CONSUMERISM UNIT
LIFESKILLS PERFORMANCE OBJECTIVES
LEVEL: 300

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, i.e. lifeskills objectives to be covered in this unit.
2. Identify needs as a consumer.
3. Identify and compare methods of payment.
4. Identify stores and services provided.
5. Identify ways to economize and save money.
6. Make a consumer complaint about goods or services.
7. Identify and request banking services.
8. Complete banking forms
9. Identify rights and responsibilities as a consumer.

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<th>LIFESKILLS PERFORMANCE OBJECTIVES</th>
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<td>1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.</td>
<td>Express Need: I need to study ... because... Express opinion: I think we should...</td>
<td>See Needs Assessment and Unit Planning under Instructional Planning.</td>
<td>Structures: Present simple, modal verbs</td>
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<td>2. Identify needs as a consumer, orally and in writing</td>
<td>Express need: I need a new car...., I would like to buy a T.V.</td>
<td>Stand Out 2, p. 39 Invest in the Future: Money Sense, p. 1, 4-14, 38-40 Brainstorming Consumerism 300 Activity – Goal Setting</td>
<td>Structures: Present simple, descriptive adjectives Extension: Budgeting</td>
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| 3. Identify and compare methods of payment (cash, check, debit card, credit card, money order) | Sample Vocabulary: A.P.R, interest, debit card, PIN, automatic draft Trish: add sample language | *Expressways* 2 p. 137  
*It's Time to Talk*, p. 93  
*A Writing Book: Everyday English*, p. 72-80  
*Book of Forms*, p. 30 + 33  
*Advantages and Disadvantages of Using Credit*  
*Reading your credit card statement* | Structures: Comparisons  
Extension: Credit histories, budgeting |
| 4. Identify stores and services provided. | Sample Vocabulary: retail, wholesale, discount, outlet Trish: add sample language | *Real Life English* 3, p. 62-63  
*Consumer Reports - Money*  
Newspaper circulars  
Community mapping -- area stores and services  
Field trip to neighborhood stores | Structures:  
Extension: Compare shopping in US and native countries, comparison shopping |
| 5. Identify ways to economize and save money. | Give advice:  
You should check the price before you buy. Trish: more sample language please. | *Problem Solving*, p. 42-89  
*Expressways* 2 p. 136  
*More Picture Stories*, Unit 2  
*It's Time to Talk*, p. 49, 92  
*Stand Out* 2, p. 24-32  
*A Writing Book: Everyday English*, p. 97  
*Discussion and writing activity*  
*Setting Financial Goals* | Structures: modal verbs  
Extension: Personal finance, Budgeting  
Yard sales |
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<p>| 7. Identify and request information about banking services, orally and in writing | Express need: I'd like to open a bank account. I need to take out a loan. Request information: | <em>Lifelines 3</em>, p. 21 <em>Expressways 2</em>, p. Unit 7 <em>Banking services</em> Listening: <em>First Mountain Bank</em> <em>Banking Basics</em> – interactive lessons <em>Money and Banking Vocabulary</em> – audio picture dictionary with activities | Structures: Present simple, modal verbs |</p>
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| 8. Complete banking forms.       | Sample vocabulary: Form, deposit, withdrawal, account number, signature, endorse, ATM, fee, pin | *Lifelines* 3, p. 22-26  
*A Writing Book: English for Everyday Living*, p. 66-68, 70-80  
*Book of Forms*, Unit 7  
*How to Write a Check* | Structures:  
Extension: |
*Crossroads Cafe Culture Clip "Consumer Scams"*  
*Discussion and writing activity*  
*Better Business Bureau* | Structures:  
Present simple, modal verbs |