

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 200 *updated October 2019*

*Note to teachers: The Getting Started Unit is the first unit in the curriculum. This unit focuses on involving students in negotiating their curriculum for the course and developing a learning community. **It's possible to cover the Time and Weather Unit in conjunction with the Getting Started Unit or immediately after.***

GETTING STARTED UNIT GOAL

Students will demonstrate their ability to use level appropriate language skills to communicate personal identification information and to function as a learning community.

GETTING STARTED LIFESKILLS PERFORMANCE OBJECTIVES:

1. Ask and answer questions about self and others, orally and in writing (including name, country of origin, marital status, physical description, occupation, place of work, address, telephone number, date of birth, age).
2. Complete simplified personal information form (including information from objective 1 as well as social security number, sex, how long at current job, height, weight, e-mail address and signature).
3. Introduce self and others, greet others and take leave in formal and informal situations.
4. Describe likes and dislikes (e.g. music, sports, food, school subjects, work) and support opinion.
5. Identify relevant points on maps (native country, U.S., Virginia, Arlington).
6. Write a timeline including past and present events, future goals, and reason for coming to the U.S.
7. In the context of a class orientation, determine rights and responsibilities including emergency procedures as a member of the class.
8. Identify family relationships. Speak and write about own family.
9. Self-assess language and learning needs.
10. Negotiate class learning goals, including 1) topics to be covered, and 2) language skill development focus.
11. Self-assess ability to use technology.

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Ask and answer questions about self and others, orally and in writing (including name, country of origin, marital status, physical description, occupation, place of work, address, telephone number, date of birth, age).	Seek/report info: What is your name? Where are you from? Where do you live? How are you? How old are you? When is your birthday? What is your phone number? My name is _____. I am from _____. I am a doctor. I have 3 children. I am married. I am tall/short. Structures: Possessive adj. Simple present Descriptive adj. WH-questions	(Video) Side By Side TV 1B, Segment 1. Online listening: Where are you from? <i>Focus on Grammar Basic</i>, software, Unit 1	<i>Stand Out 2</i>, Pre-Unit (Lessons 3, 4) <i>Going Places 2</i> p. Unit 1 <i>Getting Together</i> p.2, 5, 8-10 <i>Lifelines 1</i> p. 6-9, 14-17 <i>Starting to Read</i>, p.8-11. <i>Personal Stories 2</i>, p.1-6 <i>Side By Side 1</i>, p.1-6 <i>Oxford Picture Dictionary (OPD)</i>, p. 22-3. <i>Survival English 2</i>, p. 137, 139 <i>Grammar in Action 1</i>, p. 33, 36-37 (Audio) <i>From the Start</i>, Unit 6 and 7.	(Writing) <i>Write From the Start</i>, p. 3 and 4. Write a language experience story about the class, <i>Collaborations Beg.1</i>, p. 13 Cross-culture: inappropriate questions (age)
2. Complete simplified personal information form (including information from objective 1 as well as social security number, sex, how long at current job, height, weight,	Sample Vocabulary: Sign. Date. Please Print. First/last/full name Middle initial Maiden name?	Internet 1: Simplified Online Form Practice	<i>Lifelines 1</i>, p.10-13. <i>Working in English 1</i>, p. 14-17. <i>Lifeskills 1</i>, p.10,13. <i>Going Places 1</i>, p.16 <i>Starting to Read</i>, p. 4-10. <i>Survival Eng. 2</i>, p. 5	Medical forms, job application forms, banking forms Note to Teachers: Students should be aware of the privacy issues related to Social Security Numbers (i.e.

