How to get your NZ driver licence

Stage 1 - Learner licence

Learning the road code

Sitting the Learner Licence Theory Test

Well done - you've passed!

Practising driving with a fully licenced driver

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How to get your NZ driver licence

Stage 2 - Restricted licence

Take the second exit on the left

Restricted Licence test Thursday 3pm

Turn right into Park Road

Take the second exit on the left

Congratulations, you’ve passed the restricted licence test. You can come back and sit your full licence in 18 months.

Stage 3 - Full licence
How to get your NZ Driver Licence – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 11 of this document.

Warm up
Before looking at the pictures, discuss your learner’s experience of driving.

- Did they drive in their country?
- Have they done any driving in NZ?
- What differences have they noticed between driving in NZ and driving in their home country?
- What do they already know about the process of getting an NZ driver licence?
- Do they know the difference between a Learner Licence, a Restricted Licence and a Full Licence?

Focus on key vocabulary (see page 11 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask them to match the words to what they can see in the pictures (Lower level) or brainstorm words with the learner (Higher level)

Question stories (see page 13 for suggested questions)
Ask a series of questions relating to the sequences. The learner’s answers can guide them to retell or write the story of the sequences. You could then compare the learner’s version with the original text.

Alternatively encourage the learner to ask you some questions about the story. This is a useful activity because learners often get more practice answering than asking questions.

Jumbled pictures – speaking
Cut the pictures up and jumble them up. Also cut out the titles for each section. First put the titles in order. Then the tutor and learner look at them one by one, decide which section it belongs to, and discuss what is happening in each picture. When you have discussed each picture, put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Provide the groups with the section titles. Divide the cut-up pictures among the learners. Tell them not to show them to the others. Learners take it in turns describe their pictures to the group. The group listens and decides which section each picture belongs to, and then on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.
Jumbled sentences – reading (see pages 15-16 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture sequences and ask the learner(s) to match the appropriate sentence to the right picture.
You can use one sequence at a time, or the entire sequence over two pages.

Adapt the story: to extend more advanced learners
After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.
You can also change the story to the past and use more complicated sentence structure and more connecting words:

Josef decided it was finally time to get his NZ driving licence. The first step was to get his learner licence, and to do this he had to thoroughly study the road rules. He did this by reading the road code book, as well as practicing the road code on the computer. He also got his wife to help him by testing him on some of the questions.

Gapped text
Gap out some words in the text on pages 11-12 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

  Josef wants to get his NZ driver ______. First, he must get his ______ licence. He has to learn the ______ rules for the Learner Licence Theory ______. He reads the road ______ book. He practices the road code on the ______. His wife ______ him at home.

- “grammar” words: e.g. prepositions

  Josef wants ____ get his NZ driver licence. First, he must get his learner licence. He has to learn the road rules ____ the Learner Licence Theory Test. He reads the road code book. He practices the road code ____ the computer. His wife tests him ____ home.

- articles

  Josef wants to get his NZ driver licence. First, he must get his learner licence. He has to learn ____ road rules for ____ Learner Licence Theory Test. He reads ____ road code book. He practices ____ road code on ____ computer. His wife tests him at home.

Kim’s game (speaking or writing class game)
The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.
Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *Josef fails the Theory Test* (False). *Josef gives his passport as identification* (True)

There are three possible activities here:
- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, he doesn’t fail the Theory Test, he passes it.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Brainstorm other instructions that the instructor might use in the restricted test. 
  "Follow the road ahead…turn right at the intersection…Change lanes when it is safe to do so…”

- Imagine that Josef is telling his wife about the test. Write a dialogue. (Useful for including the wife’s listening and reacting noises like: *How did it go? Wonderful! Well done!* )
Extension activities

Rules for driver licences in New Zealand

The best source of information about the rules for driver licences in New Zealand is the NZ Transport agency’s website. They explain clearly the rules and conditions for each stage of getting your licence.

