

REEP ESL Curriculum for Adults

CONSUMERISM UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 150

CONSUMERISM UNIT GOAL:

Students will demonstrate their ability to use level appropriate language skills to plan for, evaluate, and make purchases of goods and services.

CONSUMERISM LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals.
2. Identify coins and bills, orally and in writing.
3. Describe what someone is wearing, including size and color.
4. Identify food items, orally and in writing.
5. Read price tags and receipts.
6. Ask/answer questions about food/clothing, including price and location.
7. Given incorrect change, indicate that there has been an error
8. Express/inquire about likes and dislikes.
9. Identify and request basic bank services.
10. Complete bank forms including checks, deposit slips and money orders.

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 study/learn.	See Needs Assessment and Unit Planning under Instructional Planning on the side bar. Class brainstorm of where students shop for food and clothing. Teacher elicits what students need to say/read/write/understand when shopping for food and clothing.	Structures: Simple present
2. Identify coins and bills, orally and in writing.	Report information: This is a quarter. That is a five dollar bill. This is 35 cents. That is 15 dollars.	The Oxford Picture Dictionary (ODP), p. 20 <i>Stand Out 1</i> , p. 24 <i>English Extra</i> , p. 32-33 <i>Survival English 1</i> , p. 62-66.	Structures: simple present demonstratives singular/plural Extension:

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p><i>Foundations</i>, p. 120, 122</p> <p>Money 1</p> <p>Money 2</p> <p>Realia (real and/or play money)</p>	<p>Identity faces on coins and bills.</p> <p>Cross-culture: Students bring in coins and bills from their countries and talk about them.</p>
<p>3. Describe what someone is wearing, including size and color.</p>	<p>Report info: descriptive</p> <p>She's wearing a pink sweater.</p> <p>He is wearing a new coat.</p> <p>She is wearing black shoes.</p> <p>He isn't wearing a tie.</p>	<p><i>OPD</i>, p. 64-71</p> <p><i>OPD cassette</i>, ex.#23</p> <p><i>English Extra</i>, p. 51-53</p> <p><i>Going Places 1</i>, p. 23-24.</p> <p><i>English for Adult Competency 1</i>, p. 104-105</p> <p><i>Side by Side 1</i>, Unit 8</p> <p><i>Side by Side 1</i>, video-segments 11 and 12</p> <p>A shopping trip</p> <p>Realia: Student and teacher clothing</p> <p>Listening Activity: Teacher describes what a student is wearing; students guess who the teacher is describing.</p>	<p>Structures:</p> <p>Negatives</p> <p>Present continuous</p> <p>Adjective + noun</p> <p>Singular/plural</p> <p>Contractions</p> <p>Extension:</p> <p>Traditional clothing</p> <p>Appropriate clothing for different situations.</p>
<p>4. Identify food items, orally and in writing.</p>	<p>Report info: objects:</p> <p>This is a tomato.</p> <p>Those are apples.</p>	<p><i>OPD</i>, p. 50-55</p> <p><i>OPD cassette</i>, exercise #18</p> <p><i>Basic Grammar in Action</i>, p. 118-121</p> <p><i>Take Charge 2</i>, p. 74-75</p> <p><i>Survival English 1</i>, p. 142-149</p> <p>A shopping trip</p>	<p>Structures:</p> <p>Simple present</p> <p>Demonstratives</p> <p>Singular/plural</p> <p>Cross-culture: Students bring in pictures of different foods from their countries and discuss. Write simple recipes. <i>Survival English 1</i>, p. 158, 161. Students bring in clothing items from their countries and discuss.</p>

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5. Read price tags and receipts.	Report info: The coat costs \$50.00. The sweater is \$20.00.	<i>English Extra</i> , p. 69-71 <i>Survival English 2</i> , p. 63, 65, 66. <i>Stand Out 1</i> , p. 23 <i>Lifelines 1</i> , p. 51 <i>LifePrints 1</i> , p. 79-81 Realia: actual price tags and receipts	Structures: Simple present Extension: Returning/exchanging items.
6. Ask/answer questions about food/clothing, including price and location.	Seek/report info: price and location: How much is the dress? It's \$36.00 How much are the apples? They are \$2.25 a pound. Where is the shoe department? Where is the bread?	<i>Lifelines 1</i> , p. 38-40 <i>Going Places 1</i> , p. 21, 26 <i>Going Places 1</i> cassette <i>Expressways 1</i> , p. 68, 112 📖 Consumerism 150 Activity Listening: Prices 📖 Consumerism 100 Activity – Guess the Price	Structures: Simple present Wh-questions Count/non count nouns Extension: Sales, discounts, coupons Cross-culture: Compare prices in different countries.
7. Given incorrect change, indicate error.	Express complaint: I think there is a mistake. I gave you a twenty. Express needs: I need \$1.00 more.	<i>Survival English 1</i> , p. 244-245 <i>First Words</i> , p. 52-54 Student generated dialogues Realia (cash or play money) Money 2	Structures: Simple present
8. Express/inquire about likes and dislikes.	Express/inquire about likes and dislikes: I like this shirt. This is a good sandwich. Do you like watermelon? I don't like....	<i>Lifelines 1</i> , p. 50-52 <i>Survival English 1</i> , p. 148 <i>Collaborations 1</i> , p. 68-69 <i>English Extra</i> , p. 31	Structures: Negatives Yes/no questions Demonstratives

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9. Identify and request basic bank services.	Express/inquire about needs/wants: I want to cash this check, please. I'd like it in 20's. I need a money order for \$150.00 How much is a money order?	<i>Going Places 1</i> , p. 90 & cassette <i>English for Adult Competency 1</i> , p. 140-147 <i>English Extra</i> , p. 146-148 Money 2	Structures: Simple present Wh questions: How much I'd (would) Extension: Types of identification
10. Complete bank forms including checks, deposit slips and money orders.	Sample vocabulary: Pay to the order of _____ _____dollars	<i>Survival English 1</i> , p. 240-242. <i>Foundations</i> , p. 126-129 Checks and deposit slips from local banks. Money 2	Cross-culture: Identify and compare methods of payments in other countries and sending money internationally.

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