

Getting a Driver's Licence

Topic Development Ideas

Classes might want to learn more about...

- driver education classes
- exchanging an out-of-province licence for an Ontario licence
- graduated licencing
- licences for motorcycles, commercial vehicles, and trailers
- necessity for carrying a driver's licence and insurance papers when operating a vehicle
- organ donor cards supplied with licence
- preparing for a driving test and taking the test
- renewing a driver's licence
- reporting a lost or stolen licence
- restrictions on licences (e.g., corrective lenses)
- Service Ontario Kiosks for renewing licences

Strategies for Learners

Learners find it useful to...

- take a bilingual dictionary to written or road test
- look up driving schools in the Yellow Pages (hard copy or on the Internet)
- read *The Driver's Handbook* in own language

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.dsao.com>
- 🌐 Ontario Ministry of Transportation: <http://www.mto.gov.on.ca>
- 🌐 Road signs: <http://www.mto.gov.on.ca/english/traveller/signs>
- 🌐 Service Ontario Kiosks: <http://www.mto.gov.on.ca/english/kiosk/addrchg.htm>
- 🌐 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 I* 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
-  Government of Ontario Distance Table: <http://www.gov.on.ca/MBS/english/distance/index.html>
-  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 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, Format Textbox, 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

Topic Development Ideas

Classes might want to learn more about...

- bicycle safety
- Canadian Automobile Association (CAA)
- child safety (e.g., proper installation of mandatory car seats, teaching pedestrian safety to children)
- crime prevention (e.g., discouraging pickpockets, auto theft)
- emergency response measures (e.g., CPR)
- first-aid and car emergency kits
- pedestrian safety (e.g., crosswalks, pedestrian crossing signals, sounds linked to pedestrian signals)
- personal safety in parking lots
- safety features in automobiles (e.g., air bags, seat belts)


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
- avoid dangerous situations by using safety strategies (e.g., courtesy stop requests on transit, walk home in pairs, etc.)
- be aware of places where they can get help on route (e.g., open stores, restaurants, and public telephones)
- have someone to call in case of emergency
- keep emergency phone numbers handy
- role-play emergency situations


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

 911-Direct: <http://www.911-direct.com/security-tips/index.html> (Security in Public Transit)

 Canada Safety Council: <http://www.safety-council.org>

 Canadian Automobile Association: <http://www.caa.ca> (Traffic Safety)

 Ontario Ministry of Transportation: <http://www.mto.gov.on.ca/english/index.html> (Road 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>; click Kwiz Korner safety quizzes). Choose a quiz and complete the answers.
Skills: Internet Basics, URL, Hyperlink, Forms, Controls