

# REEP ESL Curriculum for Adults

## CONSUMERISM UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 450

### 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. Identify needs as a consumer and set class learning goals.
2. Given a major purchase, locate information and select the best option.
3. Locate information about loans, credit cards, and select the best option.
4. Read and listen to advertisements critically.
5. Make a consumer complaint, including letter of complaint.
6. Identify consumer rights and responsibilities.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify needs as a consumer and set class learning goals.	Express Need: I want to.. I need to buy ... I'm planning to buy.... I'm thinking of ..... I'm interested in..... I need to study... because...	Consumer Needs: Students brainstorm/reflect on their needs as consumers in the U.S. (what purchases they need to make, what information they need to make informed decisions) <i>Side by Side 4, p. 41, 82</i> <i>Stand Out 4, p. 34;</i> <i>Lifelines 3, p. 58</i> Unit Goal Setting: Students prioritize unit objectives. See 350 Consumerism for additional objectives and resources.	Structures: simple present present continuous because clause  Cross culture: shopping habits in native country

 **Consumerism 300 Activity – Goal**


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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p><b>Setting</b></p> <p>(adapt to 450 objectives) See Needs Assessment &amp; Unit Planning under Instructional Planning</p>	
<p>2. Given a major purchase, (car, house, etc.), locate info (print, phone, internet) and select the best option based on personal need.</p>	<p>Request information Where can I get.... Do you know where I can.... I'm looking for ... I'd like some information about.... Report information: This book has the best information about buying a car. They're more expensive but. They're smaller but.. This car is the most economical. This has the best mileage.</p>	<p>Students talk about large purchases &amp; factors in deciding what to buy. <i>Side by Side 3, p. 114</i> <i>Lifelines 4, p. 70</i> <i>Consumers Resource Handbook, p. 8, 10, 35-41</i> <i>NorthStar Reading &amp; Writing, p. 122, 123</i> <i>Grammar in Action 2, 112-113</i></p> <p><a href="#">Practical Money Skills</a></p> <p>Online buying guides</p>	<p>Structures: Wh - questions Embedded questions Present continuous Comparatives/ Superlatives</p> <p>Extension: Homework - phone several places to get info about pricing &amp; other features; do a grid</p>
<p>3. Locate info about loans, credit cards; select best option for personal needs.</p>	<p>Sample vocabulary: annual fee interest rate transaction fee grace period credit limit Report info: This card doesn't charge an annual fee. This card has a lower/the lowest interest rate.</p>	<p><i>Topics &amp; Language Competencies 3 p.27-29</i> <i>Stand Out 4, p. 27-29</i></p> <p><a href="#">Practical Money Skills lessons:</a> Advantages and Disadvantages of Using Credit</p> <p>Contact assignment: get information about 3 credit cards and compare features. <i>Crossroads Cafe Unit</i></p>	<p>Structures: simple present negatives comparatives &amp; superlatives</p> <p>Extension: Get an email account. See Technology Curriculum Obj 10.</p> <p>Complete an on-line application (to purchase)</p>

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p>16 -Loan Applications Filling out Forms: Bring in loan and credit card applications. <i>Stand Out 3 Unit 2 Lesson 2</i> <i>Building Real Life English Skills</i>, p. 195</p>	
<p>4. Read and listen to advertisements critically.</p>	<p>Express opinions: I believe this ad because.. I don't believe this ad because.. This ad seems too good to be true because.. I think this ad is truthful because..</p>	<p>Students brainstorm where they see &amp; hear advertisements (TV, radio, billboards, buses, sales calls, etc.) and what information they get from advertisements. <i>Stand Out 4</i>, p. 33 <i>Consumer Resource Handbook</i>, p. 10 <i>Grammar in Action 2</i>, p.120 - 121 <i>Building Real Life English Skills</i>, Ch. 4 Recorded commercials <a href="#">Practical Money Skills</a>  <a href="#">National Do-Not-Call Registry</a></p>	<p>Structures: Wh-questions present tense modals - can  Extension: Listen to radio/TV commercials; do a comparison grid.  Students bring in samples of ads they see and discuss. Project: Market a Product, <i>Stand Out 3</i>, p. 39  Cross culture: discuss what type of product ads are common in students' native countries.</p>
<p>5. Make a consumer complaint, including letter of complaint.</p>	<p>Express a Complaint: I ordered ...but I got instead... I have called your store several times... I bought this...but it doesn't work..... I'd rather not have to call .....</p>	<p><i>May I Help You</i>, p. 71 <i>Stand Out 4</i>, p. 34-35 <i>Lifelines 3</i>, p. 44-45 <i>Consumer Resource Handbook</i> <i>Building Real Life English Skills</i>, p. 124-127 Video: <i>Crossroads Cafe Unit 17, 20, 22</i>  Letters and forms:</p>	<p>Structures: past tense present perfect present continuous  Cross-culture; How complaints are handled in native country.</p>

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p> <b>Consumerism 450 Activity - Letter</b></p> <p><a href="#">On-line Complaint System</a></p> <p><a href="#">Arlington On-line Complaints</a></p>	
<p>6. Identify consumer rights and responsibilities.</p>	<p>Report information: Consumers have a right to.. Consumers should.. Consumers should not.. Advertisers must.. Companies must.. Request information: What happens if..? Is it ok to...? Who is responsible for..? What do I do if....?</p>	<p>Student generated list <i>Expressways 2, p. 166, 168</i> <i>Stand Out 4, p. 23</i> <i>How to be a SmartConsumer, 23</i> <i>Consumer Report Magazine</i> <a href="#">Consumer Rights and Responsibilities</a></p> <p><a href="#">Recycling</a></p> <p><a href="#">Consumer Reports</a></p> <p><a href="#">National Do-Not-Call Registry</a></p> <p><a href="#">Better Business Bureau</a></p>	<p>Structure: modals + negative present tense questions</p> <p>Extension: Panel</p> <p>Discussion on rights of consumer</p> <p>Students research the suggested websites and make a poster of consumers' rights and responsibilities.</p> <p>Cross-culture: discuss consumer rights and responsibilities in native country.</p>