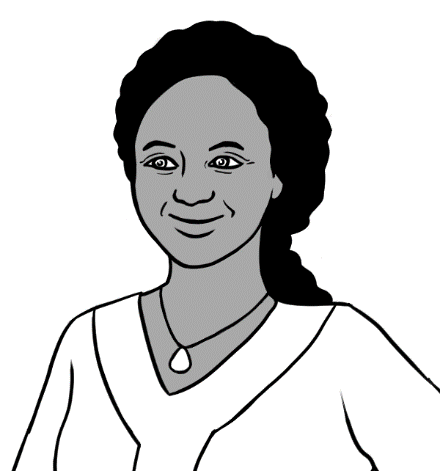


Student book with teacher notes

**English Ready**

22636VIC Course in Initial EAL  
VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words

Letter names



A - B - C - D

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Class** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This workbook is designed to be used with the support of a teacher.*

This book is supported by additional work on sounds

in the **Letter Sounds** book.

**Design team:** Vicki Hambling, Sue Paull, Frida Dean and Mary Wallace

**Illustrations:** Madelena Scott  
 **Acknowledgements:** The design team would like to thank the AMEP service providers and practitioners who participated in the trial and gave valuable feedback. The team would also like to acknowledge the use of the EAL Framework which underpins the design of this book.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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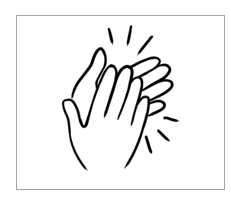
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# Instructions

******

The arrow is a reminder to read from left to right.



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | listen |  |  |  | say |
|  |  | copy |  |  |  | match |
|  |  | colour |  |  |  | circle |
|  |  | trace |  |  | 🗸 | tick |
| 1. A black line drawing of a hand pointing     Description automatically generated |  | point |  |  |  | clap |
|  |  | write |  |  |  | sing |
|  |  | read |  |  |  |  |

# Say the names of the letters.

**Audio** - A female voice and then a male voice read all the letters. A time gap after each letter allows time for students to repeat each letter. Encourage students to record this on their phones. These are the **names** of the letters, so no pictures have been added. Chanting, singing, and movement are very important to support memory.

****

Capital letters

A B C D E F

G H I J K L

M N O P Q R

S T U V W X

Y Z

Small letters

a b c d e f

g h i j k l

m n o p q r

s t u v w x

y z



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F |
| G | H | I | J | K | L |
| M | N | O | P | Q | R |
| S | T | U | V | W | X |
| Y | Z |  |  |  |  |

1. .







|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F |
| G | H | I | J | K | L |
| M | N | O | P | Q | R |
| S | T | U | V | W | X |
| Y | Z |  |  |  |  |

******Project and demonstrate how to move through   
the maze in alphabetical order.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | B |  | C |  |  | S |  |  | V |  |  | Q |  |
|  |  |  |  |  |  |  |  |  | T |  |  |  |  |  |
|  | W |  |  | D |  |  | R |  |  |  | U |  |  |  |
|  |  |  |  |  | E |  |  |  |  |  |  | M |  |  |
|  |  | C |  |  |  | F |  |  |  | D |  |  |  |  |
|  |  |  |  | G |  |  |  |  | G |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | J |  |  |
|  |  | I |  | H |  |  | F |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Y |  |
|  |  | J |  | K |  | L |  |  | Q |  |  | X |  |  |
|  |  |  |  |  |  |  | M |  |  |  |  |  |  |  |
|  | M |  |  |  |  |  |  |  |  | V |  | W |  |  |
|  |  |  | P |  | O |  | N |  | U |  |  |  |  |  |
|  | T |  |  |  |  |  |  |  |  |  | R |  |  |  |
|  |  |  | Q |  | R |  | S |  | T |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | O |  |  | Q |  |  |  |  | V |  | N |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  | D |  | P |  |  | O |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Sing to the tune of the traditional ABC song. The final lines differ from the original version to make the song more suitable for adult learners.

|  |
| --- |
| A B C D |
| E F G |
| H I J K |
| L M N O P |
| Q R S |
| T U V |
| W X |
| Y Z |
| I can say the **A B C**.  Listen now again to me. |

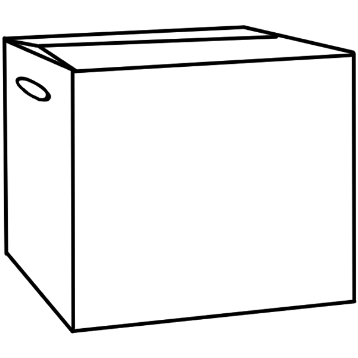
Sing to the tune of the traditional ABC song. The final lines differ from the original version to make the song more suitable for adult learners. 



