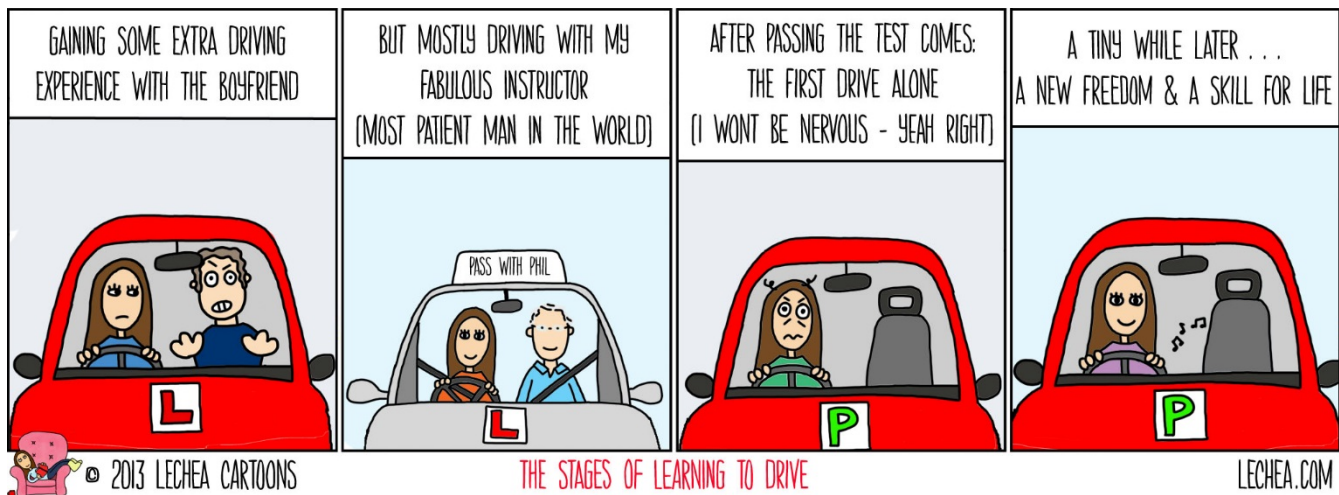


# Learning to Drive – reading tasks

Name \_\_\_\_\_ Date \_\_\_\_\_



**You will need to read Text 'A', 'Learning to Drive', to complete these questions.**

1. The main purpose of the text is:

A	to tell you what to expect from your driving theory test.	
B	to persuade you to take your driving theory test.	
C	to advertise driving lessons.	
D	to inform you about test centres in your area.	

2. According to Text 'A', what should you do if you have difficulty booking your practical or theory tests on-line?

A	Write to the DVLA.	
B	Nothing. You cannot take the test if you cannot book it on-line.	
C	Phone 0300 200 1122 to talk about special accommodations.	
D	Complain to your friends and family	

3. According to Text 'A', which one of these statements about the Driving Theory Text is true?

A	You cannot change your answers.	
B	Theory test have been delivered using a touch screen computer since January 2000.	
C	Candidates will receive their results 30 minutes <i>after</i> finishing the test.	
D	You can complete a 30 minute long practice exam.	

# Learning to Drive – reading tasks

Name \_\_\_\_\_ Date \_\_\_\_\_



4. List two presentational features of Text A. Explain why each is effective.

i) \_\_\_\_\_

ii) \_\_\_\_\_

5. A friend of yours has dyslexia and is worried about taking his Driving Theory test. Using the information in Text 'A', what information can you give him/her about the special arrangements (access arrangements) that can be put in place?

i) \_\_\_\_\_

\_\_\_\_\_

ii) \_\_\_\_\_

\_\_\_\_\_

6. What could you do if you forgot to ask for a voice-over or head set when you booked your Driving theory test?

\_\_\_\_\_

\_\_\_\_\_

7. If you request special arrangements when taking your Driving Theory Test, what evidence might you be asked for?

\_\_\_\_\_

\_\_\_\_\_

8. What is the benefit to some candidates of asking for extra time?

\_\_\_\_\_

\_\_\_\_\_

9. How many questions are there in the Driving Theory Test?

\_\_\_\_\_

10. What is the maximum **standard** time allowed for completing the test?

\_\_\_\_\_

# Learning to Drive – reading tasks

Name \_\_\_\_\_ Date \_\_\_\_\_

Now read Text 'B', 'Taking your practical driving test', to complete these questions.

11. The main purpose of Text 'B' is:

A	to inform you about what not to do when you take your driving text.	
B	to inform you about what happens when you take your driving text.	
C	to persuade you to take your driving test.	
D	to persuade you not to take your driving test.	

12. Answer question 12 with a tick in the two boxes you think are correct.

According to Text 'B', identify two pieces of information from the list below which are included in the article.

