



ESL Curriculum for Adults

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COMMON QUESTIONS

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.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES (Also see Resource Page for this unit and resources on the side bar).	INTEGRATION
1. Set class learning goals, i.e.lifeskills objectives to be	100 and 150: Express need: I need to read the bus	100 and 150: See Needs Assessment	100 and 150: Structures: Simple present

covered in this unit.	<p>schedule.</p> <p>Identify barriers: I don't have a driver's license. I don't understand the bus schedule. I can't drive.</p>	<p><u>REEP Activity:</u> Identifying Barriers to Transportation</p>	Can/can't (modals)
2. Given visuals, identify means of transportation.	<p>100 and 150: Report info: objects: This is a car. Those are buses.</p>	<p>100: <i>Basic Oxford Picture Dictionary</i> (BOPD), p. 76 <i>Survival English 1</i>, p. 116, 140</p> <p>100 and 150: <i>Oxford Picture Dictionary</i> (OPD), p. 104 and software <i>English Extra</i>, p. 100</p>	<p>100 and 150: Structures: Demonstrative pronouns Singular/Plural Simple present</p>
<p>3. Ask/answer questions about transportation used to get to school, work, and shopping.</p> <p>150 students should identify other locations as well.</p> <p>Back to Top</p>	<p>100 and 150: Seek/report info: self/others: How do you go/get to school/work? I walk. I sometimes take the bus.</p> <p>150: I sometimes take the bus. It takes about 20 minutes to walk.</p>	<p>100: <i>BOPD Workbook</i>, p. 76 <i>LifePrints 1</i>, p. 43, 46 <i>Survival English 1</i>, p. 117-119, 121</p> <p>100 and 150: <i>English Extra</i>, p. 100, 101 <i>Basic Grammar in Action</i>, p. 168, 177</p> <p>150: <i>Survival English 2</i>, p. 166, 163</p>	<p>100 and 150: Structures: Simple present Yes/no questions Wh-questions Adverbs of frequency Simple past (see extensions below)</p> <p>Extension: How did you get to work in your country? (<i>Foundations</i>, p. 189, top half)</p> <p>Extension: How did you come to the United States? (<i>Lifeprints 1</i>, p. 47; <i>OPD</i>, p. 24-25; published (Best of Web) and student</p>

			generated maps
4. Identify home, school, job on a map.	<p>100 and 150: Report info: location: This is my street. This is my school. I work here. My school is on Clarendon Blvd.</p> <p>Vocabulary: South, North, East, West</p> <p>150: This is the library. It is across from the Metro station.</p>	<p>100: <i>BOPD Literacy Program</i>, p. 214</p> <p>100 and 150: Paper or online maps of Arlington and Arlington neighborhoods (click on Civic Association Maps)</p> <p>Teacher and student generated maps</p>	<p>100 and 150: Structures: Demonstrative pronouns Prepositions of location</p>
5. Given visuals, identify traffic signs.	<p>100 and 150: Report info: objects/signs/symbols: Don't Walk. Stop. One Way. School Xing No Outlet</p> <p>Back to Top</p>	<p>100: <i>Survival English 1</i>, p. 135, 137 <i>First Words</i>, p. 117, 118</p> <p>100 and 150: <i>OPD</i>, p. 107 <i>English Extra</i>, p. 98 Visuals from <i>Building Real Life English Skills</i>, p. 273-281</p> <p>Activity: Take a walk around the school and identify traffic signs and their meanings.</p>	<p>100 and 150: Structures: Imperative</p>
6. Given a map, give/ask for simple street directions to places in the community. (150 only)	<p>150: Seek/report info: location: Excuse me. Can you tell me how to get to the day care center? Excuse me. Is there a post office around</p>	<p>150: <i>Survival English 2</i>, p. 162-165, <i>Foundations</i>, p. 178-179 <i>Going Places 1</i>, 60-62 <i>Elementary Communication Games</i>, #7</p>	<p>150: Structures: Imperative Prepositions of location Simple present Questions Ordinal</p>

	<p>here? It's on Columbia Pike. Go 4 blocks. Turn left on Glebe Rd.</p>	<p>(change place names if necessary), #19</p> <p>Paper or online maps of Arlington and Arlington neighborhoods (click on Civic Association Maps)</p> <p>Teacher and student generated maps</p>	<p>numbers</p>
<p>7. Ask/answer questions about bus/Metrorail.</p> <p>Back to Top</p>	<p>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?</p> <p>Make/respond to request: clarification: Excuse me. Could you please repeat that?</p> <p>150: How do I get from the Clarendon Metro to the Silver Spring Metro stop?</p>	<p>100: <i>First Words</i>, p. 119 <i>LifePrints 1</i>, p. 39-41 <i>Access</i>, p. 77, 78 <i>Survival English 1</i>, p. 120, 125-128 <i>English ASAP Literacy</i>, p. 70-73</p> <p>100 and 150: <i>OPD</i>, p. 104 <i>Foundations</i>, p. 181-184, 187-190 <i>Look Again Pictures</i>, p. 22-29, Metrobus timetables Metrorail Map</p> <p>150: <i>Going Places 1</i>, p. 85-86 <i>Basic Grammar in Action</i>, p. 176</p>	<p>100 and 150: Structures: Simple present Yes/no questions Wh- questions</p> <p>Extension: Complete the Word Find from the Kids' section of the Metro web site</p> <p>Extension: Ask/answer questions about long distance bus or airplane travel (<i>Look Again Pictures</i>, p. 62-70, <i>Survival English 2</i>, p. 169-174)</p>
<p>8. Give/follow directions for using a Metro card machine.</p>	<p>100 and 150: Instruct/respond to instructions: Put \$1.10 here. Press here.</p>	<p>100 and 150: Field trip using the Metro.</p> <p>Flash cards of steps to put in</p>	<p>100 and 150: Structures: Imperative Singular and plural</p>

<u>Back to Top</u>		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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