****

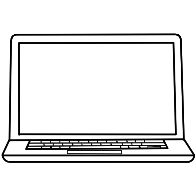
Copy each set of capital letters in alphabetical order.

2



F E G

4



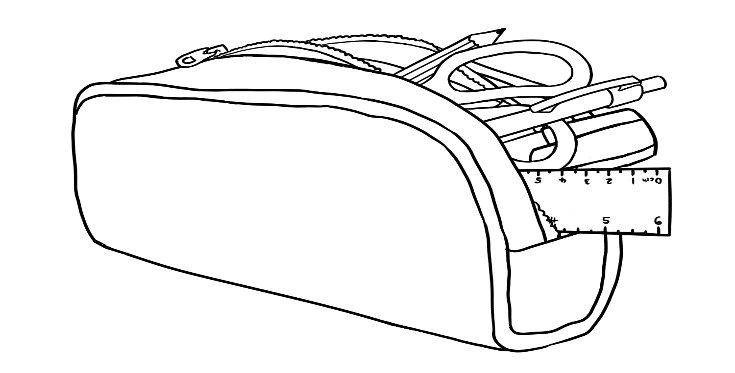
M L O P N



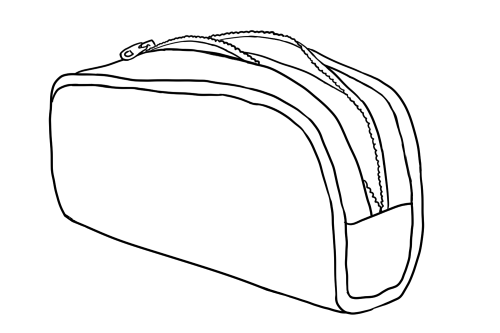
V U T

6

7



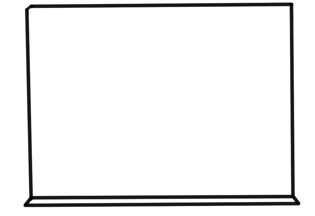
X W



Z Y

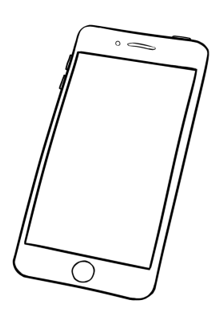
8

1



B D A C

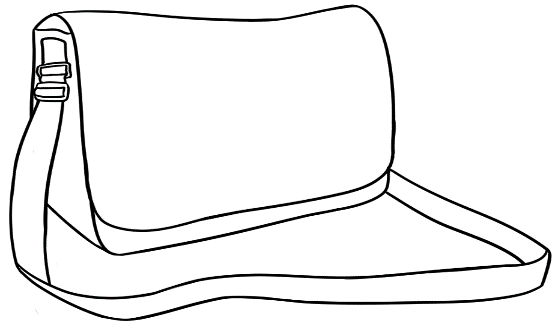
5



J I K H

3

A B C D



R S Q



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a | b | c | d | e | f |
| g | h | i | j | k | l |
| m | n | o | p | q | r |
| s | t | u | v | w | x |
| y | z |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a | b | c | d | e | f |
| g | h | i | j | k | l |
| m | n | o | p | q | r |
| s | t | u | v | w | x |
| y | z |  |  |  |  |







******

Project and demonstrate how to move through

the maze in alphabetical order.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | b |  | c |  | b |  | c |  | e |  |  | q |  |
|  |  |  |  |  |  | |  |  |  |  |  |  |  |
|  | f |  | d |  | e |  | f |  |  | g |  | t |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | o |  | n |  |  | h |  |  |  | h |  | m |  |
|  |  | m |  | l |  | k |  |  |  | d |  |  |
|  | p |  |  |  |  | |  | j |  | i |  |  |  |
|  |  | q |  | r |  | s |  |  |  |  |  | y |  |
|  |  |  |  |  |  |  |  |  |  | j |  |  |  |
|  | r |  |  | l |  | t |  | u |  |  | k |  |  |
|  |  |  |  |  | |  |  |  |  |  |
|  |  |  | x |  |  | w |  | v |  |  | l |  |  |
|  |  | y |  |  |  | |  |  |  |
|  |  |  |  |  |  | o |  | n |  |  | m |  |  |
|  |  |  |  |  | q |  |  |  |  |  |  |  |  |
|  |  | p |  | m |  |  | w |  | t |  | n |  |  |
|  |  |  |  |  | | | |  |  |  |  |  |  |