This is a good opportunity to discuss any areas of concern - especially if you suspect that your learner is driving illegally. You can discuss possible consequences of driving illegally:

- Fines or demerit points
- Your car being seized
- Liability in case of an accident (you are unlikely to be covered by insurance). If you damage another car you will be pursued by the other driver's insurance company for the full costs of repair or replacement (Imagine totaling a Ferrari). If you injure someone, you can be prosecuted and convicted for careless driving.

Use a quiz to clarify the rules with your learner. You can add more questions.

Sample questions:

1. How old do you have to be to get a driver licence?
2. What do you have to pass before learning to drive?
3. Can you drive alone on a learner licence?
4. Can you drive with passengers on a learner licence?
5. What do you have to display on your car when driving on a learner licence?
6. How long do you have to wait to take the restricted test after getting your learner licence?
7. Can you drive alone on a restricted licence?
8. Can you drive with passengers on a restricted licence?
9. How long do you have to wait before taking your test to get your full licence?
Quiz answers
1. You have to be 16 years or older.
2. The Learner licence theory test
3. No, you have to have a supervisor sitting next to you at all times. Your supervisor must have held their full New Zealand licence (or an equivalent overseas licence) for at least two years.
4. Only if you have a supervisor who agrees to this (See answer three). If you don’t have a supervisor sitting next to you, you cannot drive children, or any passenger who has not had their NZ full licence for 2 years.
5. Learner (L) plates front and rear.
6. 6 months.
7. Yes, but not between 10pm and 5am.
8. Only if you have the supervision of a fully licensed car driver. Some exceptions can be found here. (i.e. you can drive your spouse and your own children).
9. Between 6 months (if you are over 25) and 18 months (if you are under 25). If you wait for more than 5 years, you have to re-sit the theory test.

Now brainstorm some more questions with your learner, and see if you can find the answers on the website.

Your learner may be able to convert their driver licence from their country into an NZ licence. Check here for conditions.

Practicing questions for the Learner licence theory test

Your learner will need a copy of the Road Code to study from. You can help them understand the explanations.

There are a lot of online practice questions on:
- NZ Transport
- drivingtests.co.nz
- AA road code quiz

Note that the Learner licence theory test is also available in some community languages:
Arabic
Chinese
Gujarati
Hindi
Korean
Māori
Punjabi
Samoan
Tongan.

Commentary drive

While your learner would be expected to make their own arrangements for learning to drive in NZ, you may feel confident to take them with you for a commentary drive. This is a drive where, while you are driving, you are talking about the decisions that you are making. Examples of things you might discuss are:
- Observation of road signs and what they mean - e.g. give way, stop signs etc.
- Manoeuvring and lane changes – use of your mirrors when considering a manoeuvre or about to manoeuvre; the reason for changing lanes (it shouldn’t be random).
• Intersections and deviations ahead – traffic lights, roundabouts, intersections, crossroads and roadworks that could require you to give way; blind corners and crests.
• Vehicles approaching that may cause a danger to you – maintaining awareness of what’s behind you; approaching intersections with vehicles waiting; approaching parked vehicles where one could pull out; large vehicles approaching from ahead which could reduce the amount of road you are able to drive on; vehicles you are catching up with that could cause a hazard (e.g. school bus, large or slow vehicles); observation of brake lights ahead or vehicles indicating to move into your lane.
• Other road users – cyclists, pedestrians, animals, stock, and keeping a lookout for pedestrian crossings.
• Changes to your road speed – speed limit changes; your variations to your speed to account for changing road conditions.
• Using road markings and visual cues to deduce road direction – changes in lane markings (e.g. centre line changes to a solid yellow line indicates a blind corner where you shouldn’t overtake); anticipating the direction of the road ahead using the tree line or lamp posts.
• Change in road surface – changes to wet or slippery surface.

There are also commentary drives on the internet, but the language is quite fast and they tend to be UK based.

Practice.co.nz

Pass Planner at Practice.co.nz gives coaches and learners information and resources for preparing for the restricted test. You can sign up as a coach, or your learner as a learner driver.

You can also go directly to their dedicated YouTube channel with a great selection of clips for listening practice and vocabulary development.

Prepositions of direction and place:

In order to sit the restricted licence learners need a good understanding of prepositions, e.g.

