



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.

Driving Documents - Court Reports

This resource consists of a reading activity and comprehension. The reading activity is based on court reports printed in a local newspaper for two people caught without the correct driving documents. There is also a grammar exercise focussing on using the passive.

The reading and comprehension can be completed in class in paper form or on line as an interactive exercise.

You may like to complete the paper based worksheets in class and then ask the learners to do the on line exercises at home or for revision.

Time: Approximately 1hr 15

Aims:

- To enable learners to read about what may happen when you don't have the correct driving documents.
- To teach the learners vocabulary to do with driving offences and going to court.

- To enable learners to practise using passive and active sentences.

Objectives:

By the end of the session learners will:

- Demonstrate an understanding of key vocabulary to do with driving offences and going to court.
- Be able to identify and form passive and active sentences.

Preparation:

You will need:

- Copies of driving documents such as a driving licence, MOT certificate or an insurance certificate.
- Printed copies of the worksheets.

Suggested Procedure.**Pre-reading/Introduction:**

If your learners have completed the driving documents resources it may be beneficial to revise some of the vocabulary learned by showing the class copies of driving documents and eliciting the name of the document and its purpose.

Show the learners the picture of the magistrates' court. Ask them if they know what happens at a magistrates' court. Ask learners what might happen if you don't have the correct documentation when you drive or own a car.

Explain to the learners that they are going to read two reports about drivers who did not have the correct documentation and what happened when they went to court. Ask them to read the reports and find the document that neither driver had.

Reading court reports.

Ask the learners to read through the texts and underline any new words. Nominate a confident learner to read the first text checking pronunciation and word stress. Go round the class and ask them to read out any words that they didn't know. Write these words on the board. These words will be used in the next activity.

Choose a different learner and repeat this for the second text.

Ask the learners to give the answer to the pre reading question – which document did neither person have?

Elicit the learners' knowledge of other driving offences. Examples could be driving while using a mobile, driving after drinking alcohol, not wearing a seatbelt etc.

Activity 1. Match the word to its definition.

Ask the learners to work in pairs and direct them to look at the words in activity 1. Ask them to circle any words on the worksheet which are written on the board. Nominate confident learners to read the words they have circled and circle these words on the board. As class read through the words on the left of the page. Check pronunciation and word stress.

Ask the learners to work together in pairs to match the words on the left of the worksheet with the definitions on the right. Learners can then swap with other pairs and check each others' work.

Ask each pair to feedback an answer to the class. If there are any words on the board that haven't been explained, ask the learners to use dictionaries to find the meaning.

This activity can also be completed on-line under task 1 of the court reports resource by clicking and dragging the definition next to the word.

Activity 2. Comprehension questions.

Either in pairs or individually ask learners to answer the comprehension questions about the two court reports.

This activity can also be completed on-line under task 2 of the court reports resource.

Activity 3. Using the passive.

Tell the learners that in newspaper articles like this one we often use the passive. Direct the learners to look at the example. Point out that in an active sentence we say what the person does. In the passive we say what happens to the person.

Ask the learners to read through the 4 sentences in the activity and ask them to write A next to the active sentences and P next to the passive sentences.

Ask the learners if they can find any more examples of passive sentences in the two court reports.

Ask the learners to read through the active sentences on page 5 and re-write them as passive sentences.

Extension activity/homework.

Learners may wish to find out more about the legal system in the U.K. This website from the citizens' advice bureau has a lot of information about the different courts of law in the U.K. including the magistrates' court.

http://www.adviceguide.org.uk/england/law_e/law_legal_system_e/law_taking_legal_action_e/courts_of_law.htm

Another good resource covering law and crime is the police ESOL resource developed by South Wales Police in conjunction with the Parade ESOL Service and can be found at:

<http://citiesofmigration.ca/wp-content/uploads/2011/03/The-Cardiff-Policesol-Program.pdf>