### Getting a Driver’s Licence

<table>
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<tr>
<th>Topic Development Ideas</th>
<th>Strategies for Learners</th>
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<tr>
<td>Classes might want to learn more about...</td>
<td>Learners find it useful to...</td>
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<tr>
<td>• driver education classes</td>
<td>• take a bilingual dictionary to written or road test</td>
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<tr>
<td>• exchanging an out-of-province licence for an Ontario licence</td>
<td>• look up driving schools in the Yellow Pages (hard copy or on the Internet)</td>
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<tr>
<td>• graduated licencing</td>
<td>• read <em>The Driver’s Handbook</em> in own language</td>
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<td>• licences for motorcycles, commercial vehicles, and trailers</td>
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<td>• necessity for carrying a driver’s licence and insurance papers when operating a vehicle</td>
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<td>• organ donor cards supplied with licence</td>
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<tr>
<td>• preparing for a driving test and taking the test</td>
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<tr>
<td>• renewing a driver’s licence</td>
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<tr>
<td>• reporting a lost or stolen licence</td>
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<td>• restrictions on licences (e.g., corrective lenses)</td>
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<tr>
<td>• Service Ontario Kiosks for renewing licences</td>
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### Resources for Developing and Teaching Topic

- **Ontario Reader 1998**: “How to get a driver’s licence”
- **Take Charge**: Unit 6, “On the Road”
- **Ready for Ontario’s Roads: Newcomer’s Guide to Graduated Licensing**
- **The Driver’s Handbook**
- **ELLIS – Senior – Studying to Get a Driver’s Licence**
- **Driving School Association of Ontario**: [http://www.d Sao.com](http://www.d Sao.com)
- **Ontario Ministry of Transportation**: [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)
- **Service Ontario Kiosks**: [http://www.mto.gov.on.ca/english/kiosk/addrchg.htm](http://www.mto.gov.on.ca/english/kiosk/addrchg.htm)
- **Settlement.org**: [http://www.settlement.org](http://www.settlement.org) (Consumer Information, Transportation, Driving in Ontario)

- driving, road signs, driving schools, Ontario ministry of transportation
Getting a Driver’s Licence

**Topic Outcomes (CLB 4, 5)**

**Possible outcomes for this topic:**
- express non-comprehension by asking for clarification and repetition
- ask for and give information
- understand a variety of step-by-step instructions or directions
- understand instructions in a simple phone message
- follow instructions of up to six steps
- get information from a short brochure or flyer
- use a complex reference text (e.g., driver’s handbook)
- fill out a form with up to 20 items
- write a one-paragraph description of experiences or events in the past or plans for the future, giving reasons

**Language Focus**

**Items to help learners achieve the outcomes:**
- vocabulary (three-point turn, parallel park, left/right turn signal, intersection, right-of-way, valid, tires, rear-view mirror)
- modals: requests, necessity
- imperatives, including negative
- passive voice
- phrasal verbs (back up, back into, pull up behind, cross over, turn into, run over, stay behind, pull over)
- prepositions: location, movement
- questions: yes/no, wh-, tag
- pronunciation: intonation patterns when giving instructions

**Sample Tasks**

1. Ask for information about getting a driver’s licence in Ontario. Partner answers by referring to a brochure.
2. Listen to a taped message from the Ministry of Transportation and complete a worksheet (e.g., hours, location of nearest office).
3. Find specific information in *The Driver’s Handbook* to complete a practice driver’s exam.
   - **Novice:** Create a simple practice exam for Language Task 3. Save and print for a partner to complete.
   - **Advanced:** Create a practice exam form by inserting forms from the Form Toolbar (e.g., check box forms, text forms, drop-down forms). Partner completes the exam on screen.
   - **Skills:** Keyboarding, Form Toolbar, Insert/Format Form Fields, Protect Form, Save, Print
4. Write about your driving experience or plans for driving in Canada.

**Additional Tasks**

- **All levels:** ELLIS – Senior Mastery – Studying to Get a Driver’s License. Role-play asking a partner questions about driving rules in Ontario.
  - **Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Skills
## 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)
- 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)
- self-protection (e.g., avoiding pickpockets, personal safety, and preventing auto theft in commuter parking lots)
- services for the disabled (e.g., Wheel Trans)
- transferring between vehicles

### Strategies for Learners

*Learners find it useful to...*

- find out location of public washrooms on the transit system
- find public transit information in the Yellow Pages
- obtain a local transit schedule
- 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

- *Brainwaves*: Part 5, “Mapping a Route”
- *Take Charge*: Unit 6, “On the Road”
- *Thank You For Calling*
- *Understanding Community Resources*
- local transit authorities for maps, brochures
- *Planes, Trains and Automania*
- *CLB Listening/Speaking Resource*: Stage II, Transportation dialogue 31
- ELLIS – Intro – Public Transportation
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Consumer Information, Transportation, Public Transportation)
- transit Ontario
Public Transit

