

# Travel & Transportation ■ Getting a Driver’s License

### **Classes might want to learn more about ...**

- ① special licenses for motorcycles, commercial vehicles and trailers
- ① the graduated licensing system in Ontario
- ① organ donor request when getting a license
- ① restrictions on some licenses (e.g. wearing glasses)
- ① restrictions on new drivers
- ① the necessity for carrying a driver’s license and insurance papers when operating a vehicle
- ① preparing for a driving test and taking the test
- ① reporting a lost or stolen license
- ① renewal information for a driver’s license
- ① driver education classes
- ① defensive driving courses

### **Learners find it useful to ...**

- ◇ keep a bilingual dictionary in the car in case of problems explaining situations
- ◇ ask for clarification and repetition or explanation as necessary
- ◇ read the driver’s manual in own language to ensure comprehension
- ◇ read the Ontario Driver’s Manual adapted for adult new readers
- ◇ carry a driver’s license at all times as a useful piece of identification
- ◇ look up driving schools in the Yellow Pages (hard copy or on the Internet)
- ◇ learn about the Service Ontario Kiosks for renewing licenses

### **Suggested Resources**

*Take Charge: Using Everyday Canadian English*

*A Look at the News* (May 1999): “Getting a Driver’s License”

Ontario Ministry of Transportation for driver’s manuals: <http://www.mto.gov.on.ca/english/index.html>

On-line driver’s test: <http://alphacom.magma.ca/wclc.html>

Service Ontario Kiosks: [http://www.gov.on.ca:80/health/english/contact/kiosk/kioskloc\\_mn.html](http://www.gov.on.ca:80/health/english/contact/kiosk/kioskloc_mn.html)

 **driving, road signs, driving schools, Ontario ministry of transportation**

# LINC 4

## Travel & Transportation ■ Getting a Driver's License

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- follow spoken instructions during a driving test
- give and ask for information on the telephone about getting a driver's license
- ask for clarification and repetition (*Did you say, "Back into that spot?"*)
- understand information in the driver's manual
- fill out a Ministry of Transportation application form for a driver's license

### Language Focus

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

- vocabulary (*3-point turn, parallel park, left/right turn signal, intersection*)
- phrasal verbs (*back up, back into, pull up behind, cross over, turn into, stay behind*)
- imperatives
- wh-questions
- pronunciation: intonation patterns in wh-questions

### Sample Language Tasks

1. Follow spoken instructions on the telephone to arrange for a driving test.
2. Find specific information in a driver's manual and answer questions.
3. Fill out an application form for a driver's license.

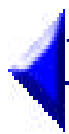
### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Insert text in table, Create/Edit Table, Spelling

**Novice:** Fill out the application form in Language Task 3 and spell check.

**Experienced/Advanced:** Create/edit the application form using Table (change line thickness, fill options, Autoformat). Fill out the form and spell check.



# Travel & Transportation ■ Public Transit




### ***Classes might want to learn more about ...***

- ① special transit services for the disabled (e.g. Wheel Trans, special taxis)
- ① common practices for getting a taxi on the street and using the service (i.e. metered fare rather than negotiated fare)
- ① common practices for using public transportation (e.g. using courtesy seats, keeping to the right on stairs and escalators, lining up, asking for transfers)
- ① additional information on public transit maps (e.g. locations of washrooms)
- ① the meanings of various signs in buses and subways
- ① common safety measures in public transit vehicles (e.g. emergency exits)

### ***Learners find it useful to ...***

- ◇ use a public transit map to find locations or directions
- ◇ rely on visual cues when getting transit information in person
- ◇ replay transit information message several times for comprehension
- ◇ scan written transit information for specific details
- ◇ practise listening to public transit directions (e.g. taped by instructor or telemessages)
- ◇ search for transit information (hot line) numbers in the telephone book

## **Suggested Resources**

-  *Understanding Community Resources*
-  *Thank You For Calling*
-  *Take Charge: Using Everyday Canadian English*

