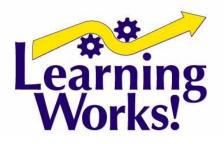
Connecting to Workplaces: *Building Curricula for Validated Demonstrations*



Taxi Driver Curriculum LBS Levels 3

Developer: Lindsay Kennedy Project Coordinator: Susan Taylor

Meeting Employers' and Employees' Needs ...Now and in the Future





Taxi Driver Curriculum

Curriculum Description

The focus of this manual is on the essential skills, as identified by taxi owners, that taxi drivers need. The content was created using realistic scenarios, authentic language and an authentic representation of the dayto-day working conditions of taxi drivers.

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All curricula can be found on the following websites: http://www.nald.ca/library/learning http://www.LBSpractitionertraining.com http://www.nt.net/literacy

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The development of this curriculum resource is in direct response to increasing demand in the field for training materials that target specific applications of work-related skills. It has particular authenticity and value because of the process that preceded it. In 2005, Literacy Network Northeast (LNN) published comprehensive exit assessment demonstrations for ten different entry level jobs. You can view these demonstrations on the NALD website at: http://library.nald.ca/search?g=Connecting+to+Workplaces &collection=research&collection=learning, or on Demonstrations Ontario by AlphaPlus at: http://demonstrations.alphaplus.ca/simplesearch.asp. These exit demonstrations are unique in that each one has been validated by a group of employers in that particular job field. Employers agreed that if they had a job applicant who had completed this demonstration successfully they would certainly grant that person a job interview. This is a huge step forward in securing employer recognition of skills as opposed to the more common application criterion of a Grade 12 diploma.

Following this success, the National Literacy Secretariat provided funding for the next step - support curriculum for five validated exit demonstrations. LBS curricula are now available for entry level positions of Cashier, Nanny, Taxi Driver, Chambermaid or Housekeeping Staff, and Florist Assistant. It is important to note that the curriculum for each position is written for the learner and at the LBS level required for success for each particular job, i.e. Cashier – L 3/4, Nanny – L 2/3, Taxi Driver – L 2/3, Chambermaid or Housekeeping Staff - L 2/3, and Florist Assistant - L.3. Tips and notes for the practitioner for each lesson along with an answer key for the learning activities are included.

Following a true outcomes approach, i.e. working backwards from the desired outcome, each curriculum provides the training learners need in order to complete the job-specific demonstration successfully. Each curriculum has five chapters based on the five core skills that employers identified as essential to the job with applications and learning activities for each skill. To see the skills required for this particular entry level position, check the Essential Core Skills Chart included in this resource. It is interesting to see the degree of overlap in essential skills demanding the same level of complexity and competency. This provides added value for practitioners and learners in two ways:

1) Practitioners can work with learners using different curriculum resources at the same time i.e. teach core skills to everyone in a group and provide learning activities that are specific to individual interests.

2) Practitioners can use these resources as models for teaching core skills required in other entry level jobs – particularly the ones where validated demonstrations are already available i.e. Forestry Worker, Hunting Guide, Pet Groomer, Security Guard and Laundromat Operator.

Based on primary and secondary research for each position, the curriculum

- builds on Service Canada's Essential Skills and Essential Skills Profiles
- uses authentic workplace documents and real-to-life stories
- illustrates the transferability of each skill
- offers rigorous learning activities that are inventive and engaging
- provides opportunities for learner self-reflection, selfassessment and discussion

To ensure consistency, the five writers and the project coordinator kept in close contact throughout the writing phase reading each other's work and making suggestions. An additional team of five reviewers also read the manuscripts and offered feedback, and learners who piloted each resource gave their views on the value, usability and enjoyment factors. Finally, a number of outside employment agencies and individual employers added their high approval rating to these materials. As a result, LNN is very proud to offer these quality resources to the field and is confident in highly recommending these materials to adult learners in Ontario.

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Taxi Driver Curriculum

Connecting to Workplaces

LBS Level 3

INTRODUCTION

Taxi Driver Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting To Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

		HRSDC Essential Skills	Most Important				Important
Mos Impor		Time Management	Be on time	Maintain attendance	Be safety conscious	Problem solve	Work independently
		Writing Skills	Complete simple forms	Prepare receipts	Write names, addresses	Write messages	Keep records
		Math Skills	Handle money	Make calculations with dollars	Verify calculations	Make proper change	Read, record information on a table
		Reading Skills	Complete simple forms	Make journals, keep logs	Write messages, notes	Keep records	Write names and addresses
Impor	tant	Additional Skills	Practise good hygiene	Use appropriate vocabulary, language, tone	Respect cultural, ethnic diversity	Foster successful client relationsh ips	Be friendly, helpful, efficient



Within LBS mandated reading, writing and numeracy skills Within LBS mandated speaking and listening skills

Within LBS mandated problem-solving teamwork, critical thinking

Outside of LBS mandate, but possible with partnership

"Taxi Driver Profile" continues on next page

"Taxi Driver Profile" begins on previous page

Taxi Driver Profile

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

- 1. Job Shadowing
- 2. Use a map, follow instructions with a coach

Requirements most employers look for:

- 1. Clean driving record
- 2. Knowledge of town streets
- 3. Good with people
- 4. First Aid
- 5. CPR

Courses employers most often provide to employees:

- 1. First Aid
- 2. CPR
- 3. One on one driving lessons to familiarize driver with local routes

Number of employers who stated they would hire applicants who do not have a Grade 12 equivalent:

Yes – 2 employers No – 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes – 2 employers No – 0

Employers also base their hiring decisions on:

Driving record, criminal record, good hygiene

Preface to Learner



Did you know that men – and women – have been driving taxi cabs since the 1600's? This means that people have been hiring taxi cab drivers for over 400 years!

It was in the1600's that horse-drawn carriages, available for hire, first showed up on the streets of both Paris, France and London, England. In fact the

word "cab" comes from the French word *cabriolet* (ca-bree-o-lay). A cabriolet was a type of carriage in use at the time in France. In England, the type of carriage was a hackney. Taxi cabs are still referred to as "hacks" from the word hackney in England and other parts of the world.

Early attempts to set a way to charge fares fairly weren't very successful. Passengers often complained about being over-charged. The taximeter – from which the word "taxi" is taken – showed up in 1891. The first taximeter measured either the distance traveled or the time taken to travel from point A to point B. It was thought that the taximeter would ensure that fares would be collected accurately and honestly.

Motorized taxi cabs showed up not long after Henry Ford created the first automobile. Today, a taxi cab is the most popular form of vehicle for hire in the world. Just think about any movie or television show you have seen about New York – can you picture the streets packed with yellow taxi cabs?

Painting the taxi cab a distinctive colour helped people tell taxi cab companies apart. In fact, in the early 1900s, many taxi cab companies took their names from the colours of the cars. The Yellow Cab Company in New York or Checker Cabs are two great examples of that. Think about the taxi cab companies where you live – do any of them paint their cars a certain colour or colour combination?

What do taxi drivers do?

As a taxi driver, your primary responsibility will be to pick up passengers or parcels and take them to specific destinations or drop-off points. The people you pick up could be on their way to work or school, on their way to go shopping or on their way to a night out on the town. Depending on where you are driving a



taxi, your passengers could also be business people or tourists from out of town.

Taxi drivers interact with passengers, dispatchers and other taxi cab drivers. This means that you will need good speaking and listening skills. You will need to be able to "read" people, so you know when passengers are willing to make conversation with you and when they'd rather you say nothing.

Nature of the Work



As a taxi driver you will work by yourself. No one will be supervising your every move. In a sense, you will take your orders from the passengers you pick up because they will tell you where it is they want to go. You will need to decide the best way to arrive at that destination.

You need good memory skills. You will need to remember the best way to get from one part of town to another. This

means you will need to develop an in-depth knowledge of all the streets in the city or town where you are driving.

Taxi drivers need good math skills. Most fares are paid in cash. You will need to know how to make change quickly and accurately. There will be times when trips are charged to company accounts. To record account information correctly, you will need good reading and writing skills.

Working Conditions

Taxi drivers work shift work. In large urban centres taxi cabs are on the street 24/7. This means you might find yourself working from late at night to early morning. In smaller towns and villages, there probably isn't much demand for a taxi at 4 AM, but you may be on call, just the same.

As a taxi driver, you have some control over the number of hours you work. If you are working in a big city, you should be able to find full-time work. In small towns and villages, you may only find part-time work as a taxi driver or you may have to drive for a number of different owners to make enough money. Taxi cab drivers can spend hours sitting in one place. You will also have to help some passengers get into and out of the cab. You may have to lift and carry heavy packages or luggage.

When you are behind the wheel, you need to stay alert and drive defensively. Because driving the taxi is something that you may do for hours at a time, it can be easy to become a careless or an aggressive driver. Passengers will not be impressed if your driving habits cause them

to be concerned about their safety. If they are unhappy with your driving, you will know it – you probably won't get a tip.

As a taxi driver, you will drive in all kinds of weather conditions. It will be your responsibility to make sure that the car you are driving is in good working order – that the wipers work properly, that there is windshield fluid in the reservoir, that there's enough air in the tires, etc.



Training, Other Qualifications, and Advancement



In many places, new taxi drivers gain the skills they need on the job. This means that once you have your taxi driver license, you'll learn how to be a taxi driver by driving with an experienced driver for a period of time. In some places you will have to take a course before a taxi cab company will hire you. When you get an application form from a taxi cab company, you will find out whether or not you have to take a course.

Before they will hire you, all taxi cab companies will ask you for a copy of your driving record – which you get from the Ministry of Transportation – and you will need to have a criminal record check done. Most taxi cab companies will also require that you have a first aid certificate and that you know CPR. Some taxi cab companies will arrange for you to get this training once you start working.

Some people gain experience as taxi drivers so they can get a job as a chauffeur or a limousine driver. Chauffeurs or limousine drivers can make more money than taxi drivers.

What skills will I learn in this manual?

To help create the content of this manual, employers (taxi cab owners) were asked what *they* felt were the most important – or **essential** – skills for a taxi driver to have or know. Employers said that time management was the most important skill. Writing skills, math skills, reading skills and speaking and listening skills were also important. In this manual you'll find a chapter for each of these essential skills. In each chapter we'll take a close look at the most important aspect of each of those skills.

In the first chapter on **time management**, our discussion will include

- ⇒ Being on time
- ⇒ Maintaining attendance
- \Rightarrow Problem solving

When we look at the **writing skills** you need for the job, our discussion will include:

- \Rightarrow Completing simple forms
- ⇒ Preparing receipts
- \Rightarrow Writing names and addresses

In the chapter on **math skills** we'll look at:

- \Rightarrow Handling money
- \Rightarrow Making calculations with money
- ⇒ Record keeping

The chapter on **reading skills** will focus on:

- \Rightarrow Using simple forms
- \Rightarrow Using journals and logs
- \Rightarrow Keeping records

Our last chapter – which you may see in some places called "Additional Skills" – will focus on the **communications skills** you will need on the job. The last chapter is called "Communicating for Success" and in it we'll take a look at the speaking and listening skills you will need to use appropriate vocabulary, language and tone of voice.

In this manual, as much as possible, you will use authentic workplace documents to gain the skills and knowledge you will need to be a taxi driver. As you read through the content you will have lots of opportunity to practice and to discuss things with your tutor, instructor or classmates. At the beginning of each chapter you'll see a place where you can, if you want, write in the date that you start working on the chapter and the date you finish.

Something to Think About...

When you see this symbol in a chapter, you'll be asked to give your opinion about something or you'll be asked what you would do in a similar situation.

TRY THIS!



When you see this symbol in a chapter, you'll be asked to practice a skill, do a short activity or perhaps go online and try an activity.

Most of the chapters have three sections. At the end of each section you'll find a self-assessment tool. This will allow you to decide which skills you already have and which skills you still need to learn. You may decide, once you fill in the self-assessment, to go back over the content of the section. In fact, you can read and review the content as many times as you like.

Each section also has a learning activity. You and the tutor or instructor will need to decide how to mark or evaluate the work you do for the learning activity. For example, if the activity is a reading activity you may decide that you can answer comprehension questions verbally or you may want to write your answers.

When you finish each learning activity, you can provide feedback on what you thought about the learning activity. If you think the learning activity didn't help you practice your skills, this is the place to say just that. Filling in the form will help you and your tutor or instructor revise the learning activity or find other activities for you to do.

All of the content in this manual has been created to provide you with information about the skills and knowledge you will need to drive a taxi. You may already have many of the reading, writing and thinking skills that taxi driving requires. This means that you can transfer skills you already have to the work environment. This is often referred to as having **transferable skills**.

Good luck and drive safely!

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I started working on this chapter on:

I finished this chapter on:

Introduction to Chapter One – Time Management

In the Introduction to *Taxi! Connecting to Workplaces, Taxi Driver Curriculum* you read an overview of what you can expect in each of the chapters. Now it's time to get to work!

This chapter focuses on what are called **time management skills**. Taxi cab owners have said that in the taxi business, time management means:

- \Rightarrow Being on time
- ⇒ Maintaining attendance
- ⇒ Being safety conscious
- ⇒ Solving problems
- ⇒ Working independently

In this chapter we're going to focus on three time management skill areas that relate to your work as an adult in a learning program:

- \Rightarrow Being on time
- ⇒ Maintaining attendance
- ⇒ Solving problems

When you are driving a taxi, you will be able to show that you have good time management skills when you:

- ⇒ Arrive on time for your shift
- ⇒ Show up when you are scheduled to work
- ⇒ Operate your taxi in a safe manner while doing your best to pick up fares promptly
- ⇒ Return from your lunch and coffee breaks in a timely way

While driving a taxi is a lot like other jobs, it is also different from other jobs. Like other jobs, being on time for work means starting work **on time**. You also need to keep to the work schedule that has been set up. The taxi cab company needs to know that you will be on the road based on that schedule. Like other jobs, if your attendance isn't regular, you may find yourself out of work.

Driving a taxi is different than other types of jobs because the car that you drive is your place of work – think of it as your office or work station. It is also the tool that you use to do your job. This means that you will need to take good care of the car and make sure that it is clean inside and out. The car also needs to be in good working order. Both of these are your responsibility. You will need to make sure that you give yourself enough time to do a car care and safety check *before* you start your shift. This is

one of the ways that you can show that you have good time management skills.

As a taxi driver, you will need good problem solving skills to help you deal with both everyday situations and difficult situations. The person who gives you information about who or what to pick up and where – the dispatcher – and the other drivers are your co-workers, but they aren't really close by. You may be able to contact them by radio, but you can't rely on them to help you make a decision. You will need the skills and confidence to make decisions "on the spot".

Experienced drivers will tell you that a positive attitude is very important. They say that most problems can be prevented with a positive attitude. For example, if the passenger disagrees with the amount showing on the fare meter, you need to respond to that in a pleasant and positive way. The taxi cab company you work for should give you some training on how to respond in certain situations, but in the end it will be up to you to solve the problem.

The information in this chapter has been written to help you use the skills you already have to gain the time management skills that you will need as a taxi driver. Once you have read the chapter and have successfully completed the three learning activities, you should feel confident that you have the skills to:

- ⇒ Be on time
- ⇒ Maintain attendance
- ⇒ Solve problems



Notes to Practitioner

This chapter focuses on time management as defined by people who own and run taxi cab companies. This skill set includes:

- ⇒ Being on time
- ⇒ Maintaining attendance
- ⇒ Being safety conscious
- ⇒ Solving problems
- ⇒ Working independently

While each of these is an important skill for the learner to have, **in this chapter** the content and the learning activities focus on **being on time**, **maintaining attendance and problem solving**.

It's important to remember that in real-life the skills that we talk about in this chapter will blend together. The threads that are woven through these skills are critical thinking and decision making. For example, when thinking about the need to get to work on time, the learner will need to consider and analyse the steps that he or she needs to take so this can happen. When faced with a problem or a difficult situation, the learner, as a taxi driver, will have to use critical thinking skills to create a solution.

Teaching critical thinking skills is also important because it helps the learner take responsibility for his or her own learning and gives him or her a set of skills that can be transferred to any situation. Like all other learning, you will need to use the adult's prior knowledge and experience as the starting point. We've created three learning activities that should allow the learner to integrate current skills and knowledge with the information learned in the chapter.

How each learning activity is evaluated or scored should be a discussion between you and the learner. For this reason evaluation criteria have not been created for the learning activities. The learner is given, however, the opportunity to evaluate how well he or she thinks he or she has done with the activity.

Your Notes

Sally Works the Night Shift



It's dark and cold out when Sally leaves for work. "At least the taxi won't be cold," she thinks to herself.

Sally's been working for the same cab company for almost six years. It's a small company and she likes the owners. She doesn't always have to work the night shift. She's been there longer than any

of the other drivers so she can usually get her choice of shifts and zones. But sometimes... well, someone has to work the night shift.

Sally gets to the taxi stand 10 minutes before her shift starts. The taxi she is supposed to be driving that night shows up a few minutes later. Sally walks over to the car and as she does she looks in the back seat. "Whoa! What happened?" Sally asks Frankie, the other driver.

Frankie sighs and says, "It's only Thursday night and already the students are partying. I'll have the car cleaned up as soon as I can."

Sally lets the dispatcher know that she's 10-7, or out of service, until the car is cleaned. While the car has a computer, Sally still likes to use the two-way radio to check-in with the dispatcher at the beginning of her shift.

While Frankie is cleaning up the mess in the back seat of the car, Sally lifts the hood to see how much washer fluid there is in the container. It's almost empty, so she goes to her own car and takes out a jug. She also checks the oil.

Frankie and Sally catch up on the latest news - who has quit, who is new. Frankie reminds her that Wellington Street is still closed and tells her that Zulu's still has the cheapest gas.



Sally thinks it will be a slow evening until 2 AM, when the bars close. She's working the downtown area or zone so she should make some money taking students from the bars back to campus. She's hoping there won't be any problems.

When Frankie has finished cleaning the car, Sally gets in, adjusts the seat and the mirrors, enters her login name and password into the computer and waves good-bye to Frankie. She's "10-8" - ready to roll. Her night shift is just beginning. Something to Think About...

о _.

(Note to learners: Discuss your answers to these questions with your instructor, tutor or classmates.)

• In this story Sally gets to work 10 minutes before her shift starts. Why?

• Sally and Frankie spend a few minutes chatting. In terms of time management will the information Sally hears help her do her job better? Why or why not?

• What types of problems could Sally run into with the students she takes back to campus after the bars close? How could those problems affect her ability to do her job in a timely way?

Chapter 1-1 Be on time

This section of the chapter has been designed to help you understand the importance of being on time when you are driving a taxi.

Being on Time



When it comes to driving a taxi, being on time can't be under-rated. You'll need to start your shift on time and you'll need to have good time management skills so you can pick up fares that have been scheduled ahead of time. Starting on time means contacting the dispatcher as soon as you are in the car and letting him or her know that you are ready to pick up fares.

Driving a taxi can mean that you will be working a shift. Sometimes you could be working from 6:30 in the morning until mid-afternoon. Other times you might start work at 3 PM and work until 3 AM. To help you adjust to the different start times, you will need good time management skills.

Starting your shift on time means you have to get to work on time, which means you have to leave home on time. So, what can you do to make sure you get to work on time?

Getting to Work on Time

Well, there's no one answer to the question "What can I do to make sure I get to work on time?" Depending on your home life, it could take some planning and organizing on your part.

One thing you can do is think about some of the things that can make you late. Thinking about these things will help you develop strategies for *not* being late. Of course, some days things can happen that are out of your control and you will be late. On a day-to-day



basis, though, there are lots of things you can do to make sure you aren't late.

People who are late for work are often late for other things, as well. For example, they are often late for appointments or meeting friends. Let's take a look at some of the common reasons people have given for being late.

14

Read each of the items in the list below. If the statement is true for you, then put a check mark in the "YES" column. If the statement isn't true, put a check in the "NO" column. At the bottom of this list you can add your own items.

I am late <i>sometimes</i> because	YES	NO
I sleep in.		
I don't have the right clothes ready to wear.		
I can't decide what to wear.		
I can't find my keys or my glasses.		
My kids make me late.		
People keep calling me on the phone.		
The bus is late.		
I have too much to do first.		
My car won't start.		
My watch isn't working.		
I am hung over.		
I don't think being on time is that important.		

Now that you've gone through the list, take a look at the statements where you put a check mark in the "YES" column. For each of these, is there something you could do differently or something you could do ahead of time so it won't be a problem in the future?

Here's an example:

Why I was late:	I've been late three times in the past 2 weeks
	because I slept in.
What I can do	Make sure I set my alarm correctly when I go to
about it:	bed.
	Try to get to bed earlier.
	Set a second alarm because I know I will ignore the
	first one.

Use a form like this to work through some of your "YES" statements:

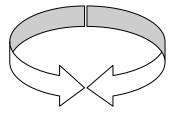
Why I was late:	
What I can do	
about it:	

Something to Think About... \bigcirc

(Note to learners: Discuss your response to this question with your instructor, tutor or classmates.)

• Now that you've identified some of the things that you can do differently in the future, how will you make sure that you stick to your new plan?

Planning Backwards



Another way to think about getting to work on time is called planning backwards. Planning backwards is exactly that – you think about the time you need to be somewhere and then, like a movie playing backwards, you think about all the things that you need to do so you can arrive on time.

Let's use Sally from the story at the beginning of this chapter as an example. Of course, we don't really know anything about Sally, so we'll have to make it up. Let's say that on Thursday Sally is working the 7 PM to 4 AM shift. Sally is a single parent. Luckily, she shares her rented apartment with a woman who works days, so she has someone to look after her two kids while she's working this shift. She was off work the day before. If we write down all the things that Sally needs to do to get to work on time, it could look something like this:

	1
TIME	ACTIVITY
4:00 AM – 7:30 AM	Return home, watch TV; write cheques for bills
7:30 AM – 9:00 AM	Get kids up and ready for school, make lunches; remind kids about soccer practice
9:00 AM – 3:00 PM	Clean up from breakfast, try to sleep
3:00 PM - 3:30 PM	Get up, eat a snack, mail bill payments, pick up kids from school
3:30 PM – 5:30 PM	Go for groceries, go home, start supper, take laundry to laundry room, clean bathroom, put laundry in dryer, check phone for messages and return calls, get clothes from dryer, finish making supper
5:30 PM – 6:30 PM	Have supper with kids, take kids to soccer practice
6:30 PM – 6:45 PM	Drop kids off for indoor soccer practice and drive to taxi stand to start shift.
6:45 PM - 7:00 PM	Arrive at car and do vehicle check
7:00 PM	"Ready to roll" - Login on computer and call dispatch



(Note to learners: Discuss your response to this question with your instructor, tutor or classmates.)

• What are some of the things that **you** need to do everyday to make sure you get to work or to class on time?



Before you Start your Shift



When you drive a taxi, it's not a matter of just getting into the car at the start of your shift and going to pick up a passenger. Before you sign in with the dispatcher, you'll need to make sure the inside and outside of the car is clean and that the seat belts are in working order. You'll also need to make sure that there are no mechanical problems with the car. Here are some of the things you should do before contacting the dispatcher:

- ⇒ Check all fluid levels. This includes the oil level, brake fluid, transmission fluid, engine coolant and windshield washer.
- ⇒ Do a "walk around" of your car. Check tire pressure and tire condition. You also need to check that all the lights (including the roof sign) and the horn are working properly and that the windshield wipers are in good repair.

In the wintertime you will need extra time. This is because you will need to clean off the snow and make sure all the car windows are frost free.

Everything that you do to make sure that the car is in good working order you have to do on your own time. In fact, a good rule of thumb for being at work on time is to show up 10 to 15 minutes before your shift starts.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Be on Time Self Assessment

This section of the chapter was designed to help you understand the importance of being on time when you are driving a taxi.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can tell time accurately			
I can estimate the time it can take to do activities that I've done before (for example, drive from where you live to where you go to school or meet with your tutor)			
I show up for class or appointments on time			
I complete my homework or assignments on time			
Use the space below to add other ' would like to have, that aren't sho		" skills that you	have, or
Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 1.1 Learning Activity

Be on Time Activity Schedule

To help you think about the importance of being on time, make a list of things that you do that require you to be on time. The activities could include going to a child's soccer game on a Wednesday evening, meeting a friend for coffee or going to the doctor. How long will it take you to get from where you are (departure time) to where you need to be (arrival time)?

For example, if your class or your meeting with your tutor starts at 9:30 AM, what time do you have to leave to get there on time? If you want to chat with someone before the class starts, how much more time do you need?

BE ON TIME ACTIVITY SCHEDULE				
Activity	My Arrival Time	My Departure Time		

Some of your activities may be ones that you do everyday, some may be weekly and some may be monthly.

When you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

Learner Evaluation and Feedback

Learning Activity: Be on Time

- 1. Did you enjoy doing this learning activity?
 - \Box Yes \Box No

Why or why not?

2.	How	well	do	you	think	you	did	at	this	activity	?
----	-----	------	----	-----	-------	-----	-----	----	------	----------	---

\Box Very poorly \Box Not that well \Box	Fairly well	□ Very well
--	-------------	-------------

- 3. Were the instructions easy to follow?
 - \Box Not at all \Box A little confusing \Box Yes \Box I needed clarification
- 4. Do you think this learning activity is relevant to your goal of becoming a taxi driver?
 - \Box Yes \Box No \Box Not sure
- 5. Is there anything you would change?
 - \Box Yes \Box No \Box Not sure

If Yes, describe what you would change:

NOTES TO PRACTITIONER

Chapter 1.1 Learning Activity - Be on Time Activity Schedule

In the learning environment, being on time could be reflected in the following time management and organization skills¹:

- ⇒ Shows improved steady attendance
- \Rightarrow Assignments are completed at prescribed or agreed upon time.

For the learning activity, the learner could create the activity list on a computer and then print the final product. The important aspects of this learning activity include:

- ⇒ Completing it within an agreed to time frame
- ⇒ Taxi drivers need to keep trip sheets, so the activity will give them a chance to record arrival and departure times.

You may want to suggest to the learner that he or she create the list of activities first, then go back and make a note of the time he or she needs to arrive and then go back a third time to calculate departure times.

Resources Needed:

Activity Schedule Analog Clock or Watch

¹ Adapted from *The Level Descriptions Manual*. Ontario Literacy Coalition, 2000: page 104.

Chapter 1-2 Maintain Attendance

This section of the chapter has been designed to help you understand the importance of showing up for work when scheduled.

Showing up for Work



Taxi cab companies come in all shapes and sizes. Some cab companies can have hundreds of vehicles. Others have five to ten. In small towns, the cab company may have two or three cabs and the owner may also be a driver. Most cab companies are locally owned businesses.

Many of the people who run taxi cab companies started by driving a taxi for someone else. These people know that driving a taxi is a hard job because they've done it themselves. Next to being on time, taxi cab owners say that showing up for work when you say you will is a very important on-the-job skill. The taxi owners and the dispatcher need to be confident that you will show up when you are scheduled to work.

When you are driving a taxi that belongs to someone else, that person will only get paid because you are using his or her car to pick up fares. This means that, except for regular vehicle maintenance, the owner wants that taxi to be on the road as much as possible. In big towns and cities that can mean that the car is in use 24 hours a day, seven days a week (24/7).

In large cities, the driver will pay the owner \$75 to \$150 at the start of the shift to use the car. In this situation, the driver then keeps all the money that he or she gets from fares during the shift. In smaller cities and towns the owner and the driver will split the fares at the end of the shift. Most often it is a 60-40 split. This means that the driver gives the owner 60% of the fares he or she has collected during a shift.

In urban areas, the taxi cab company will divide the city or town into routes or zones and each driver will be assigned a zone to cover. We'll talk about this more in another chapter, but what is important for you to think about here is that drivers who are reliable – who show up on time and when scheduled to work – get the best routes or zones. This means they make more money.



(Note to learners: Discuss this question with your instructor, tutor or classmates.)

• Think about where you live and then decide what could be some places to pick up passengers? Why would these be the best places?

