

# Transport

Tutor Resources for the AMEP

Transport

Intermediate

## **Tutor Resources for the AMEP**

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### **Acknowledgements**

The Adult Migrant English Program (AMEP) is funded by the Australian Government Department of Education and Training. Nationally, AMEP Distance/e-learning is delivered through the AMEP FLN Consortium.

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Theme: **Transport**

Topic: **Transport**

Task	Language focus	Learning activities	Resources
<p>1. Can participate in a discussion on public transport</p> <p>Can read a complex informative text on transport</p>	<p><b>Vocabulary</b> discourage, efficient, maintain, congested, congestion, option, alternative, ultimate, infrastructure, off-peak, network, entrench, substantial, utilised, affordable, adequate, convenience, integrated, seamless, destined, colloquial English</p>	<p>Discuss the questions about public transport</p> <p>Answer questions about public transport</p> <p>Match adjectives to nouns</p> <p>Find antonyms for words</p> <p>Locate linking words</p> <p>Answer questions about a story</p> <p>Role play a dialogue and answer questions</p> <p>Match colloquial language to meanings</p>	<p>Worksheet 1: Talking about transport</p> <p>Worksheet 2: Where do we go next on public transport?</p> <p>Dictionary</p> <p>Worksheet 3: Travelling in Turkey</p> <p>Worksheet 4: Catching the train</p>
<p>2. Can read and write an opinion text on public transport</p>	<p><b>Vocabulary</b> promoted, preferable, surge, dominant, substantial, participate, sedentary, incorporating, impact, unclog, emissions</p> <p><b>Structure</b> In my opinion, I believe, I think, I don't think, firstly, first of all, secondly, furthermore, finally, in conclusion, to sum up</p>	<p>Answer questions about an opinion text</p> <p>Write an opinion text on public transport</p>	<p>Worksheet 5: Time to start pedalling</p> <p>Dictionary</p> <p>Worksheet 6: Structuring an opinion text</p> <p>Worksheet 7: Opinion essay</p>

Theme: **Transport**Topic: **Transport**

**Task 1:** Can participate in a discussion on public transport  
Can read a complex informative text on transport

**Vocabulary:** discourage, efficient, maintain, congested, congestion, option, alternative, ultimate, infrastructure, off-peak, network, entrench, substantial, utilised, affordable, adequate, convenience, integrated, seamless, destined, colloquial English

### Activity instructions

#### *Discuss the questions about public transport*

- 📄 Worksheet 1: Talking about transport  
Read the questions and discuss together.  
Encourage learner to ask the questions to the tutor.

#### *Answer questions about public transport*

- 📄 Worksheet 2: Where do we go next on public transport?
- 📄 Dictionary
- A. Learner reads the words in the box and looks up the meanings in their dictionary.  
Learner reads the article. Encourage the learner to read aloud and check for pronunciation, intonation, punctuation and pace.
- B. Instruct learner to read the text again silently then direct their attention to the questions.  
Learner reads the questions. Discuss. (For question 1, encourage learner to locate the main ideas in each paragraph which will help them to summarise the article.)

#### **Answers**

- 2 – there is no life in the centre of the city
- 3 – Melbourne has done both, put money into roads and public transport
- 4 – not enough off peak train services or services to outer suburbs, poorly utilised, infrequent services, not enough staff

#### *Match adjectives to nouns*

- 📄 Worksheet 2: Where do we go next on public transport?
- C. Learner reads about adjectives.
- D. Learner matches adjectives with the nouns.

#### **Answers**

Australian – cities, public – transport, outer – suburbs, polluted – city, frustrating – part, rail – network, train – system, road – trauma

#### *Find antonyms for words*

- 📄 Worksheet 2: Where do we go next on public transport?
- E. Learner reads about antonyms.
- F. Learner reads the words and thinks of antonyms for each word.

#### **Answers**

worse – better, private – public, acceptable – unacceptable, decrease – increase, small – big, added – removed, stop – continue, unnecessary – necessary, present – absent, few – many, night – day, least – most

*Locate linking words*

- D Worksheet 2: Where do we go next on public transport?
- G. Learner reads about linking words.
- H. Learner reads the words. Discuss meanings together.  
Learner locates the words in the text (part A) and underlines them.

