

How to not pass your driving test

Source: <http://www.bbc.co.uk/news/uk-england-birmingham-39835197>

Name _____ Date _____

Learner driver test stalled over instructor's car

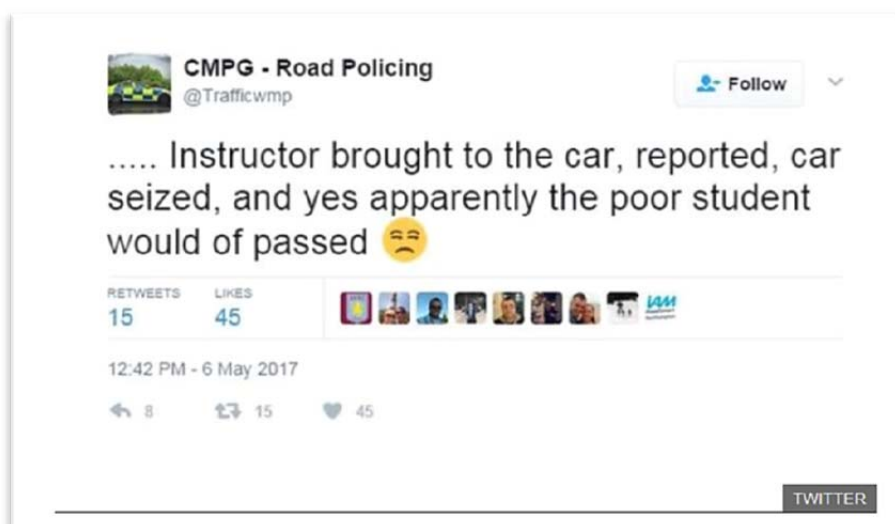
A learner driver was on course to pass her test - until the instructor's uninsured car was stopped by police.

The learner and examiner were pulled over during a driving test in Tile Cross, east Birmingham, on Saturday. West Midlands Police checked the car and found it also had no MoT. They later seized the car.



Police seized the car which had no insurance or MOT.

The force's road policing unit **said the student would have passed the test** had it not been interrupted, as no mistakes had been recorded.



The learner driver had not made any major faults during the test.

The driving examiner and student were taken back to the test centre, where police questioned the driving instructor. The 46-year-old admitted knowing the car was not insured but denied knowing the car had no MoT, said police.



The car was pulled over and the driving test had to be cancelled.

Police seized the car and took the driving instructor's badge. She was reported to the Driver and Vehicle Standards Agency and will need to provide valid insurance and MoT documents to police at a later date.

How to not pass your driving test – reading tasks

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Name _____ Date _____

Read the text about a driving test. Then answer the questions.

1. Was the **learner driver** male or female? _____

2. Where was the test vehicle stopped?

A	Tiler's Cross, east Birmingham	
B	Tile Cross, east Birmingham	
C	Tile Avenue, east Birmingham	
D	The Cross, east Birmingham	

3. What might have alerted the police and made them decide to stop the car?

A	The tyres were bald.	
B	There was no MOT.	
C	The car was not insured.	
D	The car was being driven erratically.	

4. There is a grammatical error in the police tweet. What is it?

5. What was the driving instructor's gender? _____

6. Was the learner driver expected to pass or fail their driving test? _____

7. What action was taken against the driving instructor?

8. List two presentation features. Say why each helps you understand the text.

How to not pass your driving test – writing tasks

Name _____ Date _____

Writing Tasks

For both tasks, imagine that the police interrupt your driving test because your instructor's car is not properly insured.

1. Write an informal message for your Facebook page explaining what happened during your test. Use standard English and proper sentences.

Plan and draft your work here.



Create a post.



Post

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Curriculum mapping and answers

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 ✓ Q8
- b) Read and understand texts in detail ✓ Q1,2,3,5,6,7
- 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 ✓ Q4
- e) Ensure written work includes generally accurate punctuation / spelling and that meaning is clear ✓

Level 1 Speaking, Listening

(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
- d) Present information/points of view clearly and in appropriate language

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

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

READING

1. The learner driver was female. "...pass **her** test..."
 2. The test vehicle was stopped in **(B) Tile Cross, east Birmingham**.
 3. The police might have stopped the car because it was **(C) not insured**.
 4. "**would of**" should be "**would have**".
 5. The driving instructor was female. "**She** was reported to the Driver and ..."
 6. The learner driver was expected to pass her test.
 7. The instructor's car was seized. Her badge was taken. She was reported to the Driver and Vehicles Standards Agency. She will need to provide valid insurance and MOT documents to the police.
 8. **Bold and/or enlarged font** – draws your attention to the title and other important information.
- Paragraphs** – break up the text into different topics / times / places and make it easier to read.
Picture / image / photograph / twitter text and related captions – makes the text more appealing and adds interest / gives you clues / extra information / relates to what the text is about.
[Do not accept "Pictures tell you what the text is about".]

WRITING

Check with your tutor that you have covered all the Functional Skills writing criteria at Level 1 – see above.