A	The test lasts for 45 minutes.	
B	Before you begin the test, the examiner will do an eyesight check and ask you three questions about safety checks on your car.	
C	Before you begin the test, the examiner will do an eyesight check and ask you two questions about safety checks on your car.	
D	You cannot take anyone with you who is over 16.	
E	If you fail, you cannot resit your test within the next 10 days.	
F	If you fail, you should resit your test within 10 days.	

13. From text 'B', identify two things you can do to help you feel less nervous:

i) \_\_\_\_\_

ii) \_\_\_\_\_

14. Using text 'B', say why it is important to get a few good nights' sleep before your driving test.

\_\_\_\_\_  
\_\_\_\_\_

15. Using text 'B', say why it is important to avoid too much caffeine before your test.

\_\_\_\_\_  
\_\_\_\_\_

# Learning to Drive – reading tasks

Name \_\_\_\_\_ Date \_\_\_\_\_

**Texts 'A', 'B', and 'C' ('RAC Driving Test Tips') are needed to complete these tasks.**

16. In Text 'C', what do the following quotations suggest about the writer's view of the driving test and other road users?

'It is not a race'

---

'not all of them have perfect eyesight and hearing'

---

17. Give one reason why Text 'A' is the most suitable for someone who may have difficulties taking their theory test.

---

18. In Text 'C', the paragraph beginning 'there is just one more thing' implies that the writer is:

A	a pilot.	
B	fifty years old.	
C	a racing car driver.	
D	a truck driver who believes you can always learn more about driving.	

19. True or False? Texts 'B' and 'C' contain examples of direct speech.

---

20. Consider the language and tone of each text. Rank the texts in order of formality.

Start with the most formal. \_\_\_\_\_

Explain your decisions.

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# Learning to Drive – writing tasks

Name \_\_\_\_\_ Date \_\_\_\_\_

## Writing Task A

Rewrite rick45's message board contribution correcting all the grammar, spelling and punctuation. Make sure you use complete sentences.

*i passed my test in 1962 in a 1934 morris 8 when hand signals were compulsory as well as using the semaphor indicators and you had to do the FULL test not like nowadays when you can choose what things you want to do on your test, first keep calm it is only a test, second don't drive about thinking "who is watching me", third you must study the highway code and learn and remember the braking distances, fourth watch your speed when on your test as going over the speed limit will earn you a fail, fifth when you get in your car to take your test DON'T forget to check and adjust your mirrors, seat, etc this your examiner will watch for, sixth take your time you are not in a race, make plenty of use of your mirrors and indicators, and watch out for bikes and other road users and pedestrians ( not all of them have perfect eyesight and hearing ). there is just one last thing, i have worked through my life on heavy goods ( upto 200 tonnes ) fifty years now, AND I AM STILL LEARNING, drive carefully and good luck.*

## Writing Task B

Write a leaflet giving advice to learner drivers about taking their driving test.

- You must include advice for the theory test and the practical test.
- You can use information from texts A, B and C but you must write using your own words.
- Remember to write in sentences, using accurate grammar, punctuation and spelling.
- Plan your work below then write your final version on a computer or a separate sheet of paper.

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# Learning to Drive – answers & curriculum mapping

Please note that texts A, B and C are available as separate PDF files.

## Functional Skills L1-L2 English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

**Level 1 Reading** **Skill standard (SS):** Read and understand a range of straightforward texts

### Coverage and range statements

- a) Identify the main points and ideas and how they are presented in a variety of texts ✓
- b) Read and understand texts in detail ✓
- c) Utilise information contained in texts ✓
- d) Identify suitable responses to texts ✓

**Level 1 Writing** **(SS):** Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail ✓
- b) Present information in a logical sequence ✓
- c) Use language, format and structure suitable for purpose and audience ✓
- d) Use correct grammar, including correct and consistent use of tense ✓
- e) Ensure written work includes generally accurate punctuation / spelling and that meaning is clear ✓

**Level 1 Speaking, Listening and Communication** **(SS):** Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

- a) Make relevant and extended contributions to discussions, allowing for and responding to others' input
- b) Prepare for and contribute to the formal discussion of ideas and opinions
- c) Make different kinds of contributions to discussions
- f) Present information/points of view clearly and in appropriate language

**Level 2 Reading** **(SS):** Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- a) Select and use different types of texts to obtain and utilise relevant information ✓
- b) Read and summarise, succinctly, information/ideas from different sources ✓
- c) Identify the purposes of texts and comment on how meaning is conveyed ✓
- d) Detect point of view, implicit meaning and/or bias ✓
- e) Analyse texts in relation to audience needs and consider suitable responses ✓

**Level 2 Writing** **(SS):** Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively ✓
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓

**Level 2 Speaking, Listening and Communication** **(SS):** Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language
- b) Present information and ideas clearly and persuasively to others
- c) Adapt contributions to suit audience, purpose and situation
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

\* This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements.