• Go straight (ahead) (though the lights)
• Move forward
• Turn right or left …at the lights/next intersection/train tracks
• Exit to the left
• Take the first/second/third road/exit on the left/right
• Bear left/right

Draw up your own map on an A3 piece of paper. Include a roundabout with several exits and a two lane road with side streets. Buy a toy car at the $2 store and practice “driving” and following instructions.

You can then practice with a street map or a print out from Google maps.
Use Google maps to get directions from one place to another. Get your learner to follow these directions on the map.

Head northeast on Tahapa Cres toward Mamaku St
500 m

Tahapa Cres turns slightly left and becomes Meadowbank Rd
950 m

Turn right onto Remuera Rd/Urban Rte 9
750 m

Turn left onto Koraha St

Destination will be on the left
80 m

Alternatively draw a route on the map and ask the learner to say the directions.
If your learner has a computer and internet connection you can call up Google street view and practice a virtual drive, with one person giving instructions and the other person placing their cursor to move accordingly.

To access Google street view, first find a location on Google maps. At the bottom right hand corner you will see a small orange outline of a person.

Click on the person, hold down and drag to where you want to start. Available roads will light up in blue. Place the person where you want to start. You will then find that you have a street view of the location and can navigate around using your cursor.

Car vocabulary

You can use pictures from Google images, a picture dictionary, or your own car, to teach your learner key vocabulary. Write the words on sticky notes and ask your learner to stick them on the correct part of the car.

Follow up resources

Two more useful resources on the English Language Partners website:

Car accident: Sequence story about a nose-to-tail accident. With ideas for using the story, reading comprehension about car insurance, vocab for directions and a crossword puzzle.

Insurance: Reading and discussion, and reading comprehension activities. Focus on insurance and its pros and cons.
How to get your NZ Driver Licence – suggested text and vocabulary

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 3 of this document.

Target Vocabulary (see page 3 for instructions)

learner/restricted/full licence, rules, road code, test centre, AA, VTNZ, theory test, sit a test, pass, fail, identification (ID), have your eyes tested, have a photo taken, practice, indicate, indicator, learner plates, check your mirrors, turn left/right, intersection, safe, practical test, nervous, roundabout, road sign, roadworks, pedestrian crossing, delighted

Basic Story for Lower Levels

Stage 1 - Learner licence

Learning the road code

Josef wants to get his NZ driver licence. First, he must get his learner licence. He has to learn the road rules for the Learner licence theory test. He reads the road code book. He practices the road code on the computer. His wife tests him at home.

Sitting the Learner Licence Theory Test

Josef is ready to sit the Learner licence theory test. He goes to the test centre and takes the test on a computer. The woman behind the counter tells him he has passed the theory test. He is very happy. Now he can get his learner licence.

To get his learner licence, he has to provide some identification. He shows his NZ passport. Next, he has his eyes tested. Then he has his photo taken. Finally, he has to pay for his learner licence.

Practicing driving with a fully licenced driver

Now that Josef has his learner licence, he can practice driving a car. He must always have a fully licenced driver in the car with him. He also has to display learner plates.

Vocabulary and text for the How to get your NZ Driver Licence sequence story by Kim Baker, ESOL Tutor, 2014
Josef practices driving. He is with his friend who has had a full licence for over 2 years. He displays learner plates on the car. Josef stops at an intersection. He wants to turn right so he puts on his right indicator. When it is safe to turn, Josef turns right. He remembers to check his mirrors often. He talks to his friend about driving. His friend thinks Josef is ready to take his Restricted Licence test.

Stage 2 - Restricted licence

When Josef is ready to get his restricted licence, he makes an appointment to take his practical test. He has had his learner licence for over 6 months. He calls the test centre and makes an appointment. He has his test on Thursday at 3pm.

It is Thursday and Josef is taking his restricted licence test. He sits in the car with the examiner. He feels nervous. There are learner plates on the car and the examiner makes notes on his clipboard. The examiner tells Josef where to drive.

First, he has to turn right into Park Road. Next, he has to take the second exit on the left at a roundabout. Then there are roadworks and he sees a road sign which means he can travel at a maximum of 30kph. He drives slowly and carefully through the roadworks. After the roadworks, Josef sees a pedestrian crossing. There is a mother and child waiting to cross the road so Josef stops and waits for them to cross.