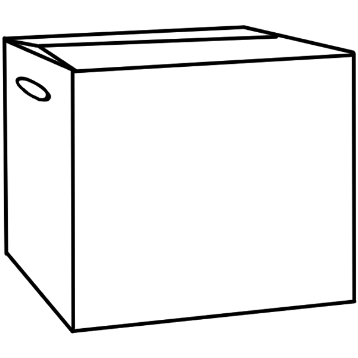


Sing to the tune of the traditional ABC song. The final lines differ from the original version to make the song more suitable for adult learners. 

|  |
| --- |
| a b c d |
| e f g |
| h i j k |
| l m n o p |
| q r s |
| t u v |
| w x |
| y z |
| I can say the **a b c**.  Listen now again to me. |

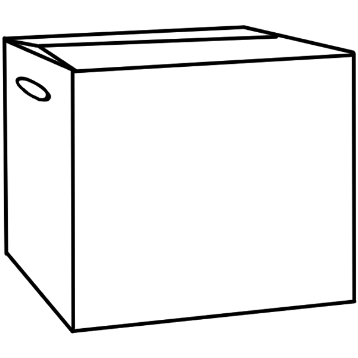
Copy each set of small letters in alphabetical order.

1



b d a c

2

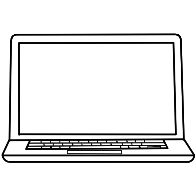


f e g

A black background with a black square

Description automatically generated with medium confidence a b c d

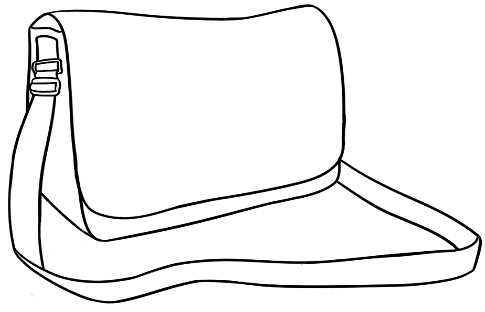
4



m l o p n

j i k h

3



r s q

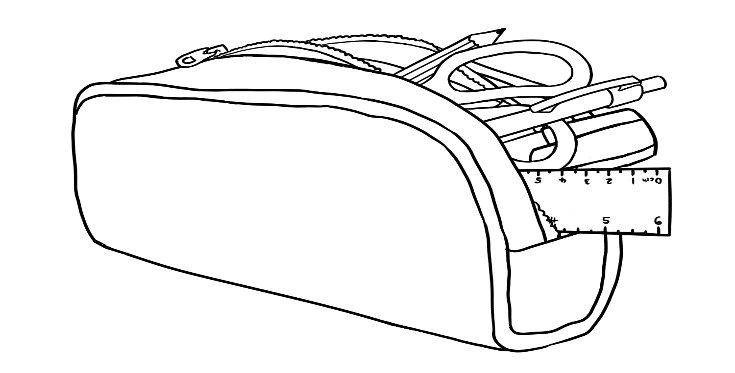
5



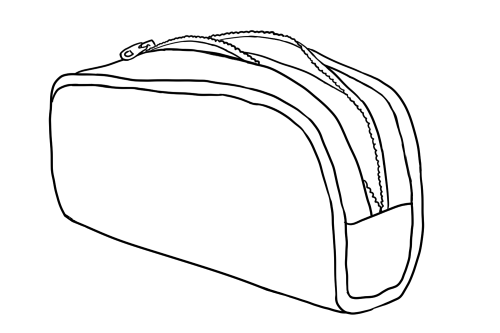
v u t

6

7



x w



z y

8

# Match the letters.

****

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aa | Bb | Cc | Dd | Ee | Ff | Gg |

**A black and white picture of a pencil and a circle

Description automatically generated**1.

|  |  |  |
| --- | --- | --- |
| A |  | b |
| B |  | c |
| C |  | a |
| D |  | f |
| E |  | d |
| F |  | g |
| G |  | e |

2.



