LIFESKILLS PERFORMANCE OBJECTIVES

TRANSPORTATION LEVELS: 100 and 150

Note to teachers: This lifeskills unit has been combined for levels 100 and 150, which represent the similar speaking, but different reading and writing levels. See REEP Level Descriptors. The lifeskills objectives to choose from are for the most part the same for levels 100 and 150, but differentiations have been made in the target language (sample language and structures) and the resources, as appropriate.

TRANSPORTATION UNIT GOAL
Students will demonstrate their ability to use level appropriate language skills to communicate transportation needs and navigate the transportation system.

TRANSPORTATION LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Given visuals, identify means of transportation.
3. Ask/answer questions about transportation used to get to school, work, and shopping. (150: identify other locations as well).
4. Identify home, school, job on a map.
5. Given visuals, identify traffic signs.
6. Given a map, give/ask for simple street directions to places in the community. (150 only)
7. Ask/answer questions about bus/Metro.
8. Give/follow directions for using a Metro card machine.

<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. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.</td>
<td>100 and 150: Express need: I need to read the bus</td>
<td>100 and 150: See Needs Assessment</td>
<td>100 and 150: Structures: Simple present</td>
</tr>
<tr>
<td>covered in this unit.</td>
<td>schedule.</td>
<td><strong>REEP Activity:</strong> Identifying Barriers to Transportation</td>
<td>Can/can't (modals)</td>
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<tr>
<td></td>
<td>Identify barriers: I don't have a driver's license. I don't understand the bus schedule. I can't drive.</td>
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</tbody>
</table>

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4. Identify home, school, job on a map.

<table>
<thead>
<tr>
<th>100 and 150:</th>
<th>Report info: location:</th>
<th>100:</th>
<th>BOPD Literacy Program, p. 214</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is my street.</td>
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<tr>
<td></td>
<td>This is my school.</td>
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<td></td>
<td>I work here.</td>
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<td></td>
<td>My school is on Clarendon Blvd.</td>
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Vocabulary:
South, North, East, West

150:
This is the library. It is across from the Metro station.

5. Given visuals, identify traffic signs.

<table>
<thead>
<tr>
<th>100 and 150:</th>
<th>Report info: objects/signs/symbols:</th>
<th>100:</th>
<th>Survival English 1, p. 135, 137</th>
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<tbody>
<tr>
<td></td>
<td>Don't Walk.</td>
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<td>First Words, p. 117, 118</td>
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<td></td>
<td>Stop.</td>
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<td></td>
<td>One Way.</td>
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<td>School Xing</td>
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<td></td>
<td>No Outlet</td>
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100 and 150: OPD, p. 107
English Extra, p. 98
Visuals from Building Real Life English Skills, p. 273-281

Activity: Take a walk around the school and identify traffic signs and their meanings.

6. Given a map, give/ask for simple street directions to places in the community. (150 only)

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<tbody>
<tr>
<td></td>
<td>Excuse me. Can you tell me how to get to the day care center?</td>
<td></td>
<td>Foundations, p. 178-179</td>
</tr>
<tr>
<td></td>
<td>Excuse me. Is there a post office around</td>
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<td>Going Places 1, 60-62</td>
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<td>Elementary Communication Games, #7</td>
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</table>

150: Structures: Imperative
Prepositions of location
Simple present
Questions
Ordinal
It's on Columbia Pike. Go 4 blocks. Turn left on Glebe Rd. (change place names if necessary), #19

Paper or online maps of Arlington and Arlington neighborhoods (click on Civic Association Maps)

Teacher and student generated maps

### 7. Ask/answer questions about bus/Metrorail.

- **100 and 150:** Seek/report info: location, time, price: Where does this bus go? Does this bus go to Ballston? When does the bus come? The bus comes at 12:15. How much does it cost?

- **Make/respond to request:** clarification: Excuse me. Could you please repeat that?

- **150:** How do I get from the Clarendon Metro to the Silver Spring Metro stop?

- **Extension:** Ask/answer questions about long distance bus or airplane travel (Look Again Pictures, p. 62-70, Survival English 2, p. 169-174)

### 8. Give/follow directions for using a Metro card machine.

- **100 and 150:** Instruct/respond to instructions: Put $1.10 here. Press here.

- **100 and 150:** Field trip using the Metro. Flash cards of steps to put in

- **100 and 150:** Structures: Imperative Singular and plural

- **100 and 150:** Structures: Simple present Yes/no questions Wh- questions

- **Extension:** Complete the Word Find from the Kids' section of the Metro web site

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order or use for TPR.
Transparency made from a photograph of a Metro card machine and fare chart.

Extension:
Plan and go on a field trip using the Metro.

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