Maintaining Attendance



Most taxi drivers have to work shifts. You could work night, day or weekend shifts. You could work part-time only a couple of shifts a week, full-time—work 6 days on and two days off or even have special assignments driving someone to a weekly appointment in another community, for example.

As a driver, you are self-employed. If you don't show up for work, you won't get paid. To be successful at this job, you have to have a good attitude and be reliable. This means showing up for work when you are scheduled to work.

Of course, there can be times when you are scheduled to work and you can't. For example, if you are a single parent and a child becomes sick you may need to stay home with your child. You should let the dispatcher know as soon as you can that you won't be able to work. Some companies ask that you phone in at least 30 minutes before your shift is scheduled to start. This gives the dispatcher time to find someone to take on your shift.

A shift schedule is a very important document in the taxi business. The schedule tells the dispatcher who will be driving which car and when. In large towns and cities, the schedule can also show which part of the city you have been assigned to drive in for a particular shift. We'll talk more about shift schedules when we look at the other skills that you need as a taxi driver.

Something to Think About...

(Note to learners: Discuss what you think with your instructor, tutor or classmates.)

Sometimes there are good reasons why you have to miss work. For each of the statements below, decide if the reason given is a good one or not. Why do you think so?

1. I can't drive my shift today because my sister has come for a visit and she wants me to take her to see Niagara Falls.

 \Box good reason \Box not a good reason

2. I can't drive my shift today because my daughter has the chicken pox.

 \Box good reason \Box not a good reason

3. I can't drive my shift today because my car won't start.

 \Box good reason \Box not a good reason

4. I can't drive my shift today because it's raining, and I don't want to get sick.

 \Box good reason \Box not a good reason

- 5. I can't drive my shift today because I have to take my mother to the hospital.
 - \Box good reason \Box not a good reason
- 6. I can't drive my shift today because I'm tired and I need a day off.

 \Box good reason \Box not a good reason

7. I can't drive my shift today because it's my birthday and my friends want to take me out.

 \Box good reason \Box not a good reason

8. I can't drive my shift today because I have too much work to do at home.

 \Box good reason \Box not a good reason

As a taxi driver, you will work mostly by yourself. There won't be a supervisor or line boss watching your every move. This isn't a job where you get paid an hourly wage or get paid for sick days. If you don't have a good attitude or if you goof off during work hours, you will probably lose your job.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Maintain Attendance Self Assessment

This section of the chapter was designed to help you understand the importance of showing up for work when scheduled.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill	
I show up for class on a regular basis				
I carry out duties as a parent or volunteer that I say I will do (e.g., coach a softball team)				
I can read a schedule (e.g., a TV guide)				

Use the space below to add other "maintain attendance" skills that you have, or would like to have, that aren't shown above.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 1-2 Learning Activity

You have two choices for learning activities. You can go online and learn more about schedules **or** you can use the activity list you created in Chapter 1-1 to create a calendar for a one month period. You **don't** have to do both activities, but you can if you want.

Activity #1 – Workplace Schedules

Go to http://thewclc.ca/edge/issue6/index1.html and click on "Workplace Schedules." Here you will learn about four different types of schedules. After you have listened to and read the learning materials, click on the Quizzes button to complete two online quizzes.

At the end of each quiz you will see your score. Record your mark for each quiz on a piece of paper and give it to your instructor or tutor **or** send your instructor/tutor an email telling him or her your mark for each quiz. You can repeat the quizzes but only submit your first score.

Activity #2 - Create a Monthly Calendar

Use the "Be on Time Activity Schedule" from Chapter 1-1 to make a one month calendar. To do this you might want to group your activities from the Activity Schedule into things that you do daily, things that you do weekly and things that you do only once a month. Once you have your activities grouped record them on a calendar.

Some people find it helpful to highlight different activities using different coloured markers. For example, you could use a blue highlighter to show medical or dental appointments, a green one to show days when you have to be at school or meet with your tutor and a yellow one to show activities like going to a child's soccer game.

When you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

Learner Evaluation and Feedback

Learning Activity: Workplace Schedules OR Creating a Monthly Calendar (circle the name of the activity you completed)

1. Did you enjoy doing this learning activity?

	□ Yes □ No
	Why or why not?
2.	How well do you think you did at this activity?
	\Box Very poorly \Box Not that well \Box Fairly well \Box Very well
3.	Were the instructions easy to follow?
	\Box Not at all \Box A little confusing \Box Yes \Box I needed clarification
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?
	\Box Yes \Box No \Box Not sure
5.	Is there anything you would change?
	\Box Yes \Box No \Box Not sure
	If Yes, describe what you would change:

NOTE TO PRACTITIONER

Chapter 1-2 Learning Activity

In the learning environment, maintaining attendance could be reflected in the following time management and organization skills²:

- ⇒ The learner completes sequential tasks in order, and one task is finished before beginning subsequent tasks.
- \Rightarrow The learner plans several activities in advance for a day/month/year.

For this section of the chapter, there are two choices for learning activities:

- To help the learner become familiar with different types of schedules, go to http://thewclc.ca/edge/issue6/index1.html and click on "Workplace Schedules."
- 2. Have the learner use the activity list created in Chapter 1-1 to create a one month calendar.

The learner only needs to complete one of these activities but could do both.

² The Level Descriptions Manual. Ontario Literacy Coalition, 2000: page 104.

Chapter 1-3 Problem Solve

This section of the chapter has been designed to help you apply the decision-making skills you already have to problems you could face at work.

Making Decisions



Making decisions is nothing new. In fact, you make decisions and solve problems every day. Some decisions you make without even really thinking about them. This is usually because it is something that happens on a regular basis. But even every day decisions can take a lot of thinking.

Let's look at a decision that most of us have to make on a regular basis: what should we have for supper tonight? There can be many things to consider before you can make this decision. You may need to think about how much time you'll have to cook; whether you have to buy something or if you already have it at home; how much money you have, how many people you have to feed and whether or not you have to go out after you eat or get one of your kids to baseball practice or... Thinking about this type of everyday decision lets you see that you already have a solid set of problem solving skills. You can use these same skills to solve problems when you are driving a taxi.

Something becomes a problem when there is no easy answer or there is more than one way to tackle the problem. When that happens, you will need to think through the situation before you can make a decision.

Most of the time what you decide to do is based on common sense or your past experience. This can give you the self-confidence to make a decision in an unfamiliar setting or in unfamiliar situations. Part of having good problem solving skills is thinking that you *can* find a solution – you have a positive attitude about the situation, about your skills and about the decision you will make.

Let's look at another example: You're driving home and you're tired. You see someone walking with a gas can and that makes you look at your gas gauge. It's just touching the "E" for empty. What do you do? Do you get gas now, on your way home, or do you wait and get it in the morning?

What would you do?

Take a moment to jot down on a piece of paper some of the things that you need to think about to make this decision. When you're done, continue reading on.

Here are some of the factors or pieces of information that might affect your decision:

First you have to decide if you have enough gas to get home and then get to the gas station in the morning. Yes or no?

YES	NO
If you have enough gas, then head for home!	Then you don't have much choice, you need to get gas now.

The next question you ask might be: will I have time to do it in the morning? Yes or no?

You might also consider where the nearest gas station is relative to where you are right now and where you live. Although you are tired and you just want to get home, it might pay off in the long run to take the extra 10 minutes and get gas right now. If you decide to wait and get gas in the morning and then sleep in, you could start your day feeling rushed for time.

Like the making supper example, this example shows us that there can be many factors that we have to take into consideration before we can solve a problem or make a decision. Talking about the types of problems you already solve and the type of decisions you already make will give the confidence to solve problems on the job.

On the next two pages, you'll find typical problems that you could face when driving a taxi. As you read each one, jot down what you think you might do in that situation. Remember! There are no right or wrong answers. What is important here is how you think you would handle the situation.

As you read each of these problems, think about how you handled similar problems in the past. For example, in problem #1, the address you go to doesn't exist. There has probably been a time in the past when someone has given you information that turns out to be incorrect. Perhaps it was a phone number or perhaps it was the time a show was on TV. Think about

how you handled that situation in the past and see if you can apply the same approach here.

Problem #1

You go to the address given to you by the dispatcher, but the number doesn't exist.

Here's what I would do:

Problem #2

You're on your way to pick up a fare and find fire trucks and rescue vehicles blocking a route you normally use.

Here's what I would do:

Problem #3

The passenger complains that the route you are taking is the long way and he or she doesn't want to pay the full amount of the fare.

Here's what I would do:

Problem # 4

Just as you pull over to pick up a fare, the dispatcher gives you a trip to the other side of the city. You don't want the trip from the dispatcher because you know that you'll end up using more gas than you'll make from the fare.

Here's what I would do:

Problem # 5

You have three male passengers and you don't like how they are behaving. You'd like to stop the cab and ask them to get out but you're not sure if you should.

Here's what I would do:

When you're done, share your ideas with your tutor or classmates. Hearing how someone else would handle the same situation can allow you to think about your approach.

• Did someone use an approach that was different from yours?

IDEAL Problem Solving Technique

Here's another way to help you think through problems when you are faced with making a choice in an unfamiliar situation. Of course, in reallife you may only have a short amount of time in which to make your decision, but that's one of the reasons why it's a good idea to practice your problem-solving skills. This tool is call IDEAL³. IDEAL stands for:

Identify the problem.

Define the terms.

Explore strategies.

Act on the strategy.

Look at the effects.



Let's go back to the gas example to see how you can use IDEAL.

Identify the problem. What is the problem? You need gas. You know this because you can see the gas gauge. You've used your observational skills to identify the problem.

Define the terms. Do I have enough gas to get home? There's more to needing gas than just buying it – you need to think about what will happen if you don't take the time to buy gas on your way home. Not thinking about this can cause you to run out of gas or be late getting somewhere in the morning. Here you're using your decision making skills to think about the results of your actions.

Explore strategies. When should I buy gas and where? You need to decide when to buy it and where. Sometimes there can be more than one solution to a problem or to a situation and sometimes it doesn't really matter which choice you make. When you explore strategies, you are using your ability to think creatively.

Act on the strategy. Should I go right home or go for gas first? If you decide that you'll have the time to get gas in the morning and that you have enough gas to go home and then drive to the gas station the next morning, then your decision may be to go home. You've stopped wavering and you've picked a course of action.

Look at the effects. Did I make the right decision? In the morning, when you are running late you might decide that it would have been better to get gas the night before. It's alright to think, after you've made a decision, that

³ Adapted from *Problem Solving in the Vocational Classroom*, retrieved from http://homepage.usask.ca/~dln136/ files/873%20-%20prototype2.pdf August 2006.

you didn't make the right choice. That's how you become better at problem solving.

Below are some tips to help you use IDEAL in the future.

When you:	Make sure you:				
Identify the problem	Understand the problem clearly by talking it through in your head. For example, is the problem that you need gas or is it deciding when to get the gas?				
Define the terms	Break a bigger problem into smaller pieces. If the problem is when to get the gas (e.g., now or in the morning) then you need to think about what it will mean if you get it now or if you get it in the morning. How busy will gas stations be in the morning? What if I sleep in or forget that I need gas?				
Explore strategies	There can be more than one way to find a solution. For example, you could go home, eat and then go for gas instead of waiting until morning.				
Act on the strategy	Don't waffle! You need to decide what your best course of action is quickly – gas now or gas later? You decide.				
Look at the effects	To help you learn from your decisions you should think about what you did and ask yourself "Was this the right thing to do? What should I do differently next time?"				

Something to Think About...

(Note to learners: Discuss what you think with your instructor, tutor or classmates.)

• What are some examples of situations where you might need to make a decision in a hurry?

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Problem Solve Self Assessment

This section of the chapter was designed to help you apply the decisionmaking skills you already have to problems you could face at work.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can identify the reason for a problem			
When I have a problem I try to fix it myself			
When I'm stuck, I am comfortable asking for help			
I can break a big problem into parts that are easier for me to handle.			
I get my school work done on time			

Use the space below to add other "Problem Solve" skills that you have, or would like to have, that aren't shown above:

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 1-3 Learning Activity

Learning Activity: Increasing My Problem-Solving Skills

For this learning activity you're going to use the IDEAL framework to help you work through a problem. You can use one of the problems from the text but it would be best if you used a problem from your every day life. For example, you could take an activity from the *Be On Time Activity Schedule* that you completed in Chapter 1-1 and use it to identify a problem. For example, you need to take your child to a doctor's appointment but...

When you've completed the learning activity, fill in the form on page 45 give both your activity and your feedback comments to your tutor or instructor. Increasing My Problem-Solving Skills Activity						
Describe the situation:						
Identify the problem						
Define the terms						
Explore strategies						

Act on the strategy	
Look at the effects	

Learner Evaluation and Feedback

Learning Activity: Increasing My Problem-Solving Skills

1.	Did you enjoy doing this learning activity?
	\Box Yes \Box No
	Why or why not?
2.	How well do you think you did at this activity?
	\Box Very poorly \Box Not that well \Box Fairly well \Box Very well
3.	Were the instructions easy to follow?
	□ Not at all □ A little confusing □ Yes □ I needed clarification
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?
	□ Yes □ No □ Not sure
5.	Is there anything you would change?
	\Box Yes \Box No
	If Yes, describe what you would change:

NOTE TO PRACTITIONER

Chapter 1-3 Learning Activity

In the learning environment, problem-solving skills could be indicated by the learners ability to:

- ⇒ Identify problems and generate ideas about possible solutions or options
- ⇒ Use a variety of approaches to deal with problems encountered in the learning environment
- ⇒ Develop and use techniques for breaking problems into smaller, more manageable parts
- ⇒ Transfer problem-solving skills from one situation to another⁴

⁴ The Level Descriptions Manual. Ontario Literacy Coalition, 2000: Page 102.

Chapter Summary

In this chapter, we looked at the **time management skills** you need to drive a taxi. When you are a taxi driver, you will be able to show that you have good time management skills because you:

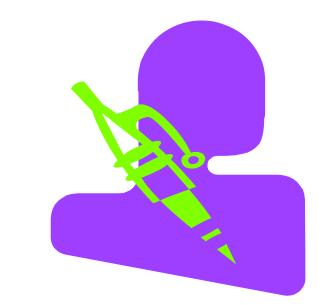
- \Rightarrow Arrive on time for your shift
- ⇒ Show up when you are scheduled to work
- ⇒ Operate your taxi in a safe manner while doing your best to pick up fares promptly
- \Rightarrow Return from you lunch and coffee breaks in a timely way

If you aren't working as a taxi driver right now, you can show that you already have many of the skills you need because you:

- ⇒ Can tell time accurately
- ⇒ Can estimate the time it can take to do activities that you've done before
- ⇒ Show up for class on time and on a regular basis
- ⇒ Complete your homework or assignments on time
- ⇒ Show up for appointments on time
- ⇒ Carry out or meet commitments as a parent or volunteer (e.g., coach a softball team)
- ⇒ Can read a schedule (e.g., a TV guide)

In the next chapter we'll look at the types of writing skills you will need as a taxi driver.





Writing Skills

I started working on this chapter on:	
I finished this chapter on:	

Introduction to Chapter Two – Writing Skills

In this chapter, we're going to look at the **writing skills** you will need on the job. Taxi cab owners have said that good writing skills are important because taxi drivers need to be able to:

- ⇒ Complete simple forms
- ⇒ Prepare receipts
- \Rightarrow Write names and addresses
- ⇒ Write messages
- \Rightarrow Keep records

We're going to focus on the writing skills you will need to **complete simple forms, prepare receipts and write names and addresses**. To help you improve your skills we'll use forms that you may need to complete to **get a job** driving a taxi and also forms you may have to use **on the job**.

When you are driving a taxi, you will be able to show that you have good writing skills because you can complete job related documents, give customers receipts and correctly record names and addresses on trip sheets and other documents. You may also need to write messages and keep records.

In some cities and towns, to get a job as a taxi driver, you have to take a special course. To complete the course successfully you have to write tests. When you apply to a taxi cab company for a job, they will tell you whether or not you have to take this course.

In every municipality – large or small – you will need to apply for a special driver's license. In large urban areas you will do this at city hall or at the police station. In small towns and rural areas you will probably go to the town or township office to get the form. You will have to fill out a form and you may have to take a test when you apply for this license. You will have to pay a fee.

Most taxi drivers are self-employed. As a self-employed person, you will also need good writing skills so you keep accurate records of the money you make from driving a taxi. You will need good writing skills to complete your tax return.

Throughout the chapter, we're going to use as much as possible, examples of real documents. This will help you become familiar with many of the forms you'll have to use **to get a job** and **on the job**.

You may not need to create a resumé or write a cover letter to get a job with a taxi cab company, but you will need to complete an application form. You will also need to provide the company with other documents. In general, taxi cab companies will ask you for a copy of your driving record and you will have to undergo a criminal record check. To provide these documents you will have to fill out forms.

The information in this chapter has been written to help you use the writing skills you already have to gain the writing skills you will need as a taxi driver. Good writing skills will help you remember information, help you organize information and help you keep records.

Once you have read the chapter and have successfully completed the three learning activities, you should feel confident that you have the skills to:

- \Rightarrow Complete simple forms
- Prepare receipts ⇔
- Write names and addresses ⇒



Notes to Practitioner

This chapter focuses on the writing skills that someone will need as a taxi driver. The people who own and run taxi cab companies have said that taxi drivers need writing skills that will allow them to:

- \Rightarrow Complete simple forms
- ⇒ Prepare receipts
- \Rightarrow Write names and addresses
- ⇒ Write messages
- \Rightarrow Keep records

While each of these is an important skill for the learner to have, **in this chapter** the content and the learning activities focus on **completing simple forms, preparing receipts and writing names and addresses.**

In the Literacy and Basic Skills Program, the outcome "Write Clearly to Express Ideas" at Level 3 is described as the ability to write "for a variety of specific purposes and audiences, using various forms of some complexity and develop paragraphs to convey a main idea. The writer begins to use an appropriate style for the purpose and audience and common grammar, punctuation and spelling."⁵

According to HRSD Canada's Essential Skills profile, taxi drivers use writing to:

- \Rightarrow Make detailed entries on trip sheets
- ⇒ Fill in collision reports, as required
- \Rightarrow Explain delays and extra costs, if any
- ⇒ Respond to complaints which have been made about the service they provided, if required

This means that for this job, there isn't a lot of writing, but there is some. If the learner is writing at LBS Level 2-3, then he or she will have the necessary skills to cope with the writing tasks associated with this job.

How each learning activity is valued or scored should be a discussion between you and the learner. For this reason evaluation criteria have not been created for the learning activities. The learner is given, however, the opportunity to evaluate how well he or she thinks she has done with the activity.

Please review the practitioner notes at the end of each section before using the content with your learner or learners.

⁵ *The Level Descriptions Manual.* Ontario Literacy Coalition, 2000: Page 32.

New Country, New Work



"Where you want to go?" the taxi driver growled. Well, at least to my ears, it sounded like a growl. After I told him my destination and we were moving along in traffic, he says, "You like this city?" Again it sounds like a growl. "Sure," I reply, "don't' you?"

Before he can reply, I ask him about his accent. "You sound like my father-in-law. Are you Russian?"

"Yah," he says, "from the former Soviet Union. In old country I was engineer and work in big industrial complex. Very noisy but is ok, you know. When they split up country, I no longer have job. We decide to come here, to this country. Here I can't get work as engineer. University of Ural Mountains? Pah! No one here knows such a place. So I drive this cab. I don't own it. I have to pay owner 100 bucks every time I drive this car. 100 bucks! Can you believe this? But, is OK."

I ask him how he learned to get around in a new city.

"In this city," he says, "I have to take a course before I get license to drive taxi. You have to pay for course, pay for licence, pay to use car!. It seemed like pay, pay – all I did was pay. Now of course I make some money. I pay the owner to use the car and then all money from fares is mine. Is OK. And writing! I think I don't need to write English to drive taxi. But I'm wrong. In course, I had to take test. Now I have to keep trip sheet, I have to use checklist for car safety, give customers receipts. Even to the government, I'm writing. I have to show how much money I am making. My English is OK, no?"

I ask him about what it's like to drive a taxi.

"Is OK. Some nights is crazy, though. But at nights after bars close or concert over you can make good money. Is OK. So I learned to get around from using map in course I have to take. Sometimes I look and look – where is that street, I ask myself. Now I ask the dispatcher or other drivers what the best way to get to West Main from here? and they tell me. Soon, I think I won't need to ask. Soon I'll know all the places."



"What about working again as an engineer?" I ask.

"That? That was old country. Now in new country, I drive taxi. Is OK."

"I'm going to buy own car soon and have someone pay me 100 bucks to use car. That way I have car on the road all the time – 24/7, right. Then, who knows, maybe I buy second car. But I keep driving. I like it now – no one is telling me how to do this job. Is OK. Of course, I have expenses too. Gas, oil, cleaning the car. I have to buy uniform. Shirt with logo. Can you see this logo? Of course not, why I need shirt with logo? Never mind. I like working by myself and talking to passengers, not talking to passengers, doesn't matter. Is OK too. Most people are good people, you know."

Something to Think About...

(Note to learners: Discuss these questions with your instructor, tutor or classmates.)

• What role does writing play in your life at this point in time?

• Do you find the physical act of writing easy to do? If you don't, what makes it hard for you? If you find writing easy, what makes it easy for you?

Chapter 2-1 Complete Simple Forms

This section of the chapter has been designed to help you gain the skills and confidence to complete forms that you will use on the job.

Completing Forms



As a taxi driver, there are a number of forms that you will use. Some of these you will use on a regular basis and some of them you'll only use once in a while. Some forms will be as straight forward as filling in a receipt while others may require you to write a short summary.

The taxi business is in a period of transition right now. Older technology is being replaced with computer technology. This means that some cars still have trip meters and two-way radios. New taxis have computers.

Computers give the driver pick-up information. They also calculate the cost of the trip. Most taxis can process a credit card, but most are still not set-up for debit card transactions. This means that most fares are paid in cash. Because the taxi business is mostly a cash-based business, you will need to keep accurate records of the fares that you collect. Most drivers use trip sheets to record each fare.

If you are working for a taxi cab company where you split your fares with the company at the end of your shift, you will need to match the amount of money you keep and the amount that you give the owner to the fares you have collected. You'll need to keep a record of the fares you collected. This will be done using a standard form.

In large urban areas, how you get paid is different. In these areas you will probably pay a fee "up-front" (before you take the taxi). Then you keep all the fares that you collect. You will still need to keep a record. Why? Well, mostly it has to do with the fact that you are self-employed. The fares you keep are your income and the government will expect you to pay tax on that income. The government will expect you to record your income on a form.



Something to Think About... \bigcirc

Before we start looking at some of the forms you may come across, let's take a few moments to think about writing.

• Why would good writing skills be important for this job?

Talk about this with your tutor or instructor and then use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class.

I think writing skills are important to this job because:

Application Forms

An application form is a form that collects the same information from everyone who fills it in. The good thing about application forms is that they all look somewhat the same. Most start by asking personal information – your name, address and phone number. Here's a list of some of the information you will need to write or type when filling in a form to become a taxi driver:



- ⇒ First Name, Last Name
- \Rightarrow Address
- ⇒ Telephone Number
- ⇒ Height
- ⇒ Weight
- ⇒ Age
- ⇒ Hair Colour, Eye Colour

Some of the forms will ask you how long you've lived at your current address and most will ask you to give the name of the taxi cab company where you'll be working.

Something to Think About...

When filling in forms "by hand" it's important to print neatly.

• Why do you think this is important?

Talk this over with your tutor or instructor and then use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class.

I think I'll have to print neatly because:

If the person reading your form can't read your writing, then your application may be refused. Or, maybe your name is spelled wrong on the license you receive and you have to resubmit your application – which could cost you money.

If you are using a computer to fill in a form online, you will need to make sure that you haven't made any mistakes. Before you hit the "Submit" button you will need to make sure that words are spelled correctly and that you've typed all the numbers correctly.



Something to Think About...

• Why do you think it's important to double check your typing when filling in a form on a computer?

Talk this over with your tutor or instructor and then use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class.

I think I'll have to double check what I have typed because:

Once you send a form by computer there's no way to take it back and say, "Oh, I just need to fix..." – when it's gone, it's gone.

In most places in Ontario you need to apply for a license to be a taxi driver. This isn't the same as a job application. A job application is the form you will fill in when you apply to a specific company for work as a taxi driver. If you aren't already licensed to be a taxi driver before you apply to a taxi cab company, you will need to be before you can start driving.

On the next few pages you'll see two examples of application forms for a taxi license. One is from the City of Bigtown, a large urban area

(population over 1 million) and the other is from the Municipality of Smalltown. The Municipality of Smalltown serves a mostly rural area that includes seven towns that have populations of under 15,000 people.

City of Bigtown Application for Taxi Licence											
This application is to be completed by all applicants for licences for Taxicab Drivers, Owners and Brokers. All details included on this application are to be printed . Please check off the purpose of this application and complete the necessary parts as indicated.				on this	□ Taxicab Driver – complete Parts 1, 2 and 5 □ Taxicab Owner – complete Parts 1, 3 and 5 □ Taxicab Broker – complete Parts 1, 4 and 5						
Part	1 – To be c	ompleted by a	all applic	ants							
Surn	ame of App	licant		Given Nam	nes		Telephone No.				
Prese	ent Address		Apt No.			Postal C	Postal Code How Long?				
Mail ¹ diffe	ing Address rent)	(if	Apt. No.			Postal C	Code				
Previ	ious Addres	S	Apt. No.			Postal C	Code				
Onta	rio Driver's	Licence No.				Categor	ies				
Offer 1. 2.											
Phys	ical Descrip										
Heig	ht	Weight	Eye	Colour	Hair (Colour	Birth Date Age			Marital Status	
Taxi	cab Owners	for whom you	will be d	riving (attac	h addit	tional detail	s if necessa	ry)			
1.						2.					
3.						4.					
Nece	essary Attacl			rtificate ario Driver' ver Record	s Licer	nce (G class	or better)	□ \$10	ninal Inf).00 Fee sport Pho		on Abstract copies)
Part	3 - to be co	omplete by Ta	xicab Ov	vner Applic	ants O	nly					
cle	Year	Make	Model	Color	ur N	o. of doors	VIN				
Vehicle	Prov. MV	Permit No.	Insurance Company				Policy No).		Liabil \$	lity Limit
	meter to be ufacturer	used:				Serial No.	·				
	Continued on next page										

Current City of Bigtown Taxicab Driver's Licence No.			F	Brokerage through which vehicle will operate?			
Necessary attachments:	Necessary attachments:			MTO Safety Standards Certificate		□ \$1,000.00 fee (if original) □ \$125.00 fee (if renewal)	
Part 4 – To be completed by Taxicab Broker Applicants				s Only			
Office Address		Postal Code	de Current Taxicab Plate		ate Nu	Number (if renewal):	
Taxicab Owners whose vel	hicles will be	operated through	h yo	ur brokerage (attach a	additic	onal details if necessary)	
1.		2.			3.	3.	
4.		5.		6.			
Necessary Attachments:		□ Broker/Owner Agreements □ \$1,000.00 fee (if original) □ \$125.00 fee (if renewal)		If corporate Applicant: Current officers list Current directors list Current shareholders list			
Part 5 - Declaration							
I hereby authorize the City of Bigtown and the Bigtown Regional Police Services to make any investigation regarding any statement in this application and authorize the release of all records and information by any person to the City of Bigtown provided such information is received and discussed confidentially unless I request otherwise in writing. Personal information on this form is collected under the authority of Bigtown Municipal Act, RSO 1990, and is used to determine eligibility for a taxi license. Questions about this collection should be directed to the Manager, By-Law Services, 123 Any Road, Bigtown, Ontario HOH 0H0.							
Signature of Applicant				Date Certified			
Position of Signatory				Seal of Applicant (if Corporate Applicant)			

TRY THIS!



Make a photocopy of this application, or the one on the next page, and fill it in as if you were applying for a Taxi Driver license. When you're done, ask your instructor or tutor to go over the form to check for neatness.