**Topic Outcomes (CLB 4, 5)**

**Possible outcomes for this topic:**

- give five- to six-step instructions or directions for using public transit
- tell a detailed story about using public transit
- ask for and give information in an inquiry about public transit
- understand instructions in a simple phone message in order to navigate an automated information system
- understand factual details and some implied meanings in a pre-recorded phone message
- find information in an authentic transit schedule
- get information from a short transit brochure or flyer
- use a complex reference text (e.g., a transit map)
- write a one-paragraph description of experience using transit

**Language Focus**

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

- vocabulary for methods of transportation, fares, schedules, bus routes, stations
- expressions for time and frequency (every hour on the hour)
- adverb clauses
- imperatives
- modals: advice, request, suggestion
- phrasal verbs (get off, get on, line up, get into)
- prepositions: location, movement, time
- questions: embedded, wh-, yes/no
- sequence markers
- pronunciation: intonation and pitch to excuse self when making way through a crowd and getting attention

**Sample Tasks**

1. **In a group, prepare a tour of your city using an all-day public transit pass.** Present your plan to the class giving detailed instructions about which buses to take.

   - **Experienced:** Draw a simplified map of the tour route in Language Task 1 using the Drawing Toolbar (AutoShapes). Insert street names using text boxes and landmarks with shapes.
   - **Skills:** Insert/Edit Drawing (AutoShapes, Line), Insert/Edit Text Box, FormatTextbox, Text Direction

2. **Call the local transit helpline.** Listen to a taped message and complete a chart with required information.

3. **Use a local transit map to complete a worksheet with information about bus routes to get to a list of local destinations (e.g., shopping mall, hospital, park).**

4. **Write about the first time you travelled by public transit in Canada.** If you have not used public transit in Canada write about your reasons for not using it.

   - **Novice:** Word-process Language Task 4. Spell-check, preview, and print for peer evaluation.
   - **Skills:** Keyboarding, Save As, Spelling, Print Preview, Print
# Safety & Emergencies

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<td><strong>Learners find it useful to...</strong></td>
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<tr>
<td>- bicycle safety</td>
<td>- assemble an emergency kit for the car (e.g., blanket, candles, food, tools) that includes a card with emergency phrases</td>
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<tr>
<td>- Canadian Automobile Association (CAA)</td>
<td>- avoid dangerous situations by using safety strategies (e.g., courtesy stop requests on transit, walk home in pairs, etc.)</td>
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<td>- child safety (e.g., proper installation of mandatory car seats, teaching pedestrian safety to children)</td>
<td>- be aware of places where they can get help on route (e.g., open stores, restaurants, and public telephones)</td>
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<tr>
<td>- crime prevention (e.g., discouraging pickpockets, auto theft)</td>
<td>- have someone to call in case of emergency</td>
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<tr>
<td>- emergency response measures (e.g., CPR)</td>
<td>- keep emergency phone numbers handy</td>
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<tr>
<td>- first-aid and car emergency kits</td>
<td>- role-play emergency situations</td>
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<tr>
<td>- pedestrian safety (e.g., crosswalks, pedestrian crossing signals, sounds linked to pedestrian signals)</td>
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<td>- personal safety in parking lots</td>
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<tr>
<td>- safety features in automobiles (e.g., air bags, seat belts)</td>
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## Resources for Developing and Teaching Topic

- **Words We Use**: Unit 2, “Road Safety”
- **School Bus Stopping Law**
- **Winter Driving**
- Canadian Automobile Association
- local transit authority for safety brochures
- guest speaker from transit authority to talk about safety procedures in emergencies
- Canadian Automobile Association: [http://www.caa.ca](http://www.caa.ca) (Traffic Safety)
- road safety, Ontario road safety
## Safety & Emergencies

### Topic Outcomes (CLB 4, 5)

**Possible outcomes for this topic:**
- give five- to six-step instructions or directions
- give simple informal advice
- call for emergency assistance
- tell a detailed story about an emergency
- understand a variety of everyday step-by-step instructions for dealing with or preventing an emergency
- understand factual details and some implied meanings in a descriptive or narrative text
- get information from a short safety brochure
- get information from a two- to three-paragraph text
- write a one-paragraph description of an emergency, giving reasons for the emergency

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary and expressions (*accident*, *disabled train*, *Emergency crews are at the scene, This train is now out of service, power failure*)
- real conditional sentences (*If you don’t wear a seat belt, you could be injured in an accident*)
- imperatives
- modals: advice, obligation
- prepositions: location, direction
- sequence markers
- verb tenses: simple past, past continuous
- pronunciation: syllable stress in two-, three-, and four-syllable words (*failure, accident, emergency*)

### Sample Tasks
1. Work with a partner and practice making phone calls to get emergency assistance.
2. Listen to safety procedures for avoiding accidents in bad weather. Fill in the blanks in sentences.
3. Read a safety brochure and answer questions.
4. Write about an emergency situation you were involved in or are familiar with.
   - **Novice:** Word-process Language Task 4. Spell-check and print for peer correction.
     - **Skills:** Keyboarding, Save As, Spelling, Print

### Additional Tasks
- **All Levels:** Go to a safety educational site (e.g., [http://www.safety-council.org](http://www.safety-council.org); click Kwiz Korner safety quizzes). Choose a quiz and complete the answers.
  - **Skills:** Internet Basics, URL, Hyperlink, Forms, Controls