

Traffic Checkpoint



Good morning madam, have you consumed any alcohol today?

Hello. No I haven't.

Can I get you to say your name and address into this machine please?

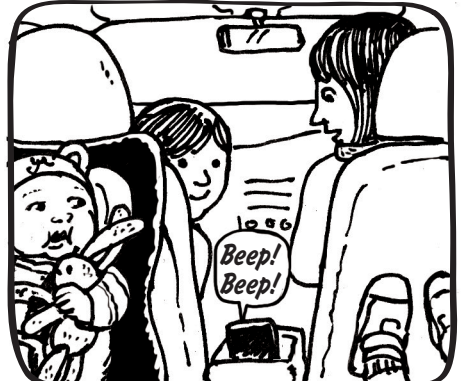
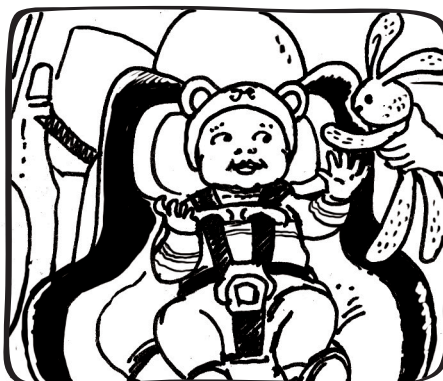
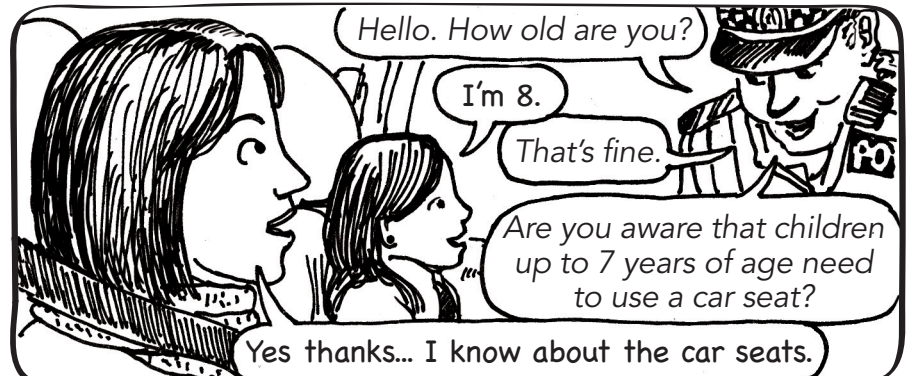
_____, 121 Boundary Road, Hamilton.

Thank you, that's good. Today we're checking warrant of fitness, registration, seat belts and child restraints.



CHECKLIST:

	YES	NO
Current WoF	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current registration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seat belts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child restraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Thank you madam, everything's fine. When you're driving you must not use your cell phone. Turn it off or put it out of sight.

Yes. I'll put the phone in my bag.

Thank you madam. You have a good day.

Thank you.



Traffic Checkpoint – 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 9 of this document.

Warm up

Before looking at the picture, talk to your learner about their experiences of traffic checkpoints. Discuss the main things that the checkpoint might check. This might also be a good time to bring out into the open any fears of the police due to bad experiences in the learner's home country. Be reassuring about the police in NZ.

Focus on key vocabulary (See page 9 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 10 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 12 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.

You can use more complicated sentence structure and higher level nouns.

- *While Maryam is driving her children to school, she come to a traffic checkpoint marked by traffic cones. She notices a police officer indicating to her to pull over. In answer to his question about her alcohol consumption, she replies that she has not had anything to drink that day.*

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

- *While Maryam was driving her children to school, she came to a traffic checkpoint marked by traffic cones. She noticed a police officer indicating to her to pull over. In answer to his question about her alcohol consumption, she replied that she had not had anything to drink that day.*

Point of view:

Rewrite the text from one person's point of view (for example of the 8 year In in the car).

Gapped text

Gap out some words in the text on page 9 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)

Maryam is _____. Her children are in the car with her. She comes to a _____ checkpoint. There are some traffic _____ on the road. A police _____ indicates that she needs to _____ over.