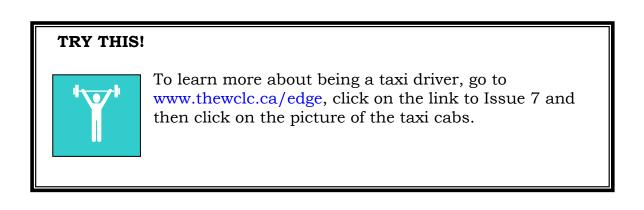
If you want to fill in an application for real, check with your local municipality to find out how to get this type of application form.

Municipality of Smalltown			n	Application for a Taxicab Driver's Licence (PLEASE PRINT)				
Witness	s that I							
	(Surname)		(Given Names				
Of								
(Number & Street Name)				(Town)	(Postal	Code)		
	Telephone (Residence No.) (Business No.)							
		ty of Smalltown in I hereby certify th		ntario, hereby mak	e application for a	Taxicab Drive	er's Licence and	
1. I was	s born at							
	(City or Town)	(Pro	ovince)		(Country)		
on the	th da	y of		, 19				
Height		Weight	Eye Colour	Hair Colour	Birth Date	Age	Marital Status	
My driv	ver's licent	ce number is:						
		ē		children dependa	nt upon me for ma	intenance.		
3. I hav	e resided i	n the Municipality	of Smalltown sin					
	l be emplo of Employe			(Day)	(Month)		(Year)	
(Please	attach a le	etter of authorization	n from the prospe	ctive employer to t	his application)			
Name o	of Business	3:						
Busines	ss Address	:						
5. I have	e 🗌 have i	not \Box previously h	eld a taxicab drive	er's licence or taxic	ab Owner's licence	e.		
a) Sai	id licence	has \Box has not \Box e	ver been refused of	or cancelled in the N	Municipality of Sm	nalltown or els	ewhere;	
	rther detai	ls regarding emplo orked for:	yment as a taxica	b driver are:				
Ad	ldress:							
Per	riod worke	ed:						
6. Have	you ever	been convicted of	any offence under	the following State	ue:			
a) Cri	iminal Co	de:						
b) Hi	ghway Tra	affic Act:						
						Contir	nued on next page	

c) Liquor Control Act:					
d) Other:					
8. I understand that should my application be approved, that prior to the issuance of a licence I must produce two (2) 12 x 12 photographs of myself, one photograph to be attached to this application and one photograph to be mounted in the taxicab I will be operating.					
In witness whereof I hereunto set my hand this	th day of	, 20			
(Signature of Applicant) Signed and Delivered in the presence of					
Witness					
It is recommended that the above application be approved \Box not be approved \Box					
Explanation (if not approved)					
		By-Law Officer Municipality of Smalltown			

Sometimes an application form will say "Please Print in Block Letters." This means that you must print and not use cursive writing. It doesn't mean that every letter must be a capital letter.

When you get an application form it can be a good idea to practice printing the information on a separate piece of paper. This will help you to not make any mistakes when filling in the form.





• Both of the applications shown in this chapter ask about criminal offences. Why?

Talk about this with your tutor or instructor and then use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class.

I would need to give information about criminal offences because:

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Complete Simple Forms Self Assessment

This section of the chapter has been designed to help you gain the skills and confidence to complete forms that you will use on the job.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill	
I can fill in personal information on a form				
I can write lists				
I can write short notes				
I use capital letters, correct punctuation and common abbreviations when writing				
I find and correct most of my own mistakes when writing				
Use the space below to add other writing skills that you have, or would like to have, that aren't shown above.				

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 2-1 Learning Activity

Vehicle Maintenance Checklist

In Chapter One, you learned that you'll need to make sure the taxi is in good working order before you get in and drive. This means making sure there are no mechanical or electrical problems with the car and that the inside and outside of the car is clean. Most cab companies provide drivers with a written list to help them check out the vehicle.

For this activity you are going to create a checklist. A checklist is a form that has pre-printed information and a place for putting a checkmark. The Self-Assessment forms that are in this manual are a type of checklist.

Go back to Chapter One and re-read the text "Before you Start your Shift" to help you think about the things on the taxi that you should check. Once you've done that, use the headings below to create a vehicle maintenance checklist. For example, under "LIGHTS" you would put "Turn Signals" – in fact, since a car has at least four turn signals, you'd probably want to put driver's side signal - front, driver's side signal - rear, passenger's side signal-front and passenger's side signal – rear on your list. Some new cars even have turn signals on the side view mirrors!

Use the "General" heading for things that don't fit under any of the other headings. You can add or change the headings if you want.

Before using the form on the next page, you may want to make a draft of your list on paper or in a computer file. If you need more space, then add pages or use a computer to create your own form.

When you've created your list, try it out and then revise your list to add things you may have forgotten. If you don't own a car, ask a friend or a neighbour if you can use his or her car.

Once you've completed the learning activity, fill in the form titled "Vehicle Maintenance Checklist" on the following pages and give it to your tutor or instructor.

VEHICLE MAINTENANCE CHECKLIST			
Things to check	✓	Things to check	\checkmark
	Li	ghts	
	Fluids/I	ubricants	
	Elec	trical	
	T	ires	

VEHICLE MAINTENANCE CHECKLIST						
Things to check	check 🗸 Things to check 🗸					
	Other/General					

Learner Evaluation and Feedback

Learning Activity: Vehicle Maintenance Checklist

- 1. Did you enjoy doing this learning activity?
 - □ Yes □ No

Why or why not?

2. How well do you think you did at this activity?

Very poorly	Not that well	Fairly well	□ Very well

- 3. Were the instructions easy to follow?
 - \Box Not at all \Box A little confusing \Box Yes \Box I needed clarification
- 4. Do you think this learning activity is relevant to your goal of becoming a taxi driver?
 - \Box Yes \Box No \Box Not sure
- 5. Is there anything you would change?
 - \Box Yes \Box No \Box Not sure

If Yes, describe what you would change:

NOTE TO PRACTITIONER

Chapter 2-1 Learning Activity – Vehicle Maintenance Checklist

In the learning environment the learner will have the writing skills to do this activity when he or she can:

- ⇒ Complete forms that require personal information beyond identifying information (e.g., Simple job application)
- ⇒ Compile daily lists
- ⇒ Organize and develop ideas for writing
- ⇒ Revise and edit work, seeking feedback from others

For the learning activity the learner could create a draft list on a computer, create a blank form and then fill in the form from the draft list. The learner should print the final product.

2-1 Learning Activity Answer key

Here is a list of the things that should be included on the form:

Lights

Headlights – high and low beam Parking lights Turn signals Tail lights Brake lights Side marker lights High mount brake light

Fluids/Lubricants

Anti-freeze/coolant Engine Oil Transmission (if automatic) Windshield washer (front and back depending on the type of car) **Electrical** Battery – check terminals for corrosion

Tires

Pressure Wear – tread depth, uneven wear, exposed belts

General Windshield – note chips Horn Mirrors – side and rear view Seat belts Wiper blades (front and rear, depending on the type of car)

The learner may include things that aren't on this list.

Chapter 2-2 Prepare Receipts

This section of the chapter has been designed to help you gain the skills you need to fill in a taxi receipt.

Writing a Receipt



Why would your passenger want a receipt? That's a good question. Before we answer that question, here's another question for you to consider: What is a receipt?

A receipt is a document that shows that something – usually money – has been received. Think about the last

trip you made to the grocery store. When you paid for your groceries, the clerk gave you a piece of paper that shows all your purchases. That paper is a receipt.

Most retail stores will give you a receipt when you pay for your purchases. The receipt is printed by the cash register. In the taxi business, you only give a receipt if the passenger asks for one.

Although some taxis now have machines that print out receipts, most don't. This means that you will have to fill in the receipt by hand.

Below is a typical taxi receipt:

Bigtown Taxi Services 1112 Main Street West Bigtown, ON H0H 0H0 555-123-1234	Date	20
Received from:		\$
The Sum		dollars
Memo:		
Cab #Signature		

Take a look at the notes attached to the receipt below. As you can see, there are a number of places where you will need to enter information. What's great about taxi receipts is that they always look the same. Once you've done a few, you'll find them easy to do!

Bigtown Taxi Services	Date	20
Biglown Taxi Services 1112 Main Street West Bigtown, ON H0H 0H0 555-123-1234		
Received from:		\$
The Sum of		dollars
Memo:		100
Cab #Signature	•	
	<u>T</u>	
		You will write the current date.
Taxi drivers <i>rarely</i> enter the passenger's name – you will either leave it blank or write	You will w amount o fare in nu	of the
"passenger" in this space.	[You will put your signature here.
You will write the amount of the fare using words for the dollar amount and numbers for the cents.		
On the memo line you will write the word "fare" to indicate the reason for the receipt.		

Here are two other sample receipts from taxi companies.

This taxi cab company uses the back of its business card for the receipt. This means that the space for writing information is very small.



Smalltown Transportation Services



1112 Main Street West Smalltown, ON H0H 0H0

Phone: 555-555-1234 Fax: 555-555-5678 E-mail: sts@sts.com



Smalltown Transportation Services

	RECEIPT		
Received from:			
Amount:	Amount:		
Date:	Date:		
Cab #	Driver:		

The receipt from this company
looks much like the receipt fromCab #Driver:Bigtown Taxi Services. Can you find the difference?

TAXI	Town Taxi Services 123 High Street Bigtown, ON H0H 0H0 555-555-5678		Date		20
Pick up time:		Drop off time:			
Received from:				\$	
The Sum of				100	dollars
Memo:				100	
Cab #	Signature				

The difference is that a pick up time and a drop off time are included on the receipt.

Why Would You Write A Receipt?

We started this section by asking "why would your passenger want a receipt?" Have you spent any time thinking about that? If not, do it now. Use the space below to write down why you think a passenger would want a receipt.

A passenger would want a receipt because:

The simple answer would be that a passenger would want a receipt to show where or how he or she has spent a sum of money. Why would some passengers need a receipt and not others? That's another good question!

Most likely the passengers who will ask for a receipt will be people who are taking the taxi for a work-related reason. The place where they work will *reimburse* them for the cost of the fare.

Reimburse means getting paid back for spending your own money on something. No doubt you've done a favour for someone where you bought something for him or her at a store and then later that person paid you back. You were reimbursed.

People who are self-employed also need receipts. The receipt will allow them to claim a work-related expense against any income earned. As we



mentioned before, most taxi drivers are self-employed so make sure you get receipts for work-related expenses!

When you are filling out the receipt, you should do your best to make sure your handwriting is easy to read. This means that you need to print or write neatly.



What would you do if your passenger asks you to make out a receipt for more money than the fare and your tip? For example, the fare is \$7.85. The passenger gives you \$10 and tells you to keep the change. Before you start to fill in the receipt, he or she says "Make that out for \$20, OK?"

Talk about this with your tutor or instructor and then use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class.

If you have never filled in a receipt, you might want to make a copy of the receipts in this chapter so you can practice.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Write Receipts Self Assessment

This section of the chapter was designed to help you gain the skills you need to fill in a taxi receipt.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can write or print neatly			
I can write the word names for numbers up to 10,000.			
I can write long names for months			
I can write short names for months			
Use the space below to add other we like to have, that aren't shown abov		that you have, or	would
Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 2-2 Learning Activity

Comparing Receipts

For this learning activity you will need to collect three or four receipts from a variety of sources. For example, the grocery store, the coffee shop or the hardware store. Like taxi customers, you may find you have to ask for a receipt at some stores.

Once you have the receipts, compare them to the sample taxi receipt used in this chapter. How are they the same as the taxi receipt? How are they different?

Write a short report that mentions what is similar and what is different about the receipts.

• Can you think of any other documents that are similar to receipts? (Hint: think banking)

When you've completed the learning activity, fill in the form on the next page and give it and your report to your tutor or instructor.

Learner Evaluation and Feedback

Learning Activity: Preparing and Comparing Receipts

1.	Did you enjoy doing this learning activity?				
	□ Yes □ No				
	Why or why not?				
2.	How well do you think you did at this activity?				
	\Box Very poorly \Box Not that well \Box Fairly well \Box Very well				
3.	Were the instructions easy to follow?				
	\Box Not at all \Box A little confusing \Box Yes \Box I needed clarification				
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?				
	\Box Yes \Box No \Box Not sure				
5.	Is there anything you would change?				
	\Box Yes \Box No \Box Not sure				
	If Yes, describe what you would change:				

NOTE TO PRACTITIONER

Chapter 2-2 Learning Activity – Comparing Receipts

In the learning environment the learner will have the writing skills to do this activity when he or she can:

- ⇒ Brainstorm and organize (with your help) his or her ideas for this activity
- ⇒ Organize and develop ideas for writing
- ⇒ Revise and edit work, seeking feedback from others
- ⇒ Proofread and correct a final draft, focusing on basic grammar, punctuation and spelling

This activity could be completed as two lists. For example, one list could be headed "Similarities" and the other could say "Differences."

Writing a cheque could be a practice activity because a cheque has much in common with a receipt.

The demonstration activity for Taxi Driver requires the learner to fill in a receipt. Although this was not included as a learning activity, you might want to ask the learner if he or she would like to practice filling in a receipt. If the answer is yes, then photocopy the sample receipt located on the page titled "Chapter 2-2 Prepare Receipts".

"Something to Think About" asks the learner to think about what he or she would do if a passenger requests a receipt for more money than the cost of the fare. The point of this activity isn't to pass judgement about what is the right or wrong behaviour or decision. Rather, the point is to give the learner the opportunity to think about what he or she might do in this situation. Ideally, the learning environment should be the place where the learner feels comfortable expressing his or her thoughts on topics like this but you may have to encourage the discussion by talking about what you might do and why.

Chapter 2-3 Write Names & Addresses

This section of the chapter has been designed to help you think about the reasons why you need to write names and addresses correctly.

Why Writing is Important



Writing is an important part of how we communicate with one another. You can write notes to remind yourself to do certain things. You can write as a way to remember what someone has said to you or to give instructions to others.

In the taxi business, there isn't a lot of writing but writing down someone's name or the name of a street are two examples of writing you will have to do on a regular basis.

Does it matter if you spell a person's name wrong or write the wrong spelling for a street name? You might think it doesn't matter but let's think about this for a bit.

Remember Frankie? We met him in the chapter on time management when Sally started her shift. When Frankie is working, he wants to maximize the number of fares he can pick up and deliver during a shift, but he also wants to do this without feeling rushed or stressed out. He can't afford to lose time because he can't find an address or finds out he's turned up at the wrong address. How could that happen?

We'll let Frankie tell the story:

In our town, just before school starts is a really busy time of the year. People are shopping for back-to-school stuff with their kids and so we get a lot of

calls. We have a college here, which means there are people new to the community at that time of the year. So this one time, I had just started my shift when Freddie – the dispatcher – comes on and tells me I need to pick up a package at one business and take it to another business. I can't pick up the package for at least an hour but I have to deliver it before 4:00 PM. I quickly write down the name and address of both companies on my trip sheet and then for the next hour and 40 minutes I'm busy. Around 3:30 I decide I should head over to pick up the package.



When I look at my trip sheet, I have to shake my head – do I ask for Ms Jenson or Mr. Henson? I can't really tell from my note. Not to worry, I tell myself. At least I know where I'm going – I can read the pick-up address. When I get there I have to go into reception, so I let dispatch know I'll be out of the car. I tell the receptionist I'm from Bigtown Taxi and I'm here to pick up a package. I'm hoping she'll say something like " Oh yes, here it is" and I'll be on my way. Wrong! There's no package at reception.

I decide to ask for Ms Jenson – I have a 50-50 chance of being right. The receptionist looks puzzled and then checks her computer. "We have a Jenson," she says, "but it's a he and he's on the maintenance crew...I doubt that he'd have a package for pick-up and delivery but I'll check with his supervisor." Before she does that I ask her if there's a Mr. Henson. And there is. Phew!

By the time I get the package and I'm back in the car I've "lost" 15 minutes. I could be late making my delivery, but I'm on my way. I'm not worried that I can't read my note because I see that there's a label on the package:

J.J. Kim 2nd Floor, 754 Queen Street

As I turn onto Queen from Regent, I check the street numbers and then the address on the package and it hits me – is this 754 Queen **East** or Queen **West**? I



look at my note a second time and decide that although it looks like I wrote OE, I really meant to write QE. This would be great, except that at that moment I was headed in exactly the opposite direction!

It takes me another five minutes to get turned around. (There really are too many one-way streets in my town!) Now I'm really worried about being late making the delivery. That would not be good. Strum and Drone are big corporate clients for the taxi cab company – messing up both the pick-up and the delivery could mean big trouble.

What do you think?

What are three things that Frankie could have done to prevent his mistakes?

1.	
0	
2.	
3.	

Spelling Names Correctly

Shakespeare wrote "What's in a name? That which we call a rose, by any other name would smell as sweet..." Well, a rose may still smell the same even if you called it a cabbage, but most people really like to have their names spelled correctly.

Something to Think About...

• What can make it hard to write down correctly someone's name or a street address?

Talk about this with your tutor or instructor and then use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class. People's names can be difficult to spell for a variety of reasons. Sometimes it is because the name isn't one you've ever seen in writing or maybe you haven't ever heard it said before.

Here's an example:

Double click on the box below to hear a sound clip and then write down the name you hear.



First and last names can be difficult to spell because there can be different ways to spell the same name. Some names can sound the same but are spelled differently.

Here's an example:

Double click on the box below to hear a sound clip and then write down the name you hear.



Names are also tricky because they can come from another language. For example, *Niamh* is an Irish name that is pronounced *Neeve*.

Most of the time it will be the dispatcher who will be giving you names. Here are three suggestions for things you can do when you aren't sure how to spell a name:

- ⇒ Ask: if you aren't sure how to spell the name ask. If you don't ask, you could run into problems like Frankie did.
- ⇒ **Repeat:** Say the name back to the dispatcher or the passenger to confirm whether or not you heard it correctly.
- ⇒ Write: Try writing the name down right away and then say what you've written out loud. If you've written it down wrong, you may have trouble reading what you've written.

Never be embarrassed about asking someone to spell his or her name. It shows that you are concerned about getting the correct information.



Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Writing Names and Addresses Self Assessment

This section of the chapter was designed to help you think about the reasons why you need to write names and addresses correctly.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I use phonics to spell difficult words			
I use capital letters for proper nouns			
I can read and write whole numbers from 0 to 10,000			

Use the space below to add other writing skills that you have, or would like to have, that aren't shown above.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 2-3 Learning Activity

Practice Makes Perfect

There are two parts to this learning activity.

Part 1

The instructor or tutor will read 10 names – first names, last names and street names – out of a telephone book and you will write them down. You will have three attempts to spell the name correctly. Don't erase or cross out any of your attempts, just try your best to spell the name.

If you are really stuck ask the instructor or tutor to move on to the next word. When you are done, the instructor or tutor will give you the correct spelling for each word.

1 st Attempt	2 nd Attempt	3 rd Attempt	Correct Spelling

Part 2

Make a list of the strategies you used to help you spell the name. Even if you didn't spell the name correctly, think about the strategies you used. Thinking and writing about what worked and what didn't work will help you to remember your spelling skills in the future.

When you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

Learner Evaluation and Feedback

Learning Activity: Spelling Names Correctly

- 1. Did you enjoy doing this learning activity?
 - \Box Yes \Box No

Why or why not?

- 2. How well do you think you did at this activity?
 - \Box Very poorly \Box Not that well \Box Fairly well \Box Very well
- 3. Were the instructions easy to follow?
 - \Box Not at all \Box A little confusing \Box Yes \Box I needed clarification
- 4. Do you think this learning activity is relevant to your goal of becoming a taxi driver?
 - \Box Yes \Box No \Box Not sure
- 5. Is there anything you would change?
 - \Box Yes \Box No \Box Not sure

If Yes, describe what you would change:

NOTE TO PRACTITIONER

Chapter 2-3 Learning Activity – Practice Makes Perfect

In the learning environment, the learner will have the writing skills to complete this activity when he or she:

- ⇒ Uses phonics and knowledge of word structure to spell words correctly
- ⇒ Uses background knowledge of similar words to spell unfamiliar words.

As noted in this section of the unit, names can be especially tricky to spell correctly –especially since many of them do not follow standard phonics or spelling rules. In the real world, the driver will be able to check the spelling with the dispatcher but he or she shouldn't have this as the only strategy for correctly spelling a name. It also assumes that the dispatcher knows the correct spelling. You may want to encourage the learner to start a personal word list for names.

You and the learner will need to decide ahead of time how much and what kind of support to give during the activity. For example, do you give the first letter or the first syllable if the learner asks? Can the learner ask for clarification or a hint?

2-3 Answer Key

Chapter 2-3 "Write Names & Addresses" The three things that Frankie could have done to prevent his mistake include:

- 1. Asked the dispatcher to repeat the names and addresses
- 2. Read his note a couple of times shortly after writing it
- 3. Taken the time to print neatly

"Spelling Names Correctly": First Audio clip: The name is spelled Wereszczynsky. Second Audio clip: Erin or Aaron are the two most common spellings for this name.

Chapter Summary

In this chapter, we looked at the writing skills you will need on the job. When you are driving a taxi, you will be able to show that you have good writing skills because you can:

- ⇒ Complete simple forms
- ⇒ Prepare receipts
- \Rightarrow Write names and addresses

On the job this will mean that you can complete job related documents, give customers receipts and correctly record names and addresses on trip sheets and other documents.

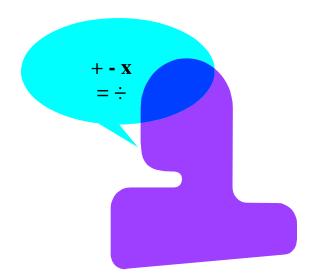
If you aren't working as a taxi driver right now, you can show that you already have many of the skills you need because you can:

- \Rightarrow Fill in your personal information on a form
- ⇒ Write lists
- \Rightarrow Write short notes
- ⇒ Use capital letters, correct punctuation and common abbreviations when writing
- ⇒ Find and correct most of your mistakes when writing
- ⇒ Write or print neatly
- \Rightarrow Write the word names for numbers up to 10,000
- \Rightarrow Write long names for months
- \Rightarrow Write short names for months
- ⇒ Use phonics to spell difficult words
- ⇒ Use capital letters for proper nouns
- \Rightarrow Read and write whole numbers from 0 to 10,000

These are **essential skills** for a taxi driver. Even if you've decided you'd like to practice these skills more, you've made an excellent start.

Here's something neat about these essential skills – they are **transferable**. This means you can take these skills and use them in other places and other situations.







I started working on this chapter on:

I finished this chapter on:

Introduction to Chapter Three – Math Skills

In this chapter, we're going to look at the **math skills** you will need on the job. Taxi cab owners have said that drivers need to be able to:

- \Rightarrow Handle money
- \Rightarrow Make calculations with dollars
- \Rightarrow Verify calculations
- \Rightarrow Make proper change
- \Rightarrow Read and record information on a table

Math skills on the job, is all about using numbers accurately and with confidence. This will include **handling money** and **making calculations.** Working with money isn't the only time you'll need good math skills. Numbers play an important role when it comes to locating addresses and picking up passengers on time. Good math skills will help you keep accurate records, so we're also going to take a look at **record keeping** in this chapter.

If math isn't your "strong suit", don't worry – many people have trouble with math. In fact, many people experience something that is called "math anxiety." Does this describe you? Use the checklist below to see if you have math anxiety. But don't worry – there is a cure!

Math Anxiety Checklist ⁶				
	This sounds a	This isn't me at all		
I think I have math anxiety because:	lot like me			
I go blank				
When math comes up, suddenly I can't figure				
anything out or remember anything. I feel as if				
a large curtain has been dropped between my				
brain and the world.				
I get tense				
My body tightens up, my neck gets stiff and my				
hands shake and I find myself gritting my				
teeth.				
	Continued on next page			

⁶ Adapted from *Numeracy, Best Practices and Innovations*. Ontario Literacy Coalition, page 4.

I think I'm the only one who doesn't get it	
I start thinking that everyone can figure out the	
math but me and they know I don't know how	
to do it.	
I tune out	
When I have to work on math, I start thinking	
about what I'm going to have for supper or I	
wonder how that coffee stain got on my sleeve.	
I avoid math whenever I can	
When math enters the scene, I remember that	
phone call I have to make, or I try to get	
someone else to do it for me.	
I panic	
When I have to work on math, my pulse races	
and I break into a sweat. I feel like a deer	
caught in the headlights of a fast moving	
vehicle – I don't know which way to run.	

If you have even one checkmark in the "sounds like me" column, then the thought of working with numbers maybe has you thinking you should stop reading this chapter right now. But instead of running away, let's meet this challenge head on!

We're going to start by looking at the forms you'll use as a taxi driver. Becoming familiar with the forms you'll use will help you focus on the skills you need to:

- \Rightarrow Read and write money amounts
- ⇒ Understand the relationship between coins and bills
- ⇒ Make change adding and subtracting dollar amounts
- ⇒ Estimate and tell time
- ⇒ Record financial information
- ⇒ Make sure your calculations are correct

Once you have read the chapter and have successfully completed the three learning activities, you should feel confident that you have the skills to:

- \Rightarrow Handle money and make proper change
- ⇒ Make and verify calculations
- \Rightarrow Read and record information



Notes to Practitioner

According to HRSD Canada's Essential Skills profile, taxi drivers use *money math skills* to receive money from fares and to give back the correct change. Taxi drivers also need math skills to:

- ⇒ Make detailed entries on trip sheets pick up times, delivery times and the amount of the fare for each passenger
- ⇒ Fill in charge slips
- ⇒ Read address labels and locate address numbers on houses and buildings
- In LBS terms this means that the learner will need to be able to:
- ⇒ Read and write whole numbers up to 10,000 (write both numerals and words)
- ⇒ Name and state the value of all currency (coins and bills)
- \Rightarrow Read and write money values up to \$1,000.00
- \Rightarrow Make change for up to \$100.00

Adult learners aren't alone in feeling anxious about working with numbers – many adults with strong literacy skills feel intimidated by numbers. For example, when it comes time to figure out how much tip to add to the bill, when eating with a group at a restaurant, what's your first reaction? Are you the one who immediately does the mental math, or do you get out a pen and start scribbling on a napkin or are you the one who sits back and waits for someone to tell you how much money you owe?

Here are some hints for helping learners – and you – work with numbers:

- ⇒ Keep in mind that your attitude about math can "rub off" on learners if you suffer from "math anxiety" tell the learner and together explore ways to make math real; learners may be more willing to voice their insecurities if they realize that they aren't alone in being nervous about working with numbers.
- ⇒ Make mistakes when learners see how easy it is to make a mistake it should help them understand that making a mistake isn't fatal it can be corrected.
- ⇒ Ensure that learners realize that math is a process math is like auto mechanics or weaving in that it uses a set of tools that will help them get the job done. It is not about being smart; it is about being better equipped.
- ⇒ Your role as an instructor is similar to the "Snap-On Tool" person for garages – he or she doesn't attempt to teach a better way of fixing cars, instead the focus is on using the tools in a smarter way.

- ⇒ The word "math" (or mathematics) has already been implanted in most adult learners as a black mark – explain that math is "using numbers to express", and relate those expressions to learners' everyday experiences; learners will need to learn the meaning of numbers and signs so they can use numbers confidently.
- ⇒ Dispel the notion that "Math is for smart people."
- ⇒ Use a lot of review materials as "self -tests" to build confidence.
- ⇒ Provide the opportunity to complete many small learning activities to ease anxiety about completing a demonstration activity; give un-timed tests and allow retakes.
- ⇒ Encourage estimating as a tool to solve a problem and check the feasibility of an answer.
- ⇒ Spend the majority of time setting learners up for success; emphasize what has been done correctly.
- ⇒ Use common words like "add" or "take-away" while at the same time introducing math terminology like "addition" or "subtraction".
- ⇒ Use games and role-playing to mimic situations for example, giving a passenger change.
- ⇒ Be patient and enthusiastic bring a "math is fun and useful" approach into the learning environment.⁷

In this chapter, how each learning activity is evaluated or scored should be a discussion between you and the learner. For this reason evaluation criteria have not been created for the learning activities. However, the learner is given the opportunity to evaluate how well he or she has done the activity.

