



Lesson Plans

Sector: Tourism	Occupation: Taxicab Driver (NOC 7413)
Theme: Map reading	Occupational Task: Reading a road map to plot a route

Essential Skills (ES) developed during the learning activities:

Document Use

- Locate one or more pieces of information using one or two search criteria i.e. street index or marked landmarks, one document or multiple documents of the same types i.e. maps. (ES 2)
Some analysis required involving selection and integration of information. (ES 3)

Numeracy

- Express distance in metric measures. (measurement and calculation math) (ES 1)
- Estimate the length of time for a trip, taking into account various uncertainties such as traffic, driving conditions and possible detours. (Numerical Estimation) (ES 2)

Oral Communication

- Obtain specific information. (ES 2)
- Follow and give detailed multi-step instructions. (ES 2)
- Present and discuss simple options and advise on choices. (ES 2)

Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking

- Give spoken instructions. (Use correct sequence of steps, clear reference, correct stress and intonation) (CLB6)
- Communicate facts and ideas in some detail: can describe, report and provide a simple narration. (CLB6)

Listening

- Follow the main ideas and identify key words and important detail. (CLB 6/7)
- Follow clear and coherent extended instructional texts and directions. (CLB 8)



Reading

- Locate 3 to 5 pieces of specific, detailed information in charts and schedules for analysis, comparison and contrast. (CLB 6)
- Locate and integrate, or compare/contrast 2-3 specific pieces of information in visually complex texts. (CLB 7/8)

Language and culture focus for the learning activities:

Grammar – Grammatical structures for giving directions and asking questions about directions, asking for clarification, estimating distance and time.

Vocabulary –

- Giving and receiving directions, estimating distances and time (north, south, east, west, turn right, left, approximately 2 kilometres, nearly ½ hour) Landmarks (service station, school, office building, etc.) needed for map reading. (e.g. direction, distance, scale, north, south, east, west, grid, scale)
- Words taken from the legend at the front of the map booklet. Table of contents, and information panels in the map booklet
- Street Generics and Abbreviations given at end of map booklet.

Culture

Taxicab drivers must be able to provide reliable, expert service. This involves being at a pickup location on time and getting customers to their location on time. Drivers must be able to read a map quickly and accurately to ensure timely, correct service. They must be able to communicate with passengers to ask about preferences for routes. Taxi drivers are also frequently asked questions about hotels, bars, restaurants or shopping locations and must be able to give directions.

Suggested teacher resources and classroom materials needed:

For Teacher reference:

Occupational Language Analysis for Taxicab Driver (NOC #7413)

http://www.itsessential.ca/itsessential/display_page.asp?page_id=353

Essential Skill Profile for Taxicab Driver (NOC #7413)

<http://srv600.hrdc-drhc.gc.ca/esrp/english/profiles/56.shtml>

An evaluation sheet consisting of routes to 5 addresses in different parts of the city. All routes must originate from a major entry point in the city such as the air port or bus terminal.



For Learners:

One copy for each learner of a MapArt Street Guide. For this lesson "Deluxe Street Atlas Calgary & Area" 2002 Edition was used, but it should be adapted to whichever city is appropriate.

Go to <http://www.mapart.com/> for the MapArt Publishing Corporation website. Street Guides can be ordered from their map store.

One ruler or other measuring device for each learner.

For evaluation:

An evaluation sheet consisting of routes to 5 addresses in different parts of the city. All routes must originate from a major entry point in the city such as the air port or bus terminal. The addresses are to be read aloud by the instructor.

Estimated time for the learning activities: 3 ½ hours

If this lesson is too long or too intense it could be split into 2 lessons.

Learner Profile:

The class is multi-level but because the vocabulary and skills they need to know are specific there is no planning to accommodate different levels. Most of the learners are at least at CLB 5/6.

