

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
- keep a bilingual dictionary in the car
- learn titles and tone of voice for addressing police officers
- read Ontario Driver's Handbook adapted for adult new readers
- read the Driver's Handbook in own language
- use a driver's licence for identification

Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book One*: Unit 6, "Your Community"
- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 7, "Community"
- 📖 *Picture Stories for Beginning Communication*: Unit 2, "The One-way Street"; Unit 14, "Going to the Zoo"
- 📖 *Side by Side 1, Second Edition*: Unit 13, "Applying for a Driver's Licence"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 8, "Transportation"
- 📄 *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 1)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 🗣️ indicate communication problems 🗣️ give two- to three-word basic everyday instructions 🗣️ request assistance 🗣️ give basic personal information 👂 follow simple two- to five-word instructions, positive and negative commands, and requests 👂 identify details in a listening text about driving: numbers, letters, a few keywords, short expressions 👂 follow simple two- to five-word instructions (e.g., payment at parking meters) 📖 use a simplified map, diagram, or distance table 📖 understand common road signs and symbols ✍️ describe personal driving experience by filling in blanks in a short three- to five-sentence guided text 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary (<i>truck, door, steering wheel, seat, seat belt, brake, speed limit, traffic light, stop sign, gas station, north</i>) ● vocabulary for giving personal information (<i>name, address, phone number, driver's licence number</i>) ● expressions for indicating communication problems (<i>I don't understand, Please repeat</i>) ● expressions for requesting assistance (<i>Help me please, Please call the police</i>) ● imperatives ● prepositions: location, direction ● wh- questions ● pronunciation: /n/ (<i>north, snow, antenna, rain, sign</i>) and /m/ (<i>muffler, mirror, limit, speedometer, come</i>)

Sample Tasks

1. Give one-line driving instructions while partner locates corresponding cards showing simple illustrations of actions (e.g., *turn left, go straight, stop*).
2. Listen to the instructor read a list of car-part names. Point to the corresponding parts on a picture.
 - 📖 **Novice:** Look at a picture of a car with numbered parts. Type the part names and number the list.
Skills: Keyboarding, Insert Bullets and Numbering
 - 📖 **Experienced:** Read simple instructor-made sentences describing car parts and their colour (e.g., The front tire is blue). Use the AutoShapes menu to create a drawing of the described car. Compare with a partner for accuracy. Print for display.
Skills: Insert/Edit Picture (AutoShapes), Print
3. Read a worksheet showing road signs with instruction statements. Indicate if each statement is true or false for the corresponding sign.
4. Write about own driving experience by filling in blanks in sentences.

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)
- know how to attract attention when approaching strangers for help
- 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 Conversation Book 1, Revised Third Edition*: Unit 7, “Community”
-  *English Extra*: Unit 9, “Grandpa Wants to Take the Bus”
-  *Foundations*: Unit 14, “Directions”
-  *Going Places 1*: Unit 15, “Where’s the Supermarket?”
-  *Side by Side 1, Second Edition*: Unit 7, “Prepositions, There is/There are, Singular/Plural: Introduction”
-  *The Oxford Picture Dictionary, Canadian Edition*: Unit 8, “Transportation”
-  travel and tourism brochures and pamphlets
-  auto associations
-  *CLB Listening/Speaking Resource*: Stage I, Transportation dialogue 61
-  Expedia.ca: <http://www.expedia.ca> (Maps)
-  specific area maps (e.g., **Windsor map**)

Locations & Directions

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ indicate communication problems
- 🗣️ attract attention
- 🗣️ request assistance
- 👂 follow simple two- to five-word instructions for finding a location
- 👂 identify expressions used to attract attention and request assistance
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 use a simplified map or diagram
- 📖 understand common signs and symbols on streets and in buildings
- ✍️ describe personal situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*street, road, corner, across from, beside, left, right, north, left, straight*)
- numbers: cardinal, ordinal
- expressions for making requests (*Could you..., Can you help me?*)
- expressions to indicate communication problems (*Pardon? Please repeat*)
- prepositions: location, movement
- questions: wh-, yes/no
- verb *be*
- pronunciation: identify the number of syllables (*map, street, corner, across, direction, kilometre*)

Sample Tasks

1. Ask a partner for the location of places listed on a worksheet. Partner uses a simplified map to give the street address or intersection.
 - 📖 **Novice:** Open an instructor-made gapped dialogue of someone asking for directions. Using a map, complete the sentences by filling in the blanks. Print for peer evaluation.
 - Skills:** Insert Text, Open, Save As, Print
2. Listen to someone asking for locations in a neighbourhood. Fill in the blanks in sentences.
3. Match symbols with vocabulary (e.g., *washroom, telephone, parking lot*).
4. Write about the location of your home and your school by filling in blanks.

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 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
- rely on visual cues (e.g., gestures and pointing) to follow transit directions
- use a public transit map
- use the Internet to access public transit information

Resources for Developing and Teaching Topic

-  *A Canadian Conversation Book, Book One*: Unit 6, “Your Community”
-  *A Conversation Book 1, Revised Third Edition*: Unit 7, “Community”
-  *English Extra*: Unit 9, “Grandpa Wants to Take the Bus”
-  *Foundations*: Unit 14, “Directions – Public Transportation”
-  *Going Places 1*: Unit 13, “How Do You Get to Work?”
-  *People Express*: Unit 1, “The Bus is Full of People”
-  *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 – Elementary – Negatives – Words! train, car, bus
-  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 1)

Possible outcomes for this topic:

- 🗣️ indicate communication problems
- 🗣️ attract attention
- 🗣️ request assistance
- 👂 follow simple two- to five-word instructions
- 👂 identify expressions used to attract attention and request assistance
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 use a simplified map, diagram, or table
- 📖 understand common signs and symbols
- ✍️ describe personal situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*transit, train, subway, bus, ticket, token, map, transfers, schedule, driver, bus stop, station*)
- numbers
- *can* for requests
- wh- questions
- prepositions: location, movement, time
- simple present tense for common verbs
- pronunciation: /f/ (*fare, transfer, phone*) and /p/ (*passenger, map, stop*)

Sample Tasks

1. Ask a partner for information about which bus to take to get to locations in the neighbourhood listed on a worksheet. Partner answers by using a simplified transit map.
2. Listen to transit instructions and answer questions by circling the bus route names and numbers you hear on a worksheet.
3. Match instructions with signs (e.g., *Exit – Go out here*).
4. Write about how you get to school by filling in blanks.
 - 📄 **Novice:** Word-process Language Task 4. Preview and print for evaluation.
 - Skills:** Keyboarding, Save As, Print Preview, Print