Please review the practitioner notes at the end of each section before using the content with your learner or learners.

Your Notes

⁷ Adapted from *Numbers Talk: A Cross-Sector Investigation of Best Practices in LBS Numeracy*. Barbara Glass. College Sector Committee for Adult Upgrading, 2001.

Meet the Owners



Danielle and her two brothers, Richard and Etienne own Centre Ville Taxi. "We'd all been working for different companies around town when Centre Ville came up for sale," Danielle explains. "So we pooled our resources and bought it."

"I guess I started it," she says, "because I was the first one to get a job driving a

taxi. I was a single mom and needed to find work. My neighbour worked for a cab company and he helped me get the job. His wife agreed to look after my two kids when I needed to work afternoons and nights."

Eventually both Richard and Etienne got jobs driving taxi. After a few years Etienne became a full-time dispatcher and then became a manager, but Richard was the first one to buy a car.

"I was working for a company that encouraged drivers to buy shares in the company and buy their own cars," Richard explains. "It seemed like the right thing to do, but it was pretty scary at the time. I needed both Etienne and Danielle to help me with the numbers – how much I'd need for a down payment, financing charges, payment, how much I would make as an owner - there was a lot to figure out."

Danielle goes on from there. "When I first started driving I was worried about my math skills. I left school in Grade 9 and didn't have much experience with handling money – you know – making change, writing numbers on receipts and charge slips. I use to take the shift fares home with me at the end of the shift and check and re-check my numbers. I was scared I would make a mistake and get fired."



"Estimating time used to make me break out into a sweat," Etienne says. "The dispatcher would ask me how long it would take to get from point A to point B and I'd

look at the clock and have to think about adding 20 minutes to the time and coming up with a time. Every time I said 'oh about 20 minutes' the dispatcher would say 'That's not good enough – give me a time' and I almost would have to pull the taxi over to the side of the road and get out a pencil and paper."

⁸ Photo taken from http://www.cfdcpowellriver.com/success%20story%20pages/PRTaxi.html and is used with permission.

The three of them laugh and Danielle says, "Sometimes it's hard to believe that we now own a company. We all got better at doing our jobs. It just took practice."

"We decided that we didn't want to be responsible for looking after a fleet of cars so we invited owners to become members." Etienne, who is the office manager, explains. "It's like this – people who own taxi cabs pay us a certain amount every year. For that money we handle all their paper work, process credit card charges and set up corporate accounts. We run the dispatch centre. All the cars that the owners have are painted in yellow and red and they all say Centre Ville Taxi on the side. For the guys who own the cars, it means less paperwork – fewer head-aches for them. They still have to hire and train the drivers but we look after the rest."



Work with a classmate of your tutor to answer the following questions. Use the form below as a guide – you may need to add extra rows.

- ⇒ What are some of the math challenges that Danielle, Etienne and Richard faced as taxi drivers? Make a list. Describe why you think these are challenges.
- ⇒ Once you have your list, think about yourself do you face the same challenges? Put a check mark beside each challenge that you feel is also a challenge for you.
- ⇒ If you think you face different math challenges add them to the bottom of the list. How do you think you can overcome these math challenges? Think about ways in which you can gain the math skills you will need.

Math challenges faced by the people in this story:	Why I think this was a challenge:	
Math challenges I think I face:	What I can do to get the skills I need:	

CHAPTER 3-1 HANDLING MONEY

This section of the chapter has been designed to help you understand where and when you will use math skills on the job.

Numbers are Everywhere



You'll work hard for your money when you are driving a taxi. When a customer pays a fare with cash, you'll have to record the amount of the fare accurately and neatly on the trip sheet. You will also need to give the customer the correct amount of change.

You won't only deal with cash. Local businesses often set up charge accounts with taxi cab companies. This means for some fares, the cost of the trip is charged to the business. Most taxi cab companies accept credit cards. You'll have to understand how to make a record of a passenger paying with a credit card. You will have to accurately record all this information on the trip sheet.



Have you ever taken the time to think about how you already use numbers in your daily life? Lots of people might say that they don't use any math, but if you think about it you might be surprised to find out how much you do use math.

Have you ever had anyone ask you how long you will be? For example, "Dad, how long before we leave?" Most people would take a quick look at their watch or at a clock before replying. When you reply, you have used your ability to estimate time to give an answer.

Take a look at the list below and put a checkmark beside each of the statements that apply to you.

I wear a watch.	
I drive a car.	
I catch a bus or use the subway everyday.	
I show up for class or meetings with my tutor on time.	
I shop for groceries.	
I rent movies or games	
. Continued on next page	

I meet my friends for coffee or drinks.	
I help my kids get ready for school in the morning.	
I buy lottery tickets.	
I use an alarm clock on week days.	
I check TV listings for show times.	
I can tell you how tall I am.	
I can tell you whether someone is taller or shorter than I am.	

Each of the above statements involve the use of math skills in everyday life. For example, if you checked "I buy lottery tickets" then it probably means you can:

- ⇒ Read and write money values "Wow! look at that. This week's draw is \$7.2 million!"
- ⇒ Make purchases "I'll take 3 quick picks."
- Add and subtract money amounts "If I only buy 3 tickets, I'll have enough left to have coffee at the coffee shop."
- ⇒ Tell time "Can I make it to the store in time to buy my tickets for tonight's draw?"

On the Job

As a taxi driver, you will be involved with three types of **transactions**:

- ⇔ Cash
- \Rightarrow Credit cards
- ⇒ Charge Accounts

A **transaction** is what the exchange of money is called. When you exchange money for a *good* – say you buy a new shirt – or a *service* – you take the bus – you are participating in a transaction. Accepting payment for a fare is a transaction. You have provided a service and the passenger needs to pay for using your service.

Trip sheets are used to record *every* fare or transaction. At the end of the shift, the amount of money showing on your trip sheet will have to match the amount that the owner will read off the trip meter or from the computer. This won't include any money customers give you as tips. It will only be the amount of the fares. We'll take a look at a trip sheet in a moment, but first let's take a look at the different types of transactions.

Cash Transactions



In stores or at gas stations clerks or cashiers may not count your change back to you. They will rely on the cash register telling them how much change to give you. It will be up to you to check and make sure they have given you back the correct amount of money.

In a taxi, you won't have a cash register to tell you how much change to give back. You'll have to figure it out yourself.

Cash transactions will make up most of your fares. If you are working in the downtown zone during business hours you may pick up business clients, but for the most part passengers will pay with cash.

At the end of your shift you will add up all the cash that you have and give 60% to the owner. Don't worry too much right now about the math skills – we'll talk about those in the next section.

In addition to credit cards and charge accounts, some taxi companies also give out gift certificates or vouchers. You'll need to know how to accept any of these as payment and record them on your trip sheet. Each of these are as valuable to you as coins and bills.

Credit Transactions

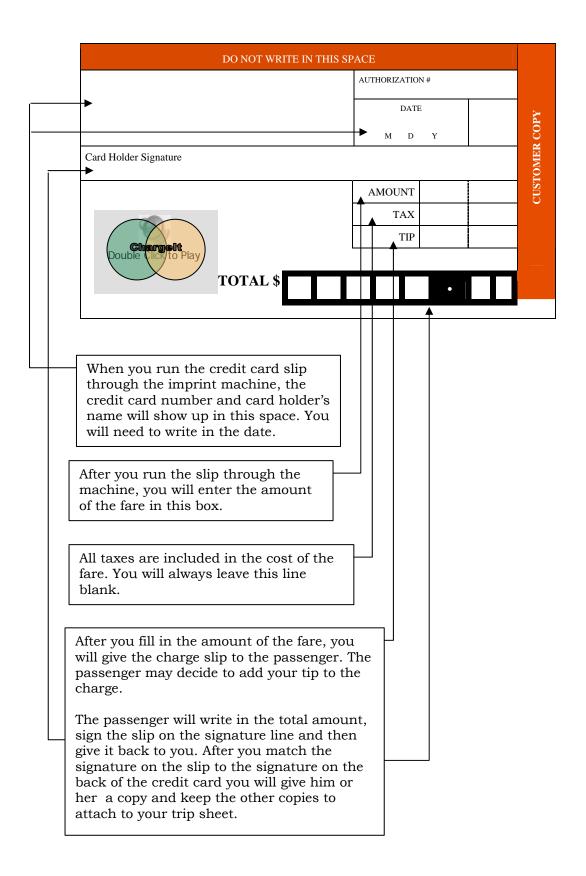


Most taxi cabs accept major **credit cards** and all cars equipped with computers use the computer to scan the card. You will have to know how to run the credit card through the transaction machine and how to write up the credit slip.

If the taxi cab company accepts credit cards from more than one credit card company, you'll have to make sure that you use the correct slip. If you don't, you may not get paid for the fare.

Credit card slips usually have three pages. The top copy is given to the customer and you will attach the other copies to your trip sheet.

There's an example of a charge slip on the next page.



Charge Accounts

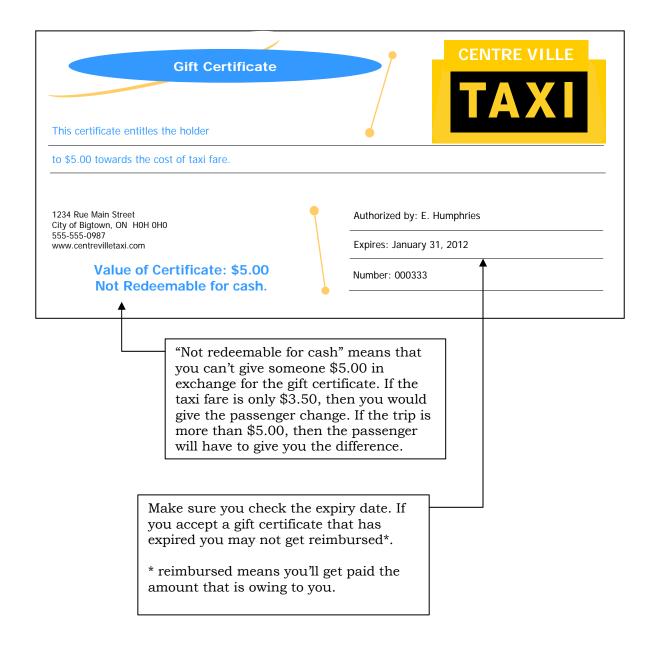
Many taxi cab companies allow businesses to set up accounts. It is usually called a **business account** and it allows employees to charge the fare to the account. A business invoice will have two pages – you'll give one to the passenger and attach the other to your trip sheet.

Filling in the invoice is very similar to writing a receipt. The invoice is the record of the passenger using your taxi and charging the trip to the company where he or she is employed.

	tre Ville Taxi ty of Bigtown	BUSINESS INVOICE	Cab #
Time		Date	
Fron	1		
То			
Fare	\$ Cus		
		Account	#
T	er's Signature:		
	When filling in a Busin Invoice, you will need write down the exact		
	address for both the p up and the drop-off.	pick-	
_ L		To avoid delays with getting paid, you'll need to make sure	μ

Gift Certificates and Vouchers

Some taxi cab companies sell **gift certificates**. Just like a gift certificate that you might have from Canadian Tire or Zellers, the certificate will have a set cash value. You will have to accept the gift certificate as if it were cash. You will have to wait for the owner to process the gift certificate, however, before you will get your 40% of its value.



Vouchers are similar to gift certificates but they don't usually have a cash value. A voucher is usually issued by a company and it means that the cost of the taxi ride can be charged to the company. Sometimes the voucher will have limits on it. For example, it might say "not to exceed \$50.00" or "not valid after January 1/00."



TRY THIS!



Now it's time to get you to do some work! Take a good look at the voucher above and then answer the questions below.

1) What is the cash value of the fare voucher?

2) How many rides in a taxi could you have, if you had this voucher?

3) It's 6:30 PM and you've finished your shopping. Will you be able to use this voucher to pay for your taxi ride? Why or why not?

How You Get Paid

When you have transactions that involve credit cards, business accounts, gift certificates or vouchers you may have to wait for a while before you will get paid. Some taxi cab owners reimburse their drivers right away, but most don't.

Making a mistake when filling in a business invoice or on a credit card slip will mean a delay in getting the money that is owed to you. That is why you need to write neatly and accurately.

Etienne, the office manager at Centre Ville Taxi is going to explain what happens with a trip sheet. Just remember, this is how it works at Centre Ville Taxi. The taxi owner or taxi cab company that you work for may do things differently.



Right now we have 40 owners and each owner hires his or her own drivers. We don't do any of the hiring. We do help with the training and we provide all the paper work that each driver needs – trip sheets, credit card slips, blank business invoices – whatever they need.

Here's what happens with trip sheets: At the end of a shift, the driver will meet up with the owner. He'll hand over the owner's cut of the cash, the trip sheet and all the credit card slips, business invoices and any coupons or vouchers. This happens every shift.

Once a month, we process all the credit card slips, company invoices and vouchers that the owners give us. It usually takes 30 days for us to get paid so that's how long the driver has to wait to get paid. Once we get paid, we pay each owner and then the owner pays each of his drivers.

With 40 cars we have to deal with paper work from a lot of people – as many as 160, if all the cars are on the road 24/7. If someone makes a mistake or if I can't read what is written on the invoice then it causes a problem. I have to contact the owner and then he has to contact the driver and somehow we have to figure the correct information. Sometimes it's easy – the driver has spelled a street name wrong, or has written down the wrong street number.

Now that Etienne has explained what happens with a trip sheet, let's take a look at the trip sheet that Centre Ville Taxi uses. Most trip sheets will look very similar to the one you'll find on the next page. The squiggly line means that only part of the trip sheet is shown. It might look as if there isn't much room to write addresses but you'll see, when we get to the chapter on reading skills, that taxi drivers use a lot of abbreviations. If you have a busy shift you will need more than one trip sheet.

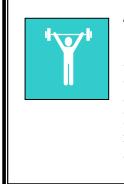
CENTRE VILLE TAXI – TRIP SHEET						
Shift Time:		Date:				
LOCA	TION			FA	RE	
Pick-up Location	Drop-o	off Location	\$	Cash ✓	Charge ✓	Other ✓

1	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		~~~~~	$\sim \sim \sim$	$\sim\sim\sim\sim$	~~~~~
ľ						
ľ		Totals				
		Iotais				

So far in this chapter, we've talked about cash and credit transactions and recording information about each fare on a trip sheet. All of these activities require you to write and use numbers. You will also need to be able to enter dates and record street numbers.

There's been a lot of information for you to take in and think about but you haven't had much opportunity to practice any of your skills. In the next part of the chapter you'll be able to do just that.

TRY THIS!



The next time you pay cash for something – at the grocery store, a convenience store or gas station – pay close attention to how the clerk or cashier gives you back your change. What does she say? Does she say "here's your change" and put it all into your hand or does she tell you how much money she owes you and count it back to you in dollars and cents? Share your observations with your classmates or tutor.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

Handling Money Self Assessment

This section of the chapter was designed to help you understand where and when you will use math skills on the job.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can read and write whole numbers up to 10,000			
I can read and explain money values (e.g., \$35.98)			
I can estimate time, distance and/or cost			
I can add and subtract money values			

Use the space below to add other math skills that you have, or would like to have, that aren't shown above.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

Chapter 3-1 Learning Activity

Trip Sheet Calculations

In this activity you're going to use the information from the trip sheet below to complete a charge to a business account and to calculate the driver's income for this shift (based on the information you can see).

Read the information on the trip sheet and then complete the activity on the next page. The squiggly line means that only part of the trip sheet is shown.

CEN	TRE VILLE TAXI -	TRIP S	HEET		
Shift Time: 7 AM – 3	3 PM	Date: July	14 06		
LOCATION			FAI	RE	
Pick-up Location	\$	Cash	Charge	Other	
184 Vic (2)	1876 Vic	7,70	\checkmark		
2357 Vic Terrace	Y on 7-74	5.10	\checkmark		
110 7-4 pkway	493 Man	12,80	\checkmark		
Armagh	Moore Bus. Mach	10,25	credit c	ard√	
SRM	42 W Main	5.25	\$2	gift cert	\checkmark
W. Main	SRM	5.55	\checkmark		
Castor Centre	True Test	7.20		on s kcou	ıt

She	eet Total	31,40	17.45	5.00

1) What is the total of the driver's cash fares?

2) What is the total of the fares charged to credit cards and on account?

3) The passenger you picked up at Castor Centre works for True Test Machining. True Test's account number is TOR99987. Based on the information from the trip sheet, complete this business invoice. Ask someone (your instructor or tutor or a classmate) to play the role of the passenger.

Centre Ville Taxi City of Bigtown	Business Invoice	Cab #
Time	Date	
From		
То		
Fare <u>\$</u>	Customer's Signature	
Company	Account #	
Driver's Signature:		

Once you've completed the learning activity, fill in the form on the next page and give it and your completed learning activity to your tutor or instructor.

Learner Evaluation and Feedback

Lea	arning Activity: T	ip Sheet Calculations	
1.	Did you enjoy do	ng this learning activity?	
	□ Yes	□ No	
	Why or why not?		
0	··· 11 1		
2.	How well do you	hink you did at this activity?	
	□ Very poorly	□ Not that well □ Fairly well □ Very well	
3.	Were the instruc	ions easy to follow?	
	Not at all	A little confusing	ı
4.	Do you think thi taxi driver?	learning activity is relevant to your goal of becoming a	ì
	🗆 Yes 🗆 N	\square Not sure	
5.	Is there anything	you would change?	
	🗆 Yes 🗆 N	D D Not sure	
	If Yes, describe	hat you would change:	
			-
	· · · · · · · · · · · · · · · · · · ·		-

NOTE TO PRACTITIONER

Chapter 3-1 Learning Activity – Trip Sheet Calculations

This learning activity combines reading, writing and math skills. In the learning environment the learner will have the skills to do this activity when he or she can:

- ⇒ Read and write whole numbers up to 10,000 in both standard and written forms
- ⇒ Perform everyday activities that use numbers and money
- \Rightarrow Add and subtract money values
- ➡ Complete forms that require non-personal information (e.g., trip sheets, business invoices and credit card slips)

Page 14 Answers

- 1) What is the cash value of the fare voucher?
 - It has no cash value. The driver will record the total of the fare on the voucher.
- 2) How many rides in a taxi could you have, if you had this voucher? One
- 3) It's 6:30 PM and you've finished your shopping. Will you be able to use this voucher to pay for your taxi ride? Why or why not?

• Maybe. It will depend on which day of the week you are shopping. The voucher isn't valid between the hours of 4 and 7 PM Monday to Friday.

3-1 Learning Activity Answer key

- What is the total of the driver's cash fares?
 \$31.40. The \$5 gift certificate isn't a cash fare as the driver will have to get reimbursed by the owner – only the 25¢ is cash.
- 2) What is the total of the fares charged to credit cards and on account? • \$17.45

CHAPTER 3-2 MAKING CALCULATIONS

This section of the chapter has been designed to help you gain the skills and confidence you'll need to use numbers at work.

Using Numbers Everyday



In the first section of this chapter we looked at most of the forms that you will use on a regular basis as a taxi driver. Now it's time to think about the numbers you will use and math skills you will need to fill in these forms.

When will you need to use numbers? You'll use numbers to communicate information to the dispatcher and, of course, the dispatcher will give you numbers in the form of addresses, times and sometimes phone numbers.

Think back to the story in Chapter One. In that story we learn that Sally:

- ⇒ Gets to the taxi stand **10 minutes** before her shift starts
- \Rightarrow Tells the dispatcher that she's **10-7** out of service
- ⇒ Thinks it will be a slow evening until **2** AM
- ⇒ Logs in on the computer to let dispatch know she's **10-8** ready to roll

In Chapter Two, Frankie tells us the story about trying to deliver a package. Remember how he had to wait **an hour** before he could pick up the package but he had to deliver it before **4:00 PM**. He picked up fares until **3:30 PM** and then he went to get the package.

He also tells us how he "lost" **15 minutes** because he couldn't read the name he wrote down on his trip sheet. He had to deliver the package to the **2nd Floor** at **754** Queen Street and how it took him **5 minutes** to get turned around, so he would be heading in the right direction on Queen Street.

This tells us that you'll use numbers to tell and estimate time. Frankie was worried about being late for the 4 PM delivery because it took him more time than he thought it would to pick up the package and then head in the correct direction on Queen Street. Sally thought it would be slow until 2 in the morning, when the bars closed.

Numbers also play an important role in communicating information to the dispatcher and other drivers. Code numbers, such as 10-7 (ten seven) and 10-8 (ten eight) let people know that you are either out of service or ready

to roll. Taxi drivers and dispatchers use several other codes and abbreviations that we'll take a look at in Chapter Five.

Of course, one of the most important uses of numbers as a taxi driver is the collection of fares from passengers. You'll need to have the skills and confidence to give the passenger the correct amount of change based on the amount of the fare and on the amount of money the passenger gives you.

One of the interesting things about using numbers at work is how it is different from using numbers in a classroom setting. In a classroom you might say a number like 754 as seven hundred and fifty-four. When we use numbers in things like addresses and phone numbers we don't always say each number separately.



Let's look at a few examples.

Your phone number is 555-1234. You could say it as "five five five one two three four" or you could say it as "five five five twelve thirty four." Some people might even say "my phone number is triple five twelve thirty-four."

Addresses are the same. Frankie had to deliver the package to 754 Queen Street. When you read that address did you read it as "seven five four Queen Street" or did you say "seven fifty-four Queen Street?"

More often than not, we group numbers for addresses and phone numbers. This is because it is easier for us to remember numbers when we put them into groups.

Something to Think About...

Why do you think it's easier to remember numbers when we group them?

When you group numbers together it's called "chunking." It's easier to remember numbers when we chunk them because of how our brain works. When we see or use numbers for the first time we use what is called our short-term memory. Information that goes into our short-term memory doesn't stay there very long. Have you ever looked up a phone number, said it to yourself and then by the time you pick up the phone you've forgotten the number? This happens to lots of people!

If it's important for us to remember the number we need, to move it into that part of our brain where information is stored long term. Grouping numbers together helps us do just that.

TRY THIS!



Make a list of phone numbers and addresses that you use quite often. Start with your home address and phone number and then add phone numbers and addresses for friends and relatives. Once you have a list of about ten numbers, then practice writing the words for each address and phone number.

If you don't want to use personal information to do this, then randomly pick 10 phone numbers and addresses from a telephone book.

Write the words as you would say them. For example, if your address is 7201 Armstrong Road, write "seventy-two oh one" if that is the way you say it. If you say each number separately, then write "seven two zero one." You probably wouldn't say your address was seven thousand, two hundred and one – which is how you would write out that number if it wasn't a street address.

When you're done, share what you've written with your classmates or with your tutor. If you are working in a group situation, ask the other members of your group how they say phone numbers and street addresses

Estimating and Telling Time



Being able to tell time and estimate time are also important skills you will need on the job. In the story at the beginning of this chapter, Etienne tells us that having to estimate time and then give a specific arrival time would make him break out into a sweat. The dispatcher didn't want to know he'd be at Point B in twenty minutes. The dispatcher wanted Etienne to tell him he'd be there at 10:45 AM.

Back in Chapter 1-1, we looked at something called "planning backwards" as a way to help you arrive somewhere on time. In that chapter, we looked at Sally's schedule for a day when she had to start her shift at 7 PM. To make up this schedule, Sally would have to estimate some of the times it would take to do things.

For example, her schedule said that between 7:30 and 9:00 AM she would "Get kids up and ready for school, make lunches; remind kids about soccer practice." How would she know that 7:30 was the right time to get her kids up? She knows this because it is something that happens on a daily basis. She can use her experience to decide that 7:30 is the right time to wake up her kids.

One of the important things to remember from the story at the beginning of this chapter, is that all three drivers said that their skills got better with practice. That's good to know, isn't it!

ESTIMATING TIME

How long does it take you to get up in the morning? Are you ready to go in five minutes or does it take you longer? Does it take you the same length of time everyday or are there days when it takes longer?

TRY THIS!



To help you think about estimating time, let's say you have to be at work for 7 PM. If you aren't working right now, look up the address for a taxi cab company in the phone book and pretend that's where you pick up the taxi you will be driving. You have errands to run during the day, including grocery shopping and paying bills. Tonight it's your turn to make supper for your family (if you live alone pretend that you've invited someone to eat with you).

For each of the activities listed below, give an estimate of the amount of time you need to do each one.

Get up and get dressed	 Minutes
Make and eat breakfast	 Minutes
Go to the grocery store	Minutes
Do the shopping	Minutes
Go to the bank	Minutes
Pay bills at the bank	Minutes
Have a coffee at a local café	Minutes
Return home	Minutes
Put groceries away	Minutes
Prepare food for the meal	Minutes
Eat the meal	Minutes
Clean up dishes	Minutes
Arrive at work	 Minutes

To get to work for 7 PM, what time do you have to get up? To figure that out, you will need to take the estimates you create for each activity and work backwards. Don't forget that it's always a good idea to arrive at work 10 to 15 minutes before your shift starts.

If there are activities missing or if these activities don't "fit" you, then create your own list. You may also want to break some of the activities into smaller parts.

TELLING TIME

NOTE: Do you already have good telling time skills? Then you can skip this part and go ahead directly to the section called "Dollars and Cents".

Telling time is a good skill to have – and not just for work. Telling time accurately means you will be able to watch your favourite TV shows because you'll know what time they are on TV and you'll show up for appointments on time.

To see if you already have "the basics," answer the following questions:

1) How many hours in a day?	
2) How many minutes in an hour?	
3) How many seconds in a minute?	

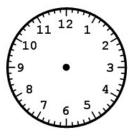
If you can answer each of these questions correctly, then you have a pretty good understanding of how time is calculated. If you have trouble answering these questions, then you will need to spend some time getting the basics. Ask your tutor or instructor to give you some practice activities.

When you're ready, try these two activities:

1) Frankie started his shift at 2 PM. At 2:15 the dispatcher tells him he has to pick up a parcel at 3 PM. How many minutes does Frankie have to wait before he can pick up the parcel?

Use one of the clock faces below to show the time Frankie talks to the dispatcher. Use the other clock face to show the time that Frankie needs to pick up the parcel.





2) Show each of the following times on a clock face and then explain what each one means.

Here's an example:

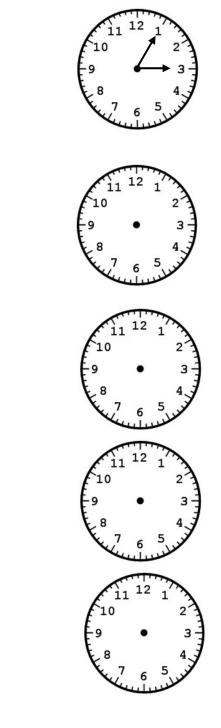
3:05 means: five minutes after three

a) 6:50 means:

b) 4:30 means:

c) 7:55 means:

d) 10:20 means:



Most of the time, and in most places, time is "told" using what is called a 12-hour clock. Take another look at example (d) on the previous page. With a 12-hour clock you won't know if this means 10:20 in the morning or 10:20 at night, unless you add the initials "AM" or "PM" after the time. Did you know that AM stands for ante-meridiem? It means the time *before* the Sun has crossed a certain line. PM stands for post-meridiem - the time after the Sun has crossed the line.

Some places in the world and some businesses use a 24-hour clock. This means that instead of saying it is 10:20 PM you would say it is 22:20 – that is, "It's twenty-two twenty." When you are using a 24-hour clock you say the hours like this: 11:00 – Eleven hundred hours, 15:00 – Fifteen hundred hours, 22:00 – Twenty-two hundred hours.

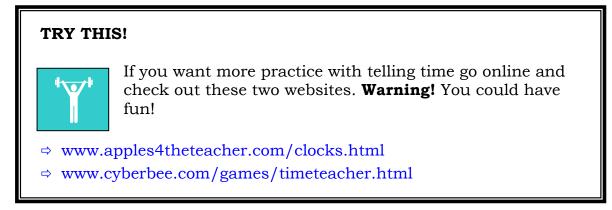


The type of clock we've been using so far is called an analog clock. Analog clocks require an electrical current to move the hands around the clock face. Inside the clock are the mechanical bits that control the second hand (sometimes called the sweep hand because it moves so quickly), the minute hand and the hour hand. Each hand responds to a specific electrical current.

