies and white out different times for each member of the pair. Learners then ask each other questions to fill in the gaps: *what time does the 625 leaving Glen Innes at 7.30 arrive at McFarland Street?*

Making small talk with other parents



Help your learner become part of the school community by coaching them in small talk with other parents.

Look at the following list of conversation topics with your learner. Put them into three categories (some might fit into categories 1 and 2)

1. Suitable for a first conversation with another parent you don't know	2. Suitable for a conversation with a parent you already know	3. Not suitable for small talk
---	---	--------------------------------

- a. Politics: *"What did you vote in the election?"*
- b. Hobbies: *"What do you like doing in your spare time?"*
- c. Religion: *"What religion are you?"*
- d. A popular TV show: *"Did you see Masterchef last night?"*
- e. The weekend - past or upcoming: *"How was your weekend?"*
- f. Weather: *"Isn't it lovely today?"*
- g. Gossip/negative comments about other children/parents
- h. Traffic, getting to school: *"Wasn't the traffic terrible this morning?"*
- i. The other parent's child, their interests etc: *"Which one is your child? How is she enjoying school?"*
- j. Classroom and classroom teacher: *"How does Ahmed like his teacher?"*
- k. School surroundings (e.g. new classrooms, new features, playgrounds)
- l. Upcoming or past events at the school: *"Are you going to the school gala?"*
- m. Health problems
- n. Past or upcoming holidays: *"Got any plans for the holidays?"*
- o. Parent's salary or other money-related topic.
- p. Work, job description
- q. A personal compliment: *"That's a lovely top you're wearing"*
- r. General personal information: *"Do you live close by?" "How long have you been in New Zealand?"*
- s. Favourite TV Shows, movies, or music

Chose a suitable subject and think of a couple of opening questions to get the conversation starting.

Role play having a conversation with your learner (the tutor plays the role of the other parent). Repeat the same role play as necessary until your learner builds up confidence. Take it in turns to initiate the conversation

You can encourage your learner the Triple A model to keep the conversation going

“How was your weekend?”

Answer: *“Oh, it was pretty quiet”*

Add: *“We stayed home and I did some gardening”*

Ask: *“How about you?”*

Resources on the ELP website for small talk

- [Sample small talk dialogue](#) and suggested activities.
- [Two conversations](#) incorporating Kiwi slang
- [Useful language for talking about the weather](#), with activities for understanding a weather forecast.

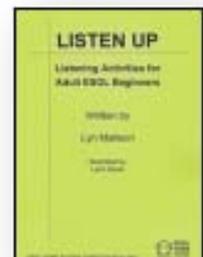
Some online resources for small talk:

- [Good list of conversation openers from English club](#)
- Three conversations with a combination of language and usage mistakes (e.g. don't talk about politics with someone you don't know). Read the dialogues and spot the mistakes.
 - [At a bus stop](#)
 - [At the office](#)
 - [At a party](#)

Resources in your ELP library for small talk

Listen up by Lyn Mattson from ELP Christchurch has four listening dialogues for small talk:

- Meeting for the first time, (Unit 2)
- Small talk at the supermarket check-out (Unit 14)
- Small talk with neighbours (Units 15 and 16)



Taking a child to school 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)

walking bus, 'bus stop', parent, on duty, supervise, pick up, drop off, chat, miserable, stormy, wet, get out of (a car), rain jacket, hood, umbrella, gum boots, puddle, make sure, safe, see you later, parking sign, conditions, maximum, term, arrow, on duty, crossing, school patrol, obey, barriers, swing out/in, check, clear, cross, traffic, danger, aware, pull out (of), footpath, driveway, scooter, bike, helmet, careful, approach, praise

Basic Story for Lower Levels

Walking Bus

Monique takes her daughter to meet the walking school bus. She is carrying her son. She tells her daughter that she will pick her up after school and says goodbye. Many children are at the walking school 'bus stop'. The parents on duty will supervise the children as they walk to school.

School drop off

Monique has dropped her daughter off at school. She is chatting to another school mum outside the school. They talk about the weather. The other mum tells Monique it will be stormy and wet tomorrow so Monique says she might bring her car.

Kiss and drop

Monique drives her daughter to school because it is raining. She drops her outside the school. They say goodbye to each other as her daughter gets out of the car.

