

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

## Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book One*: Unit 6, "Travel and Transportation"
- 📖 *A Canadian Conversation Book, Book Two*: Unit 5, "Travel and Transportation"
- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 7, "Community"
- 📖 *Canadian Crossroads 2*: Unit 10, "Transportation"
- 📖 *Picture Stories for Beginning Communication*: Unit 2, "The One-way Street"; Unit 14, "Going to the Zoo"
- 📖 *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 2)	Language Focus
<p><b>Possible outcomes for this topic:</b></p> <ul style="list-style-type: none"> <li>🗣️ give a number of common two- to seven-word instructions and positive and negative commands</li> <li>🗣️ make and respond to simple requests</li> <li>🗣️ give and respond to warnings about road safety</li> <li>👂 follow one-sentence positive and negative commands and requests</li> <li>👂 follow simple one-sentence instructions of up to four steps</li> <li>📖 find information in signs, a table, simplified map or diagram</li> <li>✍️ give a basic description by filling in a short five- to six-sentence guided text or by answering five to six simple questions</li> </ul>	<p><b>Items to help learners achieve the outcomes:</b></p> <ul style="list-style-type: none"> <li>● vocabulary (<i>tire, passenger seat, seat belt, brake, horn, one-way, speed limit, traffic light, stop sign, gas station</i>)</li> <li>● vocabulary for weather conditions (<i>rainy, snowing, windy, foggy, ice</i>)</li> <li>● imperatives, including negative</li> <li>● prepositions: location, movement</li> <li>● wh- questions</li> <li>● pronunciation: /<b>uw</b>/ (<i>move, through, rule, new, too</i>) and /<b>u</b>/ (<i>pull, look, foot, should, hood</i>)</li> </ul>

## Sample Tasks

1. Role-play asking for help getting to different locations in the neighbourhood. Partner answers by referring to a simplified map.
2. Listen to driving commands (e.g., *open the door, start the car, back up the car*). Mime the actions.
3. Read directions and locate the destinations on a simplified community map.
4. Write a description of a car by filling in blanks.

## Additional Tasks

- 📖 **Novice:** Look at a group of road signs. Create a document giving instructions for each sign. Use a large font size and follow instructions to centre your text on the page. Print for a group display of signs and rules.
  - 📖 **Experienced:** Add a Clip Art picture (e.g., car, pedestrian, police) and a paragraph border to the Novice Task.
- Skills:** Keyboarding, Font, Font Size, Format Paragraph (Alignment), Page Setup (Vertical Alignment), Insert Picture (Clip Art), Borders and Shading (Paragraph), Print Preview, Print

# 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 Conversation Book 1, Revised Third Edition*: Unit 7, “Community”

 *Going Places 2*: Unit 5, “Where’s Susan Going?”

 *Interchange 1*: Unit 8, “You can’t miss it!”

 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 2)

### Possible outcomes for this topic:

- 🗣️ indicate communication problems in a number of ways
- 🗣️ give a number of common two- to seven word daily instructions and positive and negative commands
- 🗣️ make and respond to simple requests
- 🗣️ give a basic description
- 👂 identify a range of expressions used to ask for repetition and clarification
- 👂 identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- 📖 find information in signs, a simplified map or diagram
- 📖 get information from a very basic text of up to seven sentences
- ✍️ give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for directions, local street names, landmarks, major highways
- modals for requests
- prepositions: location, direction
- questions: wh-, yes/no
- *there is/there are*
- verbs: *be, come, go*
- pronunciation: intonation in wh- questions

## Sample Tasks

1. Ask a partner for the location of places in a building (e.g., washroom, elevator, telephone). Partner answers by looking at a simple diagram of the building.
2. Listen to a description of a school. Fill in a blank floor plan based on the description.
3. Read a text about a neighbourhood. Answer true/false questions.
  - 📖 **Novice:** Open an instructor-made simplified map of a community showing important locations (e.g., a school, police station, city hall, post office). Read a description of the community and drag provided text boxes to the correct location on the map. Compare with classmates.
  - 📖 **Experienced:** Use the Drawing Toolbar and AutoShapes menu to create a simplified map of a community using the descriptions from the Novice Task. Preview and print for peer evaluation.**Skills:** Keyboarding, Open, Insert Picture (AutoShapes), Save As, Print
4. Write about your neighbourhood by answering questions.

# 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
- 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 Canadian Conversation Book, Book Two*: Unit 5, “Transportation and Travel”
-  *A Conversation Book 1, Revised Third Edition*: Unit 7, “Community”
-  *Canadian Concepts 2, Second Edition*: Unit 5, “Every Day”
-  *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
-  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 2)

#### **Possible outcomes for this topic:**

- 🗣️ indicate communication problems in a number of ways
- 🗣️ make and respond to simple requests for assistance
- 🗣️ give and respond to warnings
- 🗣️ give a basic description
- 👂 follow a range of common one-sentence basic daily instructions
- 👂 identify a range of expressions used to make and respond to requests, express warnings
- 📖 find information in signs, a schedule, or a simplified map or diagram
- 📖 get information from a very basic text of up to seven sentences
- ✂️ copy information from a transit schedule for personal use or to complete a task
- ✂️ give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

### Language Focus

#### **Items to help learners achieve the outcomes:**

- vocabulary for methods of transportation, fares, schedules, bus routes, stations
- expressions for warnings (*stay behind, keep back, do not enter*)
- imperatives
- prepositions: location, direction, time
- questions: wh-, yes/no
- simple present tense
- pronunciation: voiced, voiceless, and sibilant -s endings /z/ (*cars*), /s/ (*maps*), /əz/ (*buses*)

### Sample Tasks

1. Interview classmates about how they come to class every day. Complete a chart with their names and the means of travel (e.g., by bicycle, subway, train, on foot, etc.).
  - 📄 **Experienced:** Create a table for the information in Language Task 1. Insert check marks or other symbols using Wingdings in the appropriate columns.
 

**Skills:** Insert Table, Insert Symbol, Wingdings
2. Listen to dialogues of people asking for transit information. Circle expressions for requests you hear on a worksheet.
3. Read a transit fare schedule and answer questions.
  - 🌐 **All Levels:** Go to <http://www.city.mississauga.on.ca/transit> (Bus Fares) or your local transit web site and answer questions on a worksheet about the current fares.
 

**Skills:** Internet Basics, Browsers, Search, URL, Hyperlink, Controls
4. Write directions for using public transit to reach a local destination by filling in blanks.