

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES HOUSING UNIT 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.

HOUSING UNIT GOAL

Students will demonstrate their ability to use level appropriate language skills to identify, inquire and respond to housing needs, desires, and problems.

HOUSING LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Given visuals, identify rooms and furniture.
3. Given visuals of a house, identify location of rooms and furniture.
4. Describe home and housing preferences.
5. Given simplified housing ads, respond to questions.
6. Identify home safety precautions. (150 only)
7. Identify housing problems and request repairs.

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 find a new apartment. I need to report problems.	Go to Needs Assessment on side bar for sample activities.	Structures: Simple present
2. Given visuals, identify rooms and furniture.	100 and 150: Ask and answer questions: What is this? What are these? This is the bathroom. These are the bedrooms.	100: <i>Basic Oxford Picture Dictionary(BOPD)</i> , p. 22-27 (any applicable) <i>BOPD Literacy Program</i> , p. 61-63 <i>Foundations</i> , p. 45-46 100 and 150:	100 and 150: Structures: Demonstrative pronouns Simple present Wh questions Extension: Classroom objects

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		<p><i>Oxford Picture Dictionary (OPD)</i> p. 40-45, and software <i>Survival English 1</i>, p. 189-190, 194-195, 213 <i>LifePrints 1</i>, p. 102 <i>Take Charge 1</i>, p. 73 <i>Going Places 1</i>, p. 63-64 <i>English Extra</i>, p. 44 Activity: Students label furniture in the classroom.</p>	
<p>3. Given visuals of a house, identify location of rooms and furniture.</p>	<p>100 and 150: Ask and answer questions: Where is the computer? It is on the table. Where is the bed? The bed is in the bedroom.</p> <p>150: The telephone is on the table next to the bed.</p>	<p>100: <i>BOPD</i>, p. 24-27 <i>BOPD Literacy Program</i>, p. 64, 69- 72 100 and 150: <i>LifePrints 1</i>, p. 103 <i>Take Charge 1</i>, p. 74-75, 82-83 <i>OPD</i>, p. 40-45</p> <p>150: <i>English Extra</i>, p. 37-38, 44 <i>Going Places 1</i>, p. 64-65, 67-68</p> <p>Activity: Students draw or label furniture as teacher dictates location in the room.</p> <p>Online Picture Dictionary and Exercises: Learning Chocolate</p>	<p>100 and 150: Structures: Simple present statements and WH questions Prepositions of location</p> <p>150: Extension: Who cleans what in your home? (<i>English Extra</i>, p. 39, 41, <i>Survival English 1</i>, p. 209-210, <i>Take Charge 1</i>, p. 79-80)</p>

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<p>4. Describe home and housing preferences.</p>	<p>100 and 150: Report info: I live in an apartment. My apartment has 2 bedrooms. My apartment costs \$1,100 a month. State preferences and needs: I want a 3 bedroom apartment. I want to live near the bus.</p>	<p>100: <i>BOPD Literacy Program</i>, p. 68 <i>Foundations</i>, p. 48-50 100 and 150: <i>OPD</i>, p. 34 <i>Take Charge 1</i>, p. 78 <i>Survival English 1</i>, p.191, 207-208 <i>Elementary Communication Games</i>, #11 <i>English Extra</i>, p. 40, 43 <i>Side by Side 1</i>, p. 78 Activity: Students describe floor plans of their own homes and partners draw. Draw a House Students describe the homes they want 150:Housing search</p>	<p>100 and 150: Structures: Simple present, statements, There is/There are Extension: Compare housing here and in students' countries. (<i>Foundations</i>, p. 47)</p>
<p>5. Respond to questions about simplified housing ads. (150: Ask questions about housing ads).</p>	<p>100 and 150: Abbreviations: 2 BR 2 BA W/D A/C public transp. Respond to questions: This apartment has 2 bedrooms. This apartment does not have air conditioning. 150:</p>	<p>100: <i>Foundations</i>, p. 40-43 100 and 150: <i>Survival English 1</i>, p. 193, 195, 196-197, 199, 211 150: <i>Survival English 2</i>, p. 116, 118-119 Realia (simple apartment ads) <i>Side by Side 1</i>, p. 60-62 Housing ads</p>	<p>100 and 150: Structures: Simple present 150: Extension: Fill out a simplified housing application (<i>Survival English 2</i>, p. 117)</p>

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	<p>Ask questions: How much is the apartment? How many bedrooms are there? Can I fill out the application now?</p>		
6. Identify basic home safety precautions. (150 only)	<p>150: Report info: I came home from school, and I smelled gas. Make and respond to directives: Lock the door. Be careful with fire. Put a smoke detector in your home. Don't let children chew on paint. Close the windows.</p>	<p>150: <i>Survival English 2</i>, p. 128 <i>Survival English 3</i>, p. 70-82 (visuals) <i>Picture Stories</i>, p. 37 (Gas) Student and teacher created visuals and texts.</p>	<p>150: Structures: Imperative Extension: Make a list of phone numbers for various home emergencies, e.g. gas leak, fire.</p>
7. Identify housing problems and request repairs.	<p>100 and 150: Report info: The window is broken. The A/C is broken. There are cockroaches in my kitchen. Make a request: Can you come today? When can you fix it? 150: Report info: The lights aren't working in my bathroom. I came home from school, and I smelled gas.</p>	<p>100: <i>BOPD</i>, p. 32, 33 <i>BOPD Literacy Program</i>, p. 82-83 100 and 150: <i>LifePrints 1</i>, p. 106-108 <i>Survival English 1</i>, p. 200-206 OPD p. 48-49 150: <i>Survival English 2</i>, p. 128-130 <i>Look Again Pictures</i>, p. 50-53 House Problems</p>	<p>100 and 150: Structures: present continuous-statements and questions</p>