3.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F | G |
| A |  |  |  |  |  |  |
|  | | | | | | |
| a | b | c | d | e | f | g |
|  |  |  |  |  |  |  |



Colour the capitals on pages 13, 15, 17,19.   
Students say the letters over and over as they colour.   
Colour, sound and movement combine to aid memory.   
The productive Initial classroom is a noisy one.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| 1. | **A** | c | e | d | a | b |
|  |
|  | **B** | d | c | b | f | e |
|  |
|  | **C** | a | d | e | b | c |
|  |
|  | **D** | d | f | c | e | b |
|  |  |  |  |  |  |  |
|  | **E** | a | b | e | c | d |
|  |  |  |  |  |  |  |
|  | **F** | g | f | d | e | c |
|  |  |  |  |  |  |  |
|  | **G** | f | e | c | d | g |

1. ****

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Hh | Ii | Jj | Kk | Ll | Mm | Nn |

******

|  |  |  |
| --- | --- | --- |
| H |  | j |
| I |  | h |
| J |  | k |
| K |  | i |
| L |  | n |
| M |  | l |
| N |  | m |



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| H | I | J | K | L | M | N |
| H |  |  |  |  |  |  |
|  | | | | | | |
| h | i | j | k | l | m | n |
|  |  |  |  |  |  |  |



|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **H** | i | h | | l | | k | | j | |
|  | | | | | | | | | | | |
|  | **I** | j | l | | i | | m | | k | |
|  | | | | | | | | | | | |
|  | **J** | h | i | | k | | l | | j | |
|  | | | | | | | | | | | |
|  | **K** | l | j | | m | | k | | n | |
|  |  |  | |  | |  | |  | |  | | |
|  | **L** | k | l | | h | | n | | i | |
|  |  |  | |  | |  | |  | |  | | |
|  | **M** | n | k | | l | | i | | m | |
|  |  |  | |  | |  | |  | |  | | |
|  | **N** | m | l | | j | | n | | k | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Oo | Pp | Qq | Rr | Ss | Tt |

1. ****

**A black and white picture of a pencil and a circle

Description automatically generated**

|  |  |  |
| --- | --- | --- |
| O |  | p |
| P |  | r |
| Q |  | t |
| R |  | o |
| S |  | q |
| T |  | s |

****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| O | P | Q | R | S | T |
| O |  |  |  |  |  |
|  | | | | | |
| o | p | q | r | s | t |
|  |  |  |  |  |  |



|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **O** | p | q | | r | | s | | o | |
|  | | | | | | | | | | | |
|  | **P** | r | s | | t | | p | | o | |
|  | | | | | | | | | | | |
|  | **Q** | o | p | | q | | r | | s | |
|  | | | | | | | | | | | |
|  | **R** | t | r | | s | | o | | p | |
|  |  |  | |  | |  | |  | |  | | |
|  | **S** | s | p | | r | | q | | o | |
|  |  |  | |  | |  | |  | |  | | |
|  | **T** | p | t | | q | | r | | s | |

****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Uu | Vv | Ww | Xx | Yy | Zz |





|  |  |  |
| --- | --- | --- |
| U |  | v |
| V |  | u |
| W |  | z |
| X |  | y |
| Y |  | x |
| Z |  | w |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| U | V | W | X | Y | Z |
| U |  |  |  |  |  |
|  | | | | | |
| u | v | w | x | y | z |
|  |  |  |  |  |  |



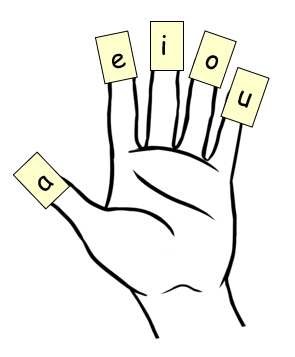
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **U** | v | w | u | x | z |
|  |
|  | **V** | u | v | w | y | z |
|  |
|  | **W** | z | y | x | w | v |
|  |
|  | **X** | u | z | w | v | x |
|  |  |  |  |  |  |  |
|  | **Y** | y | u | v | z | w |
|  |  |  |  |  |  |  |
|  | **Z** | x | y | z | v | u |
|  |  |  |  |  |  |  |

# The names of the vowels

1. **** Ask students to circle different vowels.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aa | Bb | Cc | Dd | Ee | Ff |
| Gg | Hh | Ii | Jj | Kk | Ll |
| Mm | Nn | Oo | Pp | Qq | Rr |
| Ss | Tt | Uu | Vv | Ww | Xx |
| Yy | Zz |  |  |  |  |

******

1. 

Students say and copy vowels onto sticky notes and attach them to their fingers. On the left hand, each finger will represent a vowel.

.



