

REEP ESL Curriculum for Adults

CONSUMERISM UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 200 and 250

Note to teachers: This lifeskills unit has been combined for levels 200 and 250, which represent the same speaking levels. When applicable, a distinction is made as to level appropriateness.

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 methods of payment.
3. Inquire about/identify stores and services in the community.
4. Ask/answer questions about prices and calculate savings and identify better buys.
5. Ask/answer questions in stores: prices, sale items, store hours, and locations of items.
6. In a store simulation, exchange or return merchandise and state reason.
7. Express/inquire about likes, dislikes and needs.
8. Given specified amount of money, order food from a restaurant menu.
9. Identify and understand common banking terms.
10. Identify and request basic banking services..
11. Complete bank forms: e.g., write a check, write money order, fill out deposit slips.
12. Follow instructions to use an ATM to withdraw cash.
13. Identify rights and responsibilities as a consumer.

| LIFESKILLS PERFORMANCE OBJECTIVES | FUNCTIONS AND SAMPLE LANGUAGE | RESOURCES | INTEGRATION |
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| 1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit. | Express Need: I need to study ... because... | See Needs Assessment and Unit Planning under Instructional Planning. Activity: Present simplified unit objectives and have students prioritize. | Teachers' Note: Review money, food, and clothing vocabulary, if necessary, before starting objectives. See 150 for resource ideas. Money quiz (text- |

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| | | | <p>based)</p> <p>Online audio/picture dictionary lessons on Money theme</p> |
| <p>2. Identify methods of payment (cash, check, money order, credit card).</p> | <p>Seek/report info: Do you ever use a credit card? No, I don't Can I pay with a check? When do you use money orders?</p> | <p>Student generated list <i>Going Places 2</i>, p. 59-61, 64 <i>Real Life English 2 Wkbk</i>, p. 33 <i>Topics and Language Competencies 3</i> p. 26-27</p> | <p>Structures: Questions Extension: Compare methods of payment with native country.</p> |
| <p>3. Inquire about/identify stores and services provided in the community.</p> | <p>Advise/ask for advice: Where can I buy tools? At the hardware store. Where can I find...? You should call ...</p> | <p>Student generated list of stores and services they need. Student generate dialogues <i>Going Places 2</i>, p. 23-28 <i>Take Charge 2</i>, p. 55 <i>Real Life English 3</i>, p. 73-75 Telephone books</p> | <p>Structures: Wh- questions Can, should There is/there are Cross-culture: Is shopping in the U.S. the same or different from shopping in your native country? Explain.</p> |
| <p>4. Given ads for food or clothing: ask/answer questions about prices and calculate savings and identify better buys.</p> | <p>Report info: price How much do apples cost? How much does a shirt cost? The ad says it's \$2 off. This loaf of bread is cheaper than that one. I can save \$10.</p> | <p><i>Real Life English 2</i>, p. 66-68 <i>Survival English 2</i>, p.34-36, 54,58 <i>Stand Out 2</i>, p.32, 37 <i>English for Adult Competency (EAC) 2</i>, p. 28-29, 40 <i>Real Life English 2 Wk</i>,p. 34 Store advertisements; coupons Field trip to various stores to do comparisons</p> <p> Consumerism 200/250 Lesson Plan – Using weekly circulars in print and</p> | <p>Structures: Count/non-count nouns Singular/plural nouns Demonstratives Questions: wh- & yes/no Cross-culture discussion questions: Did you shop for food in your country? How are supermarkets different in your country? What foods are the same? What foods are different? How do prices compare? Has your diet changed since you came here?</p> |