*Answer questions about a story*

- D Worksheet 3: Travelling in Turkey  
Explain to learner that they will listen to a story about travelling in Turkey.  
Learner reads the true/false statements before listening (to focus their listening).  
Explain any unknown vocabulary or encourage learner to use their dictionary.

Read the story twice.

**Script**

You think public transport is bad here! Let me tell you about my experience with the local transport when I was in Turkey many years ago.

I was living and working in a small village called Gocek in south-eastern Turkey. In that area of Turkey it was not easy to get around. So if you needed to get to the next major town, you either had to go by boat or go by a small van or minibus.

These minibuses seat about 20 people and are not run by the government. They are owned and operated by individuals, and these people use their own vans as a mode of public transport. The drivers pick up people from the side of the road, take them to their destination and charge them a small amount for the trip.

Anyway, one day I decided to go to Fettiye which was the next major city to where I was living. Now, as I said before, I could get there two ways. One way was travelling by boat which took 36 hours... and the other way was by road, on one of these minibuses which took only four hours. However, I was told that the road between Gocek and Fettiye was a long, very dangerous winding mountain road. Even during the day it was scary because on one side of the road it was mountain, and on the other side, a sheer drop of a few thousand feet. So it wasn't a very nice journey.

So knowing this, I decided to travel by boat. Anyway, I arrived happily at Fettiye. I spent a few days there, did my sight-seeing and business, but when I wanted to return, there were no boats going back to Gocek until the next day. I needed to get back because I had to start work the next morning. So I had to take one of these private minibuses.

Well, when we set off, it was around 6 o'clock in the evening and it was starting to get dark. In the bus there were at least 25 people plus chickens, ducks and even a small dog! I thought to myself that this trip is going to be dreadful. I had no room to sit comfortably and the smell of the animals was overpowering. But I didn't realise then, how horrendous the trip was going to be!

As soon as we started to move, everyone realised the driver was drunk. We asked him to stop and change drivers, but it was his minibus and he was not going to stop! So for the next four hours he drove us around these dangerous mountain roads at a very high speed. It was dark and the bus had no headlights! I was terrified. Everybody in the minibus was terrified. The animals were making terrible noises. All the passengers were screaming and I was screaming too.

Everyone was screaming except for the driver who was singing loudly along with the radio.

Anyway, to cut a long story short, I made it back but when I got off the bus I could hardly walk because I was still shaking with fear. I was absolutely terrified and I never ever rode on a minibus again. So when you are about to complain about our trains and buses just remember me in Turkey.

Learner answers true or false to the statements.

### Answers

1 – False, 2 – True, 3 – False, 4 – False, 5 – False, 6 – True, 7 – True, 8 – False, 9 – True, 10 – False, 11 – True, 12 – False

Read the story again and learner corrects their work.

Ask learner to change the false statements to make them true.

### *Role play a dialogue and answer questions*

📄 Worksheet 4: Catching the train

A. Together read the dialogue. Encourage learner to use an expressive voice.  
Read the dialogue again reversing roles.

B. Learner reads statements and answers true or false to the statements.

### Answers

1 – True, 2 – False, 3 – False, 4 – True, 5 – False, 6 – True, 7 – False, 8 – False

Correct their work.

Ask learner to change the false statements to make them true.

### *Match colloquial language to meanings*

📄 Worksheet 4: Catching the train

C. Introduce and explain the term 'colloquial language.'

Learner reads the colloquial language and locates the words in the dialogue (part A).

Ask learner to guess the meaning of the words by reading the words in context.

Learner matches the colloquial language with their meanings.

### Answers

1 – e, 2 – a, 3 – c, 4 – b, 5 – d

D. Learner writes other colloquial language they know.

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<b>Task 2:</b>	Can read and write an opinion text on public transport
<b>Vocabulary:</b>	promoted, preferable, surge, dominant, substantial, participate, sedentary, incorporating, impact, unclog, emissions
<b>Structure:</b>	In my opinion, I believe, I think, I don't think, firstly, first of all, secondly, furthermore, finally, in conclusion, to sum up

**Activity instructions***Answer questions about an opinion text*

- 📄 Worksheet 5: Time to start pedalling
- 📄 Dictionary
- A. Learner reads the words in the box and looks up the meanings in their dictionary.  
Learner reads the text to get the main ideas of the article.  
Ask learner to discuss what the article is about.  
Learner reads the text again and looks up the meanings of any unknown vocabulary in their dictionary.
- B. Learner reads and answers the questions.  
Correct the activity together.