Ask students to point to different vowels. Then copy the vowels in the boxes.

a

\_

g\_

b\_

c\_

d\_

e

\_

f\_

\_

\_

n\_

m\_

l\_

k\_

j\_

i

\_

h\_

\_

u

\_

p\_

o

\_

t\_

s\_

r\_

q\_

\_

\_

z\_

y\_

x\_

w\_

v\_

# The names of the consonants



Listen, repeat, and point to different consonants.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aa | Bb | Cc | Dd | Ee | Ff |
| Gg | Hh | Ii | Jj | Kk | Ll |
| Mm | Nn | Oo | Pp | Qq | Rr |
| Ss | Tt | Uu | Vv | Ww | Xx |
| Yy | Zz |  |  |  |  |





1. Colour the boxes with consonants.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a | b | e | c | i | d | o | f | u |
| g | a | h | e | j | i | k | o | l |
| u | m | a | n | e | p | i | q | o |
| r | u | s | a | t | e | v | i | w |
| o | x | u | y | a | z | e | z | i |



.

Copy the consonants.

a

\_

g\_

b\_

c\_

d\_

e

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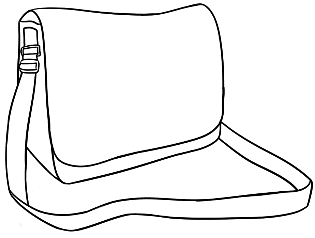
\_

\_

# Can you spell that please?



Say the word, spell the word, copy the word..



1. bag b–a–g

bag \_ \_ \_



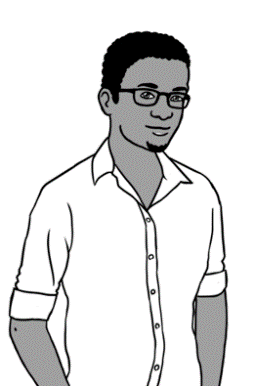
1. cup c–u–p

\_ \_ \_ \_ \_ \_

****

1. egg e–g–g

\_ \_ \_ \_ \_ \_



1. man m–a–n

\_ \_ \_ \_ \_ \_



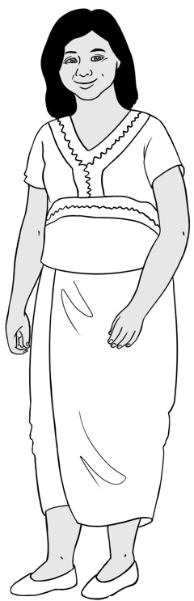
1. yes y–e–s

\_ \_ \_ \_ \_ \_

# What is your name?

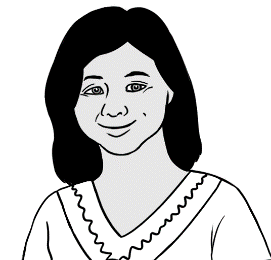






Zarni Tun.

What is your name?



****

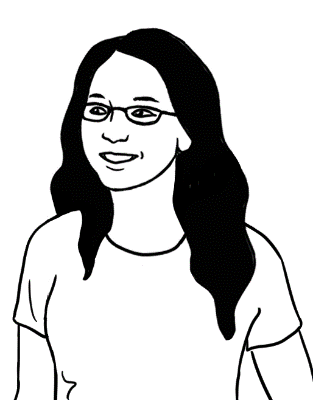
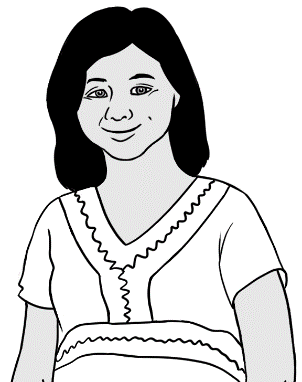


My name is Zarni Tun.

My name is Zarni Tun.

\_\_ y \_\_ame \_\_s Zarni Tun.

1. ****



What is your first name?

Zarni.

Can you spell that please?

Zarni Z - a - r - n – i.



Spell Zarni’s first name and copy the letters below.



First name

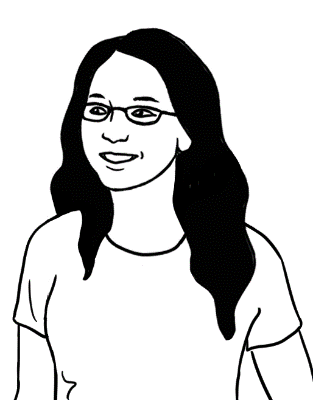
**Z**arni

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| N | O | P | Q | R | S | T | U | V | W | X | Y | **Z** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |
| n | o | p | q | r | s | t | u | v | w | x | y | z |

1. Zarni Zarni Zarni  
   \_\_arni Z\_\_rni Zarn\_\_

****

You

1. 

