



Lesson Plans

Lesson Plan: Taxicab Drivers, Using a GPS, Lesson 5

Sector: Tourism

Occupation: Taxicab Driver

(NOC 7413)

Theme: Using a GPS (Global Positioning System)

Occupational Task: Using a GPS safely and effectively

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

- Give spoken instructions (Use correct sequence of steps, clear reference, correct stress and intonation) (CLB 6)
- Provide information in an interview related to daily activities (CLB 6)

Listening

- Follow the main ideas and identify key words and important details (CLB 6/7)

Reading

- Access and locate information through Tables of Content, Indexes etc. (CLB 5)

Language and culture focus for the learning activities:

Grammar – grammatical structures for giving directions and asking questions about directions, asking for clarification.

Vocabulary – for caring for and maintaining the GPS – vibration, shock,



maintenance, detergents, solvents, components, trouble-shooting, suction cup, rubbing alcohol, discharge, calibrate, recalibrate

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 read a map quickly or use a GPS to ensure timely, correct service. Taxi drivers are also frequently asked questions about hotels, bars, restaurants or shopping locations.

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

Either one or two address cards per learner, depending on the number of learners in the class. Each card should include an address or name of a destination with one stop enroute. It should also include a question that the customer will ask the taxi driver. The question could be for the name of a nearby restaurant or local attraction or for the distance from the starting location to the destination.

Estimated time for the learning activities: 1 1/2 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 greet a customer, ask for the destination, verify comprehension, input the information into the GPS and get directions to the destination.

Learners will be able to give directions on how to use a GPS.

Learners will be able to maintain their GPS systems and trouble-shoot problems.

Learning activities:

1. Have the learners share their experience with their homework including any difficulties or strategies they would like to share with their classmates. Have each learner ask their prepared question about GPS to the rest of the class. They must also be prepared to give the answers if no one else can. (20 minutes).

2. Have learners work in pairs. One partner must explain how to use a GPS. S/he must go over everything that has been learned so far. The other partner should ask questions to clarify the information. They must take the opposite role to the one they had in the last class, so that each one has the opportunity to do the explaining.(20 minutes)

3. Simulation activity of the taxi drivers picking up a customer. (As in previous lesson) They will be role playing everything they should say and do with a real customer. Hand out the cards to each learner. Tell learners that each card has a destination, a stop enroute and a question that the customer will ask. The taxi driver should use the GPS to find the directions and to help answer the question. If a taxi driver has difficulty the customer or the teacher can help. (This is not a test situation; this is a practice situation and is for learning and perfecting their skills.) After the first role play they will switch roles. To simulate a real situation the taxi driver should place his/her chair in front of the passenger, so his/her back is to the passenger.

4. Divide learners into two groups. Have each group turn to the Table of Contents or the Index look in the Table of Contents. Group 1 will look up information on how to care for their GPS; group 2 will look up information on troubleshooting



their GPS. Each group will read and discuss their information and prepare to present it to a partner from the other group. Learners from group1 will partner with learners from group 2. Each learner will present their information to the other learner. After partners have finished, review the main points of each topic as a class.

(30 minutes)

5. As a class review safety rules around using a GPS while operating a taxi.

- **Have the learners brainstorm and write the rules on the board.**
- **Always input the data before you start.**
- **Practice listening to the voice prompts so it is easier to understand.**
- **Don't be distracted by the map while you are driving.**
- **Don't stop thinking. The GPS may direct you through bad areas or construction zones.**
- **Even if you use a GPS, still get to know your city.**
- **Use the GPS as one of your tools, not as the only tool.**

(15 minutes)

Additional and/or extension learning activities:

Have learners use manual to learn how to mount their GPS in their vehicle and how to care for the GPS screen.

Evaluation:

Learners will greet a customer, ask for the destination, verify comprehension, input the information into the GPS and get directions to the destination.

Learners will give directions on how to use a GPS.

Learners will information in their manual, read it, and explain it to others.

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



Canadian Language
Benchmarks/
Essential Skills

Niveaux de compétence
linguistique canadiens/
Compétences essentielles