**Answers**

- 1 – b
- 2 – health, economic, environmental
- 3 – Cycling has been shown to significantly reduce the chances of developing health problems such as heart disease, diabetes and obesity.
- 4 – save money on fuel, bicycles are cheap to maintain, less money needed for roads
- 5 – In Australia 1/3 of household emissions come from transport.

*Write an opinion text on public transport*

- 📄 Worksheet 6: Organising an opinion text
- A. Learner reads the opinion text.  
Discuss the structure of this writing genre.
- B. Learner reads about how to structure an opinion text.
- C. Learner reads about signal words.
- D. Learner looks at the opinion text again on worksheet 5.  
Learner locates the three main parts of the text (the introduction, the series of arguments to support the opinion and the conclusion).  
Learner highlights the topic sentences and the signal words.
- 📄 Worksheet 7: Opinion essay  
Learner reads the topics and chooses one.  
Encourage learner to discuss their opinion with the supporting arguments first.  
Remind learner to plan their essay before writing it.  
(This activity can be done for homework. At the next session correct the writing together and discuss any grammatical, spelling or punctuation issues.)

## Worksheet 1: Talking about transport

*Discuss these questions.*

1. Have you ever travelled by train/tram/bus/ferry in Australia?
2. Where did you go?
3. How do you get to work/the shops/the market?
4. How long does it take?
5. If you take public transport, how much is the fare?
6. What type of ticket do you buy?
7. Do you have a concession card?
8. What do you usually do when travelling on public transport? (e.g. read, sleep)
9. How often do you use public transport?
10. What's the most readily available form of public transport where you live?
11. What kind of public transport do you prefer? Why?
12. What don't you like about using public transport?
13. What kind of public transport is there in your country?
14. Did you use public transport in your country?
15. What is the difference between public transport here and in your home country?
16. In your country, could you get a fine for not having the correct ticket on public transport?
17. Do you sometimes catch a taxi?
18. Do you know how to 'hail' a taxi in Australia?
19. How do you 'hail' one in your country?
20. Is it expensive to take a taxi in your country?
21. Are there seat belts in the taxis?
22. Is it common to give the cab driver a tip? If so, how much do you give?
23. Is it more appropriate to sit in the front or the back of the taxi?
24. Do you think that governments should encourage the use of public transport more? Why? Why not?
25. Do you think city councils should discourage the use of privately driven cars within the city limits?
26. Is the public transport in your city efficient?
27. How could public transport in your city be improved?
28. Do you think your city council maintains the public transport well?
29. Are the buses and trains kept clean?
30. Is public transport in your city too expensive?
31. Do you feel safe when you use public transport?





## Worksheet 2: Where do we go next on public transport?

A. Look up the meanings of these words in your dictionary and read the text.

congested	option	alternatively	ultimate
infrastructure	off-peak	network	entrenching
substantial	utilised	affordable	adequate
convenience	integrated	seamless	destined

Have you noticed that Australian cities are becoming increasingly **congested** with traffic? What can we do about it? We cannot reduce congestion by building more roads because as soon as we do, more traffic will fill them up again. The only way to reduce congestion on our roads is to introduce better public transport systems. Over the past decades, in some European and Canadian cities, planners and communities have actively worked for better public transport to give everyone the **option** of getting around without a car. **Alternatively**, cities in the US, such as Detroit and Los Angeles, have followed the freeway route to its **ultimate** conclusion – a polluted city with a ‘dead heart’.

Australian state governments are finally putting money into rail **infrastructure** to relieve peak-hour crowding. However, they seem to be ignoring the need for more services during **off-peak** times and to areas of capital cities not served by the train **network**. Meanwhile these governments are also continuing to pour billions of dollars into road building, **entrenching** car-dependence in the middle and outer suburbs. Melbourne has followed a middle path. Roads have grown, resulting in pollution, congestion and unacceptable road trauma, but there has also been a **substantial** increase in public transport infrastructure. The problem is that public transport is still poorly **utilised**. It is infrastructure that puts Melbourne in a position to have a world class public transport system that is **affordable**. However, it seems **destined** to continue to serve only a fraction of the population.