What is **your** first name?

Can you spell that please?



Students say their first name, spell it, copy it and circle the letters.



First name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |
| n | o | p | q | r | s | t | u | v | w | x | y | z |

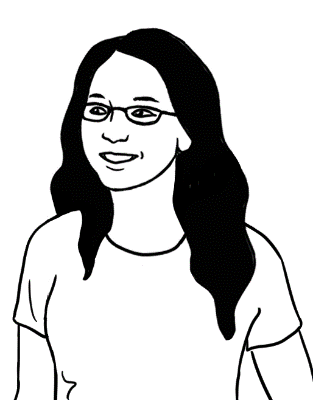


Students copy their first name twice and spell it to their partner.



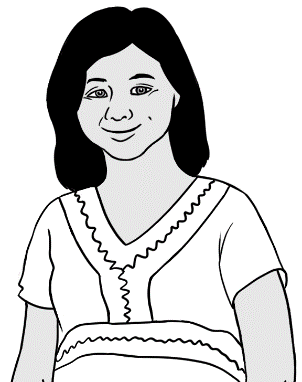
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

****

1. 

What is your family name?

Tun.



Can you spell that please?

Tun T – u – n.



Spell Zarni’s family name and copy the letters below.



Family name

**T** u n

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| N | O | P | Q | R | S | **T** | U | V | W | X | Y | Z |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |
| n | o | p | q | r | s | t | u | v | w | x | y | z |

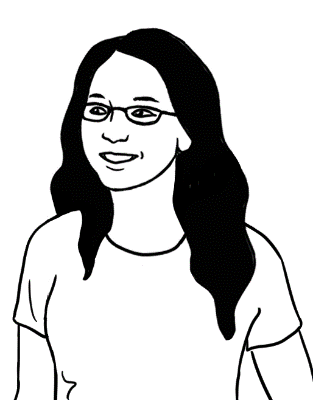
1. Tun Tun Tun  
   \_\_un T\_\_n Tu\_

****

1.

You

What is **your** family name?  
.



Can you spell that please?  
.

Students say their name, spell it, copy it and circle the letters.







Family name .

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |
| n | o | p | q | r | s | t | u | v | w | x | y | z |

