## 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”
- *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.dsa.com](http://www.dsa.com)
- Ontario Ministry of Transportation for publications: [http://www.mto.gov.on.ca](http://www.mto.gov.on.ca)
- Road signs: [http://www.mto.gov.on.ca/english/traveller/signs](http://www.mto.gov.on.ca/english/traveller/signs)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Consumer Information, Transportation)

*driving, road signs, driving schools, Ontario ministry of transportation*
## Driving in Ontario

### Topic Outcomes (CLB 2)

**Possible outcomes for this topic:**

- Give a number of common two- to seven-word instructions and positive and negative commands
- Make and respond to simple requests
- Give and respond to warnings about road safety
- Follow one-sentence positive and negative commands and requests
- Follow simple one-sentence instructions of up to four steps
- Find information in signs, a table, simplified map or diagram
- Give a basic description by filling 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 (tire, passenger seat, seat belt, brake, horn, one-way, speed limit, traffic light, stop sign, gas station)
- Vocabulary for weather conditions (raining, snowing, windy, foggy, ice)
- Imperatives, including negative
- Prepositions: location, movement
- Wh- questions
- Pronunciation: /uw/ (move, through, rule, new, too) and /u/ (pull, look, foot, should, hood)

### 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](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”
- local transit authorities for maps, brochures
- *CLB Listening/Speaking Resource*: Stage I, Transportation dialogues 54 – 57
- *ELLIS – Intro – Public Transportation*
- *transit Ontario*
## Public Transit

### 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), / ðz/ (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](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.