

REEP ESL Curriculum for Adults

CONSUMERISM UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 100

CONSUMERISM UNIT GOAL:

Students will demonstrate their ability to use level appropriate language skills to communicate personal identification information and to function as a learning community.

CONSUMERISM LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals.
2. Identify coins and bills, orally and in writing.
3. Given a price tag, produce the correct amount.
4. Give change and request correct change.
5. Given visuals of methods of payment, match written words with visuals.
6. Complete a money order or check.
7. Identify food items orally and in writing.
8. Express likes and dislikes.
9. Identify clothing items.
10. Ask/answer questions about price (food and clothing).

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.	Express need: I need to learn... I need to practice...	See Needs Assessment under Instructional Planning on the side bar for suggested activities.	Structures: Simple present tense
2. Identify coins and bills, orally and in writing.	Report info: I have a quarter. A dime is 10 cents. These are pennies.	<i>Basic Oxford Picture Dictionary (BOPD)</i> , p. 10 <i>Access</i> , p. 93-97 <i>Foundations</i> , p. 120-123 <i>Collaborations Literacy Worktext</i> , p. 83, 130, 132 <i>First Words</i> , p. 49-50 <i>English Extra</i> , p. 32-33 <i>Basic Grammar in Action</i> , p. 90-92 <i>English ASAP Literacy Level</i> , p. 75 <i>Jazz Chants: Small</i>	Structures: Simple present Demonstrative pronouns Cross-culture: Students bring in coins and bills from their countries and talk about them. <i>Foundations</i> , p. 130

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<i>Talk</i> , p. 51, #4 Realia (coins, bills)	
3. Given a price tag, produce the correct amount.	Report info: It costs \$2.50. This costs \$1.00.	<i>LifePrints 1</i> , p. 77, 79, 111 <i>BOPD Literacy Program Student Pages</i> , p. 86-87, 90 <i>Access</i> , p. 98-100 <i>Picture Stories</i> , p. 16 <i>Take Charge 1</i> , p. 94-95 (bottom of page) <i>First Words</i> , p. 58, 64-65, 75-78 <i>English Extra</i> , p. 34-35 <i>Basic Grammar in Action</i> , p. 109 <i>English ASAP Literacy</i> , p. 76-77 <i>Collaborations Literacy Worktext</i> , p. 131 Realia (products with price tags, coupons, receipts, cash or play money)	Structures: Simple present Demonstrative pronouns
4. Give change and request correct change.	Report info: Your change is 55 cents. Identify problem: Excuse me, this is not correct. I need \$5.00.	<i>Foundations</i> , p. 125 <i>First Words</i> , p. 52-54 <i>Survival English 1</i> , p. 244-245 Realia (cash or play money)	Structures: Simple present tense Extension: Look at real receipts, identify important information, check for accuracy (<i>First Words</i> , p. 52-53)
5. Given visuals of methods of payment, match written words with visuals.	Sample Vocabulary: money order, check, ATM card, cash	Brainstorm methods of payments that students use. <i>Foundations</i> , p. 126-127 <i>BOPD</i> , p. 70 <i>Oxford Picture Dictionary</i> , p. 97	Cross-culture: Identify and compare methods of payments in other countries and sending money internationally.


REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p><i>First Words</i>, p. 112-113 <i>English Extra</i>, p.146-147 <i>English ASAP Literacy Level</i>, p. 78-83 <i>Survival English 1</i>, p. 182</p>	
6. Complete a money order or check.	<p>Sample Vocabulary: To From Date Signature</p>	<p><i>Foundations</i>, p. 128-129 <i>LifePrints 1</i>, p. 84-85 <i>Collaborations Literacy Worktext</i>, p. 85 <i>First Words</i>, 121-122 <i>English Extra</i>, p. 152 <i>Basic Grammar in Action</i>, p. 96-97 <i>English ASAP Literacy Level</i>, p. 78-85 <i>Survival English 1</i>, p. 240, 242 Realia (money orders or checks)</p>	<p>Teacher note: This objective also involves working on the spelling of numbers and writing dates.</p>
7. Identify food items orally and in writing.	<p>Report info: Those are pears. This is bread.</p>	<p><i>BOPD</i>, p. 34-39 <i>BOPD Literacy Program</i>, p. 94-96 <i>LifePrints 1</i>, p. 119 <i>Foundations</i>, p. 94-103 <i>OPD</i>, p. 50-55, 60-61 <i>Picture Stories</i>, p. 16, 75 <i>Collaborations Literacy Worktext</i>, p. 80-81 <i>First Words</i>, p. 61-62 <i>English Extra</i>, p. 26-29 <i>Basic Grammar in Action</i>, p. 118, 121 <i>Survival English 1</i>, p. 142, 147, 165 <i>Jazz Chants: Small Talk</i>, p. 45-47 Realia (food products,</p>	<p>Structures: Simple present tense Demonstrative pronouns</p> <p>Extension: Identify and compare places we shop for food. Consumerism 100 Activity – Guess the Price</p> <p>Cross-culture: Students bring in pictures about different foods from their</p>

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		coupons, supermarket flyers)	countries and discuss. Write simple recipes (Resources: <i>First Words</i> , p. 67-68, <i>Survival English 1</i> , p. 158, 161
8. Express likes and dislikes.	Ask questions: Do you like ice cream? Do you like hamburgers? Express likes/dislikes: I like ice cream. I don't like hamburgers.	<i>LifePrints 2</i> , p. 118 <i>Foundations</i> , p. 104-105 <i>Collaborations Literacy Worktext</i> , p. 82 <i>Take Charge 1</i> , p. 87 <i>English Extra</i> , p. 31 <i>Basic Grammar in Action</i> , p. 121, 124 <i>Survival English 1</i> , p. 148-149 <i>Jazz Chants: Small Talk</i> , p. 28-32 <i>Drawing Out</i>	Structures: Simple present Yes/no questions
9. Identify clothing items.	Report info: This is a jacket. These are shoes.	<i>BOPD</i> , p. 48-51 <i>Foundations</i> , p. 108-117 <i>Oxford Picture Dictionary</i> , p. 64-69 <i>First Words</i> , p. 56, 57 <i>English Extra</i> , p. 51, 53 <i>Basic Grammar in Action</i> , p. 106, 107 <i>Survival English 1</i> , p. 168, 187 <i>Jazz Chants: Small Talk</i> , p. 17, #2 Actual clothing items.	Structures: Simple present Demonstrative pronouns Extension: Discuss places we shop for clothes. Cross-culture: Students bring in clothing items from their countries and describe.
10. Ask/answer questions about price (food and clothing).	Seek/report info: How much is this? It is \$2.25. How much are these? They are \$5.99 each.	<i>Access</i> , p. 98-100 <i>Foundations</i> , p. 124, 131-132 <i>Collaborations Literacy Worktext</i> , p. 84	Structures: Simple present How much questions Cross-culture: Compare prices in

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p><i>Take Charge 1</i>, p. 86, p. 94 -95 (bottom)</p> <p><i>Survival English 1</i>, p. 151-152, 174-175</p> <p><i>Jazz Chants: Small Talk</i>, p. 50, #2</p>	<p>different countries.</p> <p>Extension: Identify and compare places we shop for food.</p> <p> Consumerism 100 Activity – Guess the Price</p>