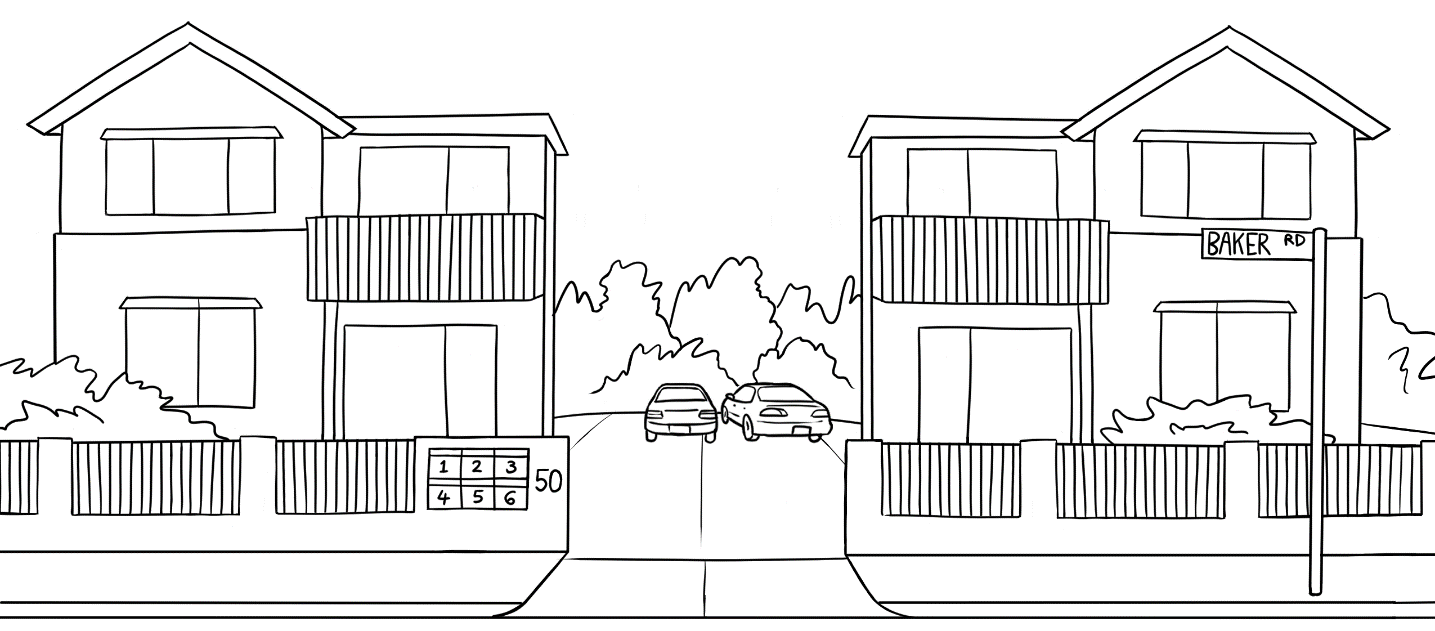


1. Students copy their first name twice and spell it to their partner.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# What is your address?

****



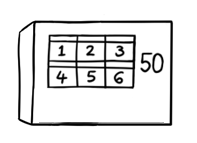
I live here.



Kellivale

Unit 4,

50 Baker Road.



What is your address?

Where do you live Zarni?

****

Zarni



Can you spell your **street** name? .



Baker B – a – k – e – r.

Can you spell your **suburb** name? .

|  |  |  |
| --- | --- | --- |
| First name | | Zarni |
| Family name | | Tun |
| Address | Street | Unit 4 50 Baker Road |
|  | Suburb | Kellivale |
|  | Postcode | 2421 |

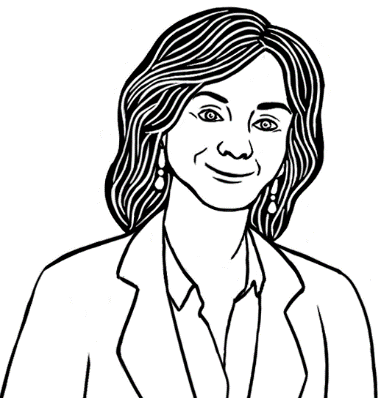
Kellivale K – e – l – l – i – v – a – l – e.



Type student details on the template in the Teacher Resources.

Students can then copy their details on the template below.

Ask students to say and spell their address to you.



You

Where do **you** live?

Can you spell your **street** name?

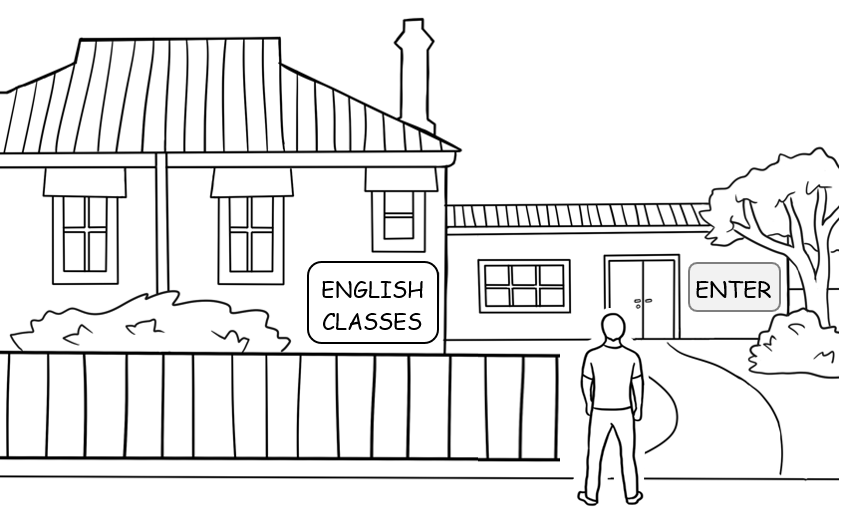
|  |  |  |
| --- | --- | --- |
| First name | |  |
| Family name | |  |
| Address | Street |  |
|  | Suburb |  |
|  | Postcode |  |

Can you spell your **suburb** name?

# Signs

******

Explain that signs are usually written in capital letters.

1. 
2. 