- "grammar" words: e.g. prepositions

Maryam is driving. Her children are _____ the car _____ her. She comes _____ a traffic checkpoint. There are some traffic cones _____ the road. A police officer indicates that she needs to pull over.

- articles and determiners

Maryam is driving. Her children are in _____ car with her. She comes to _____ traffic checkpoint. There are _____ traffic cones on _____ road. _____ police officer indicates that she needs to pull over.

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. *Maryam's daughter is sitting in the front seat* (true) *There is a toy cat on the back seat* (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 toy cat, it's a toy rabbit.*



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

- Rewrite the dialogue to suit your learner's situation. Practice the dialogue with your learner.

Extension activities

Giving your personal details

Make sure that learners can say their name, address and telephone number accurately and clearly. This can be challenging even for higher level learners.

- If the address is long or tricky, practice back-chaining until they can say the whole address, keeping pauses and stressed & unstressed syllables accurate.

e.g. for *2/24 Lansford Crescent, Avondale*:

-dale
-vondale
Avondale
-scent
Crescent
Crescent, Avondale

and so on until you have built up the whole address.

- Ensure that they “chunk” their telephone number in the conventional way for NZ,
e.g. for 022 123 9806
Oh-two-two -- one-two-three -- nine-eight - oh-six
- Practice spelling the address, and writing it from memory as well.

Owning a car – legal requirements

Discuss the legal requirements for owning a car in New Zealand highlighted in the sequence story.

- [Licensing/Registration \(rego\)](#)
- [Warrant of fitness \(WOF\)](#)
- [Buying or selling a vehicle](#)
- [Safety belts and child restraints](#)

NZTA safety videos

New Zealand Transport Authority has a series of safety Advertisements on YouTube, covering some of [the key safety aspects of driving](#). Many of these are largely visual so don't require much English to understand.

Choose one of the ads. Introduce the subject with a discussion about the issue. Watch the ad from NZTA and describe what is happening. Discuss the safety message.

Speeding

[Numbers](#)

[Mistakes](#)

Drink Driving

[Limits](#)

[Legend](#) + lesson plan

There is [a lesson plan for Legend](#) on the ELPNZ website, including discussion activities, a cloze worksheet, and activities with a focus on Kiwi slang

Driver fatigue: [Dead on their feet](#)

Driver distraction: [Mobile phone "Hello"](#)

Many of these employ humour, so can open a good discussion about the place of humour in NZ.

Safety for children in cars

Brainstorm some ways to keep children and babies safe in cars. Here are some ideas. Discuss what can happen if you do not follow this advice (eg for number 2, someone could steal your car with the child in it; or the child could release the handbrake)

- Make sure your children travel in approved car seats or car restraints.
- Take your child with you when you leave the vehicle, even if you're only going to be away for a few minutes.
- Never leave a baby in a hot car.
- Teach your child to get in and out of a vehicle on the footpath side.
- Remove the car cigarette lighter, and don't leave lighters, matches, medicines or keys in your vehicle.
- Use child safety locks on all doors if your vehicle has them.

Information on approved car seats can be found on the [Plunket website](#). The New Zealand Transport Authority has a [downloadable leaflet in some community languages](#) (Hindi, Chinese, Korean etc).

Buying a car

Brainstorm some considerations when buying a car. Then rank them in order of importance, giving your reasons. Here are some ideas below:

- Price
- Safety
- Colour and appearance
- Brand
- Reliability
- Previous owner, service record
- Driving performance
- Comfort
- Age
- Size
- Petrol Usage
- Warranties
- _____?

Advice from NZTA about [choosing a vehicle](#)

Speaking activities

ESL discussions has some suggested discussion questions about cars and driving:

- [Cars](#)
- [Driving](#)
- [Drink Driving](#)
- [Distracted Driving](#)
- [Safety](#)
- [Police](#)

Listening activities from ESL news

- [Safe driving:](#)
- [Cell phones while driving](#)
- [Should the police carry guns?](#)
- [Women Police Officers](#)

Follow up ideas from the English Language Partners website

[Worksheet about insurance](#). Important as learners sometimes drive illegally on learner licences and without insurance.



