

Driving in Ontario

Topic Development Ideas

Classes might want to learn more about...

- basic parts of a car including safety features (e.g., air bags, child safety seats)
- bilingual road signs in some areas
- buying, renting, or leasing a car
- driver education classes
- graduated licensing system
- legal requirements and responsibilities (e.g., reporting accidents to the police, wearing seat belts, drinking and driving laws)
- necessity of carrying a driver's licence and insurance papers when operating a vehicle
- preparing for a driving test and taking the test
- road signs, symbols, and traffic signals
- special licences for motorcycles, commercial vehicles, and trailers
- traffic violations and appeal procedures
- winter driving

Strategies for Learners

Learners find it useful to...

- assemble an emergency kit for the car (e.g., blanket, candles, food, tools) that includes a card with emergency phrases
- call the Ministry of Transportation for road reports
- carry a driver's licence for identification
- confirm comprehension when getting information (*nodding, uh-huh, okay, right*)
- keep a bilingual dictionary in the car
- learn titles and tone of voice for addressing police officers
- listen to traffic reports on the radio
- read The Driver's Handout in own language
- read Ontario Driver's Handout adapted for adult new readers

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two: Unit 5, "Travel and Transportation"*
- 📖 *LINC Classroom Activities, LINC 3: "Laws and Bylaws"*
- 📖 *Ontario Reader 1997: "How much does it cost to drive a car?"*
- 📖 *Ontario Reader 1998: "Car accidents and insurance"*
- 📖 *The Chicken Smells Good: Unit 7, "Cars and Money"*
- 📖 *The ESL Toolbox: Unit 3, "Decision Making"*
- 📖 *Ready for Ontario's Roads: Newcomer's Guide to Graduated Licensing*
- 📖 *The Driver's Handbook*
- 🏢 Ministry of Transportation Driver Examination Centres and Driver and Vehicle Licence Issuing Offices
- 🔗 *CLB Listening/Speaking Resource: Stage I, Transportation dialogues 58, 59, 61*
- 🌐 Driving School Association of Ontario: <http://www.dsao.com>
- 🌐 Ontario Ministry of Transportation for publications: <http://www.mto.gov.on.ca>
- 🌐 Road signs: <http://www.mto.gov.on.ca/english/traveller/signs>
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Transportation)
- 🔗 **driving, road signs, driving schools, Ontario ministry of transportation**

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ give short three- to four-step instructions or directions
- 🗣️ advise of danger
- 🗣️ ask for, offer, accept, or decline assistance
- 👂 follow two- to five-step directions or instructions presented in order
- 👂 understand factual details and some implied meanings in a listening text
- 📖 follow common everyday instructions of up to five steps
- 📖 get information from a simple, explicit, one- to two-paragraph text
- 📖 use a standard reference text (e.g., road atlas)
- ✍️ describe an object, place, situation, or event in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*wiper, windshield, trunk, acceleration lane, intersection, G2, collector lanes, spare tire, carjack*)
- adjectives (*foggy, bright, fast, aggressive*)
- adverbs (*safely, quickly*)
- imperatives, including negative
- prepositions: location, movement, time
- modals: requests, necessity, advice
- sequence markers
- verb tenses: simple present, present continuous, simple past, past continuous
- pronunciation: stress in two-syllable words (*behind, across, report, tonight, until*)

Sample Tasks

1. Take turns with a partner giving step-by-step instructions for activities listed on a worksheet (e.g., making personal adjustments to a car before departing, starting the car, washing a car, planning a route).
2. Listen to a road conditions or traffic report. Record conditions by checking the correct box for each route on a worksheet (e.g., moving normally, moving slowly, moving very slowly).
3. Read “Road Safety... It Starts With You” on page 8 of *Ready for Ontario’s Roads: Newcomer’s Guide to Graduated Licensing*. Complete a table outlining the graduation system.
4. Look at a picture of an accident and fill out an accident report.

Additional Tasks

📖 **Experienced:** Open a list of events leading up to a traffic accident. Insert appropriate symbols into the text (e.g., It was rainy. ☔ A dog 🐕 suddenly ran in front of the car 🚗).

Skills: Open, Insert Symbol, Font, Font Size, Save, Print

🌐 **All Levels:** Go to a web site that shows road signs and their meanings (e.g., <http://www.mto.gov.on.ca/english/traveller/signs>). Look at the signs and think about where they might be used. Print one category and create a short multiple-choice quiz for a classmate on the signs.

Skills: Browsers, Search Engines, URL, Hyperlinks

Locations & Directions

Topic Development Ideas

Classes might want to learn more about...


- compass directions
- major Canadian routes and highways
- map conventions
- on-line map and travel direction services
- on-line transit services (routes and maps)
- transit authorities and ways to contact them
- travel associations and trip-planning services (e.g., CAA)


Strategies for Learners


Learners find it useful to...