According to users, the most frustrating part of public transport journeys is the wait between services. This is especially a problem during off-peak times. Many of the world’s big cities have a train system with frequent services all day (every 10 minutes or less), making public transport attractive at all times of the day. Well-run systems also have buses which collect people from surrounding areas and then meet the trains at stations. By comparison, waits of 30 minutes to 1 hour for buses are common in all Australian capital cities, and station car parks fill up at morning peak hour.

If public transport services were improved, more people would use the system and it would be safer as a result. It is also necessary to provide **adequate** staffing of stations and vehicles if passengers are to feel protected. Well-run rail systems provide a staff presence at each station for the whole time trains are running. There is no reason why most Australian cities can’t do this. However, in Melbourne, many train stations are not staffed and conductors have been removed from trams.

High quality public transport offers the same sort of ‘go anywhere, anytime’ **convenience** that cars provide. It requires a fully **integrated, seamless** network with short waiting times and easy transfers. Because this has never been seen in the larger Australian cities, many people have difficulty imagining it, or believing that it is possible. How long before Australia can achieve this?

**B. Answer the questions and discuss.**

1. Summarize this article.
2. What do you think the writer means by 'a dead heart'?
3. What does the writer mean by 'Melbourne has taken the middle path'?
4. What are some of the problems with public transport that the writer identifies?
5. Do you agree or disagree with the writer? Why?

**C. Read about adjectives.**

**Adjectives** are words that describe people, places, animals or things (nouns). They can come before a noun.

E.g. a **big** dog or after the verb 'be', e.g. The dog is **big**.

Adjectives can also come after the verbs look, smell, feel, taste and sound.

E.g. The cake smells good.

He looks fit.

That music sounds great.

The passengers feel safe.

It tastes delicious.

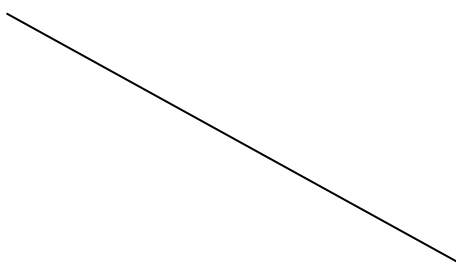
**D. Match the adjectives and nouns from the article.**

**Adjectives**

Australian  
public  
outer  
polluted  
frustrating  
rail  
train  
road

**Nouns**

city  
part  
transport  
system  
network  
cities  
trauma  
suburbs



**E. Read about antonyms.**

An **antonym** is a word that has an opposite meaning to another word.  
E.g. wet – dry, big – small, happy – sad

Some antonyms are formed by adding a prefix such as **un**, **dis** or **in** to a word.  
E.g. likely – **unlikely**, frequent – **infrequent**, honest – **dishonest**

**F. Find antonyms for these words.**

word	antonym	word	antonym
worse		stop	
private		unnecessary	
acceptable		present	
decrease		few	
small		night	
added		least	

**G. Read about linking words.**

When we write, we use connectives to link clauses and sentences within paragraphs and ideas across paragraphs. We often use connectives to:

- explain causes and results
- compare and contrast ideas
- give examples
- to express time.

**H. Discuss the meanings of these linking words.**  
**Underline them in the text (part A).**

however

meanwhile

by comparison

alternatively

## Worksheet 3: Travelling in Turkey



Listen to Leyla talk about her experience with public transport in Turkey.  
Tick **True** or **False** to the statements.

	True	False
1. Gocek is a small village in the north of Turkey.		
2. The local modes of transport were boats and minibuses.		
3. The minibuses were government owned and operated.		
4. Fettiye is a small village near Gocek.		
5. The trip to Fettiye by boat takes about 26 hours and by road about 2 hours.		
6. To drive to Fettiye you have to travel on a long, dangerous winding road.		
7. Leyla travelled to Fettiye by boat.		
8. She returned to Gocek by minibus because she wanted to see the views.		
9. She had a very uncomfortable and frightening trip home.		
10. The journey was horrendous because the driver of the minibus was sick.		
11. The driver was singing and there were no headlights on the bus.		
12. She had a terrifying journey but she thought she might travel on a minibus again.		