There is a teacher on duty who makes sure the children are safe when they get out of the cars. Monique's daughter steps in a puddle when she gets out of the car. She looks pleased!

Parking signs

Monique is driving her daughter to school. She wants to park her car near the school. She sees a parking sign.

The parking sign says "P2", with some conditions. This means that you can park (in the direction of the arrow) for a maximum of 2 minutes at School Pick Up and Drop Off times. These times are 8.30-9.15am and 2.30-3.15pm from Monday to Friday during school terms.

It also says "P120", with different conditions. This means you can park (in the direction of the arrow) for a maximum of 120 minutes from Monday to Friday, 9.15am-2.30pm, during school terms.

School crossing

Some people are waiting to cross the road at a school crossing. The School Patrol person is wearing a uniform and holding the School Patrol STOP sign. She is waiting for a safe time to swing out the sign. When she has checked the traffic and sees it is safe, she says "Signs Out!" and swings out the barrier. The traffic must obey the STOP sign. She checks the road again, sees it is clear and tells the people they can now cross the road. When they have crossed the road, the teacher says "Signs In!" and swings in the barrier. As she swings in the barrier, Monique's daughter rides her scooter into school.

Traffic Danger

Monique is walking her daughter to school with her son. Her daughter is on her scooter and her son is on his bike. They are on the footpath. They are approaching a driveway so Monique tells the children to stop, look and listen. She wants them to be careful because there could be a car in the driveway. She is teaching them to be aware of the danger of cars pulling out of driveways. They stop and a car pulls out of the driveway. Monique is pleased that her children stopped and praises them.

Questions for “*Question stories*” (see page 2 for instructions)

Scenario - Walking Bus

- How many people are in the picture?
- Where are they?
- Who is Monique saying goodbye to?
- Is it morning or afternoon?
- Where are the children going?
- Who is supervising the children?
- How will her daughter get home from school?

Scenario - School drop off

- Who is Monique chatting to?
- Where are they?
- What have they just done?
- What are they chatting about?
- What is the weather like today?
- What will the weather be like tomorrow?
- How will Monique’s daughter get to school tomorrow if the weather is bad?

Scenario - Kiss and drop

- Pic 1 Where are Monique and her children?
Who is getting out of the car?
Who is outside the car?

- Pic 2 What’s the weather like?
What is Monique’s daughter wearing?
What is the teacher wearing?
What is she holding?
What is Monique’s daughter doing?
How does she feel?

Scenario - Parking signs

- Pic 1 Where is Monique?
What is she looking at?
What does she want to do?

- Pic 2 What does the P2 sign mean?
 When can you park here?
 What does the P120 sign mean?
 When can you park here?
 Which way is the arrow pointing on this sign?

Scenario - School crossing

- Pic 1 How many people are in the picture?
 Where are they?
 Who is speaking?
 What is she wearing?
 What is she holding?
 What is she going to do?
- Pic 2 What are the people waiting to do?
 What is the teacher doing?
 Is it safe to cross the road now?
- Pic 3 What is the teacher doing?
 What is Monique's daughter doing?
 What do you think will happen next?

Scenario - Traffic danger

- Pic 1 Who is in the picture?
 Where are they going?
 What is Monique's daughter doing?
 What is Monique's son doing?
 What are the children wearing on their heads? Why?
 What is Monique telling her children to do? Why?
- Pic 2 Was there a car in the driveway?
 Did it pull out?
 Who is driving the car?
 What does Monique say to her children? Why?

**Descriptions for "Jumbled sentences" (see page 3 for instructions)
Photocopy and cut up.**

Monique drops her daughter at the walking school 'bus stop'.

Monique chats to a school mum after the school drop off.

Monique takes her daughter to school in the car because it is raining.

Monique's daughter steps in a puddle after being dropped off at school.

Monique looks for a place to park the car.

The parking signs say when and where you can park your car.

Some people wait to cross the road at the school crossing.

The School Patrol person swings out the School Patrol barrier and tells the people they can cross the road.

The School Patrol person swings in the School Patrol barrier.
Monique's daughter arrives on her scooter.

Monique walks her children to school. They approach a driveway.

A car pulls out of the driveway. Monique praises her children for stopping.

Titles for "Jumbled pictures" (see page 2 for instructions)

Photocopy and cut up.

Walking bus	School drop off
Kiss and drop	Parking signs
School crossing	Traffic danger