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| 5. Ask/answer questions in stores about: prices, items, store hours, and locations of items. | Express needs: I'd like to buy this watch. How much is that with tax? It's \$26.25 with tax. Seek/report info: location, hours Excuse me. Where's the shampoo? It's on aisle 12. | <i>Stand Out 2</i> , p.24-25, 27, 47 <i>Survival English 2</i> , p. 39-41, 47-50 <i>Expressways 1</i> , p. 120-122 <i>Take Charge 2</i> , p. 53 Listening: <i>Moving On</i> , Unit 7 Recorded message Shopping for the Day Local stores with recorded messages. A Shopping Trip Clothes Shopping Game | Structures: Would like Wh- questions Prepositions of place Simple present Cross-culture questions: see Obj. 4 Extension: Class field trip to a supermarket: <i>Get Ready! Go! Home Free!</i> Contact assignment, Unit 1; <i>A-Zany Community Activities</i> , p 131 Garage Sales: <i>A - Zany Community Activities</i> , p. 48 |
| 6. In a store simulation, exchange or return merchandise (food or clothing) and state reason. | Seek/report info: Express needs: I want to return these jeans. They're too short. I bought this milk this morning. It tastes sour. Do you have the receipt? Can I exchange this for another size? | Students' experiences with returning goods. <i>Going Places 2</i> , p. 133-134 <i>Expressways 1</i> , p. 124-125 <i>EAC 2</i> , p. 34-35, 119 <i>Topics & Language Competencies 3</i> p. 28-29 <i>Real Life English 2</i> , p. 74, 81-82 📄 Consumerism 200/250 Lesson Plan – return or exchange items | Structures: Would like Can Demonstratives Singular/plural nouns |
| 7. Express/inquire about likes, dislikes and needs. | Express/inquire about: likes/dislikes: Do you like...? We like Chinese food because it has vegetables. | <i>EAC 1</i> , p. 27-29 <i>Real Life English 3</i> , p. 59 Conversation grids | Structures: Demonstratives Adjectives Yes/no questions Negatives Cross-culture: |

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| | My favorite food is pizza. I don't like peas. | | Students' reactions to food in the U.S. |
| 8. Given specified amount of money, order food from a restaurant menu. | Express needs/wants: I'd like a salad. I'll have the steak and shrimp combination. That's all, thank you. | <i>EAC 2</i> , p. 44-47 <i>Get Ready!Go!Home Free! Unit 7</i> <i>Stand Out 2</i> , p. 43, 58 <i>Real Life English 3</i> , p. 66 <i>Real Life English 3 Wk</i> ,p. 27 Student generated dialogues using local restaurant menus. Menu listening practice | Structures: Contractions- Would like (I'd) I will (I'll) That's (That is) Cross-culture: Do you eat out more often or less often in the U.S. than in your country? Why? Extension Project: Make a local restaurant guide. <i>Restaurants: A -Zany Community Activities</i> , p. 123 |
| 9. Explain common banking terms. | Seek/report info: What does deposit mean? What is an ATM? A withdrawal slip is used to take money out of the bank. Endorse means to sign the back of the check. | <i>Oxford Picture Dictionary</i> p. 97 <i>OPD Beginning Wkbk</i> , p.97 <i>Topics and Language Competencies 3</i> , p. 23 Money Basics interactive lessons | Structures: Wh- questions Simple present |
| 10. Identify and request basic banking services (open a checking account, cash a check, make a deposit). | Express/inquire about needs: I'd like to open a checking account. What's the interest rate? I'd like to deposit \$200. | <i>Going Places 2</i> , p. 121-122 <i>EAC 2</i> , p. 125 <i>Topics and Language Competencies 3</i> , p. 30 | Structures: Wh- questions Would like Simple present Extension: |
| 11. Complete bank forms: e.g., write a check, write money order, fill out deposit slips. | Sample vocabulary: List checks separately. Cash. Currency. Pay to the order of... | <i>Survival English 3</i> , p. 132-134 <i>EAC 2</i> , p. 126 <i>Topics and Language Competencies 3</i> , p. 31 Check writing Withdrawal form | |

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| | | Money Basics interactive lessons | |
| 12. Follow instructions to use an ATM to withdraw cash. | Instruct/respond to instructions: First, insert your card. Then, enter your PIN number. Press the button. | <i>OPD</i> p. 97 <i>OPD Beginning Wkbk</i> , p.97 <i>Topics and Language Competencies 3</i> , p. 32-33 Money Basics interactive lessons | Structures: Imperatives Sequence markers Extension: Discuss ATM safety (e.g. when withdrawing money, do not give out PIN) |
| 13. Identify rights and responsibilities as a consumer. | Inquire about needs: How long is the warranty good for? You can cancel some contracts within three days. | <i>Survival English 3</i> , p. 149 | Structures: Wh- questions Extension: Have students write additional problem solving scenarios and follow problem solving steps (See Resources: Techniques) |