## Worksheet 4: Catching the train

### A. Read the dialogue.

- Tom:** Morning Linda.
- Linda:** Hi Tom, how are you?
- Tom:** Terrible!
- Linda:** Why?
- Tom:** I've just had the worst morning.
- Linda:** Why, what happened?
- Tom:** Well, I decided to catch the train today instead of riding.
- Linda:** Oh yeah, you usually ride your bike, don't you?
- Tom:** Yeah, but I thought it was gonna rain today so I caught the train. It turned out to be the train trip from hell.
- Linda:** Oh no!
- Tom:** Yeah. I got to the train station at 7.30 and waited 15 minutes for a train. Then, when it finally turned up I couldn't get on.
- Linda:** Why not?
- Tom:** It was packed. They were jammed in like sardines! You couldn't even get in the door.
- Linda:** So what did you do?
- Tom:** I gave up and waited for the next one.
- Linda:** Did you have to wait long?
- Tom:** Yeah, another 15 minutes! It's crazy.
- Linda:** Was the next one packed too?
- Tom:** No, at least I could get on that one. I even got a seat.
- Linda:** Oh that's good.
- Tom:** Yeah, but it doesn't end there. On that train there was this guy next to me on his mobile phone. He was talking at the top of his voice.
- Linda:** Why do people do that? Don't they know everyone can hear them?
- Tom:** I don't know, but this guy was having an argument with someone over the phone and the whole carriage could hear it.
- Linda:** Did anybody ask him to be quiet?
- Tom:** Yeah, I did! And then he hung up and started shouting at me.
- Linda:** Oh no! What did you say?
- Tom:** Nothing, I just got up and moved to the other end of the carriage. There was no point getting into a fight.
- Linda:** No, you're right.
- Tom:** Then, just when I thought my trip from hell had ended, an announcement comes over telling us to get off and change trains.
- Linda:** Oh no!
- Tom:** Yeah, no wonder commuters get so disgruntled with the system.
- Linda:** I know.
- Tom:** I changed trains but I had to wait another 10 minutes!
- Linda:** Well, at least you've made it to work safely. Are you going to catch the train tomorrow?
- Tom:** No way, never again! It's the bike for me. Rain, hail or shine!

**B. Write *True* or *False* to these statements.**

	True/False
1. Linda is Tom's work mate.	
2. Tom usually catches the train to work.	
3. Tom caught the train because his bike was broken.	
4. The first train was full of passengers.	
5. Tom arrived at work before 8 am.	
6. The man on the mobile phone was speaking loudly.	
7. Tom had an argument with the mobile phone user.	
8. Tom is planning to catch the train again soon.	

**C. Read about colloquial language.**  
*Match the colloquial language with the meanings.*

In casual conversations we often use **colloquial** language. These informal words and phrases are common in spoken English and informal written English. They include idioms and slang words.

**Colloquial language**

1. packed
2. gunna
3. trip from hell
4. jammed in like sardines
5. rain, hail or shine

**Meaning**

- a. going to
- b. squashed in, with no room to move
- c. a really bad trip
- d. in any weather
- e. full

**D. Write some other colloquial English that you know.**

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## Worksheet 5: Time to start pedalling

A. Look up the meanings of these words in your dictionary and read the text.

encouraged	promoted	preferable	alternative
surge	dominant	substantial	participate
significantly	sedentary	incorporating	congestion
remarkably	impact	unclogging	effective
emissions	pedalling		

I believe that cycling should be **encouraged** and **promoted** as a **preferable alternative** to car travel. Recent years have seen a **surge** in the number of people cycling but cars continue to be the **dominant** mode of transport in Australia. More needs to be done to change people's behaviour and to reduce the number of car trips made. The benefits of cycling are **substantial**, not just for the individual but also for the community as a whole.

