

# REEP ESL Curriculum for Adults

## LIFESKILLS PERFORMANCE OBJECTIVES HOUSING 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 of objectives and resources.

### HOUSING LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals.
2. Identify rooms, furniture, and other items.
3. Identify housing options and state preferences needs.
4. Given simplified housing ads, interpret abbreviations. Ask/answer questions about the residence.
5. Fill out simplified housing application.
6. Interpret simplified leases.
7. Given visuals of house/apartment in disrepair, report problem and request repairs.
8. Identify basic home safety precautions.
9. Identify rights and responsibilities of renters.

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 about ... because...	Student brainstorm language learning and information needs related to housing.	Structures: because clause
2) Identify rooms, furniture and other items.	Sample vocabulary: living room, dresser, blender, wall-to-wall carpet. Ask and answer questions: What room is this? It is the bedroom. Where is the sofa? It is beside the bookshelf.	Visuals: <i>Oxford Picture Dictionary (OPD)</i> blue version p. 28, 29, 30, 32 + 34. <i>OPD CD Rom</i> (housing section & activity) <i>OPD</i> (black version), p. 37-44. Photos that students and teachers bring in. Magazines with pictures, e.g. <i>Southern Living</i> .	Structures: Singular and plural nouns; Prepositions of location; Wh questions Extension: <i>Listen For It</i> , Unit 2. <i>True Stories In The News</i> , Unit 12.

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		Textbooks: <i>Stand Out 2</i> , (furniture) p. 72-74. (describing locations) p.75, 76 +78. <i>Take Charge 2</i> , p. 37-39 <i>Easy English Vocabulary Games</i> , p. 38. <i>Getting Together</i> , p. 11-12. <i>Lifeskills 1</i> , p. 46-47. <a href="#">Housing Flashcards</a>	
3) Identify housing options and state preferences needs.	Sample vocabulary: Townhouse, duplex, brick, siding, city, country Ask questions: Where do you want to live? What size house/apartment do you need? What features are important to you? How many bedrooms do you need? Express preferences: I like this apartment because it is big. I don't like my apartment because it is noisy. I need 3 bedrooms. I don't need 2 bathrooms.	<i>OPD</i> (black version) p. 34. <i>Real Life English 2 Workbook</i> , p. 40-1. <i>How to buy a house in the United States?</i> , p.22-3. <i>A Conversation Book 1</i> , p. ----. <i>Getting Together</i> , p.15-16, Activity 4. What is important in an apartment? <i>Take Charge 2</i> , p. 40, 46  <a href="#">Housing Flashcards</a>  <a href="#">No Place Like Home</a>	Structures: WH-questions Yes/no questions because simple present  Extension: <i>A Conversation Book 2</i> , p. 122-23 (Neighborhood problems). <i>Lifelines 3</i> , p. 33-37. (apts., & neighborhoods). <i>Beginning Stories From the Start</i> , p. 8-13. (Describing neighborhoods)  Cross Culture: types of housing available in native country
4) Given simplified housing ads, interpret abbreviations. Ask and answer questions about the residence.	Report info: symbols Rm. means room A/C means air-conditioning Ask and answer questions: How many bedrooms	<i>Stand Out 2</i> , p. 66-70. <i>ExpressWays 1</i> , p. 56-61. <i>Going Places 2</i> , Unit 8. <i>Lifeskills 1</i> , p. 51. <i>Lifelines 1</i> , p. 69, Units 16-17.	Structures: Simple Present WH and Yes/No questions. There is/There are Singular and plural nouns

