



Lesson Plans

Lesson Plan: Taxicab Drivers, Using a Global Positioning System (GPS), Lesson 1

Sector: Tourism

Occupation: Taxicab Driver

(NOC 7413)

Theme: Using a GPS (Global Positioning System)

Occupational Task: Becoming familiar with a GPS system and using the users' manual

Essential Skills (ES) developed during the learning activities:

Speaking

- Participate in group discussions to exchange information (ES2)

Reading

- Refer to manuals and procedures for information (ES3)

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

Speaking

- Participate in formal and informal conversations, involving problem solving and decision making (CLB 7)

Reading

- Find information in formatted texts: forms, tables, schedules, directories (CLB 4)
- Access and locate information through tables of content (CLB 5)
- Follow everyday instructional text (CLB 7)

Language and Culture Focus for the learning activities:

Culture

Taxicab drivers must be able to provide reliable, expert service and information. This involves being at a pickup location on time and getting customers to their location on time. Drivers must be able to navigate their way around a city quickly and accurately to ensure timely, correct service. Taxi drivers must also respond to questions about hotels, bars, restaurants or shopping locations.

Taxi Drivers need to realize that a GPS is an additional tool for their use, but there are pros and cons to its use.



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>

GPS Nuts

<http://www.gpsnuts.com/>

Garmin Owners' Manual (Nuvi 300/350)

http://www8.garmin.com/manuals/Nuvi350_OwnersManual.pdf

Yourdon Report: Taxi Drivers and GPS

<http://www.yourdonreport.com/index.php/2008/02/04/taxi-drivers-and-gps/>

For Learners:

One copy each of Garmin Owners' Manual (Nuvi 300/350)

http://www8.garmin.com/manuals/Nuvi350_OwnersManual.pdf

Estimated time for the learning activities: 1 ½ hours

Learner Profile:

The class would probably be multi-level but because the vocabulary and skills they need to know are specific there would not be any planning to accommodate different levels. Most of the learners would be at least at CLB 5. This lesson is part of a five lesson module. The learners may or may not be experienced taxi drivers.

Learning Objectives:

Learners will be able to identify a GPS and give a brief description of how it works. Learners will be able to list the pros and cons of using a GPS system when driving a taxicab.



Learners will be able to use the Table of Contents of the Users' Manual to identify which sections of the booklet they need to consult.

Learners will be able to list the language skills they will need to be able to competently use a GPS.

Learning activities:

1. Ask learners if they know what GPS stands for or what a GPS is. List the information on the board as it is presented.

(The following are the points that should be covered. The instructor may have to draw a diagram of the earth with satellites orbiting to illustrate it.

GPS stands for Global Positioning System. It is based on a number of satellites orbiting the Earth. The satellites transmit their location and time signals. GPS receivers receive the signals and use them to calculate their present position. There are enough satellites to provide continuous coverage around the earth. A receiver needs to see at least 3 satellites (preferably more) in order to calculate the position. Obstacles may prevent this. GPS refers to a receiver, not to the satellites.

The receiver can calculate the distance and direction between the present position and another location (or between any two locations).

A GPS is not meant to be a replacement for a map. It is meant to be used in conjunction with one. A map is more detailed and gives an overall view. A map doesn't batteries to operate and it cannot break down. Always need to have a map as well as a GPS.) (20 minutes)

2. Divide class into two groups. Have one group discuss the pros of using a GPS and the other group discuss the cons of using a GPS.

Allow 10 minutes for preparation then have the two groups present their points to the class. List the pros and cons on the board in a chart form. Here are some of the points that should be mentioned. Allow time for discussion.

Pros	Cons
Good for finding unknown locations. Good for new drivers unfamiliar with the city. Company can track drivers (is this a pro or a con?)	Taxi driver must be able to spell the name of the street, hotel, location. GPS doesn't take into account road construction or detours. Can be distracting to driver. Safety issues. Driver may not get to know the city as well if they rely on a GPS. The cost. Who pays for it, company or drivers?

(25 minutes)



3. Hand out a Users' Manual for a Garmin Nuvi 300/350 to each learner. Tell the class that they will get acquainted with the manual first before they work with the actual GPS.

Direct learners to the Table of Contents. Allow learners time to scan through the Table of Contents. Ask them to identify the sections they think will be particularly important to them.

Tell the class that for now they will only be concentrating on the Getting Started, Where To, My Locations, Viewing the Map and other Pages, Appendix, Index. List these headings on the board.

Direct learners to read the topics that will be covered.

(20 minutes)

4. Have learners brainstorm what other skills they will need to help them use the GPS in their taxi.

Some of the answers could be: clear pronunciation, spelling and knowledge of addresses, reading a map, following directions. Brainstorm things they particularly need to practice pronouncing. (Listening to and pronouncing numbers, street addresses, street names, and the alphabet for spelling street names. They will need to be able to understand the customer and the voice on the GPS).

Have learners list topics on the board as they are suggested. (25 minutes)

Additional and/or extension learning activities:

Learners should use a paper map to become familiar with their city. They should know the general orientation and layout, the suburbs and the centre of the city. They should know organizing features of the city, such as north, south, east, west, avenues and streets.

Evaluation:

Learners describe how a GPS works and its uses.

Learners demonstrate where to find certain topics in their manual by using the Table of Contents/Index.

The learners identify the language skills they will need to be able to competently use a GPS.

Task Writer: Lorene Anderson, March 2008



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