Digital clocks became popular in the 1970's when the computer chip became widely available. At first digital clocks were very expensive because it was expensive to build and control the computer circuits. Nowadays, you can buy really inexpensive digital clocks because the cost to produce the computer chip is a lot less.

Digital clocks tell the time using either a 12-hour clock or 24-hour clock. This means that on a 12hour clock the time would read 11:15 - and somewhere on the clock it would indicate whether this was 11:15 in the morning (AM) or 11:15 at night (PM). On a 24-hour clock, 11:15 in the morning would show up as 11:15, but if it was night, you would see 23:15.





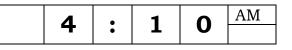
Below you'll find another activity for you to try – this time using a digital clock.

Show each of the following times on a digital clock face

For example, 10 minutes after 4 in the afternoon would look like this:



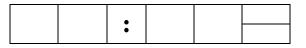
10 minutes after 4 in the morning, it would look like this:



a) 15 minutes before 11, in the morning



b) 25 minutes after 3 in the morning



c) 5 minutes before 7 in the evening



Digital and analogue are only two types of clocks. There are also sun dials, hour glasses and egg timers. The ancient Greeks invented a water clock. If you want to learn more about the history of clocks, go to http://www.time-for-time.com/clocks.htm.



DOLLARS AND CENTS



When you are driving a taxi, you will need strong math skills so you can give the passenger the correct change. This can take practice. Unlike the clerk in a grocery store you won't have a cash register telling you how much money to take from the till. You'll need to rely on your own skills.

This doesn't mean you can't use a calculator to help you figure out the correct amount of change. You can, but you will still need to understand money amounts so you can take the correct amount of money from your wallet or shirt pocket. You probably won't have a drawer, like the clerk in a store, to keep your money all neat and tidy.

To see if you have some of the basics of money already, answer these questions:

1) How many nickels in a quarter?

- 2) How many pennies in a dime?
- 3) How many quarters in two dollars?

If you can answer each of these questions correctly, then you have a pretty good understanding of the basics of money. If you have trouble answering these questions, then you will need to spend some time getting the basics. Ask your tutor or instructor to give you some practice activities.

Taxi Fares

Do you know how a taxi fare is calculated? Who sets taxi fare rates? Before the use of computers in taxi cabs, the taximeter calculated the amount of the trip. Now taximeters are electronic. If the taxi has a computer, the meter will be built into the computer. But the idea behind how they work is the same.

The taximeter is similar to the odometer in a car. For each revolution of a wheel, the mechanism inside the odometer moves. Most odometers are set up to



calculate tenths. This means that for every $1/10^{\text{th}}$ of a kilometre, the numbers on the odometer change. Taximeters change based on the distance travelled and other factors.

In most places in Canada, taxi fare rates are set by the municipal government and all taxes are included in the rates. A passenger in a taxi will only see the amount that shows up on the meter and that is the amount that you will collect. The fare itself is made up of three different calculations:

- 1) The pick up or drop charge or flag rate
- 2) A rate for distance
- 3) A rate for standing



- 1) The first part of the fare is called the **pick-up charge**. In some parts of Canada it is called the drop charge. Sometimes it is called the flag rate. This is because taximeters used to have a red metal lever called a flag that the driver would push down as soon as a passenger got into the taxi. Now drivers push a button on the computer or meter as soon as the passenger gets into the taxi. The amount of this charge varies from town-to-town and city-to-city.
- 2) The rate for distance is the amount charged for a fraction of a kilometre. Most times it is one-tenth (1/10) of a kilometre. It can be for other distances for example, 1/17. For example, if the rate for 1/10 of a kilometre is10 cents, the amount on the meter will go up 10 cents for every 1/10 of a kilometre.
- 3) The **rate for standing** is an amount that is calculated based on time. If the taxi is not moving the taximeter calculates a charge based on seconds. In some places, this rate is set based on every 15 seconds of standing time and in other places it is based on every 11.6 seconds. If the taxi is at a red light or stuck in traffic and the standing rate is 10 cents per 15 seconds, the amount on the meter will go up 10 cents every 15 seconds the taxi is stopped.

As a driver, you may not need to know what the exact rate is for distance and for standing, but you will need to be able to explain these charges. For example, if someone says to you "We're not moving, why is the amount on the meter changing?"



0

Based on what you just read, how would you answer the question, "We're not moving, why is the amount on the meter changing?"

Making Change



Making change is an important skill to have when you are a taxi driver. Passengers may be in a hurry as they leave the taxi and you may be in a hurry to get to your next fare. This means you will need to feel confident that you are giving back the correct change.

In Chapter One, we looked at "planning backwards" as a way to help you become better at managing your time. With planning backwards, you look at where you want to be and then consider all the steps that you have to take to get there. Making change is a bit like that – you start with the smallest coin or bill and work backwards until you come to the amount of money the passenger has given you.

Let's look at an example (for now we'll ignore tips). Below is the trip sheet from the learning activity for Chapter 3-1.

CEN	TRE VILLE TAXI – T	RIP SHE	EET		
Shift Time: 7 AM – 3	PM	Date: Jul	y 14 06		
LOC	CATION		FAR	E	
Pick-up Location	Drop-off Location	\$	Cash	Charge	Other
184Vi)	1876 Vic	7.70	\checkmark		
2357 Vic Terrace	Y on 7-74	5.10	\checkmark		
110 7-4 pkway	493 Man	12,80	\checkmark		
Armagh	Moore Bus. Mach	10.25	credit c	ard 🗸	
SRM	42 W Main	5.25	\$5	gift cert	. 🗸
W. Main	SRM	5.55	\checkmark		
Castor Centre	True Test	7.20		account	6

The first fare is for \$7.70. Let's say the passenger gives you a ten. You will owe the passenger \$2.30. What coins will you give to the passenger?

You will give the passenger 1 nickel, 1 quarter and 1 2 coin (or toonie) or 2 1 coins (loonies). To make sure that you have given the correct change, you should count backwards.

Double click on the box below to listen to Frankie giving a passenger her change.

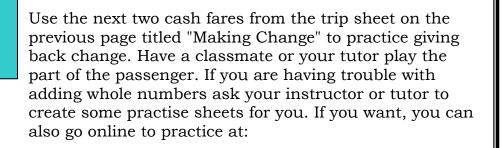


Frankie first gives back the change that will add up to a dollar amount. He says "30 is eight" which means he added 30 to 70 to get to the nearest dollar. In our example, the nearest dollar is 8.

From the \$10 bill Frankie still owes the passenger \$2, so the next thing he says is "and 2 is 10."

Saying the amounts out loud to the passenger is a way to double check that you are giving back the correct amount of change. You don't want to short change either the passenger or yourself.





www.bbc.co.uk/skillswise/numbers/wholenumbers/addsubtract/ mental/quiz.shtml

Tips

Tips are an important source of income for taxi drivers. Most passengers will include a tip when paying a fare. For example, a passenger might give you \$10.00 for an \$8.50 fare and say "keep the change" or the passenger might say "just give me back a loonie."

On the job, you will need to be able to add the amount of the tip to the fare so you can give passengers the correct amount of change. Since passengers will be at their requested destination, they might be in a bit of a rush. This means they might be in a bit of a hurry to get their change. You will need to have the skills and confidence to give them back the correct amount.

On your trip sheet you will only record the amount of the fare that shows up on the meter – you won't include the tip. Unfortunately, tip money isn't "free" money because you will need to include any money that you earn from tips as part of your income when you complete your income tax return.

TRY THIS!



Go back to the trip sheet on the page titled "Making Change" and ask a classmate or tutor to now include a tip as part of the transaction.

HOW YOU GET PAID

There's one more important math concept to talk about before we move on to the next section. Earlier we mentioned that at the end of your shift, you'll give the owner 60% of the fares that you collect during that shift. If you give the owner 60%, how much do you get to keep?

100% -60% 40%

You get to keep 40%.

How do you calculate 40% of the fares for a shift? On the next page you'll see the trip sheet we used in the Learning Activity for Chapter 3-1. It's really the totals at the end of the trip sheet that we're interested in the most. This is because those are the numbers you'll use to calculate how much you get paid for the shift you have just worked.

We learned in the first section of the chapter that a driver may have to wait to get paid for fares that were charged to business accounts, credit cards or when a gift certificate or voucher is used. So for now, let's just focus on the cash amount.

CENTRE VILLE TAXI – TRIP SHEET						
Shift Time: 7 AM – 3 PM LOCATION		Date: July	Date: <i>July 14/06</i> FARE			
Pick-up Location	Drop-off Location	\$	Cash	Charge	Othe r	
184Vic (2)	1876 Vic	7.70	\checkmark			
2357 Vic Terrace	Y on 7-74	5.10	\checkmark			
110 7-4 pkway	493 Man	12,80	\checkmark			
Armagh	Moore Bus. Mach	10.250	redit ca	rd 🗸		
SRM	42 W Main	5.25	\$5	gift cert	\checkmark	
W. Main	SRM	5.55	\checkmark			
Castor Centre	True Test	7.20	on c	rccoynt		

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~		~~~~~
Sheet T	otal <i>31.40</i>	17.45	5.00

To calculate how much of the **cash** fares you'll take home, you will need to multiply the amount by 40%. When you multiply something by a percent, you take away the percent sign and add a decimal.

40% becomes .40

Now you multiply the amount of the fares by decimal 40. On paper your calculation would look like this.

\$31.40 X **.**40

Multiplying with zeros is easy because all you have to remember is zero times zero is zero. So, in this calculation, multiplying the dollar amount by zero will give you a line of zeros:

\$31.40 X.40 00.00 The next step is to multiply the dollar amount by 4 (ignore the decimal point for now):

\$31.40
X .40
0000
12560
125600

Now you have to put the decimals and the dollar sign back into the number to give you \$12.56.

#### **TRY THIS!**



To get some practise with calculating percentage, use the amounts on the worksheet below to calculate your take home pay for a 6 day shift. Don't use a calculator – do your rough work on a separate piece of paper and then enter your answers on the worksheet. Assume that it's a 60-40 split, with the owner getting 60%

Now that you've calculated the amounts, check your answers by using a calculator. If you need help with using a calculator, ask your instructor or tutor.

Total cash i my shift	fares for	The amount I give the owner	The amount I take home
Day 1	\$165		
Day 2	\$180		
Day 3	\$105		
Day 4	\$178		
Day 5	\$245		
Day 6	\$305		
My total take home for this week			

Of course, in real life you will probably use a calculator, like the one below, to determine how much cash you will give to the owner.

🔋 Calc	ulator 💶 🗖 🔀
Edit Vie	w Help
	0.
	Backspace CE C
МС	7 8 9 / sqrt
MR	4 5 6 * %
MS	1 2 3 · 1/x
M+	0 +/ + =

Something to Think About...

Take a moment to think about times, in your daily life – and not related to work – when you would need to use street addresses and phone numbers, tell and/or estimate time and handle money.

On the form below, jot down one or two examples and then share what you have written with your instructor or tutor. If you are working in a small group, share your examples with the members of your group.

Here are examples of when I use numbers:					
For street addresses	To tell and estimate	To handle money			
and phone numbers	time				

Here are examples of when I use numbers:

 $\sim$ 

Using numbers with confidence is important when you are working as a taxi driver. In this section of the chapter we looked at the ways you'll use numbers at work:

- $\Rightarrow$  For street addresses and phone numbers
- $\Rightarrow$  To tell and estimate time
- $\Rightarrow$  To handle money accurately

The skills that you need to use numbers at work can be transferred to other settings in your life – at home and in the community.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

### **Making Calculations Self Assessment**

This section of the chapter was designed to help you gain the skills and confidence you'll need to use numbers at work.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can read and write the numerals			
for numbers up to 10,000			
I can read and write the word			
names for numbers up to 10,000			
I can read and write money			
values up to \$100			
I can add and subtract money			
values up to \$100			
I can multiply money amounts by			
a two-digit number			
I understand the standard units			
of time measurement: seconds,			
minutes and hours			
I can estimate and measure time			
using minutes and hours			
Use the space below to add other n	hath skills th	hat you have, or	would like
to have, that aren't shown above.			
Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
		Continued or	n next page

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

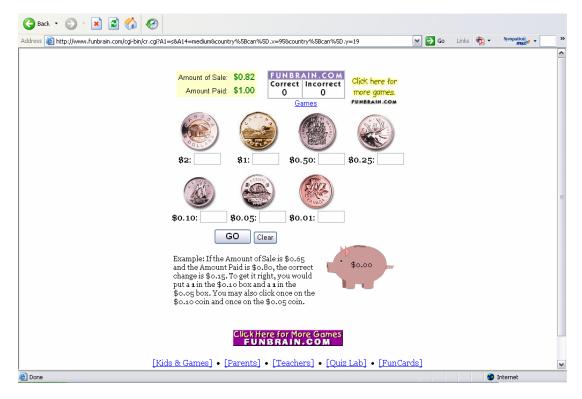
When you're ready, start the learning activity.

# **Chapter 3-2 Learning Activity**

You have **two choices** for learning activities. You **don't** have to do both activities, but you can if you want.

#### Activity #1 – Change Maker

Go to http://www.funbrain.com/cashreg/index.html and click "medium" and then click on the Canadian flag. This is the next page you will see:



Complete 10 amounts at the medium level. At the end you will see your score. Record your score on a piece of paper and then go back to the beginning and click on "hard" – don't forget to click on the Canadian flag!

Complete 10 amounts at the hard level. Record your score for the "hard" level on a piece of paper.

When you've done both the medium and hard levels, give your instructor or tutor the paper with your scores for each quiz **or** send your instructor/tutor an email telling him or her your mark for each level of the quiz. You can repeat each of the levels as many times as you like, but **only submit your first score**. When you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

#### Activity #2 – Making Change

For each of the fares below, first calculate how much you owe the passenger. Try to do this without using a calculator. Do your rough work on a separate piece of paper and then enter the amounts on the worksheets below.

Next, decide which coins and/or bills you have to give back as change.

Now have your instructor or tutor check your work

Finally, **using real money**, work through each of the fares with your tutor or a classmate. This will give you practice handling money.

Fare # 1					
Amount of the fare:	Passenger gives me:		I owe the passenger:		
\$5.10	\$7.00		\$		
Here are the coins and/or bills I would give the passenger:					
Value (e.g., 5¢, 10¢, 25¢, \$1) Number (e.g., 1)					

Fare # 2					
Amount of the fare:	Passenger gives me:		I owe the passenger:		
\$5.55	\$20.00		\$		
Here are the coins and/or bills	I would give the	passenger:			
Value (e.g., 5¢, 10¢, 25¢, \$1)		Number (	e.g., 1)		

Fare # 3					
Amount of the fare:	Passenger gives	me:	I owe the passenger:		
\$7.20	\$10.00		\$		
Here are the coins and/or bills I would give the passenger:					
Value (e.g., 5¢, 10¢, 25¢, \$1)		Number (e.g., 1)			

When you've completed the learning activity, fill in the form on the next page and give it and your completed learning activity to your tutor or instructor.

## Learner Evaluation and Feedback

Le	arning Activity: Making Calculations
1.	Did you enjoy doing this learning activity?
	🗆 Yes 🗆 No
	Why or why not?
2.	How well do you think you did at this activity?
	$\Box$ Very poorly $\Box$ Not that well $\Box$ Fairly well $\Box$ Very well
3.	Were the instructions easy to follow?
	$\Box$ Not at all $\Box$ A little confusing $\Box$ Yes $\Box$ I needed clarification
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
5.	Is there anything you would change?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
	If Yes, describe what you would change:

## NOTE TO PRACTITIONER

## **Chapter Notes**

This section of the chapter is called "Making Calculations" and looks at the ways in which taxi drivers use numbers – for addresses and phone numbers, telling time and handling money.

If the learner needs **practice with telling time** you can find practice sheets online at:

www.time-for-time.com/worksheets/

http://www.mathfactcafe.com/time/

http://nlvm.usu.edu/en/nav/grade_g_1.html (scroll down to the bottom of the page to find the links to time activities)

If the learner needs **practice with money math skills** you can find activities online at: http://www.funbrain.com

You'll find four units of learning materials relating to using numbers at: http://www.ocdsb.edu.on.ca/Continuweb/ESL/adultn.htm#materials

You'll find lots of activities involving whole numbers at: http://www.bbc.co.uk/skillswise/numbers/wholenumbers

In real life – while the learner needs to know the operations behind the calculations – the learner would probably use a calculator to figure out percentages. You'll find some great activities for using a calculator in AlphaRoute. Go to www.alphaplus.ca/eng.asp and click on the link to AlphaRoute.

### Chapter 3-2 Learning Activity

In the learning environment the learner will have the math or numeracy skills to do either of the activities when he or she can:

Name and state the value of all coins and bills

- $\Rightarrow$  Read and write money values up to \$100
- $\Rightarrow$  Add and subtract money values up to \$100

The learner only needs to complete one of these activities but could do both.

#### Activity #2 - Making Change Answer Key

Fare # 1 – amount owed to the passenger: \$1.90				
Value (e.g., 5¢, 10¢, 25¢, \$1) Number (e.g., 1)				
5¢ 1				
10¢ 1				
25¢ 3				
\$1	1			

Fare # 2 – amount owed to the passenger: \$14.45				
Value (e.g., 5¢, 10¢, 25¢, \$1) Number (e.g., 1)				
10¢ 2				
25¢ 1				
\$2 2				
\$10	1			

Fare # 3 – amount owed to the passenger: \$2.80			
Value (e.g., 5¢, 10¢, 25¢, \$1) Number (e.g., 1)			
5¢ 1			
25¢ 3			
\$2 1			

# **Chapter 3-3 Keeping Records**

This section of the chapter has been designed to help you understand why it's important to keep records.

## Why Keeping Records is Important



How good is your memory? Can you remember how much money you spent at the grocery store in October of last year? Probably not!

This is the main reason we keep records – so we don't have to rely on our memories! Let's say you are Sally and you've been waiting to get reimbursed for credit card slips and vouchers that you included with your

trip sheet last month. If you haven't kept a record of the dollar amount you submitted, how will you know if you've been reimbursed correctly? That's not to say that the owner will try to rip you off, but everyone is human and maybe he or she makes a mistake.

Of course, in this day and age, it is the government that is most interested in how much you make and when.

When you work for someone else as an employee, the employer will take certain deductions off your pay every pay period. These deductions include Employment Insurance, Canada Pension and Income Tax. This doesn't happen when you are self-employed.

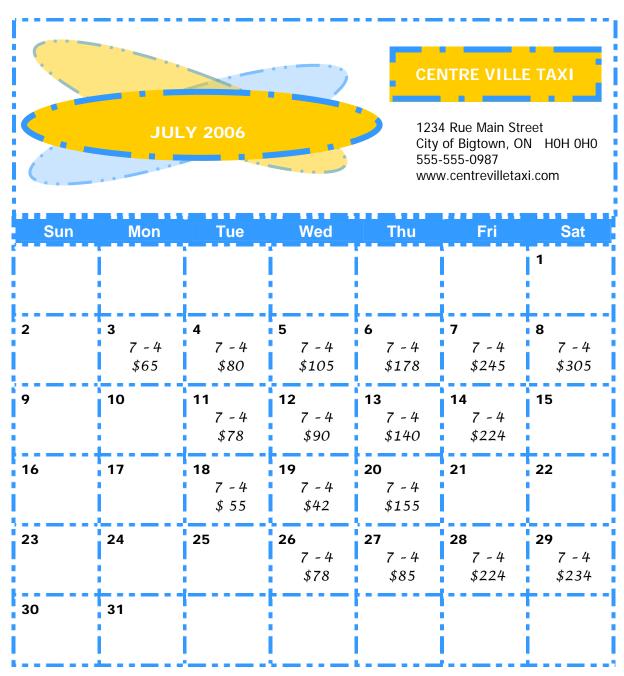
When you are self-employed you will be responsible for making sure that you set aside enough money to pay income tax at the end of the year and that you make a contribution toward Canada Pension. Of course, if your income from being self-employed isn't more than the basic deduction, then you may not have to worry about paying income tax.

The whole topic of paying tax and making pension contributions when you are self-employed is quite complicated. We can't really cover it adequately in this section of the chapter. What we do want to do is focus on some of the reasons why it's a good idea to keep records.

#### **Income Records**

As a self-employed person you should keep a record of the shifts you have worked and the amount of money you earned. Let's look at an example.

Below is a calendar for the month of July that Sally has as a record of her shifts and money earned from fares. Sally knows that she should also include any money that she has earned from tips as part of her income.



Using a calendar makes it easy for Sally to keep an accurate record of her hours and income.

Sally also keeps, in a small notebook she carries in the taxi, a record of money owing to her because of credit card charges, business accounts, gift certificates and vouchers.

#### **Expense Records**



Sally has a file folder where she keeps receipts. As a self-employed person she knows that she can claim some of the things that she spends money on as expenses.

If she doesn't get a receipt for something, she makes sure that she makes a note of what she bought in a small notebook that she keeps in the file folder. She includes the name and address of the supplier, the date of the purchase, the amount she paid and a description of what she purchased.

Here are some of the things that Sally knows she can claim as expenses:

- ⇒ Annual fee she has to pay for her taxi license
- ⇒ Money she pays someone to prepare her annual income tax return
- ⇒ Certain medical and dental expenses
- ⇒ Prescriptions
- ⇒ Fuel, oil and windshield washer paid by her for the taxi
- $\Rightarrow$  Childcare expenses
- ⇒ Meals she eats during her shift
- ⇒ Office supplies

In Canada, you must keep your record of income and expenses for at least six years.

Keeping records of your income and shifts will mean you won't have to rely on your memory when it comes time to file your income tax return. When you keep accurate records of your expenses, you'll be able to claim many of them on your income tax return.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

### **Keeping Records Self Assessment**

This section of the chapter was designed to help you understand why it's important to keep records.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can organize information in a			
logical order			
I can record information			
accurately			
I can label and use forms			

Use the space below to add other record keeping skills that you have, or would like to have, that aren't shown above.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

# Chapter 3-3 Learning Activity

## Creating a Record

Most of the time the fares you collect will be cash. There will be times, however, when passengers pay the fare using a credit card, a company account, a gift certificate or a voucher. At the end of your shift it will be easy for you to split the cash fares 60/40 with the owner, but what about the fares that aren't cash?

Since you give the owner all the non-cash slips and invoices, you will need some way to keep track of this information. In this section of the chapter, we learned that Sally uses a small notebook to do this.

For this activity you are going to create a form that you could use for this purpose. Here are five easy steps for you to follow:

#### Step 1

Get a blank piece of paper or open a new file on a computer. If you are using a computer file click on "save as" and give your file a name. You may want to do a rough draft of your form on paper first and then create a computer file.

### Step 2

Create headings on the page. Think back to what you read in this chapter about trip sheets and how you will get paid – what headings do you think your form should have?

### Step 3

Go back to the trip sheet on the page entitled "Making Change" and enter the information about the two fares that were charges on your trip sheet.

### Step 4

Calculate how much of the charges you should get from the owner and enter this amount on your page.

#### Step 5

Give your completed form to your tutor or instructor. If you have created a computer file print the page or send it by email.

When you've completed the learning activity, fill in the form on the next page and give it and your completed learning activity to your tutor or instructor.

## Learner Evaluation and Feedback

Learning Activity: Keeping Records

- 1. Did you enjoy doing this learning activity?
  - □ Yes □ No

Why or why not?

2. How well do you think you did at this activity?

Very poorly	Not that well	Fairly well	□ Very well
very poorty	I NOT that wen	i ranny wen	

- 3. Were the instructions easy to follow?
  - $\Box$  Not at all  $\Box$  A little confusing  $\Box$  Yes  $\Box$  I needed clarification
- 4. Do you think this learning activity is relevant to your goal of becoming a taxi driver?
  - $\Box$  Yes  $\Box$  No  $\Box$  Not sure
- 5. Is there anything you would change?
  - $\Box$  Yes  $\Box$  No  $\Box$  Not sure

If Yes, describe what you would change:

# NOTE TO PRACTITIONER

## Chapter 3-3 Learning Activity – Creating a Record

In the learning environment, the learner will have the skills to complete this activity when he or she demonstrates the ability to:

- $\Rightarrow$  Construct and label simple forms
- ⇒ Read and interpret data presented in tables
- ⇒ Sort and classify information
- ⇒ Collect data from the learning environment

The headings that the learner should use are:

- ⇒ Date
- ⇔ Amount
- ⇒ Type of Charge (e.g. business invoice, card slip, gift certificate, etc)
- ⇒ Received (this will be where the driver can put a checkmark to show that the amount has been received)

# **Chapter Summary**

In this chapter, we looked at the math skills you will need on the job. When you are driving a taxi you will be able to show that you have the math skills you need because you can:

- $\Rightarrow$  Handle money
- $\Rightarrow$  Make calculations
- $\Rightarrow$  Read and record information on a table

If you had trouble with math in school you might think that you can't learn math as an adult. Hopefully, this chapter helped you to see how you already use numbers in your daily life and how you apply that knowledge to working as a taxi driver.

Numbers play a central role in the life of a taxi driver. Numbers are used to communicate information, to estimate and tell time and to pay for trips in the taxi. When it comes to getting paid, you're in the driver's seat – your ability to handle money accurately and confidently will determine your success as a taxi driver.

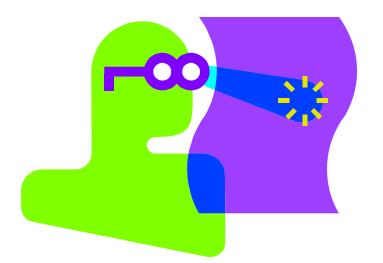
If you aren't working as a taxi driver right now, you can show that you already have many of the skills you need because you can:

- $\Rightarrow$  Read and write whole numbers up to 10,000
- $\Rightarrow$  Read and explain money values (e.g., \$35.98)
- ⇒ Estimate time, distance and/or cost
- $\Rightarrow$  Add and subtract money values
- ➡ Understand the standard units of time measurement: seconds, minutes and hours
- ⇒ Estimate and measure time using minutes and hours
- ⇒ Tell time accurately using both digital and analog clocks
- ⇒ Organize information to convey a central idea
- ⇒ Provide factual information accurately
- $\Rightarrow$  Label and use forms

These are **essential skills** for a taxi driver. Even if you've decided you'd like to practice these skills more, you've made an excellent start.

Like the skills you've worked on and used in the other chapters, these essential skills are **transferable**. This means you can take these skills and use them in other places and other situations – at home, in the community and at other types of employment.







I started working on this chapter on:

I finished this chapter on:

## **Introduction to Chapter Four – Reading for Work**

In this chapter, we're going to look at the **reading skills** you will need on the job. Taxi cab owners have said that drivers need reading skills that will allow them to:

- $\Rightarrow$  Complete simple forms
- $\Rightarrow$  Make journals and keep logs
- $\Rightarrow$  Write messages and notes
- $\Rightarrow$  Keep records
- $\Rightarrow$  Write names and addresses

Does this list of skills sound familiar? It should! We've looked at these skills in other chapters when talking about time management, writing and using math skills at work. In this chapter, we're going to focus on the reading skills that will allow you to work with **forms, journals, logs, messages and notes**.

You've already seen and used many of the forms that you'll use on the job in other chapters. This included trip sheets, work schedules, and charge slips. In addition to being able to read and use these forms, you'll need strong reading skills so you can:

- ➡ Understand information bulletins and memos to keep up-to-date with company policies
- ⇒ Understand the rules and regulations set by the municipality where you will be working
- ⇒ Skim newspapers and other written materials so you can provide local information to passengers
- ⇒ Understand company manuals on policies, procedures and operations
- ⇒ Understand government and insurance documents
- $\Rightarrow$  Find street addresses using a map, GPS⁹ or street signs
- $\Rightarrow$  Use the taxi computer (if present)

In the taxi driving business, these skills are considered **essential skills** for reading and using documents. The great thing about these essential skills is that you can use them in other parts of your life or at other jobs. This means these skills are transferable to other settings.

