

Car Insurance

Topic Development Ideas

Classes might want to learn more about...

- difference between an insurance broker and an insurance agent
- legal requirement for having insurance and reporting accidents to the police
- no-fault insurance
- rate reductions (e.g., when only travelling short distances)
- rates for new drivers and ways to reduce them (e.g., taking a driver's education course)
- rates for specific categories of drivers (e.g., new drivers, males/females, married/unmarried)
- ratings for experienced drivers (e.g., six-star rating for an excellent driver)
- the need to carry driver's licence and insurance papers
- types of insurance coverage
- what to do when an accident happens

Strategies for Learners

Learners find it useful to...

- carry the name and telephone number of a contact person in case of a traffic accident or emergency
- role-play reporting accidents to the police and insurance companies
- shop around for the best policy
- use a dictionary for unfamiliar words on insurance application form

Resources for Developing and Teaching Topic

- 📖 *Ontario Reader 1998*: "Car accidents and insurance"
- 📄 sample insurance and accident-reporting forms
- 👂 *CLB Listening/Speaking Resource*: Stage II, Transportation dialogue 30
- 🗣️ guest speaker from insurance office to talk about auto insurance in Ontario
- 🗣️ guest speaker from police department
- 🌐 Consumers Guide to Insurance: <http://www.insurancehotline.com>
- 🌐 Insurance Bureau of Canada: <http://www.ibc.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Transportation, Driving in Ontario)
- 🔑 **car insurance Ontario**

Car Insurance

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- ask for and respond to recommendations and advice
- ask for and give detailed information
- express obligation, ability, certainty
- understand factual details and some implied meanings in a 10- to 15-minute presentation, group discussion, report, or narration when events are not in sequence
- find information in a moderately complex three- to five-paragraph text
- find information in an insurance form
- fill out a one- or two-page moderately complex form with up to 40 items
- write a one- or two-paragraph report to narrate a sequence of events or give a detailed description

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (“no fault,” liability, compensation, policy, premium, coverage, bodily injury, property damage, clause, deductible, collision, principal/occasional drivers, broker)
- vocabulary and phrases to describe accidents (*skidded, slammed into, hit from behind, flipped over, came out of nowhere*)
- adjectives
- adverbs
- modals: advice, necessity, obligation
- prepositional phrases
- verb tenses: simple present, simple past, past continuous
- pronunciation: intonation in complex sentences (*While I was making a left-hand turn, a car hit me from behind*)

Sample Tasks

1. Information gap: In groups, read about different aspects of car insurance in Ontario. Take notes. Ask and answer questions with members of other groups to complete a worksheet.
2. Listen to a presentation about car insurance and answer questions
3. Read an accident report. Answer comprehension questions without looking at the text. (See http://alphaplus.ca/linc/accident_report.htm for a sample activity.)
4. Write a report of an accident and include a sketch of the accident scene.

Additional Tasks

- **All Levels:** ELLIS – Master Pronunciation – **Speech Acts – Getting Things Done – Ask for Information**

Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

- **All Levels:** Go to Consumer’s Guide to Insurance: <http://www.insurancehotline.com>. Complete the questionnaire to get a car insurance rate.

Skills: Internet Basics, Browsers, URL, Hyperlink, Forms, Controls

Cities & Places of Interest

Topic Development Ideas

Classes might want to learn more about...

- areas in Canada where French is the main language
- cost of different modes of transportation
- family rates for travel, accommodation, and admission to attractions
- geographical attractions in Canada (e.g., the Rocky Mountains, Prince Edward Island, Niagara Falls, etc.)
- lower prices for last-minute reservations and charter flights
- regional differences in Canada
- time zones across the country
- using reward programs (e.g., Air Miles) to get cheap flights
- using the Internet to get maps and other information about cities
- weather in different parts of Canada

Strategies for Learners

Learners find it useful to...

- give directions using north, south, east, and west
- go to a Travel Ontario office to get free maps and travel brochures
- listen to recorded transportation information on the telephone
- read travel section of local newspaper to learn about interesting places to visit
- use a map to confirm spoken directions
- use landmarks to assist in describing locations

Resources for Developing and Teaching Topic

- 📖 *Being Canadian, Language for Citizenship*: Chapter 1, “What Does Canada Look Like”
- 📖 *Brainwaves*: Part 1, “Trivia Challenge”; Part 3, “Travel Brochures”
- 📄 travel and tourism maps, and brochures
- 🌐 Canada WorldWeb Travel Guide: <http://www.canada.worldweb.com>
- 🌐 Canadian Automobile Association: <http://www.caa.ca>
- 🌐 Government of Ontario Distance Tables: <http://www.gov.on.ca/MBS/english/distance/index.html>
- 🌐 Ministry of Tourism, Culture and Recreation: <http://www.tourism.gov.on.ca/english>
- 🌐 Ontario Travel: <http://www.ontariotravel.net/index.htm>
- 🌐 Travel at Home and Abroad: <http://www.passages.gc.ca/menu-e.asp>
- 🌐 Traveller’s Information: <http://www.mto.gov.on.ca/english/traveller>
- 🌐 Visit O’ Canada: <http://www.canadaplace.gc.ca/visit.htm>
- 🗝 name of place (e.g., **Winnipeg**)