# Learning to Drive – answers & curriculum mapping

Please note that texts A, B and C are available as separate PDF files.

**NOTE: Some answers are suggestions or examples only. Other answers are possible. Check with your tutor.**

## TEXT A

1. The main purpose of the text is: **A - to tell you what to expect from your driving theory test**
2. What should you do if you have difficulty booking your practical or theory tests on-line? **C - phone 0300 200 1122**
3. Which one of these statements about the Driving Theory Text is true? **B - Theory test have been delivered using a ...**
4. List two presentational features of Text A and explain why each is effective.  
**Bold title in coloured box – tells you what the text is about. Colour adds interest appeal and bold makes it stand out. Headings (in different coloured boxes to the title) help you find relevant sections / paragraphs quickly and tell you what each section of text is about. Again, the colour adds interest and draws the eye to each heading.**
5. A friend of yours has dyslexia and is worried about taking his Driving Theory test. Using the information in Text 'A', what information can you give him/her about the special arrangements (access arrangements) that can be put in place?  
**The friend can listen to the test read in English (or 20 other languages) through headphones. They can also have extra time to do the test (up to the double the max time of 57 minutes if needed). He/she might also be able to use an Oral Language Modifier (a person to read/explain the questions in a different way).**
6. What could you do if you forgot to ask for a voice-over or head set when you booked your Driving theory test? **Ask when you check in to the centre on the day of your test.**
7. If you request special arrangements when taking your Driving Theory Test, what evidence might you be asked for? **A letter or report from a professional person (such as a teacher, etc.) explaining your reading ability.**
8. What is the benefit to some candidates of asking for extra time? **They feel reassured if they have extra time – even if they don't use or need the extra time.**
9. How many questions are there in the Driving Theory Test? **50**
10. What is the maximum standard time allowed for completing the test? **57 minutes**

## TEXT B

11. What is the main purpose of Text 'B'? **B - to inform you about what happens when you take your driving text.**
12. According to Text 'B', identify two pieces of information from the list below which are included in the article.  
**C - Before you begin the test, the examiner will do an eyesight check and ask you two questions about safety checks on your car. E - If you fail, you cannot resit your test within the next 10 days.**
13. From text 'B', identify two things you can do to help you feel less nervous. **Any two items from the bulleted list of 7 items.**
14. Using text 'B', say why it is important to get a good nights' sleep before your driving test. **You'll feel less stressed.**
15. Say why it is important to avoid too much caffeine before your test. **Caffeine might make you feel jittery and nervous.**

## TEXTS A, B & C

16. In Text 'C', what do the following quotations suggest about the writer's view of the driving test and other road users?  
**'It is not a race' – the writer thinks that some other road users drive too fast (as if they are in a race) and that learner drivers should not rush anything in their driving test. 'not all of them have perfect eyesight and hearing' – the writer thinks that learner drivers should always be aware of other road users (inc. pedestrians) as some of them may be a hazard.**
17. Give one reason why Text 'A' is the most suitable for someone who may have difficulties taking their theory test. **It gives advice on getting special arrangements (such as extra time or a voiceover) with the theory test if you have reading or other comprehension difficulties.**
18. In Text 'C', the paragraph beginning 'there is just one last thing' implies that the writer is: **D - a truck driver who believes you can always learn more about driving.**
19. Texts 'B' and 'C' contain examples of direct speech. **False**
20. **A (Most formal, no contractions, no images). B (Quite formal, but includes contractions, exclamation marks, and an image). C (Informal, everyday "chat" type language, lack of punctuation, capital letters to indicate 'shouting', etc.)**

## WRITING

A. (Editing includes several spelling corrections; addition and/or removal of colons, full stops, commas, spaces, capital letters; small words inserted to improve sense; and other minor changes.)

I passed my test in 1962 in a 1934 Morris 8 when hand signals were compulsory as well as using the semaphore indicators. You had to do the full test, not like nowadays when you can choose what things you want to do on your test.

First, keep calm. It is only a test. Second, don't drive about thinking "who is watching me". Third, you must study the highway code and learn and remember the braking distances. Fourth, watch your speed when on your test as going over the speed limit will earn you a fail. Fifth, when you get in your car to take your test don't forget to check and adjust your mirrors, seat, etc. This your examiner will watch for. Sixth take your time: you are not in a race. Make plenty of use of your mirrors and indicators, and watch out for bikes and other road users and pedestrians (not all of them have perfect eyesight and hearing).

There is just one last thing. I have worked through my life on heavy goods (up to 200 tonnes) for fifty years now, and I am still learning! Drive carefully and good luck.

B. Check with your tutor that you have covered all the Functional Skills writing criteria at Level 1 (or Level 2) – see page 7 of this resource for details.