



Driving in the U.K.

Overview

These resources are aimed at supporting learners who want to develop their language, knowledge and understanding of driving in the U.K. There are four resources. Each resource is aimed at supporting learners at a different level of English.

Level

- Driving in the U.K. - Driving documents 1. E1 /Access 2 in Scotland/A1 on CEFR Framework
- Driving in the U.K. - Driving documents 2. E2 (Access 3 in Scotland)/A2 on CEFR Framework
- Learning to Drive. E2 (Access 3 in Scotland) A2 on CEFR Framework
- Driving in the U.K. - Court reports. E3/L1 (Intermediate Level 1 in Scotland) B1 on CEFR Framework

Learning hours and delivery context

Timings are flexible and teachers can break down the units into smaller chunks of learning and build in differentiation, revision and extension activities as required. The resource is suitable for community ESOL and ESOL delivered in adult learning or FE. Additionally, the teacher notes provide suggestions on how practitioners can develop further linked learning.

Learning to Drive.

Overview

This resource is aimed at learners who are interested in learning to drive. It is based on a learning to drive website and consists of a reading exercise, a vocabulary matching exercise, a gap fill, true/false questions and an error correction exercise. The resource can be downloaded and printed for classroom use by following the link to a pdf file under the instructions section. Some activities can also be completed on line.

Time: Approximately 1hr 30

Aims: To enable learners to find information about learning to drive in the U.K.
To teach learners to identify different parts of a web site.
To teach vocabulary associated with learning to drive.

Objectives:

By the end of the session learners will:

Explain how to start learning to drive in the U.K.

Identify different parts of a web page.

Demonstrate an understanding of a number of key words to do with learning to drive in the U.K.

Preparation:

You will need access to computers with the internet or paper based worksheets downloaded and printed from the instructions section of the learning to drive activities.

Suggested procedure.

Preparation: Finding information on a web site.

The aim of this activity is to familiarise learners with a web page and identify the different parts of a web page. At this stage learners should not try to read the body of text.

Ask the learners: Do you use the internet? Are there any web sites that you like?

Direct the learners to look at the learning to drive website. Ask them what they think the website is telling us about. Tell the learners to read the information about the web page and to identify the tabs, adverts, logo, title and text.

Ask learners to complete the activity individually by writing the correct words in the boxes.

Reading:

- Ask the learners if anyone is learning to drive. How long have they been learning? Do they find it difficult or easy? Has anyone taken a driving test?
- Find out if the learners have used the internet to find information about learning to drive? Ask them if they know any websites that can help. Tell the learners that there is a lot of information on the directgov website.
- Ask the learners to read the information given on the learning to drive website. If the learners do not have access to a computer the information can be printed from page 7 of the worksheets.
- For further reading practice learners could work in pairs taking turns to read a paragraph.

Activity 1: Match the word or phrase to its definition.

This activity can be completed as an interactive exercise on the computer or can be downloaded as a worksheet.

- As a class ask the learners to read chorally the key words on the screen on the left of the worksheet.
- Tell the learners to work in pairs and draw a line to match the word with its definition or to complete the interactive exercise Task 1 on the 'learning to drive' web page by clicking and dragging the words next to the definitions..
- To facilitate understanding of the words learners may like to find the words in the text before completing the matching exercise.
- Ask the learners to work individually to find the three phrases in the text and write the phrases next to the sentences with the same meaning. This can also be done as an interactive exercise in Task 2 on the 'learning to drive' web page.

Activity 3 page 4 Gap Fill.

In this activity learners can consolidate the work they have done in the previous exercise by using the new words to complete a gap fill.

Ask the learners to work individually to complete the activity and then to check their answers in pairs with each partner reading a paragraph aloud.

The activity can be completed in paper form or on-line under task 3 on the learning to drive web page.

Activity 4: True or False.

- Ask the learners to work in pairs taking turns to read each sentence and decide if it is true or false.
- Learners then swap papers with another pair and check each others' answers.

The activity can be completed in paper form or on-line under task 3 on the 'learning to drive' web page.

Activity 5: Error correction.

In this exercise learners read through a short text and find the mistakes. To encourage readers to skim the text and improve reading speed you could make this competitive by seeing who can find the five mistakes first.

Feed back to the class by asking individual learners to suggest a correct version of the sentence.

Learners can then work individually to write a correct version of the text.

Extension.

If you have access to a computer or ideally an IWB show the learners the websites on page 7 of the printed worksheets and at the end of the interactive exercises. Let them try the game to show how using a mobile phone while driving can affect your concentration.