This class could be taught as part of a training program for new taxicab drivers. It could also be taught in a regular ESL class as an exercise in map reading and becoming familiar with the city. This is the second of two lessons. The preceding lesson went over how to find a location on a map and should be taught prior to this lesson

Learning Objectives:

Learners will be able to read a map to plot a route from one location to another.

Learners will be able to give directions orally to a location or ask for verification of directions.

Learners will be able to use scale measurements and a measuring instrument to calculate the distance from one location to another.

Learners will use numeracy skills to estimate how long a trip will take based on its distance and taking into account variables such as driving speeds, traffic and other congestion.



Learning activities:

1. Learners review the vocabulary from the legend, information panels, street generics and abbreviations with partners or in small groups. The instructor leads a class discussion to review the use of the index and grid coordinates. (45 minutes)
2. Introduce the concept of scale. Direct learners to find the scale diagram at the top of each page in the map booklet. The instructor chooses a page and 2 locations on the page. The learners use their measuring device to estimate the distance between the two locations by following marked routes (i.e. not "as the crow flies"). This same exercise should be repeated on 2 more pages which have different scales. Learners compare their answers with the class. Emphasize that these are estimates but they should be close to actual. Now, taking into account the speed limits for these areas and possible traffic congestion, learners estimate the amount of time to travel each of these distances. Again, compare class answers. (30 minutes)
3. Introduce the numbers at the top and sides of page to follow routes from one page to another. The instructor models the first example of following a route from one page to another. The instructor gives the directions orally to model the correct vocabulary and grammatical structures for giving directions. (e.g. first, then, next, finally, turn left, turn west, go straight, turn right at the T intersection, etc.) Vocabulary and structures are written on the board for future reference. (20 minutes)
4. The instructor gives the learners two major locations (e.g. the airport, bus terminal, a hospital, etc.) on separate pages. Learners find the locations, estimate the distance and the time between the two locations. Discuss the possible routes and time as a class. Next, learners locate their home and their route to class and estimate the distance and time. (30 minutes)
5. The instructor gives learners a starting address and an ending address orally. These locations will be residential addresses, not major landmarks. The learners find a route from the first address to the second address. They estimate the time this route will take. Have a learner orally give the directions and time for his/her route. Learners follow along on their maps. If any other learners have alternate routes they explain their route orally. If various routes are given learners evaluate the pros and cons of each route (based on traffic flow, school zones, congestion, time, etc.) and decide upon the preferable route.

This exercise should be repeated as many times as needed with different locations until the class is comfortable with it. Learners supply the addresses for these extra practices. (45 minutes)
6. Learners each prepare a similar exercise to # 5. They choose 2 locations, develop a route, and estimate the time. Divide the class into groups of 3 and each learner should assign a question to their group mates. They should all discuss the findings and make



sure they are in agreement about the best route and approximate time. The instructor circulates among the groups to supply needed vocabulary and grammatical structures around giving directions.(45 minutes)

Additional and/or extension learning activities:

An extension of this class would involve learners' role playing giving directions to passengers for points of interest, restaurants, etc. This would be done in a class setting and would further extend the learners' knowledge of the city.

A further extension for a class activity would involve learners role playing calling their dispatcher or an emergency number to report an accident. They must give particulars of the accident and precise directions about the location.

Evaluation:

The instructor will orally give the class 5 addresses from a major point of entry to the city such as the airport or bus terminal to locations in 5 different areas of the city. Learners may write the addresses down for reference. To answer the problems, learners will write down their directions and time estimations, tell the instructor their answer or show the instructor on their map and orally estimate the time. The instructor will evaluate the responses on appropriate routes and reasonable time expectations.

Task Writer: Lorene Anderson

The copyright holder gives permission for users of the document to make copies of selected pages for not-for-sale educational purposes within their organizations. Copying for other purposes without permission is prohibited.

Centre for Canadian Language Benchmarks,
803 – 200 Elgin Street,
Ottawa, ON K2G 6Z2
Ph. (613) 230-7729
Fax: (613) 230-9305
info@language.ca