



Lesson Plans

Lesson Plan: Taxicab Drivers, Using a Global Positioning System, Lesson 3

Sector: Tourism

Occupation: Taxicab Driver

(NOC 7413)

Theme: Using a GPS (Global Positioning System)

Occupational Task: Using the users' manual to learn how to operate a GPS

Essential Skills (ES) developed during the learning activities:

Reading

- Refer to manuals to get information (ES3)

Oral Communication

- Communicate with co-workers to exchange information (ES2)

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

Speaking

- Open, maintain and close a short routine formal conversation (CLB 6)
- Asks follow-up comprehension questions (CLB 7)

Reading

- Follow one-to six-step common everyday instructions and instructional texts (CLB 4)
- Find information in formatted texts: forms, tables, schedules, directories (CLB 4)
- Follow written instructions (CLB 7)

Language and culture focus for the learning activities:

Vocabulary –

- Icon, enroute, street prefix and suffix, on screen, narrow your search
 - Street Generics and Abbreviations
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Culture

It is important for taxi drivers to use the quickest and safest routes. They need to be able to access information for the GPS using Tables of Content and Indexes.

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>

Garmin Owners' Manual (Nuvi 300/350)

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

A Garmin Nuvi 300 or 350

For Learners:

One Garmin Nuvi 300 or 350 for each learner

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

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

One card for each learner listing a destination with one stop enroute. The instructor should make these up according to destinations in the local city. (e.g. destination Holiday Inn on xxx Street, stop at nearest Bank of Montreal).

List of six local addresses to be put on the whiteboard. One or two of the addresses should have stops enroute. Include the postal code in the address.

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 input information for a destination with at least one stop enroute.

Learners will be able input information by spelling an address, by using the map and by using the postal code.

Learning activities:

1. Have learners relate their homework experiences with their GPS. Talk through their successes and difficulties and questions, so everyone can learn from them. Check that everyone has changed their GPS to metric. Ask how they found the information for this and how they did it. (20 minutes)

2.

a) Direct learners to page 5, Add a Stop to Your Route. Tell them they will work in pairs to go through steps 1 to 4. Note that only one stop can be made enroute. Point out the box containing information about the diamond and triangle icons.

b) Hand out a Destination with one stop enroute card to each learner. Have the learners role play the card. One learner will be the customer, the other one the taxi driver. The customer will read out their destination and their stop enroute. The taxi driver must model good questioning techniques and the customer must check for comprehension. They must input the correct information into the GPS. Then they will switch roles. (20 minutes)

3.

a) Direct learners to page 7, Finding an Address and page 8, Finding a Place by Spelling the Name. Point out and read through the side bars on each page: Search Tips and Go Page Options.

b) Direct the learners to the menu on their GPS. Direct them to: Touch Where to>address. Have a list of six addresses on the board.

c) Learners follow the directions on page 7 to input the addresses from the board



and get their directions. They should practice these addresses both by the method on page 7 and by spelling the name.

**Work through vocabulary and problems as they arise.
(40 minutes)**

4. Direct learners to page 9. Tell them to follow the directions to view the addresses from the previous activity on the map. Ask them to also search for them by postal code. This might be necessary if the address is new and not noted on the software yet. (15 minutes)

Additional and/or extension learning activities:

Learners should practice using the GPS in their vehicle. They should use it to direct them to familiar address and unfamiliar addresses. They need to get used to listening to the voice prompts. They should note any difficulties they have so they can share them with their classmates. This is an informal learning activity that learners should do on their own to extend their learning

Evaluation:

The learners correctly input information for a destination with one stop enroute.

Learners input information by spelling an address and by using the map

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