Cities & Places of Interest

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- ask for and respond to recommendations and advice about places to visit
- tell a detailed story about a place visited, including reasons and consequences
- describe, compare, and contrast two places
- understand details in a spoken exchange that involves suggestions and advice
- find information in an extensive directory
- understand a moderately complex map
- find and compare two to three pieces of information in a CD-ROM
- write a one- to two-paragraph text to make a comparison or give a detailed description

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for making travel arrangements and describing places (*accommodation, reservation, standby, destination, book a flight, scenic, fascinating, entertaining, breathtaking*)
- adjectives: comparative, superlative, order of adjectives
- modals: advice, requests, suggestions
- logical connectors: conjunctions, adverb clause words
- prepositions of purpose
- questions: embedded, wh-, yes/no
- pronunciation: reduced speech (*Would you like me to show you how to get there?*)

Sample Tasks

1. Take turns asking a partner to recommend interesting places to visit.
2. Listen to someone give advice about which tourist attractions to visit in local area. Complete sentences with correct information.
3. Read a provincial tourist brochure. Choose three local weekend activities occurring during the next two months to recommend to your classmates. Be prepared to explain your choices.
 - **All Levels:** Explore Canada – **Geography** – **Index** – **Cities**. Find information about major cities in Canada and present findings.
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Tutorial
 - **All Levels:** Go to a travel guide web site (e.g., <http://www.passages.gc.ca/menu-e.asp>). Choose a place to visit in Canada. Find tourist information about the location and present findings to class.
Skills: Internet Basics, Browsers, URL, Hyperlink, Controls
4. Write a description of a good place to visit giving reasons for your choice.

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, wearing seat belts, drinking and driving laws)
- necessity of carrying a driver's licence and insurance papers when operating a vehicle
- 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...

- be aware of gestures drivers use to communicate with each other
- call the Ministry of Transportation for road reports
- listen to traffic and weather reports on the radio
- practice language needed when approaching strangers for assistance with directions or car problems
- use road maps and street guides to help find way in a new area

Resources for Developing and Teaching Topic

- 📖 *LINC Classroom Activities, LINC 3: "Instructions"*
- 📖 *Ontario Reader 1997: "How much does it cost to drive a car?"*
- 📖 *Ontario Reader 1998: "How to get a driver's licence"*
- 📖 *Take Charge. Unit 6, "On the Road"*
- 📖 *School Bus Stopping Law*
- 📖 *Winter Driving*
- 🗣️ *CLB Listening/Speaking Resource: Stage II, Transportation dialogues 32, 33*
- 🌐 Canadian Automobile Association (CAA): <http://www.caa.ca>
- 🌐 Ontario Ministry of Transportation: <http://www.mto.gov.on.ca>
- 🌐 Ontario Winter Road Conditions: <http://www.mto.gov.on.ca/english/traveller/conditions/index.html>
- 🌐 Ontario's Drive Clean Program: <http://www.driveclean.com>
- 🌐 Road signs in Ontario: <http://www.mto.gov.on.ca/english/traveller/signs>
- 🌐 Settlement.org: <http://www.settlement.org> (Consumer Information, Transportation, Driving in Ontario)
- 🔑 **driving, drunk driving, driving schools**

Driving in Ontario

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- 🗣️ give clear instructions or directions for a moderately complex familiar task
- 🗣️ give and respond to warnings
- 🗣️ ask for and give detailed information in an inquiry related to driving
- 👂 understand instructions or directions when not presented completely in step form and sequence is inferred from text
- 📖 find information in a moderately complex three- to five-paragraph text
- 📖 understand a one-page moderately complex report or news item
- 📖 get information from a moderately complex map or diagram
- ✍️ write a one- to two-paragraph text to narrate a sequence of events, make a comparison, give a detailed description, or tell a story

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*road rage, collisions, impaired, R.I.D.E., seat belt, child safety seat, pothole, tailgate, black ice, demerit points*)
- adjective clauses
- adverb clauses
- imperatives
- modals: advice, necessity, obligation, requests, suggestions
- logical connectors: conjunctions, adverbial clause words, transition words
- questions: embedded, wh-, yes/no, tag
- sequence markers
- pronunciation: intonation in wh-, yes/no, and tag questions, with certainty and uncertainty (*I turn right, don't I?*)

Sample Tasks

1. Take turns asking a partner what to do in situations listed on a worksheet (e.g., driving in a storm, an accident situation, rush hour traffic, driving with small children). Record the answers and compare with classmates.
 - 📄 **Novice:** Create a list of safety tips for driving in winter. Follow instructions to format one item in the list (e.g., shade, font style, and size). Using Format Painter, format the rest of the items in the list. Spell-check the document.
Skills: Format Painter, Spelling
2. Listen to instructions for installing a child's car seat and answer true/false questions.
3. Read a news item about driving and answer true/false questions.
4. Write a one- to two-paragraph story comparing driving in Canada to own country.

Additional Tasks

- 🌐 **All Levels:** Go to Settlement.org: <http://www.settlement.org>. Click Quizzes and Games and do the Ontario Driving Rules quiz.
Skills: Internet Basics, Browsers, URL, Hyperlink, Scroll, Click