One of the great things about reading is that the skills you use here to read can be used in all parts of your life – as a friend, as a parent or as a

⁹ GPS stands for Global Positioning System. It is a way to tell where you are. The system uses computers and satellites to show you on a computer screen where you are. We'll talk more about this later.

community member. In addition to the reading that you've been doing in this book, what other reading do you do?

For each of the following questions, check yes or no.			
Do you regularly look up information in brochures, on the Internet, in the Yellow Pages or in any other written materials?	Yes 🗖 No 🗖		
Do you read labels on packages before you buy?	Yes 🛛 No 🖵		
Do you sometimes ask for help if you read something you don't understand (a difficult word or a confusing idea)?	Yes 🗆 No 🗖		
Have you worked in jobs where you needed to follow written instructions or lists?	Yes 🗆 No 🗖		
Do you enjoy a good story (in a book, a magazine, a movie or on TV)?	Yes 🗖 No 🗖		
Do you first scan a book cover or movie case to decide if the story would interest you?	Yes 🗆 No 🗖		
Do you read the newspaper regularly?	Yes 🛛 No 🖵		
Do you read stories to the children in your life?	Yes 🗖 No 🗖		

If you aren't doing any other reading, why not?

Depending on **what** you are reading and **your reason** for reading, you'll need to use different reading strategies. A strategy is a way to approach reading. When you match a reading strategy to what you are reading and your reason for reading it, then the task of reading should become easier for you. In each section of this chapter we're going to talk about some the strategies you can use to become a stronger reader.

It should be clear to you that if you've made it this far in *Taxi! Connecting to Workplaces, Taxi Driver Curriculum* then you already have a really solid set of reading skills. We'll identify those skills in each section of this chapter. Once you have read the chapter and have successfully completed the three learning activities, you should feel confident that you have the skills that taxi cab owners want because you can read:

- $\Rightarrow$  Simple forms
- $\Rightarrow$  Journals and logs
- $\Rightarrow$  Messages and notes
- ⇔ Records
- $\Rightarrow$  Names and addresses



Something to Think About...

Think about the last time you stood in line at the grocery store.

- $\Rightarrow$  Did you look at the magazines in the rack by the check out?
- ⇒ Did you look at pictures or read headlines?
- $\Rightarrow$  Did you pick up a magazine or newspaper and flip through the pages?

If you looked at the pictures or read the headlines, then you used a reading strategy called *skimming*.

If you picked up a magazine and flipped through the pages – perhaps you were looking for the article on fly fishing that you saw on the front cover – then you used a reading strategy called *scanning*.

We'll look at more examples of both of these strategies – and other reading strategies – in this chapter.

## **Notes to Practitioner**

While reading skills appears second to the last on a scale of skills according to people who own and run taxi cab companies, you already know that adults without fairly good reading skills won't have made it this far into this curriculum. According to HRSD Canada's Essential Skills profile, taxi drivers use *reading skills* to:

- ⇒ Read information bulletins and memos to keep up-to-date with company policies
- ⇒ Refer to by-laws and regulations to understand the various requirements set by the municipality
- ⇒ Skim newspapers to provide information to passengers
- ⇒ Read company manuals on policies, procedures and operations
- ⇒ Read insurance documents to better understand liability

Reading skills also play a key role in the use of documents. This includes:

- ⇒ Completing various entry forms such as receipts and credit card charge slips
- ⇒ Filling in "trip sheets" for each trip, indicating destination and number of passengers
- ⇒ Filling in customer receipts
- ⇒ Reading address labels when delivering packages for customers
- ⇒ Reading street signs to locate addresses
- ⇒ Referring to mobile data terminal (MDT) screen which displays dispatch information
- ⇒ Reading credit cards, charge slips, travellers' cheques and vouchers when accepting payment
- $\Rightarrow$  Reading maps and street guides to find locations

This is quite a comprehensive list of both skills and reasons for reading. Many of the documents mentioned in the above list have already been introduced and used in earlier chapters. What this means in terms of this chapter is that our focus will be on introducing various reading strategies that will, hopefully, make the task of reading easier. Most of the HRSD Essential Reading and Use of Documents skills for **this job** fall into LBS Level Two. At this level:

"The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this the reader uses various common reading strategies, personal experience, and knowledge, as well as familiarity with some forms and conventions of more formal texts."¹⁰

In terms of reading strategies, **for this job**, this means learners will need reading skills that will allow them to:

- ⇒ Use phonics and knowledge of word parts to decode unknown words; for example, breaking words into syllables to learn street names
- ⇒ Use their knowledge of basic grammar, predictable word patterns and sentence structure in writing to understand phrases and sentences
- ⇒ Use their knowledge of basic spelling conventions and simple punctuation
- ⇒ Use context cues and personal experience to gather meaning from the text
- ⇒ Read short stories, short newspaper articles or magazine articles
- ⇒ Make reasoned judgements on the accuracy and reliability of information found; for example, looking over a gift certificate to ensure it is valid

In this chapter, how each learning activity is evaluated or scored should be a discussion between you and the learner. For this reason, evaluation criteria have not been created for the learning activities. The learner is given, however, the opportunity to evaluate how well he or she thinks he or she has done with the activity.

Please review the practitioner notes at the end of each section before using the content with your learner or learners.

## **Your Notes:**

¹⁰ *The Level Descriptions Manual.* Ontario Literacy Coalition, 2000: page 17.



# TAXI CAB WORKING GROUP REPORT

#### Province Accepts Recommendations Of Taxi Cab Working Group¹¹



In Manitoba, a Taxi Cab Working Group wrote a report on taxi cab safety issues. The report asked both the government and taxi cab owners to consider making some changes. The Taxi Cab Safety Working Group was commissioned by the Manitoba Minister of Transportation after a taxi driver was murdered in Winnipeg.

The Working Group asked the government to consider passing legislations that would make the installation of safety shields, cameras and recording devices a legal requirement. The Working Group also asked that the mandatory training for new drivers and dispatchers be upgraded and that the training be delivered by qualified trainers.

They also asked for first aid kits to be installed in every car and they asked the government to create community programs that would develop and promote race relations and educate the public.

*The working group asked owners to consider:* 

- ⇒ Installing tracking systems, like a Global Positioning System (GPS)
- ⇒ Setting up the pre-payment of taxi fares after 8 PM to reduce cash availability in taxis
- $\Rightarrow$  Training drivers to help them become better at handling fare disputes
- ⇒ Setting up programs and activities to encourage more interaction with the community

To pay for the new safety equipment, the working group recommended that the government allow the basic "drop charge" rate to be increased by 25¢. The changes will be put into place over a specific time period.

¹¹ Adapted from a Manitoba Government News Release dated November 26, 2001 and retrieved October 2006 from www.gov.mb.ca/chc/press/top/2001/11/2001-11-26-01.html.

If there are words in the story you don't know or had trouble reading write them below:

Read the questions below and then jot down your main points. When you're ready, share your responses with your tutor or classmates.

 $\Rightarrow$  Do you think the information in the story is fact or fiction? Why?

 $\Rightarrow$  How could you verify the information in the story?

⇒ Are safety issues while driving a taxi something you've thought about? Why or why not?

# **CHAPTER 4-1 USING SIMPLE FORMS**

This section of the chapter has been designed to help you improve your reading strategies and gain the skills you need to read forms and other information on the job.

## **Reading Strategies**



In this section of the chapter, we're going to focus on the reading strategies that will help you use work-related documents with confidence. A reading strategy is basically a clue that helps you make decisions about what you are reading. This clue will help you understand the information.

On the job, some of the most useful reading strategies – or clues - for you will include:

- ⇒ Using the context and type of document to gain an understanding
- ⇒ Building your vocabulary through word families or patterns and word structure
- ⇒ Using the basic elements of grammar, spelling and punctuation to read and interpret documents.

Lots of times, when we see a word and we say "I don't know that word!" it can mean that we've never seen that word in writing. When you try to sound the word out, you may suddenly discover that you do know that word – you've just never seen it in writing!

Words that you know right away are sometimes called sight words. What this means is that as soon as you see the word in writing, you can say it without hesitation. One of the best ways to add sight words to your vocabulary is to use them. This means including the word when you speak and creating opportunities to write the word.

In this section of the chapter we're going to take a look at some of the reading strategies you can use to help you on the job. As much as possible, we'll use work-related documents.

## **Skimming And Scanning**

In the introduction to this chapter, we used the example of looking at the magazines in the rack at the checkout to introduce two great reading skills – skimming and scanning.

**Skimming** involves running your eyes over the whole rack to identify the different types of reading materials that are on the rack. There can be large, glossy magazines like Cosmopolitan^{TM12} and smaller magazines like the Reader's DigestTM or TV GuideTM.

You'll also find newspaper type publications like National Enquirer[™] or News of the World[™]. Once you've skimmed the rack, you can decide which, if any, of the publications you want to spend more time looking at.

Let's say you pick Reader's Digest[™] because the information on the cover tells you there's an article on road safety in the winter on page 39. When you get to the article, you move your eyes across the page. What "catches" your eye will be things such as graphics or pictures, large text, coloured text or fancy text. You might also be looking for specific words in the text. This is called **scanning**.

¹² Have you wondered what the letters TM stand for? TM means Trade Mark. It's a way for magazines and newspapers to protect their name. If you want to learn more about trade marks, type "trade mark" into a search engine. Make sure you use the quotation marks.

#### **TRY THIS!**



Scan the text below to find information on black ice and then answer the question at the end.

#### **Driving Safely in Winter Weather**¹³

The leading cause of death during winter storms is transportation accidents. Many accidents could be avoided if drivers took time to learn and practice these tips for driving safely during snowy and icy conditions.

Perhaps the deadliest danger of all is "black ice." Black ice is ice which forms on a roadway, usually due to snow melting and refreezing. Since it is almost invisible, drivers fail to recognize black ice conditions and may drive at normal speeds-often resulting in very serious accidents. Always be alert to the possibility of black ice when temperatures are near or below freezing. Pavement that looks dry but appears darker in color and dull-looking should alert you to the presence of black ice.

Failing to allow yourself enough time to stop is a major cause of winter driving accidents. During slippery conditions, stopping distances can triple. Driving at a slower speed, anticipating stops at traffic lights and intersections, and applying brakes sooner than normal will help ensure accident-free stops. When braking, brake carefully with short, rapid application of the brakes. Always allow plenty of extra space between you and other vehicles to minimize the need for quick stops.

⇒ When should you be most concerned about there being black ice on the road?

¹³ Retrieved August 2006 from: www.webworldinc.com/wes-con/winterdr.htm

### Learning the Rules

Did you know that English is one of the hardest languages to learn how to read? Do you know why?

English is hard to learn because many words, when written down, don't look like you think they should. Lots of words sound the same but have different meanings. In English, letters of the alphabet are blended together to create sounds that don't really sound like the letters. Vowels have different sounds in different words. All the spelling and grammar rules can make it difficult for someone to learn to read English.

Improving your reading skills will be easier if you can remember some basic spelling and grammar rules. Here are a few to get you started:

- 1) **Learn word families.** You can use word patterns or word families to help you say and use new words. A word family describes words that look very similar to other words bar, car, far, jar, mar, tar, scar and star all belong to the AR family.
- Recognize how blending two consonants together gives you one sound. Once you recognize a pattern you can use it to increase your sight word vocabulary. For example, B + R gives you "br." Here are a few words that start with br: brake, brick, bright, broad.

## **TRY THIS!**



From the list of words below, circle the ones that belong to the OIL family. When you are done, ask your tutor or instructor to check your list.

bold	lick	oil	fire	ink
cell	soil	brick	bolt	broil
foil	tide	slip	toil	lend
lean	boil	ripe	soap	coil

⇒ From the above words can you identify other word families or patterns? If so, create a word list for each one.

⇒ In this list you'll find two "br" words. Can you find another consonant blend in the list?

- 3) Sometimes you can **identify a new word by looking for smaller words** in a bigger word. For example, in Chapter 2 you had to create a vehicle maintenance checklist. If the word *maintenance* was new to you or if you had a hard time reading that word you could break it into smaller words. What smaller words do you see in maintenance? Do you see the words "main" and "ten"? Can you sound out the end of the word – "ance"?
- 4) Instead of looking for smaller words, you can also **break words into smaller parts called syllables.** If we break every word in the sentence you just read into syllables it would look like this: In-stead of look-ing for small-er words you can al-so break words in-to small-er parts called syl-la-bles.

You may be asking yourself – if I can't read the word, how can I break it into syllables? That's a good question. The answer is that every syllable must have at least one vowel. (Do you remember which letters are vowels? The vowels are: a, e, i, o, u and sometimes y.)

When you are faced with a word that you don't know, look at each of the letters and identify each of the vowels. Try saying the word out loud by putting the letters into groups.

#### **TRY THIS!**



Go back to the story at the beginning of the chapter and break the words you had trouble with into syllables. If you didn't have a problem with any of the words, then use the words in the list below. Before you start you might want to practice on a few words that are very familiar to you. When you are done, ask your tutor or instructor to check your work.

If you find the words below too easy, then ask your tutor or instructor to make a different word list.

5) The **basic elements of grammar and punctuation** can also help you to understand what you are reading. Knowing that every sentence starts with a capital letter and being able to identify the subject and verb in the sentence are strong reading strategies. The period tells you to stop before reading the next sentence. A question mark tells you that a question is being asked and an exclamation mark tells you that you are reading something exciting!

### TRY THIS!



In each of the following sentences, circle the subject of the sentence and underline the verb. When you are done, ask your tutor or instructor to check your list.

- 1) Sally thinks it will be a slow evening until 2 AM.
- 2) Danielle, Richard and Etienne own Centre Ville Taxi.
- 3) Etienne became a full-time dispatcher.
- 4) The Taxi Cab Working Group wrote a report on safety issues.
- 5) I learned to get around by using a map.

If you have trouble with identifying the subject and verb in each of these sentences, then ask your tutor or instructor to give you more practice sheets

Something to Think About...

Are there other spelling, grammar or punctuation rules that you would like to learn? If there are, make a note here and talk to your tutor or instructor. For example, what are quotation marks?

## **Types of Documents**



So far in *Taxi Driver Curriculum: Connecting to Workplaces*, we've used a number of different types of documents to help you gain a better understanding of what it will be like to be a taxi driver. For example, in Chapter One you created a work schedule. In Chapter Two, we looked at application forms for getting a taxi license and you created a vehicle maintenance checklist. We also looked at the use of receipts and you examined the difference between the type of receipt that you will give to passengers and the type of receipt you get at the grocery store.

In Chapter Three, we looked at even more work-related documents. We looked at credit card slips, and one of the most important forms that you will use on the job – the trip sheet. Creating and filling out the various forms allowed you to use not only your writing skills but also your reading skills.

As you've probably noticed, not all written materials look the same. Take this document for example. Throughout each chapter you've probably noticed that some words look different. For example, some have been written in **bold** text or *italics* and some text is larger than other text. These are all things that you can use for clues to help you understand what the text is about.

Look back up to the top of the page – the text says Types of Documents. What do you notice about those words? Did you notice that the text is darker than other text and that it is slightly larger than the text below it?

Here is the text written in normal sized	Types of Documents
letters:	
Here it is when the text is bolded:	Types of Documents
Here it is written in larger sized letters:	Types of Documents
Here it is as it appears at the top of the page – bolded and using larger sized letters:	Types of Documents

Let's compare:

Did you notice how each change made the text larger and easier to see? In a page of text words that are changed like these will "jump out" at you. Earlier, you were asked to scan the text about winter driving and you were asked to find out when you should be the most concerned about black ice on the road. Below you'll see some of the same text, only this time key words have been bolded:

Black ice is ice which forms on a roadway, usually due to snow melting and re-freezing. Since it is almost invisible, drivers fail to recognize black ice conditions and may drive at normal speeds-often resulting in very serious accidents. Always **be alert** to the possibility of black ice when **temperatures** are **near or below freezing.** Pavement that looks dry but appears darker in color and dull-looking should alert you to the presence of black ice.

When words are bolded within a section of text, they really stand out! In many books, newspapers and magazines titles of stories and articles are bolded and made larger. When you scan a page of text, this feature will tell you that you are reading the title. TRY THIS!



Take a look at the front page of your local newspaper – what's the first thing that you notice? What grabs your attention? Is it the headline or a picture?

When it's a headline, why did it catch your eye? Was it the words or the size?

When some text is larger than the text around it, your eyes go right to it. In newspapers and magazines, the headline is used to grab your attention – first the size draws your eyes to the words and then words themselves keep you looking.

I'm on fire! Or I'M ON FIRE!

Which set of words seems to shout at you? Did you manage to read all the text in the paragraphs above that sentence before reading I'm on fire? Probably not!

Pictures are also used to keep you looking at the magazine or newspaper.

⇒ On your next visit to the grocery store take another look at the magazine rack. What are some of the headlines that attract your attention?

Let's go back and take a look at some of the documents that you've seen in other chapters. On the next page is a credit card slip.

Let's go back and take a look at some of the documents that you've seen in other chapters. Below is a credit card slip.

DO NOT WRITE IN THIS SPACE		
	AUTHORIZATION #	
	DATE	A A
	M D Y	
Card Holder Signature		
Chargelt	AMOUNT	IST
	TAX	0
	TIP	
TOTAL \$		

This document is set up so you have to print certain information in specific spots. For example, you can't write the cost of the fare just any place on the slip. You have to put it in the box that is beside the word "AMOUNT" and you have to put the dollar amount in one box and the cents in another. You also have to record the total in the boxes at the bottom.

The business invoice is similar – there are specific places on the invoice where you have to record specific information.

Centre Ville Taxi City of Bigtown	<b>BUSINESS INVOICE</b>	Cab #
Time	Date	
From		
То	·	
Fare <u>\$</u>	_ Customer's Signature	
Company	Account	#
Driver's Signature:		

documents could result in your not getting paid for fares you picked up. So it's important that you become familiar with the layout of these documents – that you **read** each one carefully. Don't forget – the documents your taxi cab company uses may not look exactly like these ones.

While you may not have to write anything on a gift certificate, you do have to check for specific information. For example:

- $\Rightarrow$  When does this gift certificate expire?
- $\Rightarrow$  How much is the gift certificate worth?
- $\Rightarrow$  Who authorized the certificate?

Gift Certificate	
Girt Certificate	ΤΑΧΙ
This certificate entitles the holder	
to \$5.00 towards the cost of taxi fare.	
1234 Rue Main Street City of Bigtown, ON HOH OHO	Authorized by: E. Humphries
555-555-0987 www.centrevilletaxi.com	Expires: January 31, 2012
Value of Certificate: \$5.00 Not Redeemable for cash.	Number: 000333

When you first look at the gift certificate, your eyes move from left to right and your brain begins to process the information. As you scan the document, you might think things like:

- ⇒ It's a gift certificate is it any good? yes/no
- ⇒ From Centre Ville Taxi? yes
- $\Rightarrow$  It's for \$5
- ⇒ E. Humphries authorized it
- $\Rightarrow$  It expires on January 31, 2012
- ⇒ It's number 000333
- $\Rightarrow$  I can accept this gift certificate

Sometimes when you read to find information, what you read doesn't tell you the whole story. Let's look at an example: you see an advertisement for a special price for a full car detailing service. The ad says "Tuesdays Only!" You know when you read that sentence that the special price is only available on Tuesdays. What that sentence also tells you is that you can't get the special price on Monday, Wednesday, Thursday – or any other day.

A good question to ask yourself when you read is this: what isn't the story or information telling me? Or, like the example above, what can I assume from the information? This is called making an inference and it's an important skill to have as a reader.

Of course, once you've used work-related documents a few times, you'll know exactly where to look for the information you need. In the next section of this chapter we'll look at one more work-related document – the shift schedule.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

### Using Simple Forms Self Assessment

This section of the chapter was designed to help you improve your reading strategies and gain the skills you need to read forms and other information on the job.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I use a variety of decoding	CIIIS SKIII		SKIII
strategies to determine the			
meaning of unfamiliar words			
(street names, for example).			
I use punctuation and basic			
grammar to help me understand what I am reading.			
I use skimming to help me			
understand different types of			
documents.			
I use scanning to help me find			
specific information when reading.			
Use the space below to add other relike to have, that aren't shown above space below.			
Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
		•	

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

# **Chapter 4-1 Learning Activity**

#### **Getting a Taxi Driver's Licence – Application Process**

For this learning activity, you will read the information in the form below and then answer five comprehension questions. Don't forget – when you are reading to find information, what the information doesn't tell you can often be as important as what it does tell you.

For example, in the form below it tells you what happens at the first visit if you pass the verbal test successfully (you'll get your picture taken, get information for the written test and you'll set up a date to take the written test). What happens if you fail the verbal test? This form doesn't tell you that so you may want to ask someone at the municipal office what will happen if you fail the verbal test.

	<b>Taxi Drivers - Municipality of Bigtown</b> New Taxi Driver's License – Application Process							
Renewal Period	Available Inspection Times	Appointment Required?	What to Bring with You (All documents must be Original)	What you will do when you get here	Applicable Fees			
1 st visit (verbal test only)	Monday - Friday 8:30 am -4:30 pm	No	<ul> <li>Completed driver application form</li> <li>Provincial Driver's License</li> <li>Canadian Birth Certificate or Citizenship Card or Landed Immigrant Papers or Refugee Papers with Work Permit</li> </ul>	<ul> <li>Submit documents</li> <li>Take verbal test</li> <li>If test successful:         <ul> <li>Get picture taken</li> <li>Obtain testing info</li> <li>Set up test date</li> </ul> </li> </ul>	\$50.00			
2nd visit (written test only)	Tuesdays 8:45 am <b>or</b> 1:45 pm	Yes	<ul> <li>Provincial Driver's License</li> <li>Receipt from 1st visit test payment</li> </ul>	<ul><li>Submit documents</li><li>Write taxi test</li></ul>	\$0.00			
2.1			- D: 1.1.4.44	- 0 1 1 1				
3rd visit (within 30 days of written test)	Monday - Friday 9:00 am <b>or</b> 9:30 am <b>or</b> 3:30 pm	Yes	<ul> <li>Driver's abstract (no older than 30 days)</li> <li>Criminal record check (no older than 30 days)</li> </ul>	<ul> <li>Submit documents</li> <li>Interview with Inspector</li> </ul>	\$75.00			

## **Comprehension Questions**

1) If you already have a taxi driving licence, would the information on this form be useful to you? Why or why not?

2) What is the total cost of applying for a taxi driving license? Can you pay the fees by cheque?

3) What questions will you be asked as part of the verbal test at your first visit?

4) Do you need an appointment to take the written test?

5) When can you schedule your third visit and what happens at that time?

You can answer the questions verbally or in writing. If you write your answers, have your tutor or instructor review your written work. A classmate, tutor or instructor can listen to your verbal responses.

Once you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

## Learner Evaluation and Feedback

Le	arning Activity: Using Simple Forms
1.	Did you enjoy doing this learning activity?
	□ Yes □ No
	Why or why not?
2.	How well do you think you did at this activity?
	$\Box$ Very poorly $\Box$ Not that well $\Box$ Fairly well $\Box$ Very well
3.	Were the instructions easy to follow?
	$\Box$ Not at all $\Box$ A little confusing $\Box$ Yes $\Box$ I needed clarification
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
5.	Is there anything you would change?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
	If Yes, describe what you would change:

## NOTE TO PRACTITIONER

## Chapter 4-1 Learning Activity – Getting a Taxi Driver's Licence – Application Process

While the main focus of this learning activity is on reading, writing and math skills also play a role. In the learning environment the learner will have the skills to do this activity when he or she can:

- ⇒ Use familiar vocabulary and the context to determine the meaning of text that contains unfamiliar words
- ⇒ Use the organization and characteristics of different forms of writing to understand and use the content
- ⇒ Locate information in a document using titles, headings or other formatting clues
- $\Rightarrow$  Use the format of the document to locate and interpret information

## 4-1 Learning Activity Answer key

- 1) If you already have a taxi driving licence, would the information on this form be useful to you? Why or why not?
  - The information on this form would not be useful because the information is for new applications. If you already had a taxi driver's licence you would need other information.
- 2) What is the total cost of applying for a taxi driving licence? Can you pay the fees by cheque?
  - The total cost is \$125. There isn't enough information on this form to answer the question about paying by cheque.
- 3) What questions will you be asked as part of the verbal test at your first visit?
  - There isn't enough information on this form to answer that question.
- 4) Do you need an appointment to take the written test?
  - Yes.

- 5) When can you schedule your third visit and what happens at that time?
  - You can schedule your third visit Monday to Friday for 9:00 am, 9:30 am or 3:30 pm.
  - You need to bring your driver's abstract (no older than 30 days) and your Criminal record check (no older than 30 days) with you because you have to hand in those documents. There is also an interview with an inspector

Page titled "Learning the Rules" Try This! answers – If this word pattern or family doesn't work for the learner or if it is too easy, then pick a more appropriate pattern.

bold	lick	oil	fire	ink
cell	soil	brick	bolt	broil
foil	tide	slip	toil	lend
lean	boil	ripe	soap	coil

OIL WORDS: boil, broil, coil, foil, oil, soil, toil

A *sampling* of other word families or patterns:

OLD: bold, fold, gold, hold, sold, told

ELL: cell, dell fell, sell, tell, well

EAN: bean, dean, jean, lean, mean, wean

In this list you'll find two "br" words. Can you find another consonant blend in the list?

"sl"

Second page of page titled "Learning the Rules" Try This! answers:

transportation	trans-por-ta-tion
communication	com-mu-ni-ca-tion
microphone	mic-ro-phone
insurance	in-sur-ance
boulevard	boul-e-vard

If the learner is unsuccessful at breaking the words into syllables correctly, then you may need to have a discussion about the difference between how we speak (often incorrectly) and how words appear in writing – for example, dropping "g" at the end of a word and pervasive use of poor grammar in advertising: "I'm lovin' it".

Third page of page titled "Learning the Rules" Try This! answers:

- 1) (Sally)thinks it will be a slow evening until 2 AM.
- (Danielle, Richard and Etienne own Centre Ville Taxi.
- 3) Etienne became a full-time dispatcher.
- 4) The Taxi-Cab Working Group wrote a report on safety issues.
- 5)  $(\underline{1})$  learned to get around by using a map.

# **CHAPTER 4-2 USING JOURNALS & LOGS**

his section of the chapter has been designed to help you gain the skills and confidence you'll need to read and use written materials on the job.

## **Reading Documents**



A journal is a written record about events that have happened in the past or events that might happen in the future. Many people keep personal journals. In the learning environment, some learners keep journals to help them see the progress they have made. When you enter information in a journal, you usually write the date first and then write what you want to say.

In the work environment, a log is also used to record information. Usually the information in a log is brief and factual. Logs are usually set up to record specific information in a specific place on the page. In a log book the pages are usually numbered and each page has places for writing the date, to record what happened and often there's a place for the person writing the log to sign his or her comments.

Here's an example of a journal entry:

Tuesday, April 26, 2005

Last class bash was a resounding success for the taxi companies. Everyone was busy, including the city police!! There were people everywhere. We didn't even have to go downtown to the bars to find street orders.

We started getting busy around 9:00 and stayed busy until 4:30 a.m. If I was to compare it to another night I would say it was like a mini New Years Eve or Halloween night. Too bad we couldn't have one of these nights every month!¹⁴

A log might look more like this:

		Page #
Date	Observations/Comments	Recorded by:
April 26-05	Busy shift; end of school term; car needs good cleaning	FB

¹⁴ Retrieved August 2006 from:

http://frederictoncabby.blogspot.com/2005_04_01_frederictoncabby_archive.html.