[Sequence story about a car accident](#)



[Sequence story about getting a driver licence](#)

How to get your NZ driver licence

Stage 1 - Learner licence

Learning the road code



Sequence story about phoning 111 – [emergency fire](#)



Traffic Checkpoint – 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)

traffic, checkpoint, police officer, uniform, traffic cone, indicate, pull over, madam, consume, be (not) allowed to, alcohol, breathalyzer, test, negative, positive, warrant of fitness (WOF), expire, registration, seat belt, car seat, child restraint, label, checklist, current, aware, cell phone, message, out of sight

Basic Story for Lower Levels

Maryam is driving. Her children are in the car with her. She comes to a traffic checkpoint. There are some traffic cones on the road. A police officer indicates that she needs to pull over.

The police officer asks her if she has drunk any alcohol today. She replies that she has not. He asks her to say her name and address into the breathalyzer. The test is negative. He tells her they are also checking WOF, registration, seat belts and child restraints.

First he checks her WOF. It expires in March 2017 so it is fine. Next, he checks her registration. It is current so it is also fine. Then he checks that Maryam and the children in the car are properly restrained. They are all wearing seatbelts and some of the children are in car seats. He asks the child in the front how old she is. She is 8, so she doesn't need to use a car seat. The 2 children in the back are using car seats as they are aged 7 or under. While the police officer is going through the checklist, Maryam's cell phone beeps. She has a message. The police officer reminds her that she must not use her cell phone when she is driving. She puts the phone in her bag. She is free to go. The police officer thanks her and wishes her a good day.

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

Pic 1 What is happening in the picture?

What do you think the police officer standing next to the car in front is doing?

What are the policemen wearing?

What is on the road to indicate a traffic checkpoint?

Pic 2 Is it morning or afternoon? How do you know?

What does the police officer ask Maryam?

Has she drunk any alcohol today?

Are you allowed to drink alcohol and drive?

What does she have to say into the breathalyser?

Where does Maryam live?

What is the police officer also going to check?

Pic 3 When does Maryam’s warrant of fitness expire?

Pic 4 What is the police officer checking in this picture?

What month will her registration expire?

Pic 5 Who can you see in this picture?

Are they wearing seatbelts?

Are they in the front or the back of the car?

Pic 6 What is on the police officer’s checklist?

Has Maryam passed everything on the checklist? Why?

Pic 7 What does the police officer ask Maryam’s daughter?

How old is Maryam’s daughter?

Does she need to use a car seat? Why/why not?

Does Maryam know about the car seat rules?

Pic 8 Who is in the picture?

Is he sitting in the front or the back of the car?

How old do you think he is?

What is he holding?

Is he in a car seat?

- Pic 9** Who is in the picture?
Is he sitting in the front or the back of the car?
How old do you think he is?
What is he looking at?
Is he in a car seat?
- Pic 10** How many children does Maryam have in the car?
What are Maryam and her daughter looking at? Why?
Is the baby facing forwards or backwards in the car? Why?
- Pic 11** What does the police officer tell Maryam about cell phones?
What is Maryam going to do with her cell phone?
Can Maryam go now?

Descriptions for “*Jumbled sentences*” (see page 2)
Photocopy and cut up.

Maryam arrives at a traffic checkpoint.

The police officer asks Maryam if she has been drinking alcohol.

The police officer checks her WOF.

The police officer checks her registration.

The police officer checks everyone in the car is wearing a seatbelt.

The police officer has completed his checklist.

The boy is holding a toy. He is in a car seat.

The baby is excited to see the toy. He is in a car seat.

Maryam’s cell phone beeps. She has a message.

The police officer reminds Maryam that she must not use her cell phone while driving.

Maryam is driving. Her children are in *the* car with her. She comes to *a* traffic **checkpoint**. There are some traffic **cones** on *the* road. A police **officer** indicates that she needs to pull **over**.