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Text  Description automatically generated with medium confidence |  | E | N | B | T | G | E | R |



Text

Description automatically generated with medium confidence

Text

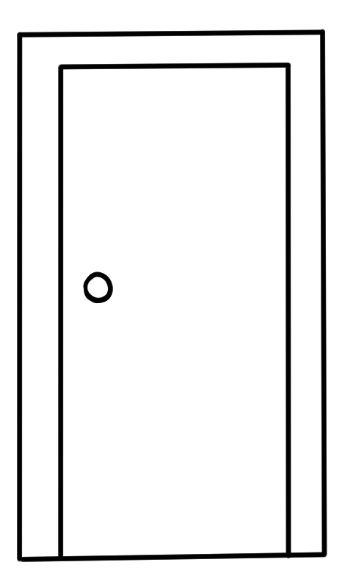
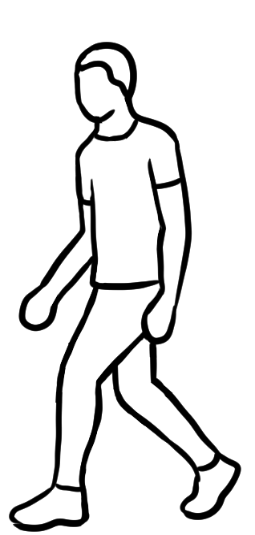
Description automatically generated with medium confidenceText

Description automatically generated with medium confidence

\_\_\_NTER E\_\_\_TER EN\_\_\_ER



Colour the sign green.



****

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A picture containing text  Description automatically generated | F | E | D | X | l | S | T |  |

******

A picture containing text

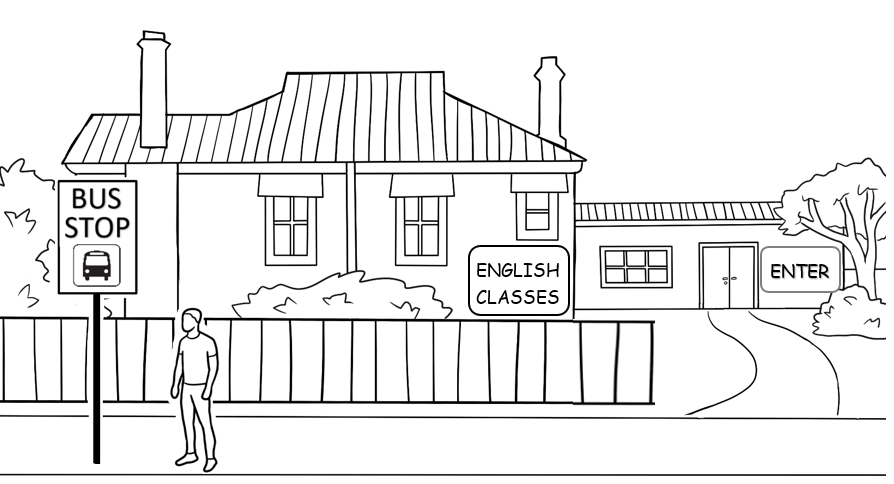
Description automatically generatedA picture containing text

Description automatically generatedA picture containing text

Description automatically generated

\_\_\_XlT E\_\_\_lT EXl\_\_\_

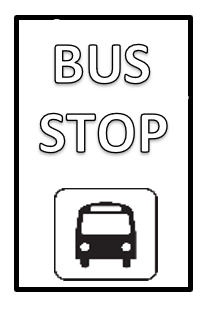
**

1. 

****

****

Colour the sign according to those in your local area.

1. 

****

|  |  |
| --- | --- |
|  |  |
| BUS STOP | BUS STOP |
| \_\_US \_\_TOP | BU\_\_ STO\_\_ |



|  |  |  |
| --- | --- | --- |
| A picture containing text  Description automatically generated | A picture containing text  Description automatically generated | A picture containing text  Description automatically generated |
| \_\_\_OlLETS | TOl\_\_\_ETS | TOlLE\_\_\_S |

|  |  |  |
| --- | --- | --- |
| A picture containing text  Description automatically generated | A picture containing text  Description automatically generated | A picture containing text  Description automatically generated |
| \_\_\_EN | ME\_\_\_ | M\_\_\_N |

|  |  |  |
| --- | --- | --- |
| **Text  Description automatically generated with medium confidence** | **Text  Description automatically generated with medium confidence** | **Text  Description automatically generated with medium confidence** |
| \_\_\_OMEN | WO\_\_\_EN | WOME\_\_\_ |

Say, spell, say each word.  
 Clap the syllabes.   
 Match the words and signs.

.



|  |  |
| --- | --- |
| 1. Text     Description automatically generated with medium confidence | EXlT |
| 1. A picture containing text     Description automatically generated | ENTER |
|  | WOMEN |
| 1. A picture containing text     Description automatically generated | MEN |
| 1. A picture containing text     Description automatically generated | BUS STOP |
|  | TOlLETS |