In the taxi cab business, taxi drivers aren't required to keep journals or logs like those we've just described. This doesn't mean that information isn't collected and documented. In Chapter 2-1 you created a vehicle maintenance checklist. The checklist could be called a log because it records factual information. If you kept several completed checklists for the same car, this would give you a history of the car and any maintenance you've had done. This can also help you keep track of repairs and ongoing maintenance.

For dispatchers and taxi cab owners, the shift schedule is a very important document. It tells them which driver is scheduled to work at a specific time. A shift schedule is a type of journal or log because it records information.

A shift schedule is also an important document for you, as a driver. Not only does it tell you ahead of time when you are scheduled to work, it also tells you when you **don't** have to work. Knowing your days off ahead of time allows you to think about what you want to do. Do you want to go away for a few days, paint your apartment, go to a movie with friends?

If you are a single parent, like Sally (the driver we met in Chapter One), then knowing a shift schedule will allow you to schedule day care or other types of care for your children. You can also think about special things you can do with your kids on your days off.

#### **TRY THIS!**



In Chapter 1-2, when we were talking about time management, one of the choices you had as a learning activity was to go to http://thewclc.ca/edge/issue6/index1.html and click on "Workplace Schedules."

If you didn't do that part of the learning activity, then go there now. Listen to the information about four different types of learning materials. If you want you can do the learning activities.

If you did that part of the learning activity, you might want to take a few moments and review what you learned.

A shift schedule is really a calendar that shows who will be working and when. In Chapter 3-3, we saw how Sally used a calendar to have her own record of when she worked. She also marked down how much income she made each time she drove the taxi. As a taxi driver, you will be responsible for marking your shifts on a calendar and giving it to someone in the taxi cab office or dispatch centre. Your shift tells the dispatch centre when you will be working.

Knowing your schedule helps the taxi cab company plan their work. For example, if four people are driving the same car, they can use the shift schedule to arrange for mechanical work to be done to the car or to have the tires changed. Knowing your schedule also helps the taxi cab company or owner make sure the car is on the road as much as possible. Let's look at an example.

Week of : October 5, 2008			CAB # 565				
SHIFT	SUN	MON	TUES	WED	THURS	FRI	SAT
9 AM – 4 PM	Danielle	Frankie	Frankie	Sally	Danielle	Danielle	Danielle
4 PM – 10 PM	Sally	Danielle	Danielle	Danielle	· · · · · · · · · · · · · · · · · · ·	Sally	Sally
10 PM – 5 AM	Frankie	Robert	Robert	· · · · · · · · · · · · · · · · · · ·	Sally	Frankie	Frankie
5 AM - 9 AM					Sally	Robert	Robert

Etienne, one of the owners of Centre Ville Taxi, has made a schedule for Cab # 565 for the second week of the month.

When you look at this schedule, you can see that on some nights Cab #565 isn't on the road after 5 AM. This is because the cab company has decided that in Bigtown, there isn't enough business to bother having this taxi on the road during these hours.

You can also see that on Wednesday and Thursday there are shift times with no drivers scheduled. When this schedule is posted one of the taxi drivers could decide to work these shifts. As a taxi driver, you could pick up some extra income – as long as you don't go over the maximum number of hours you can work at one time.¹⁵

If you are working for a small taxi cab company or in a rural setting, creating a shift schedule may be more informal. You might meet the cab owner and the other drivers for a cup of coffee to decide who will be driving and which hours. In many small towns and in rural settings taxi cabs aren't on the road 24/7. This is because there won't be any fares to pick up.

Even in a small town or rural setting, you should keep a written record of when you are scheduled to work. As we mentioned earlier, keeping a record of your shifts will mean you don't have to rely on your memory!



Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

¹⁵ Don't forget that in most places, the municipality will say how many hours a driver can work in one shift. For example, in many places in Ontario a driver can't work more than 12 hours in one shift.

## Using Journals & Logs Self Assessment

This section of the chapter was designed to help you gain the skills and confidence you'll need to read and use written materials on the job.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I use my personal experience to help me understand what I am reading.			
I use my knowledge about how tables are organized to help me understand information in charts and tables.			

Use the space below to add other reading skills that you have, or would like to have, that aren't shown above.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

# Chapter 4-2 Learning Activity

#### Reading an Online Journal

A blog is an online journal or newsletter. The word blog is short for weblog. Blogs are usually updated by the author and aren't intended to be private. The comments reflect the opinion of the writer. The person who writes the blog is called a blogger.

The story below was taken from http://www.buddhacab.com/. We've only used a part of the entry. If you want to read everything the author said, go to the website and find the entry called "The Blogger and the Deli Man" from October 6th, 2006. Hint: You might have to click on a link called October 2006 to find the entry.

After you've read the story, follow the instructions at the end. You can write your answers to some of the questions or you can reply verbally. If you write your responses, give them to your tutor or instructor. If you want to reply verbally, then ask your tutor or instructor to listen to your comments.

If you go to http://www.buddhacab.com/, you'll see that after you read the entry you can contribute a comment. If you feel comfortable doing this, then go ahead and give it a try! This is not part of the assignment.

## The Blogger and the Deli Man

#### October 6th, 2006

Wow, already it's Friday night and I'm getting ready to go back out there for another weekend driving cab. Nursing school is keeping me so busy that it's become hard to find time to devote to this project; too bad, 'cause there's a lot more I'd like to be doing with this site.

That being said, last week there were two riders in particular who stood out in my experience and I'll write a few words about them before I get into the next two shifts.

Sunday morning I picked up the cab at 5 a.m. and, as the part-timer I got the old taxi in the fleet no one else wants to drive; it's got a funky old meter that's accurate but you have to hit the buttons just right to start the fare, or else all these weird numbers appear, and the car usually has an empty gas tank—so the first thing I have to do when I get this car is go the gas station on 44th St. and 10th Ave and put thirty bucks in the tank. I'd just gassed up and was intending to find a parking spot on Ninth Ave. and go back to bed for an hour of sleep, my usual routine, as I don't get to bed until 11 or 11:30 and four hours of sleep isn't enough for me to drive in Manhattan for 12 hours straight. But occasionally somebody flags me as I'm heading back to park the car and I can get to them before all the other caffeinated drivers who've just started their shifts and are out racing around trying to find the end-of-the night partiers. That happened on Sunday and I got a couple who wanted to go back to Queens after being out all night. That's a nice start to the day and I was happy to take them home and get a \$25 dollar fare to put an initial dent in covering the lease price.

After I dropped them off on 84th St. in between East Elmhurst and Jackson Heights, I was just about to turn onto Northern Blvd. and head back to the Queensborough Bridge when a Hispanic man wearing a white food service uniform and a baseball cap signalled me and asked me if I was working. Driving back into Manhattan with a passenger after dropping off in Queens is very lucky, and I was more than happy to welcome him into the cab.

Turns out this man was a deli worker from Mexico on his way to work in a First Avenue deli in Manhattan. He told me he had two jobs and worked 6 days a week, sometimes 16 hours a day. He had four kids; he was particularly proud of his oldest, a 13 year old boy, and he said he put every penny he made into paying for his family and his oldest son's education. He was taking the cab this morning because the city bus service is



unreliable on the weekend that early in the morning and he didn't like to take chances on being late for work.

He was a real nice man; I tried out a little of my Spanish with him and told him about the Spanish class for medical personnel I was taking at nursing school. He recommended I watch the Spanish channel on TV. I told him I had a great respect for people like him who worked so hard to make a better life for their families.

When he got out I offered to discount the fare for him but he insisted on paying the full meter, and wished me well as he turned to head into the deli. I couldn't help but reflect on the good fortune I've had to be born into a life with so many advantages, and even though I sometimes feel that it's tough to be struggling to keep up with a full class load in school all week and then deal with two cab shifts on the weekends, I had to admit that my life is pretty easy now compared to this guy's.

#### **Learning Activities**

- 1) There are three parts to this question: What words did you have trouble with?
  - a. On a piece of paper, make a list of the words that you had trouble with or words that were new to you.
  - b. Once you've made the list, look up each word in a dictionary. Use the dictionary to help you break each word into syllables.
  - c. Use each word from your list in a new sentence.
- 2) Retell the story in your own words. You can do this in writing or by saying the story out loud.

When you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

## Learner Evaluation and Feedback

Le	earning Activity: Using Journals and Logs
1.	Did you enjoy doing this learning activity?
	$\Box$ Yes $\Box$ No
	Why or why not?
2.	How well do you think you did at this activity?
	$\Box$ Very poorly $\Box$ Not that well $\Box$ Fairly well $\Box$ Very well
3.	Were the instructions easy to follow?
	□ Not at all □ A little confusing □ Yes □ I needed clarification
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
5.	Is there anything you would change?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
	If Yes, describe what you would change:

## NOTE TO PRACTITIONER

#### Chapter 4-2 Learning Activity – Reading an Online Journal

If the learner doesn't find the content of the entry interesting, either select another entry in this blog or go to another blog. If the web page mentioned in the learning activity is no longer available, then search out an alternative entry in another blog. You will need to adjust the comprehension questions to match the article.

NOTE OF CAUTION: As mentioned in the learning activity, blogs represent the *personal opinion of the blogger*. The blog may also contain subject matter or language that you or the learner may find offensive.

Here are links to other blogs:

>http://taxistorys.blogspot.com/ (Cumbria, UK)

http://frederictoncabby.blogspot.com/ (Fredericton, NB)

- http://www.cablog.com.au./ (Sydney, Australia)
- http://wilkyle.blogspot.com/ (Maui, Hawaii)

In the learning environment the learner will have the reading skills to complete the learning activity when he or she can:

- ⇒ Use phonics and knowledge of word parts to decode unknown words; for example, breaking words into syllables to learn street names
- ⇒ Use background knowledge of basic grammar, predictable word patterns and sentence structure in writing to understand phrases and sentences
- ⇒ Use background knowledge of basic spelling conventions and simple punctuation to understand phrases and sentences
- ⇒ Use context cues and personal experience to gather meaning from the text
- ⇒ Read short stories, short newspaper articles or magazine articles
- ⇒ Make reasoned judgements on the accuracy and reliability of information found; for example, looking over a gift certificate to ensure it is valid

# **Chapter 4-3 READING AT WORK**

This section of the chapter has been designed to help you gain the reading skills you need to work independently as a taxi driver.

## Working On Your Own

Experienced taxi drivers will tell you that driving a taxi is all about attitude – a positive attitude to other taxi drivers, the dispatcher and most importantly, to passengers. While you will be working by yourself, you won't necessarily be alone. You will have the dispatcher and other drivers to talk with, but you'll need the skills and confidence to make decisions on your own.

When you work on your own you will need to:

- ⇒ Know and use the best routes for different times of day and traffic conditions
- ⇒ Help passengers in and out of the vehicle
- ⇒ Pick up passengers on time and in a timely manner
- ⇒ Maintain the vehicle in good working order and keep it clean inside and out
- $\Rightarrow$  Pay attention to the dispatcher over radio or computer
- ⇒ Think about where you should be during your shift so you can get good fares

In rural or small town settings you probably won't get flagged down by someone who wants a taxi. In these settings most – if not all – of your fares will be given to you by the dispatcher. Even in a rural or small town setting, most of the above points will still apply.



Knowing the best way to get from point A to point B is an important part of what you do as a taxi driver. When

you have a passenger, you'll want to get that person to his or her destination as quickly as possible. If you are unsure about how to get to "99 Sumac Street", you could get lost on the way there. If the passenger thinks the trip is taking too long, he or she might get angry at you and think you are taking the long way on purpose.

But, the simple truth is this: the faster you are, the more fares you can pick up. This means more money for you at the end of the day from fares and from potential tips. Until you have the whole city or town memorized, you may need to rely on using a map to find where you need to go to pick up a fare.

#### **MAP WORK**



Maps have been around for thousands of years. In recent years, finding where you are has been made easy with GPS – Global Positioning System. GPS receivers tell you where you are in relation to a specific physical location. The GPS receiver uses radio signals from satellites in space to give you your position. This is a safety

feature because dispatch will know where you are at all times. It will also help you to find addresses. If the taxi has a computer, then it has a GPS receiver.

If you're working in a big city, you may think that you'll never be able to memorize the location of all the streets, but you will. In London, England the men and women who drive the big black cabs for which London is famous, are tested on their knowledge of street names and locations and the best way to get from one location to another. To get a license to drive one of those cabs they have to be able to describe over 400 runs.

The greater London area has a population of over 12 million people. Compare that to the population of Canada's largest city – Toronto at 5.3 million – and you'll see that in London there are many more street names and neighbourhoods to memorize. If London taxi drivers can do it – so can you!

In urban areas, when you start your job as a taxi driver, the taxi cab company or the taxi owner should give you a map of the city or town. In smaller towns or rural areas you might have to get your own map (try the township office). Most taxi cab companies in urban settings will quiz you on your ability to find specific locations or ask you to describe how you would get from point A to point B before they will let you go out on your own.

## **Reading a Map**

Having an up-to-date map is really important when you are working in an area where there is lots of new housing construction and street names can be very similar. Meadowlark Lane, Meadowlark Drive, Meadowlark Street East – and so on. There is a standard format for road and street maps. These maps will have:

- $\Rightarrow$  An index of street names
- $\Rightarrow$  A row of numbers across the top and bottom
- $\Rightarrow$  A column of letters down the left- and right-hand sides
- ⇒ Horizontal and vertical lines that form a "grid"
- $\Rightarrow$  An icon that shows you which way is north
- ⇒ A scale that shows the relationship between places on the map and places in the "real" world. For example, if the scale says that one inch is five kilometres, then every inch on the map would be five kilometres in real distance.

Let's take a look at a map so we can explore some of the information that you can find on a map. Start by using the map on the next page. If you want you can go to

www.mto.gov.on.ca/english/traveller/map/southindexpdf.htm and get a map of the area where you live. You can also use a paper copy of a map of Ontario or a map for your local community.

#### The Index

The index you will find on maps is done alphabetically. If you had the index for the map on the next page you would see that the index provides place names and a grid location.

The index might look something like this:

В			
Bancroft	N29	Blacks Corners	N32
Balaclava	N31	Blakeney	N32
Beachburg	M31	Bonnechere	M29
Baptiste	N29	Boulter	N29
Barry's Bay	N29	Brightside	N32
Barryvale	N31	Burnstown	N31
Birds Creek	N29		

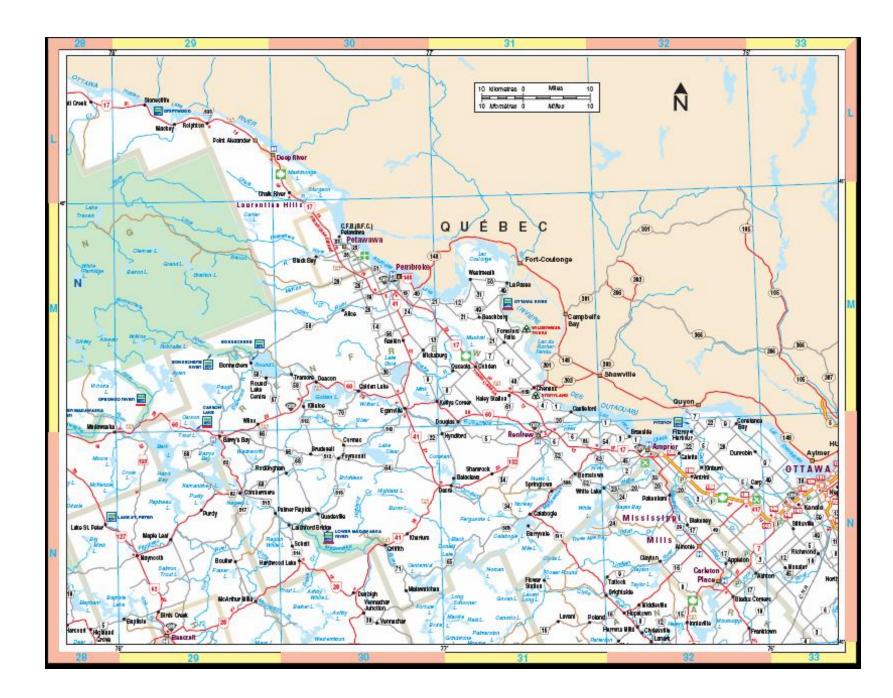
On the map on the next page, you'll see how around the edge of the map there are letters and numbers. The whole map is divided into grids. The towns listed above are in the area defined by the grid.

For example, if you wanted to find Bancroft you could either hunt all over the map for it or you could use the index. Our index (above) tells us that Bancroft is in the grid N29.

Look down the right or left-hand side of the map and find the letter "N" and then find the number "29" on the top or bottom of the map. Once you've located the N29 grid all you have to do is look over that one grid.

Street maps are set up exactly like this one, but instead of place names you'll find street names. You'll need good alphabetical skills to use a map!

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#### **TRY THIS!**



To find street names or place names using a map index, you will need good alphabetical skills. How good are your skills for putting words into alphabetical order?

If you think you need to practice, put the street names in the table below into alphabetical order.

Burlington Street	Botsford Street
Benson Avenue	Bennett Avenue
Barker Road	Balmoral Crescent
Bain Crescent	Beech Street
Bays Water Road	Bennett Street
Battery Road	Brown's Line
Birmingham Street	Boomer Place
Balmoral Road	Burnham Lane
Browne Avenue	Blythwood Avenue
Broadview Avenue	Bali Lane

#### Selecting a Route

Once you know where you want to go it's easy to select a route to get there. Let's say we want to go from Bancroft to Eganville. Once you find Eganville in the M30 grid, you can see that there are a number of different routes you can take to get there. For example, you could take Highway 28 to Highway 41 or you could take Highway 514 to Highway 515 and then take 512 into Eganville.

The second route is a little more complicated because you have to make sure that you turn in the right direction when you get to Highway 515.

#### Scale

On the map on the previous page, did you notice the scale?

10 kilometres 0	Miles	10
10 kilomètres 0	Milles	10

This scale tells us that the distance between the 10 on the left and the zero is 10 kilometres, and the distance between the zero and the 10 on the right is 10 miles. You can use the scale to estimate distances between where you are and where you want to go.

On most maps the length of that line that shows kilometres would be one inch. This tells you that on the map, one inch is 10 kilometres. The length of the line that denotes miles is longer.

After you've been a taxi driver for a while you will get to know the streets well enough that you probably won't need a map most of the time. Experienced drivers always keep an up-to-date map in the car, just in case.

## **TRY THIS!**



There are a number of places on the Internet where you can find online interactive maps. The maps are interactive because you can type an address into the search engine and the software will find it for you. Some websites will also give you written directions for the best way to get from one location to another.

Here are three suggestions for you to try:

- ⇒ www.mapquest.com
- ⇒ www.multimap.com/
- ⇒ www.google.ca (click on the Map link)

Another link for you to check out is called Google Earth. It shows satellite images of most places on Earth. Try to find your address! NOTE: you have to download a file from this web site, so check with your instructor or tutor first.

## **Reading the Newspaper**



Reading a local paper will keep you informed about local events. This will help you communicate with your passengers. In urban areas, many of your passengers may be from out of town. These passengers may ask you information about the city or about things that are going on in the city. Here are some common questions that taxi drivers in urban settings are asked:

- $\Rightarrow$  Where's a good place to eat Italian food?
- $\Rightarrow$  Where's the best bar in this town?
- $\Rightarrow$  Where I can get a map of the city?
- $\Rightarrow$  How big is this place?
- $\Rightarrow$  How do I get tickets for that new play?

If you don't keep on top of local events and information, you may not be able to answer some of these questions. If you think it's not your job to answer questions, then maybe being a taxi driver isn't for you. Experienced taxi cab drivers will tell you that passengers will ask you lots of questions. They will also tell you that taxi cab drivers that are good at the job will be polite and provide the best answer possible.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

## Working on your Own Self Assessment

This section of the chapter was designed to help you gain the reading skills you need to work independently as a taxi driver.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I skim documents to			
understand the type of			
document I am reading.			
I scan documents to find			
specific information.			
I can use a map to find where I			
am and to plan a route to where			
I need to go.			
I can read a short newspaper or			
magazine article and re-tell the			
information in my own words.			
Use the space below to add other		that you have,	or would
like to have, that aren't shown ab	ove.		
Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

# Chapter 4-3 Learning Activity

## **Map Reading**

For this activity you'll need to work with your tutor or instructor. Ask them to use a local street map and give you specific locations to find on the map. Most street maps won't show specific addresses but you should be able to find the point where two streets meet.

You should successfully find at least three locations.

Here's an example: You live in Kitchener and your instructor asks you to find the shortest route from the corner of King and Victoria Street to the shopping plaza at the corner of Erb Street West and Fischer-Halman.

When you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor.

## Learner Evaluation and Feedback

Learning Activity: Working on Your Own
1. Did you enjoy doing this learning activity?

Yes

IG	s		ΤN

Why or why not?

2. How well do you think you did at this activity?

Very poorly	Not that well	Fairly well	□ Very well

- 3. Were the instructions easy to follow?
  - $\Box$  Not at all  $\Box$  A little confusing  $\Box$  Yes  $\Box$  I needed clarification
- 4. Do you think this learning activity is relevant to your goal of becoming a taxi driver?
  - $\Box$  Yes  $\Box$  No  $\Box$  Not sure
- 5. Is there anything you would change?
  - $\Box$  Yes  $\Box$  No  $\Box$  Not sure

If Yes, describe what you would change:

# NOTE TO PRACTITIONER

## Chapter 4 -3 Learning Activity – Map Reading

In the learning environment, the learner will have the skills to complete this activity when he or she demonstrates the ability to:

- ⇒ Gather information from graphs and tables (similar to maps)
- ⇒ Read and interpret data presented in tables/maps
- ⇒ Demonstrate a wider knowledge of various forms of writing such as articles or editorials including newspapers, magazines, books, the Internet, and computer CDs

When providing routes for the learner to find, you might want to include real-life things like construction or road closures. For example, you ask the learner to find the shortest route from the corner of King and Victoria Street to the shopping plaza at the corner of Erb Street West and Fischer-Halman and add that Victoria Street is closed between Westmount and Fischer-Halman.

In an ideal situation you would be able to select specific street addresses and go out in a vehicle with the learner. In the learning environment, this is probably not possible.

Bain Crescent	Benson Avenue
Bali Lane	Birmingham Street
Balmoral Crescent	Blythwood Avenue
Balmoral Road	Boomer Place
Barker Road	Botsford Street
Battery Road	Broadview Avenue
Bays Water Road	Browne Avenue
Beech Street	Brown's Line
Bennett Avenue	Burlington Street
Bennett Street	Burnham Lane

Try This! Sort by alphabetical order:

# **Chapter Summary**

In this chapter, we looked at the reading skills you will need on the job. When you are driving a taxi you will be able to show that you have the reading skills you need because you can read:

- $\Rightarrow$  Simple forms
- $\Rightarrow$  Journals and logs
- $\Rightarrow$  Messages and notes
- ⇔ Records
- $\Rightarrow$  Names and addresses

In addition to being able to read and use trip sheets, work schedules, and charge slips, you'll need strong reading skills so you can:

- ➡ Understand information bulletins and memos to keep up-to-date with company policies
- ⇒ Understand the rules and regulations set by the municipality where you will be working
- ⇒ Skim newspapers and other written materials so you can provide local information to passengers
- ⇒ Understand company manuals on policies, procedures and operations
- ⇒ Understand government and insurance documents
- $\Rightarrow$  Find street addresses using a map, GPS or street signs
- $\Rightarrow$  Use the taxi computer (if present)

These are **essential skills** for a taxi driver. Even if you've decided you'd like to practice these skills more, you've made an excellent start.

Like the skills you've worked on and used in the other chapters, these essential skills are **transferable**. This means you can take these skills and use them in other places and other situations – at home, in the community and at other types of employment.



I started working on this chapter on: I finished this chapter on:

# Introduction to Chapter Five – Communicating for Success

In this chapter, we're going to look at the **communication skills** you will need on the job. Communication skills are the verbal and non-verbal skills you will need so you can:

⇒ Use vocabulary, language and tone of voice appropriately

Communicating effectively with your passengers is an important part of your day-to-day work.

As a taxi driver, **the words you use**, your **tone of voice** and your **non-verbal actions** need to match the situation. How you speak to another driver or the dispatcher may not be how you will speak to a passenger. How you speak to another driver over the two-way radio may also be different than how you speak to that same driver when you meet up at the coffee shop after your shift. It's also important for you to be able to "read" other people's tone of voice and non-verbal actions.

Of course, as a taxi driver, you will always be friendly, helpful and do everything you can to create a positive relationship with all passengers. In the taxi driving business, good communication skills are considered **essential skills** because you need to talk to:

- ⇒ Passengers about local attractions, night life and personal safety concerns
- ⇒ The dispatcher about pickup locations and delivery requests
- ⇒ Gas station attendants, convenience store personnel and car repair personnel
- ⇒ Other drivers to pass along information about road conditions
- ⇒ Passengers about route preferences

You'll also need good communication skills so you can:

- ⇒ Handle crisis situations
- ⇒ Stay calm and in control during hostile situations
- ⇒ Talk to police in the event of an accident

You may already have many of these essential skills because you communicate with other people in your day-to-day life. This means you can transfer the skills you already have to a work situation.

Once you have read the chapter and have successfully completed the learning activity, you should feel confident that you have the skills that taxi cab owners want because you can communicate effectively and appropriately with passengers, with other drivers and with the dispatcher.

This chapter is different than the other chapters because there is only one section.



# **Notes to Practitioner**

According to HRSD's Essential Skills Profile for taxi driving, oral communications includes being able to talk to:

- ⇒ Passengers about local attractions, night life and personal safety concerns
- $\Rightarrow$  The dispatcher about pickup locations and delivery requests
- ⇒ Gas station attendants, convenience store personnel and car repair personnel
- $\Rightarrow$  Other drivers to pass along information about road conditions
- ⇒ Passengers about route preferences

Taxi drivers also need good oral communication skills so they can:

- ⇒ Handle crisis situations
- ⇒ Control or defuse hostile situations
- ⇒ Talk to police in the event of an accident

Most of the HRSD Oral Communication Skills for **this job** fall into LBS Level Two. The Ontario Literacy Coalition's *The Level Descriptions Manual* lists three features for the skill of speaking and listening effectively: presenting, interacting and listening. At Level Two, the learner will need to be able to:

- ⇒ Present information using familiar vocabulary. At LBS Level Two this means the learner uses a range of familiar vocabulary and common expressions and is able to present ideas clearly and in a sensible order. When necessary, more information is provided by the learner.
- ⇒ Interact in both group and one-to-one situations. The focus is on being able to contribute to the conversation appropriately. At LBS Level Two this means being able to use strategies such as asking questions, making opening and closing remarks and being aware of the importance of understanding non-verbal cues during a conversation.
- ⇒ Listen so he or she can respond appropriately to comments from others. At LBS Level Two this means being able to understand or comprehend the meaning of a story or event, reflect on what was heard and offer an opinion or retell the story or ask questions to ensure an understanding of the facts.

Dealing with conflict or disagreements is never easy. On the plus side, experienced taxi drivers say that most of the time there are no problems – drivers on the night shift report the most problems. Being prepared, however, is important. This means providing time so the learner can think and talk about how he or she might respond in a given situation.

In this chapter, how the learning activity is evaluated or scored should be a discussion between you and the learner. For this reason, evaluation criteria have not been created. The learner is given, however, the opportunity to evaluate how well he or she thinks he or she has done with the activity.

Please review the practitioner notes at the end of each section before using the content with your learner or learners.

**Your Notes:** 

## It Was Just One of Those Nights!



The city where I drove a taxi had a population of about 70,000. It's a university town and Thursday, Friday and Saturday evenings were the busiest because the students would leave the campus and head to the bars downtown.

*I've got lots of stories I could tell you about drunk students, but the one I want to tell you about has to do with a young woman from out of town. One night, about* 

an hour after the bars had closed, I was cruising the downtown core looking for stragglers. As I crossed a side street, I looked to my right and saw a young woman standing on the sidewalk. From the way she was standing, I thought she was pretty loaded. I swung around the block and pulled up in front of her and rolled down my window. Now, I have to admit that my first impression up close wasn't a positive one. In fact, my first thought was "working girl" meaning I thought she was a hooker – mostly because of the way she was dressed. I was just debating whether or not to drive away when she said, "Can you help me?"