Firstly, cycling is a fantastic form of exercise which is the reason why many people take it up in the first place. Unfortunately however, a large number of the population do not **participate** in enough physical activity. Cycling has been shown to **significantly** reduce the chances of developing health problems related to a **sedentary** lifestyle, such as heart disease, diabetes and obesity. **Incorporating** cycling into everyday life, by using a bike as a form of transport, is a simple way to increase physical exercise. Not only will people improve their own health by cycling, but they will also be reducing air pollution which has health benefits for us all.

Secondly, there are significant economic benefits to cycling. Increasing fuel costs and traffic **congestion** are two good reasons to get on a bike. Bikes don't require fuel so cyclists save money at the petrol pump. And, in comparison to cars, bicycles are **remarkably** cheap to maintain. The wider community also benefits economically when money not spent on fuel is spent in other areas of the economy. Traffic congestion also has a negative **impact** on the economy. Bicycles only take up one tenth of the road space of a car so they are a useful way of **unclogging** our congested streets. Fewer cars on the streets also means less money is needed to build and maintain roads.

Finally, cycling is good for the environment. This human-powered alternative to motorised transport provides an **effective** way of reducing greenhouse gases. In Australia, transport creates over one third of household greenhouse gas **emissions**. Cycling produces no emissions at all so it has significant environmental benefits.

In conclusion, if we want to improve health, the economy and the environment, then we should encourage people to get out of their cars and onto bikes. Who knows, they might just discover that cycling is fun too!



**B. Answer the questions.**

1. What is the writer's purpose in this text?
  - a. To criticise people who drive cars.
  - b. To persuade the reader that cycling is better than driving.
  - c. To tell people how to have more fun.
  
2. What does the writer think are the three main benefits of cycling?

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3. What evidence does the writer give to support the idea that cycling is good for our health?

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4. Name three economic benefits of cycling.

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5. What fact does the writer give to support the argument that cycling is good for the environment?

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6. Can you think of any more benefits of cycling?

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7. Can you think of any reasons why people shouldn't cycle?

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## Worksheet 6: Structuring an opinion text

An opinion text usually consists of three main parts, an introduction, a series of arguments and a conclusion.

**A. Read the opinion text and discuss how it has been organised.**

In my opinion, drivers who bring their cars into the CBD of large Australian cities should be charged a toll similar to the one in central London.

**INTRODUCTION**

State your opinion. (Say what your opinion is.)

Firstly, Australian cities are becoming increasingly congested with traffic. A toll would act as a deterrent to car drivers and encourage them to seek other forms of transport.

**A SERIES OF ARGUMENTS**

**Reason 1**

State one reason in the first sentence. (The topic sentence.) Then give more detail to support this reason.

Secondly, revenue from a toll or congestion charge could be used to invest in more public transport. Improved public transport systems will attract more people to use them.

**Reason 2**

State another reason in the first sentence. (The topic sentence.) Then give more detail to support this reason.

To sum up, I think a congestion charge is a good idea and should be seriously considered by city councils dealing with traffic congestion issues.

**CONCLUSION**

Re-state your opinion.

The above text includes two arguments to support the writer's opinion. Other opinion texts may include more arguments.

**B. Read about how to structure an opinion text.**

**Paragraphs**

We write in paragraphs to organise the information in the text. When you start a new stage of your text or a new argument, you should start a new paragraph.

**Topic sentences**

Each paragraph should contain a topic sentence in which you summarise your main point or argument. We often begin the paragraph with the topic sentence, although experienced writers may put it in the middle or at the end.

**Supporting sentences**

Supporting sentences contain information that adds to the main point or argument, which is expressed in the topic sentence.

Supporting sentences can:

- state a fact
- suggest a strategy
- give an explanation
- provide expert evidence
- give a reason
- quote a statistic

**C. Read about signal words.**

**Signal words**

When we write our opinion, we use special signal words. These make it easier for the reader to follow the ideas.

Signal words for giving an opinion:

In my opinion...  
I believe...  
I think...  
I don't think...

Signal words when giving your first reason:

Firstly...  
First of all...

Signal words when giving more reasons:

Secondly...  
Furthermore...  
Finally...

Signal words that show you are going to finish writing:

In conclusion...  
To sum up...

**D. Look at the opinion text in worksheet 5. Locate the three main parts of the text and highlight the topic sentences and signal words.**