The police officer asks her if she has drunk any alcohol today. She replies that she has not. He asks her to say her name and address into *the* **breathalyser**. *The* test is **negative**. He tells her they are also checking WOF, **registration**, seat belts and child **restraints**.

First he checks her WOF. It **expires** in March next year so it is fine. Next, he checks her registration. It is **current** so it is also fine. Then he checks that Maryam and *the* children in *the* car are properly restrained. They are all wearing **seatbelts** and some of *the* children are in car **seats**. He asks *the* child in *the* front how old she is. She is *eight*, so she doesn't need to use *a* car **seat**. *The two* children in *the* back are using car **seats** as they are aged *seven* or under. While *the* police officer is going through his **checklist**, Maryam's cell phone beeps. She has *a* message. *The* police officer reminds her that she must not use her cell phone when she is driving. She puts *the* phone in her bag. She is free to go. *The* police officer thanks her and wishes her *a* good day.

What are the missing prepositions? (in, on, to, through, with)

Maryam is driving. Her children are ____ the car ____ her. She comes ____ a traffic checkpoint. There are some traffic cones ____ the road. A police officer indicates that she needs to pull over.

The police officer asks her if she has drunk any alcohol today. She replies that she has not. He asks her to say her name and address ____ the breathalyser. The test is negative. He tells her they are also checking WOF, registration, seat belts and child restraints.

First he checks her WOF. It expires ____ March next year so it is fine. Next, he checks her registration. It is current so it is also fine. Then he checks that Maryam and the children ____ the car are properly restrained. They are all wearing seatbelts and some of the children are ____ car seats. He asks the child ____ the front how old she is. She is *eight*, so she doesn't need to use a car seat. The *two* children ____ the back are using car seats as they are aged *seven* or under. While the police officer is going _____ his checklist, Maryam's cell phone beeps. She has a message. The police officer reminds her that she must not use her cell phone when she is driving. She puts the phone ____ her bag. She is free to go. The police officer thanks her and wishes her a good day.

What are the missing words?

Maryam is driving. Her children are in the car with her. She comes to a traffic _____. There are some traffic _____ on the road. A police _____ indicates that she needs to pull _____.

The police officer asks her if she has drunk any alcohol today. She replies that she has not. He asks her to say her name and address into the _____. The test is _____. He tells her they are also checking WOF, _____, seat belts and child _____.

First he checks her WOF. It _____ in March next year so it is fine. Next, he checks her registration. It is _____ so it is also fine. Then he checks that Maryam and the children in the car are properly restrained. They are all wearing _____ and some of the children are in car _____. He asks the child in the front how old she is. She is *eight*, so she doesn't need to use a car _____. The *two* children in the back are using car _____ as they are aged *seven* or under. While the police officer is going through his _____, Maryam's cell phone beeps. She has a message. The police officer reminds her that she must not use her cell phone when she is driving. She puts the phone in her bag. She is free to go. The police officer thanks her and wishes her a good day.

What are the missing articles? (a, the, an)

Maryam is driving. Her children are in ____ car with her. She comes to ____ traffic checkpoint. There are some traffic cones on ____ road. ____ police officer indicates that she needs to pull over.

____ police officer asks her if she has drunk any alcohol today. She replies that she has not. He asks her to say her name and address into ____ breathalyser. ____ test is negative. He tells her they are also checking WOF, registration, seat belts and child restraints.

First he checks her WOF. It expires in March next year so it is fine. Next, he checks her registration. It is current so it is also fine. Then he checks that Maryam and ____ children in ____ car are properly restrained. They are all wearing seatbelts and some of ____ children are in car seats. He asks ____ child in ____ front how old she is. She is *eight*, so she doesn't need to use *a* car seat. ____ *two* children in ____ back are using car seats as they are aged *seven* or under. While ____ police officer is going through his checklist, Maryam's cell phone beeps. She has ____ message. ____ police officer reminds her that she must not use her cell phone when she is driving. She puts ____ phone in her bag. She is free to go. ____ police officer thanks her and wishes her ____ good day.

Traffic cone	
Police Checkpoint	
Breathalyser	
Child car restraint	
Seat belt	