- get directions from reliable sources (e.g., gas stations, police officers, taxi drivers)
- learn names of main streets and intersections
- memorize bus and train routes or numbers
- use drawings to explain directions
- use gestures and pointing for directions
- use landmarks for describing locations and directions
- use transit and city maps


Resources for Developing and Teaching Topic


 *A Canadian Conversation Book, Book Two*: Unit 5, “Transportation and Travel”


 *A Toolbox for ESL Tutors*: Unit 3, “The Transit System and Directions”

 *Interchange 2*: Unit 2, “I’m just passing through”

 *LINC Classroom Activities, LINC 3*: “Instructions”

 travel and tourism brochures and pamphlets

 auto associations

 *CLB Listening/ Speaking Resource*: Stage I, Transportation dialogue 61

 Tense Buster – Lower Intermediate – Prepositions – Place

 Expedia.ca: <http://www.expedia.ca> (Maps)

 specific area maps (e.g., **Windsor map**)

Locations & Directions

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ indicate communication problems and ask for explanation
- 🗣️ give short three- to four-step everyday directions
- 🗣️ ask for, offer, accept, or decline assistance
- 🗣️ give a brief description
- 👂 follow two- to five-step everyday directions presented in order, related to movement and position
- 👂 identify expressions used to ask for, offer, and accept assistance
- 📖 follow common everyday instructions of up to five steps to find locations
- 📖 use a standard reference text (e.g., map or diagram)
- ✍️ describe a location or travel routine in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*legend, key, northbound, intersection, interchange, toll route, navigate*)
- vocabulary for directions, local street names, landmarks, major highways
- expressions for asking for explanation (*I don't understand, Can you repeat? What did you say?*)
- imperatives
- modals for requests
- prepositions: location, movement
- questions: wh-, yes/no
- sequence markers
- *there is/there are*
- pronunciation: vowel to vowel linking (*go over, to a one-way street, onto University, go around*)

Sample Tasks

1. Ask a partner for directions to find places in the local area listed on a worksheet. Partner uses a map to give directions.
2. Listen to directions. Follow the directions on a map and identify the destinations.
3. Scavenger hunt: Find the locations of various things/places in a building or the neighbourhood by following directions.
 - 📄 **Novice:** Open an instructor-made document with a map showing locations in the community. Type details for the addresses or intersections in a space provided below the map (e.g., text box or table). Save and print for comparison in small groups.
Skills: Open, Insert Text, Save As, Print
4. Describe location of own home and how you get there from school.
 - 📄 **Experienced:** Use the Drawing Toolbar and AutoShapes menu to create a document that includes the text and map from Language Task 4. Print for evaluation.
Skills: Drawing Toolbar, Insert Picture (AutoShapes), Save, Print

Public Transit

Topic Development Ideas

Classes might want to learn more about...

- common practices (e.g., keeping to the right on escalators, lining up, signalling to get off at the next stop, stepping on rear exit step to open exit door of a bus or streetcar, use of courtesy seats)
- exact fare
- fares for adults, children, seniors, students
- lost and found services
- passes (e.g., daily, holiday, monthly, yearly)
- safety (e.g., emergency buttons, safe waiting areas, standing a safe distance from edge of subway platform)
- safety services for women (e.g., being dropped off at the street nearest to their home at night rather than at a bus stop)
- services for the disabled (e.g., Wheel Trans)
- signs in buses and subways
- transferring between vehicles

Strategies for Learners

Learners find it useful to...

- find public transit information in the Yellow Pages
- obtain a local transit schedule
- obtain transit information on the telephone in own language if available
- read transit brochures for information about additional services
- replay recorded transit telephone information to practice listening comprehension
- use a public transit map
- use the Internet to access public transit information

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two*: Unit 5, “Transportation and Travel”
- 📖 *A Toolbox for ESL Tutors*: Unit 3, “The Transit System and Directions”
- 📖 *Canadian Concepts 3, Second Edition*: Unit 8, “Travel In Canada”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 8, “Transportation”
- 🏠 local transit authorities for maps, brochures
- 🔍 *CLB Listening/Speaking Resource*: Stage I, Transportation dialogues 54 – 57
- 🔍 ELLIS – Intro – Public Transportation
- 🔍 Tense Buster – Lower Intermediate – Prepositions – Time
- 🌐 Government of Ontario Distance Table: <http://www.gov.on.ca/MBS/english/distance/index.html>
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Transportation, Public Transportation)
- 🌐 Transit Systems in Ontario: <http://www.mto.gov.on.ca/english/traveller/transit.htm>
- 🔑 **transit Ontario**

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- 🗣️ indicate communication problems and ask for an explanation
- 🗣️ give short three- to four-step everyday instructions or directions for travelling by public transit
- 🗣️ give a brief description
- 📍 follow two- to five-step everyday directions or instructions presented in order, relating to movement and position; manner, frequency and duration
- 📍 understand factual details and some implied meanings in a listening text
- 📖 get information from a transit schedule
- 📖 use a standard reference text (e.g., a transit map)
- ✍️ describe own daily travel routine in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for methods of transportation, fares, schedules, bus routes, stations
- adverbs: time, frequency
- imperatives
- modals for requests
- phrasal verbs (*get off, get on, line up*)
- prepositions: location, movement, time
- sequence markers
- simple present tense
- pronunciation: vowels /a/ (*walk, stop, not, shop*) and /ow/ (*go, rode, slow, home*)

Sample Tasks

1. Work with a partner to ask for transit directions to get to local tourist attractions. Partner uses a transit map to give directions.
2. Listen to a bus route schedule. Complete a chart.
3. Read a transit map and answer true/false questions.
 - 📖 **Novice:** Drag and drop words to unscramble sentences about public transit. Compare with classmates.
 - Skills:** Open, Select Text, Drag and Drop
4. Describe your typical daily travel routine.