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.

<table>
<thead>
<tr>
<th>LIFESKILLS PERFORMANCE OBJECTIVES</th>
<th>FUNCTIONS AND SAMPLE LANGUAGE</th>
<th>RESOURCES</th>
<th>INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify needs as a consumer and set class learning goals.</td>
<td>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...</td>
<td>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) Side by Side 4, p. 41, 82 Stand Out 4, p. 34; Lifelines 3, p. 58 Unit Goal Setting: Students prioritize unit objectives. See 350 Consumerism for additional objectives and resources.</td>
<td>Structures: simple present present continuous because clause Cross culture: shopping habits in native country</td>
</tr>
<tr>
<td>LIFESKILLS PERFORMANCE OBJECTIVES</td>
<td>FUNCTIONS AND SAMPLE LANGUAGE</td>
<td>RESOURCES</td>
<td>INTEGRATION</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>2. Given a major purchase, (car, house, etc.), locate info (print, phone, internet) and select the best option based on personal need.</td>
<td>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.</td>
<td>Students talk about large purchases &amp; factors in deciding what to buy. <em>Side by Side 3</em>, p. 114 <em>Lifelines 4</em>, p. 70 <em>Consumers Resource Handbook</em>, p. 8, 10, 35-41 <em>NorthStar Reading &amp; Writing</em>, p. 122, 123 <em>Grammar in Action 2</em>, 112-113</td>
<td>Structures: Wh - questions Embedded questions Present continuous Comparatives/ Superlatives Extension: Homework - phone several places to get info about pricing &amp; other features; do a grid</td>
</tr>
<tr>
<td>3. Locate info about loans, credit cards; select best option for personal needs.</td>
<td>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.</td>
<td><em>Topics &amp; Language Competencies 3</em> p.27-29 <em>Stand Out 4</em>, p. 27-29 <em>Practical Money Skills lessons</em>: Advantages and Disadvantages of Using Credit Contact assignment: get information about 3 credit cards and compare features. <em>Crossroads Cafe Unit</em></td>
<td>Structures: simple present negatives comparatives &amp; superlatives Extension: Get an email account. See Technology Curriculum Obj 10. Complete an on-line application (to purchase)</td>
</tr>
<tr>
<td>LIFESKILLS PERFORMANCE OBJECTIVES</td>
<td>FUNCTIONS AND SAMPLE LANGUAGE</td>
<td>RESOURCES</td>
<td>INTEGRATION</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4. Read and listen to advertisements critically.</td>
<td>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..</td>
<td>Students brainstorm where they see &amp; hear advertisements (TV, radio, billboards, buses, sales calls, etc.) and what information they get from advertisements. Stand Out 4, p. 33 Consumer Resource Handbook, p. 10 Grammar in Action 2, p.120 - 121 Building Real Life English Skills, Ch. 4 Recorded commercials Practical Money Skills National Do-Not-Call Registry</td>
<td>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, Stand Out 3, p. 39 Cross culture: discuss what type of product ads are common in students' native countries.</td>
</tr>
<tr>
<td>5. Make a consumer complaint, including letter of complaint.</td>
<td>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 .....</td>
<td>May I HelpYou, p. 71 Stand Out 4, p. 34-35 Lifelines 3, p. 44-45 ConsumerResource Handbook Building Real Life English Skills, p. 124-127 Video: Crossroads Cafe Unit 17, 20, 22 Letters and forms:</td>
<td>Structures: past tense present perfect present continuous Cross-culture; How complaints are handled in native country.</td>
</tr>
<tr>
<td>LIFESKILLS PERFORMANCE OBJECTIVES</td>
<td>FUNCTIONS AND SAMPLE LANGUAGE</td>
<td>RESOURCES</td>
<td>INTEGRATION</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>6. Identify consumer rights and responsibilities.</td>
<td>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....?</td>
<td>Student generated list Expressways 2, p. 166, 168 Stand Out 4, p. 23 How to be a SmartConsumer, 23 Consumer Report Magazine Consumer Rights and Responsibilities Recycling Consumer Reports National Do-Not-Call Registry Better Business Bureau</td>
<td>Structure: modals + negative present tense questions Extension: Panel Discussion on rights of consumer Students research the suggested websites and make a poster of consumers' rights and responsibilities. Cross-culture: discuss consumer rights and responsibilities in native country.</td>
</tr>
</tbody>
</table>