As she came closer to the car, I could tell she was more upset than drunk. It turned out that she was visiting friends who lived on campus – her first trip to a big city. After last call, she had gone to the washroom and when she went back to the table her friends were gone. "One of them has my wallet," she said, "and so I have no money and I don't remember the name of the hotel where I'm staying."

"Oh great," I think, "a charity case", but I don't want to leave her at 3 in the morning standing on a sidewalk in a town she's never been to before. I reach over the back seat and open the car door. I tell her that I'll take her to the cop shop on my way home.

After she gets in, I ask her a few questions, trying to get a sense of where in the city she might be staying. I decide, based on what she's told me, that it must be one of three motels close to the university and so I head south. By the time we get to the south end she's thinking a little straighter and we figure out that she's probably at the University Avenue Motel.

When I drop her off and tell her not to worry about the fare, she can't thank me enough. On my trip sheet I write "no funds" to show that the passenger couldn't pay the fare. The next day when I sign in, Freddie, the dispatcher, asks me to drop by the office the next time I'm in the area. When I do, there's an envelop with "Kind Taxi Driver" written on the outside. Inside is the full fare and a \$10 tip. Freddie tells me that the person who dropped off the envelop didn't know my name but based on other information Freddie figured out I must be the driver.

"Elizabeth, you're one of the few drivers I could think of who would go that extra distance at 3 in the morning and not worry about the fare!" Freddie said. Something to Think About...

 $\circ$ 

(Note to learners: Discuss your responses with your instructor, tutor or classmates.)

In this story the driver makes several statements based on what she sees. Later most of these impressions are incorrect. What can you do to help to make sure that your first impressions of someone don't cloud your judgement? Use one example from the story to explain this.

• The driver is willing to write off the fare to help out this person. Why?

• If you pick up passengers who have been drinking, what types of problems do you think you might run into? For each of the problems you identify, brainstorm some possible solutions.

## CHAPTER 5 USING APPROPRIATE VOCABULARY, LANGUAGE and TONE OF VOICE

This chapter has been designed to help you gain the speaking and listening skills you need to communicate effectively with people on the job.

#### SPEAKING AND LISTENING



Communication is a social activity. It requires you to interact with other people. When you speak to someone, you usually expect that person to say something back to you. When you are communicating with someone, you not only talk, you also listen and you think about what you have heard.

This is why communication is sometimes called a two-way street – it requires information to travel in two directions. When you are speaking, the other person should be listening to you. When that person is speaking, you need to listen to what he or she is saying.

As a taxi driver, you will need strong speaking and listening skills. These are sometimes called customer service skills. Each person who gets into your taxi is a customer. How you interact with each passenger will not only reflect on you. It will also reflect on the taxi cab company.

What people say to you and what you say to other people can cause strong reactions. From your first passenger of the day to the last one, you will need to be polite to each and every person. This can be hard sometimes, especially if you are tired or don't feel well.

Experienced taxi drivers will tell you that most of the time, you'll drive your shift without any problems. They will also tell you that there can be days when it will seem like nothing is going right.

Thinking and talking about problems that *might* happen is a good way to prepare you for those times when you do have a problem – times when you need all your speaking and listening skills to stay calm and not lose your temper, for example. Let's take a look at what happened when Elizabeth first started driving:

I guess I was 24 or 25 and I needed a part-time job. When I saw the ad for being a taxi driver I really thought it would be a piece of cake – you just drive. Right? You pick people up and you take them where they want to go. How hard could that be? What I found out was that on a busy day you can have what feels like a constant stream of strangers getting into and out of the taxi. You help older people get in and get out. You help women with kids and groceries. You make small talk with business people. It can feel quite stressful.

You can get tired very quickly and it's easy, when you get tired, to not listen closely to what people are saying. One of the worst situations I had was because I was tired and misunderstood where the passengers wanted to go. I made the mistake of telling them they told me the wrong address – well, as you can imagine that conversation didn't go well. In the end I apologized, but I could have done without the stress. I should have repeated the address to make sure I heard it correctly.

Something to Think About...  $\bigcirc$ 

Read the following and then talk about what you would do with your tutor or instructor. Use the space below to write a few sentences about this. You may ask your tutor or instructor to write your words for you. If you are working in a group situation, discuss your thoughts with the other students in your class.

The street in front of your taxi is suddenly crowded with protesters and your passenger says, "In my country these people would be taken away. Why don't the police do something? Don't you think the police should arrest these hoodlums?"

How would you respond to this comment?

What you say to someone and how you phrase it will depend on your relationship to the person and the situation in which you find yourself.

You will need to match your vocabulary, language and tone of voice to the situation. What do we mean by vocabulary and language?

Language is how we communicate with others. Language isn't only words. It is also how we move our body or the facial expressions we make when we speak.

#### **TRY THIS!**



Every day you have conversations with people. Sometimes these are very short and other times you may spend longer amounts of time talking with friends, family, co-workers or neighbours. Think about the different types of conversations you had in the past week. Use the space below to make a note of with whom you spoke and the topic of the conversation.

Here are a couple of examples, to get you started:

Person	Topic of Conversation
Dispatcher	Explained why I was late starting my shift.
Passenger	Wanted to use coupon that was out of date.
Tutor	Let her know I can't attend class next week.
Neighbour	Asked her how she was feeling.

#### Now it's your turn!

Person	Topic of Conversation	

What was different about each of these conversations?

What was the same?

Vocabulary refers more to specific words. Our vocabulary is made up of the words we use on a daily basis when speaking and also when writing. As a student in a literacy program, you've probably noticed that you've added new words to your vocabulary.



In different settings, the same word can have different meanings. Let's look at a couple of examples.

*Drive:* For someone working with or using computers the word drive is going to mean that place on the computer where information is stored or used: a computer's hard drive. For a golfer, drive will mean the distance the ball will have to travel when it is hit. In basketball a drive is a quick offensive movement with the ball toward the net in hopes of scoring a basket. For you as a taxi driver, the word drive will refer to a type of road or street: Maple Drive, for example.

*Float:* In the taxi business, float refers to the cash you have with you at the beginning of your shift. It can also refer to driving around looking for a fare. In a parade, the float is the decorated platform that moves along the street. In the building trade, a float is a tool that is used to smooth out things like concrete. In the summer time maybe you can float on your back at the community pool.

When speaking with passengers, it's important that you don't use words that can have one meaning for you and a completely differently meaning for them.

Passengers aren't the only people you will speak with while you are at work. You will spend quite a bit of your time speaking and listening to the dispatcher and you will also have conversations with other drivers.

When you first start your job as a taxi driver, you will spend a number of days learning about the job as you drive around with an experienced driver. During that time you have to take in and think about a lot of information. You will need to ask questions to make sure you understand everything you are learning. And don't forget, most of the time you are learning about the job, you are in a moving vehicle!

### Taxi Lingo

One of the things you'll have to learn on the job is the "lingo" that dispatchers and other drivers use. In small towns and rural areas many taxi cab companies still use the two-way radio. When using the radio, drivers and dispatchers use numbers and abbreviations when passing along information. We saw that in Chapter One when Sally uses the radio to tell the dispatcher that she is 10-7. This told the dispatcher that Sally was on duty but out of service for the moment.

Not all taxi cab companies use the same code numbers and some may not use any codes at all. When you start working as a taxi driver you will find out what codes are used.

Dispatchers and drivers also use abbreviations and nicknames. For example, instead of saying "pick-up at west door of Bigtown Super Mall" the dispatcher may say something like "BSM west." If a new office building has blue tinted windows, they might refer to it as "Big Blue" rather than using the street address or the real name of the building.

You'll find that in most cities you'll only use a computer to communicate with dispatch. Dispatch will now type the nicknames and abbreviations instead of saying them. One of the challenges of learning how to get around in a city or town will be learning all the nicknames and abbreviations that are used.

#### TRY THIS!



To learn more about important workplace communication skills go to http://thewclc.ca/ edge and click on Issue 7.

#### **Speaking Tips**

Here are some suggestions for making sure people understand you when you speak:

Speak Up! If your voice is too low the person you are speaking to may not hear you. If you ask someone a question and that person doesn't reply it could be because he or she just didn't hear you. This is especially true if your passenger is a senior.



- ⇒ Keep it simple. Use short sentences and don't try to include too many details. Most of the time you will be asking the question "where do you want to go?" but there can be times when you will need to respond to a passenger's question.
- ⇒ Watch your language. Don't use jargon or taxi lingo when speaking to passengers. Jargon are words that only people working as taxi drivers will understand. Calling the office building "Big Blue" for example.

#### Tips for Active Listening



When we started this chapter, we talked about the fact that communication is sometimes described as a two-way street. Speaking clearly is only part of the communication process. As a taxi driver, you'll need to listen to what the dispatcher tells you about where to pick up fares, what other drivers are saying about things like road conditions and you'll have to listen to the passengers as they tell you the destination.

Here are some suggestions to help you be an active listener:

- ⇒ Use both your ears! Focus on what the person is saying and don't be thinking about what you might say as a response.
- ⇒ Listen with your whole body. Although we hear with our ears, body language also plays a role in the conversation. When listening to passengers, smile and nod if it is appropriate and look at the person when he or she is speaking to you. However, if someone is angry at you, then smiling and nodding is probably not appropriate.
- ⇒ Repeat what the person said. If a passenger says to you, "I want to go to 2237 East Clarington Road" you should confirm that by saying, "2237 East Clarington?" and then write it on your trip sheet.

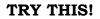
#### **Body Language**

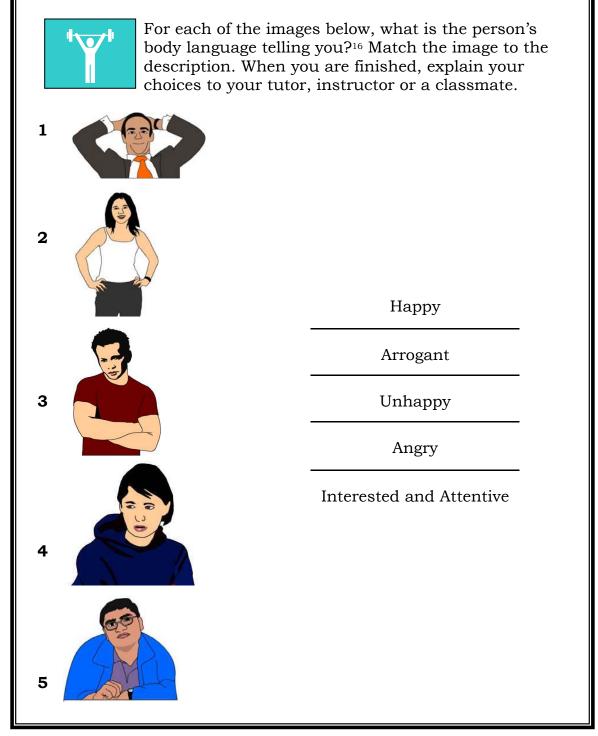
Sometimes body language speaks louder than words! When you are angry, it can be easy to tell because you'll speak louder and the tone of your voice will change, or maybe your face gets red. Other types of body language aren't quite so easy to figure out.



If you were mad at someone or about something, you might say, "I'm so mad, I could spit!" You probably wouldn't say this in a quiet soft voice. You might grit your teeth or raise your voice. You'd probably speak the words with a certain tone in your voice. You might wave your arms around or make a fist.

Even when you don't say anything, other people can often tell how you are feeling because of how you move or hold your body. If you are happy, you are probably smiling and maybe you are tapping your fingers in time to music on the radio. Learning how to "read" a passenger's body language is a good skill for a taxi driver to have.





¹⁶ Images taken from "Communication in the Workplace". *The Learning Edge, Issue 7.* Used with permission.

### GETTING ALONG WITH OTHERS



If you have trouble controlling your temper or if you think that everyone else is always wrong, then maybe being a taxi driver isn't for you. As we said in Chapter 3 - according to experienced drivers - a positive attitude is one of the most important skills you should have on the job.

Here are other traits you should have – because they will make doing your job a lot easier:

- $\Rightarrow$  Be cheerful
- $\Rightarrow$  Enjoy working with people
- $\Rightarrow$  Enjoy working for people
- $\Rightarrow$  Have a high energy level
- $\Rightarrow$  Be flexible
- $\Rightarrow$  Enjoy new experiences
- $\Rightarrow$  Be sensitive
- ⇒ View your job as important
- Think it is always important to make the passenger feel like  $#1^{17}$ ⇔

Your attitude is reflected not only in your voice, but also in the actual words you say. Using positive language shows your enthusiasm and sincerity. You will send a positive message to the passenger. Of course, you may not feel cheerful or positive or have a high energy level every shift, but you should do your best to act in a positive way.

Most taxi cab companies will have written policies in place to help drivers provide good service to all passengers. A policy is a written statement that explains what can or can't happen in certain situations.

Here are some sample policies that most taxi cab companies will have in place:

- $\Rightarrow$  No Smoking: Vehicles are smoke-free for the health and comfort of the passengers
- ⇒ No Food or Drink: Eating or drinking is not allowed in the vehicles
- ⇒ No bad language or behaviour: Profanity or abusive language or disorderly conduct is not allowed



Adapted from: Customer Service. Call Centre Essential Skills Training. LLEO, 2004.

- Animals: Service animals for those with medical needs are permitted.
   Certain other instances may allow certain caged domesticated animals
- ⇒ Seat belts: All passengers are required to wear a seat belt. Drivers can assist passenger with seat belts upon request
- ⇒ Children: Passengers with children under the age of five (5) are responsible for providing a safe infant car seat. Passengers under the age of 12 years must be accompanied by an adult. When riding with a paying adult, the child may ride free of charge
- ⇒ Personal Care Attendants: One personal care attendant is allowed for each eligible passenger. The PCA rides free as long as he or she has the same origin and destination as the eligible passenger.
- ⇒ No Shows: Under normal circumstance drivers will wait no longer than five (5) minutes, before leaving a prearranged pickup location or if a request to cancel a trip is received less than two (2) hours prior to a prearranged pickup location
- ⇒ Packages: Passengers are restricted to a maximum of four (4) grocerysized bags (2 cubic feet) and 50 pounds. Drivers may, upon request, assist rider with packages to customer's door¹⁸

A policy can help you explain your actions to a passenger. For example, a passenger starts to light a cigarette and you ask them to put it out. You can say something like "our company has a no smoking policy." Polices are good to have because they give you a reason for making your request.

If a passenger becomes angry with you, you should try to remain calm. It won't help the situation if you get angry too. If you are still in traffic, pull the car to the side of the road or go into a parking lot. If you are concerned about your safety, then politely ask the passenger to leave. If necessary you can either call the police or drive to the nearest police station. The most important thing you can do is stay calm!

Of course, the policies also apply to you! If smoking isn't allowed in the car, it means you can't smoke. If food and drink aren't allowed, then you can't eat or drink in the car.

¹⁸ Adapted from *Piqua Transit Service* and retrieved October 2006 from http://www.piquaoh.org/taxi.htm.

#### TRY THIS!



Dealing with conflict, handling someone's complaints or making a complaint yourself is never easy. Each situation is different. To see how one person handled a situation at work go to: http://thewclc.ca/edge/issue6/index1.htm and click on the story called "Communicate for Success"

After you've listened to the story, try the learning activities.

#### **Dealing with Customer Complaints**



If passengers are unhappy about the service you provide, they may complain to the taxi cab company. Most taxi cab companies will have a process or procedure that someone making a complaint will have to follow.

Here's a report about complaints from *The Tripsheet*, a newsletter from the Government of Manitoba's Taxicab Board:

In 2000 the Taxicab Board received a total of 522 complaints from the public about all categories of taxicabs. In 2004 the total number of complaints was down to 192. This represents a reduction of 63 % when data is compared from 2004 to 2000.

The top ten (10) complaints in order from most to least number of complaints:

- 1) Driver conduct = 69
- 2) Driver-road habits = 27
- 3) Overcharge = 20
- 4) Service-poor = 19
- 5) Other = 14
- 6) Taxi condition = 12
- 7) Use of cell phone = 10
- 8) Meter not on = 8
- 9) Articles lost-collateral = 7
- 10) Service refused =  $3^{19}$

¹⁹ The Tripsheet. Vol.5, Issue 1, March 2005. Retrieved October 2006 from: http://www.gov.mb.ca/tgs/taxicab/ newsletters.html.

The report doesn't say how many passengers taxi cabs carried in 2000 or 2004, but for a city the size of Winnipeg the number of complaints is probably very small. The report also doesn't talk about the process or procedure for making complaints or what happens when a complaint is made by a passenger!

Most times, if a passenger is unhappy with your service, he or she will let you know right away. Although you might disagree with what the person is saying, experienced drivers will tell you to let the person talk but don't get into an argument. You can say something like "I'm sorry you feel that way" and then drive away.

Before you start the learning activity, take a few moments to fill in the selfassessment on the next page. This assessment will help you match the skills that you already have to those you will need as a taxi driver and help you see the areas where you need to build new skills.

#### Using Appropriate Vocabulary, Language And Tone Of Voice Self Assessment

This section of the chapter was designed to help you gain the speaking and listening skills you need to communicate effectively with people on the job.

To help you match the skills that you already have to those you will need as a taxi driver, use the checklist below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill
I can start and end a conversation with a stranger.			
I can ask questions to get more information.			
I can use the appropriate greeting for different circumstances (for example, greeting a neighbour, a relative, a stranger).			
I can provide simple information to another individual through speech.			
I understand and can respond appropriately to non-verbal cues (e.g. facial expression, gestures, pause).			
I can use simple gestures, volume and tone of voice to communicate information.			

Use the space below to add other communication skills that you have, or would like to have, that aren't shown above. Add more rows if there isn't enough space below.

Skill	I have this skill	I have this skill, but would like more practice	I need to work on this skill

If most of your checkmarks are in the "I Have this Skill" box, then Congratulations! It means you have a strong set of skills that you can use in any situation – at home, at work or in the community. If you need to work on these skills or if you want more practice, then make sure you let your instructor or tutor know what you need.

When you're ready, start the learning activity.

## Chapter 5 Learning Activity

#### What Would you Say?

On the next page you will find two scenarios that taxi drivers have faced. Read each one and then decide what you might say in each case. To practice you might want to ask a classmate or your tutor to play the role of the taxi driver.

Below is an example to get you started

Example Situation

The passenger you just picked up seems nervous. He keeps moving around in the back and ends up sitting directly behind you. This makes you nervous.

Here's what you might say:

Are you OK back there? Would you mind not sitting right behind me, you're blocking my rear view mirror.

What could you say next if the passenger refused to move?

You could repeat your request to make sure he heard you and then if he still doesn't move you could tell him that you will have to stop the taxi until he moves. The passenger could be nervous or agitated for a variety of reasons but to ensure both your own safety and the safety of the passenger you should stop the car. Experienced taxi drivers say that if someone is acting strangely it could be because they are on drugs and they may be thinking about robbing you – you shouldn't ignore that person's behaviour.

#### Situation #1

A man and a woman get into your taxi. He says "Take us to 333 West Main" and she says, "No, I want to go home. Take me to 5234 Overland Street." The man glares at her and you and repeats his request to go to 333 West Main.

Here's what I would say:

#### Situation #2

The passenger pays for the fare with a \$10 bill. When you give her back the change, she says, "Hey, I gave you a \$20."

Here's what I would say:

Once you've completed the learning activity, fill in the form on the next page and give it to your tutor or instructor

## Learner Evaluation and Feedback

Learning Activity: Using Appropriate Vocabulary, Language and Tone of Voice

1. Did you enjoy doing this learning activity?

	□ Yes □ No
	Why or why not?
2.	How well do you think you did at this activity?
	$\Box$ Very poorly $\Box$ Not that well $\Box$ Fairly well $\Box$ Very well
3.	Were the instructions easy to follow?
	□ Not at all □ A little confusing □ Yes □ I needed clarification
4.	Do you think this learning activity is relevant to your goal of becoming a taxi driver?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
5.	Is there anything you would change?
	$\Box$ Yes $\Box$ No $\Box$ Not sure
	If Yes, describe what you would change:

# NOTE TO PRACTITIONER

In the learning environment, the learner will have the skills to complete this activity when he or she demonstrates the ability to:

- $\Rightarrow$  Start and end a conversation with a stranger
- ⇒ Ask questions to get more information
- ⇒ Use the appropriate greeting for different circumstances (for example, greeting a neighbour, a relative, a stranger)
- ⇒ Provide simple information to another individual through speech
- ⇒ Understand and respond appropriately to non-verbal cues (e.g. facial expression, gestures, pause)
- ⇒ Use simple gestures, volume and tone of voice to communicate information

### **Chapter 5 Learning Activity Answer Key**

To help the learner increase or improve his or her skills, you might find it useful to create extra practice scenarios. These scenarios could be based on the learner's day-to-day life – dealing with an irate neighbour, for example.

#### Situation #1

A man and a woman get into your taxi. He says, "Take us to 333 West Main" and she says, "No, I want to go home. Take me to 5234 Overland Street." The man glares at her and you and repeats his request to go to 333 West Main.

This is a tough situation for any driver. The first thing the driver might say is: "I can go to both addresses, that's not a problem." Since the woman obviously doesn't want to go with the man, the driver should respect her request to be taken home. Speaking directly to the woman, the driver should confirm the woman's address.

As a driver, the learner won't be able to predict how the man will react. Experienced drivers get good at "reading" people. They also say that offering to drive to the nearest police station helps to resolve most situations.

Other things to consider might be what could happen when 5234 Overland Street has been reached.

#### Situation #2

The passenger pays for the fare with a \$10 bill. When you give her back the change she says, "Hey, I gave you a \$20."

This happens to most drivers at some point in time and many drivers feel it is a scam on the part of the passenger. Experienced drivers have a "system" for handling money from passengers. This could include putting the bills on the front dash or front seat until the passenger has received her change – or holding the bills in one hand while making change with the other hand. As long as the bill or bills stay in plain view, there isn't much room for discussion – either the driver has made a mistake or the passenger is mistaken.

The driver would start by saying something like "Oh, I don't think you did, but let me check and make sure."

In a worst case scenario, the driver can always agree with the passenger and give back the extra \$10. While this means losing income, it can be the best solution in the long run because time isn't wasted arguing with the passenger about whether it was a \$10 bill or a \$20.

Try This! answers

What was different about each of these conversations?

What was the same?

When answering these two questions, try to get the learner to think about and discuss how he or she might speak differently to a neighbour, a relative or a stranger. Of course, being polite should go without saying!

Try This! answers

- Image 1 Arrogant
- Image 2 Happy
- Image 3 Angry
- Image 4 Unhappy

Image 5 - Interested and Attentive

# **Chapter Summary**

Being able to communicate effectively with passengers, with the dispatcher and with other taxi drivers is really at the heart of being a good taxi driver. As a taxi driver, the words you use, the tone of your voice and your nonverbal actions need to match the situation you are in at that time.

Of course, as a taxi driver, you will always be friendly, helpful and do everything you can to create a positive relationship with all passengers. Being able to "read" other people's tone of voice and non-verbal actions will help you get along well with everyone.

In the taxi driving business, you need good communication because you need to talk to:

- ⇒ Passengers about local attractions, night life and personal safety concerns
- ⇒ The dispatcher about pickup locations and delivery requests
- ⇒ Gas station attendants, convenience store personnel and car repair personnel
- $\Rightarrow$  Other drivers to pass along information about road conditions
- ⇒ Passengers about route preferences

You'll also need good communication skills so you can:

- ⇒ Handle crisis situations
- ⇒ Stay calm and in control during hostile situations
- $\Rightarrow$  Talk to police in the event of a accident

These are **essential skills** for a taxi driver. As you've worked through the material in this chapter, you've probably gained many new skills and strengthened the communication skills you have already.

Like the skills you've worked on and used in the other chapters, the essential skills you've worked on in this chapter are **transferable**. This means you can take these skills and use them in other places and other situations – at home, in the community and at other types of employment.





## Your Next Step

The content of this manual was created to help you get ready for the Taxi Driver Demonstration. When you are ready to try the demonstration let your tutor or instructor know.

The demonstration will provide you with the opportunity to show that you have the essential skills it takes to be a taxi driver. Taxi cab owners have said that taxi drivers need:

- ⇒ Time management skills
- $\Rightarrow$  Writing skills
- $\Rightarrow$  Math skills
- $\Rightarrow$  Reading skills
- $\Rightarrow$  Communications skills

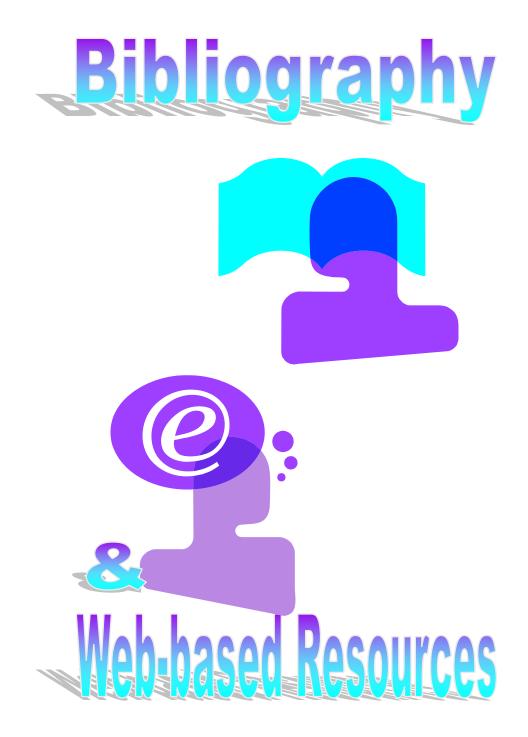
The taxi driver demonstration uses activities that are based on the day-today requirements of the job – dealing with customers, getting around in your city or town and handling fare transactions. The stories and information you have read in this manual should give you a strong idea about what to expect as a taxi driver. The learning activities you have completed should help you gain the skills you will need to complete the demonstration activity successfully.

Some of the skill sets that taxi cab owners identified as being essential to the job are skills that you may need to learn outside the literacy program. These skill sets include:

- ⇒ Safety issues
- ⇒ Personal hygiene
- ⇒ Respect for cultural and ethnic diversity
- ⇒ Client or customer service skills
- ⇒ Being helpful, friendly and efficient

Talk to you tutor or instructor about how you would get training in these topics.

When you have successfully completed the demonstration, it will give you a written document that shows you have the essential skills needed for the job. Good luck!



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#### WEB-BASED RESOURCES

The following websites were accurate at the time of publication.

General Content (on a variety of work-related topics):

The Learning Edge. http://thewclc.ca/edge

General Math Activities

www.bbc.co.uk/skillswise/numbers/wholenumbers/addsubtract/men tal/quiz.shtml http://www.ocdsb.edu.on.ca/Continuweb/ESL/adultn.htm#materials

http://www.bbc.co.uk/skillswise/numbers/wholenumbers

#### Money-Related Activities

http://www.funbrain.com/cashreg/index.html

**Online** Maps

www.mto.gov.on.ca/english/traveller/map/southindexpdf.htm

www.mapquest.com

www.multimap.com/

www.google.ca (click on the Map link)

Telling Time:

www.apples4theteacher.com/clocks.html www.cyberbee.com/games/timeteacher.html http://www.time-for-time.com/clocks.htm www.time-for-time.com/worksheets/ http://www.mathfactcafe.com/time/ http://nlvm.usu.edu/en/nav/grade_g_1.html (scroll down to the bottom of the page to find the links to time activities)

Using a Calculator (and other work-related machines): www.alphaplus.ca/eng.asp (click on the link to AlphaRoute)

Weblogs (on the topic of taxi driving):

http://frederictoncabby.blogspot.com (Fredericton, NB) http://www.buddhacab.com (New York, New York) http://taxistorys.blogspot.com/ (Cumbria, UK) http://www.cablog.com.au (Sydney, Australia) http://wilkyle.blogspot.com/ (Maui, Hawaii)