Finally, they arrive back at the test centre. The examiner tells Josef he has passed the restricted licence test. Josef is delighted! Now he can get his restricted licence. In 18 months he can go back and sit his full licence.

Stage 3 - Full licence

A couple of years later, Josef has passed his full licence test. He drives to the beach with his wife and child.
Questions for “Question stories” (see page 3 for instructions)

Stage 1 - Learner licence

Learning the road code
Pic 1: What is Josef doing? Why is he doing this?
Pic 2: What is Josef doing? Why is he doing this?
Pic 3: Who is in the picture? What are they doing?

Sitting the Learner Licence Theory Test
Pic 1: Where is Josef? What is he doing?
Pic 2: What does the woman tell Josef? How does he feel?
Pic 3: What is Josef holding? Why?
Pic 4: What is Josef doing? Why?
Pic 5: What is Josef doing? Why?
Pic 6: What is Josef doing?

Practicing Driving with a fully licenced driver
Pic 1: Where is the car? How many people are in the car? Who is driving? What kind of licence does Josef have? Can Josef drive alone? What kind of licence does the other person have? What can you see on the car? Is the car moving? Where does Josef want to go? How do you know? When will Josef turn?
Pic 2: What is happening? Why did Josef decide to turn?
Pic 3: What do you think they are talking about?

Vocabulary and text for the How to get your NZ Driver Licence sequence story by Kim Baker, ESOL Tutor, 2014
Stage 2 - Restricted licence

Pic 1: What is Josef doing?  How long has Josef had his Learner Licence?

Pic 2: When is Josef’s test?  What is the test for?

Pic 3: Where is Josef?  What day is it?  What time is it?  Who is with Josef?  What is his job?  What is the man doing?  How does Josef feel?  What can you see on the car?

Pic 4: Where is the car?  What is the man telling Josef to do?  What will Josef do next?

Pic 5: Where is the car?  What is the man telling Josef to do?  What will Josef do next?

Pic 6: What is happening on the road?  What does the sign mean?  What will Josef do next?

Pic 7: Where is the car?  Why has Josef stopped?

Pic 8: Where are they?  Has the test finished?  What is the man telling Josef?  How does Josef feel?  When can Josef sit his full licence?

Stage 3 - Full licence

Pic 1: Who is in the car?  Who is driving?  Where are they going?  Does Josef have his full licence now?
Descriptions for “*Jumbled sentences*” (see page 4 for instructions).
Photocopy and cut up.

<table>
<thead>
<tr>
<th>Josef is learning the road code.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josef practices the road code on the computer.</td>
</tr>
<tr>
<td>Josef’s wife tests him on the road code.</td>
</tr>
<tr>
<td>Josef sits his Learner licence theory test.</td>
</tr>
<tr>
<td>Josef is very happy because he has passed the Learner licence theory test.</td>
</tr>
<tr>
<td>Josef shows his passport as identification.</td>
</tr>
<tr>
<td>Josef has his eyes tested.</td>
</tr>
<tr>
<td>Josef has his photo taken.</td>
</tr>
<tr>
<td>Josef pays for his Learner Licence.</td>
</tr>
<tr>
<td>Josef waits to turn right at an intersection. He has his Learner Licence.</td>
</tr>
<tr>
<td>Josef turns right at the intersection.</td>
</tr>
<tr>
<td>Josef checks his mirrors and talks to his friend about driving.</td>
</tr>
</tbody>
</table>
Josef calls the test centre to make an appointment for his Restricted Licence test.

Josef has his test at 3pm on Thursday.

Josef feels nervous as he sits with the examiner in the car.

The examiner tells Josef to turn right at an intersection.

The examiner tells Josef to take the 2nd exit at a roundabout.

In the test, Josef has to drive through roadworks.

In the test, Josef has to stop at a pedestrian crossing.

Josef is very happy because he has passed the Restricted Licence test.

Josef has passed his Full licence test.
He drives to the beach with his family.