Local transit authorities for maps, brochures on emergency procedures and special transportation for the disabled

*Planes, Trains and Automania*

Transit Systems in Ontario: <http://www.mto.gov.on.ca/english/traveller/transit.htm>

Calculate the distance between Ontario cities: <http://www.gov.on.ca/MBS/english/distance/index.html>

 **transit**

# LINC 4

## Travel & Transportation ■ Public Transit

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give and follow spoken directions to locate streets and places using a map
- express worry (*I'm lost. Can you tell me how to get to ...*)
- ask for clarification, repetition (*Did you say, "Main is the next stop?"*)
- find specific information in transit schedules and telephone directories
- understand information in public transit announcements
- write down transit information received on the telephone
- copy information from transit schedules

### Language Focus

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

- vocabulary and idiomatic expressions (*GO train, Light Rail Transit (LRT), exact fare, subway line, bus route, bus pass, transfers, rush hour, hail a cab*)
- expressions for giving directions (*get off at the northeast corner, take the subway to ..., transfer at \_\_\_\_\_ station*)
- sequence markers
- prepositions of location and time (*on the train, at 8:00 a.m.*)
- simple tenses
- pronunciation: intonation and pitch to excuse self when making way through a crowd

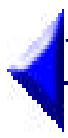
### Sample Language Tasks

1. Call local transit help line. Listen to taped message and follow directions to a specific location.
2. Find the telephone number for a local taxi service in the telephone book.
3. Write a note to a friend giving him/her directions to a local tourist place by public transit copied from a brochure.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, mouse skills  
Ellis-Intro-**Public Transportation-Sections 1-4.**



# Travel & Transportation ■ Safety & Emergencies

## ***Classes might want to learn more about ...***

- ① special services for women (e.g. being dropped off at the street nearest to their home at night rather than at a bus stop)
- ① the meanings of signs and pictures in public transit vehicles
- ① emergency response measures (e.g. CPR - cardio-pulmonary resuscitation AR – artificial respiration)
- ① self-protection from crime when using the transit system
- ① the Canadian Automobile Association (CAA) and other help in emergencies
- ① safety features in automobiles (e.g. air bags, seatbelts)
- ① child safety including the proper installation of mandatory car seats

## ***Learners find it useful to ...***

- ◇ observe and ask others about safety and emergency procedures
- ◇ memorize key words to call for help in case of an emergency
- ◇ keep doctor's or emergency contact person's phone number handy
- ◇ role-play emergency situations

## **Suggested Resources**

### *Words We Use*

Ministry of Consumer and Commercial Affairs for information about children's car seats

Local transit authority for safety brochures

Canadian Automobile Association for brochures

Guest speaker from transit authority to talk about safety procedures in emergencies

Ministry of Transportation: <http://www.mto.gov.on.ca/english/index.html>

Ontario Road Safety: <http://www.mto.gov.on.ca/english/safety/>  
<http://interdom.gov.on.ca/mto\srcat.nsf/HTML\Publications>

 **road safety, Ontario road safety**

# LINC 4

## Travel & Transportation ■ Safety & Emergencies

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give and follow spoken instructions in an emergency situation
- express worry (*I don't know what to do. What is the problem?*)
- ask for clarification and repetition (*Excuse me. What did he say?*)
- attract attention and request assistance (*This is an emergency. Please help.*)
- understand information in public transit safety brochures
- describe an emergency situation in the past in writing

### Language Focus

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

- vocabulary and idiomatic expressions (*accident, disabled train, Emergency crews are at the scene, This train is now out of service, power failure*)
- sequence markers
- simple tenses
- imperatives
- pronunciation: syllable stress in 2 , 3 and 4 syllable words

### Sample Language Tasks

1. Dictate simple safety procedures for avoiding accidents in bad weather to a partner.
2. Read and find specific information in safety brochures from the local transit authority.
3. Write a dialogue about a past emergency situation and safety procedure with a partner.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Keyboarding, Save As, Spelling, Print

Word-process Language Task 1. Spell check and print for peer correction.