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	<p>does it have? It has two bedrooms. How much is the rent? It is \$750.00 dollars a month. Is there a dishwasher? Yes, there is. When is it available? It is available July 1. Are the utilities included? Utilities are not included. Is there are security deposit? There is a one month security deposit.</p>	<p><i>Listening Tasks</i>, p. 16-17. <i>English For Adult Competency</i>, p. 100. <i>Real Life English 2</i>, Unit 2. Newspaper classifieds online Apartment Guides</p>	<p>Extension: Write new classified ads using abbreviations. <i>Write From the Start</i>, p.20.</p>
5) Fill out simplified housing application.	<p>Sample Vocabulary: Current/present address Prior address Monthly income Occupants Security Deposits Evicted Bankruptcy</p>	<p><i>Stand Out 2</i>, p 71. <i>Survival English 2</i>, p. 117. <i>English For Adult Competency</i>, p. 112. Rental applications that students and teacher bring in</p>	<p>Extension: Fill out medical, job bank, personal and change of address forms.</p>
6) Interpret simplified leases.	<p>Sample Vocabulary: Premises Term Damage Abandonment Landlord Tenant</p>	<p><i>Stand Out 3</i>, p. 45. Simplified leases Rental applications that students and teacher bring in Sample Leases</p>	<p>Extension: Understanding Bills. <i>Real Life English 1</i>, p.83 and <i>Going Places 2</i>, p. 110. Extension: Change of address forms. <i>Real Life English 2</i>, p. 83.</p>
7) Given visuals of house/apartment in disrepair, report problem and request repairs.	<p>Report info: Condition There is no hot water. The toilet is leaking. The window is broken. My toilet doesn't flush. There is something wrong with my radiator.</p>	<p><i>OPD</i> (black version), p. 48-49. <i>Going Places 2</i>, Unit 9. <i>Lifelines 2</i>, Unit 3. <i>ExpressWays 2</i>, p. 14-16, 18. <i>Side by Side 2</i>, p. 120-21. <i>Moving On: Beginning</i></p>	<p>Structures: There is / there are Progressive Simple Present Negatives</p> <p>Extension: <i>Problem Solving</i>, p. 24-28.</p>

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	Ask polite questions: Would you look at it today?	<i>Listening 2</i> , Unit 10. <i>First Class Reader</i> , p. 69-72. <i>Lifeskills 1</i> , p. 49. Student generated list of problems Student generated dialogues <a href="#">Clogged Sink Dialogue</a>	<i>The Chicken Smells Good</i> , p. 126-129.
8) Identify basic home safety precautions.	Sample Vocabulary: Smoke Detector Fire Extinguisher Poison Ask for and give advice: Safety Tips: You should not put that near the stove. You should lock up cleaning products. You should have a smoke detector near kitchen or hall. If you hear a fire alarm, get out and stay out. Home safety questions: Where should I install smoke detectors and fire extinguishers? First Aid Techniques: Put on a bandaid or gauze.	Student generated list. <i>Survival English 3</i> , p.69-79. <i>Purple Cows and Potato Chips</i> , p. 100 <i>Picture Stories</i> , Units 9 and 15. Pamphlets: National Fire Protection Association (NFPA) "First Alert" pamphlets American Red Cross Safety	Structures: Imperatives Should Commands Integration: Call 911, <i>Survival 911 video</i> . Job safety, <i>Going Places 2, Unit 26</i> and <i>OPD</i> (black), p 47. Extensions: Discuss household chores and activities in the home. <i>Grammar in Action 1</i> , p. 158-161; <i>Take Charge 2</i> , p.41-2. What are natural disasters and what should you do during one? Disasters on FEMA website
9) Identify rights and responsibilities of renters.	Understand rules for tenants: No pets. Pets are allowed. No cars on grass. No noise after 10 P.M. Understand rules for landlords: Give 30-day notice of rule changes.	<i>English For Adult Competency 1</i> , p .90-3. <i>English For Adult Competency 2</i> , p. 104-5. Activity: Divide the class in 1/2 (renters and landlords). Each group brainstorms their responsibilities and	Structures: Commands  Extensions: Letters <i>Stand Out 3</i> , p. 53-4. Complaint letter: <i>Moving On</i> , p 68.

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		shares with the class. Class makes a "rights and responsibilities" poster.	