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e-mail address and signature).			<i>Grammar in Action 1</i> , p. 4	when it's required/when it's optional).
3. Introduce self and others, greet others and take leave in formal and informal situations.	Report info: This is my coworker. His name is Kevin. Hi. I'm Joe. I'm in your class. Hello. My name is Sarah. I live down the street. How are you? It is nice to meet you. Nice to meet you, too. Structures: Possessive adjectives Personal pronouns Demonstratives Simple present		<i>Stand Out 2</i> , Pre-Unit (Lesson 1) <i>Basic Grammar in Action</i> , p. 11-13 <i>Expressways 1</i> , p.2-5, 14-15. <i>OPD</i> , p. 22-3 <i>Better English Every Day</i> , p. 32, 34 <i>Grammar in Action 1</i> , p. 12-19 <i>Lifelines 1</i> , 2cd ed, p. 2-5 <i>English for Adult Competency 1</i> , p. 2 <i>Going Places 2</i> , p. 9	(Writing about self and others) <i>Write From the Start</i> , p. 3 + 5. Cross-culture: non-verbal greetings, e.g. kiss handshake, hug, etc.
4. Describe likes and dislikes (e.g. music, sports, food, school subjects, work) and support opinion.	Seek & Report info/ Express opinions: How often do you watch movies? Do you like to dance? Yes, I like to dance. I like/love/hate.. I do not like the cold weather. What is your favorite food? What kind of ___ do you like? Who is your favorite actor?	Internet 1: Likes and Dislikes	REEP Lesson Plan: Likes & Dislikes (simple present tense) <i>Going Places 1</i> , p.105-8 <i>ODP</i> p. 50-54, 60-61,152, 158-9,166. <i>Basic Grammar in Action</i> , p. 118-25. <i>Getting Together</i> , p.47, 50. <i>Survival English 3</i> , p.174-5.	(Work) <i>Lifelines 1</i> , p.74-7. (Writing about food), <i>Basic Grammar in Action</i> , p 127. and <i>Foundations</i> , p.98 (Reading) <i>Very Easy True Stories</i> , Unit 6. Discuss learning preferences

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	Structures: Simple present Like + infinitive Questions		<i>Survival Eng.</i> 2, p. 147 <i>Expressways</i> 1, p. 150. <i>Foundations</i> , p.98, 194-6. <i>Collaborations Beg.</i> 1, p. 14 <i>Very Easy True Stories</i> , Unit 6	
5. Identify relevant points on maps (native country, US, Virginia, Arlington).	Sample Vocabulary: Country City State Native Country Street	<i>Internet 1: Google Maps</i>	<i>Stand Out</i> 2, Unit 1 (Lesson 1) <i>OPD</i> , p. 122-125. <i>Lifeskills</i> 1, p. 86-87. <i>From the Start: Beg. Listening</i> , Unit 16. <i>Collaborations Beg.</i> 1, p. 4, 5 Metro Pocket Guide Local Maps	Students generate a list of local points to identify on the map, e.g. hospital (Directions/transportation) <i>Lifelines</i> 1, p.30-33.
6. Write a timeline including past and present events, future goals, and reason for coming to the U.S.	Report Info: In my country, I was a doctor. I came to the U.S. in .. because.. I am studying English now. I want to... . I will _____. (Time words) Last year, Three years ago, Now, Next year		<i>OPD</i> , p.18-19. <i>Survival English</i> 2, p. 154-155 <i>Easy True Stories</i> , Unit 19 <i>Write from the Start</i> , p.13 15 (past). <i>Personal Stories</i> 2, p. 2-6 (present): p. 85-89 (future). <i>Getting Together</i> , p. 24. <i>Expressways</i> 1, 2cd ed, p.132-133	(Video), Side by Side TV, 1B, Segments, 22, 23, 25, 26. Write a brief essay about yourself or other students in the class using the language practiced in objectives 1-6

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	Structures: Simple present, past and future; because.		<i>Grammar in Action 1</i> , Ch. 16 See • Timelines in ESL Techniques	
7. In the context of a class orientation, determine rights and responsibilities including emergency procedures as a member of the class.	Advise someone to do something: Speak English in class. Listen to others. No cell phones in class. Come to class on time. Do not eat or drink. Sample vocabulary: Emergency exit. Evacuate the building. Structures: Commands, negatives	WhatsApp Messenger Rules Example	As a team, class establishes class rules. See • Class Rules School policies, emergency procedures, and weather-related school closures	Talk about rules at home and in classrooms in students' home countries.
8. Identify family relationships. Speak and write about own family.	Seek & Report Info: Are you married? Yes, I am married. How many children do you have? I have 2 children. Do you have brothers or sisters? Do you have a big family? Where does your sister live? This is my sister. She lives in Florida with her husband.	(Video), Side By Side TV, 1A, segment 6. <i>Internet 1: Talking About Families</i>	<i>Stand Out 2</i> , Unit 1 (Lessons 3, 4) <i>Lifeskills 1</i> , p.41-44. <i>Basic Grammar in Action</i> , p. 32-41. <i>OPD</i> , p. 24-25 <i>Lifelines 1</i> , p. 18-24 <i>Eng. for Adult Competency 1</i> , p. 12,14-15 <i>Write From the Start</i> , p.14. <i>Vistas 1</i> , p. 42-49.	Cross-culture: size of families Activity idea: Bring in and discuss family photos.

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	Structures: Demonstratives Descriptive adj. Possessive adj. Simple present			
9. Self-assess language and learning needs.	Express need: I need to work on speaking. I want to improve my writing. I need English.. to get a job. for my job. to get a better job. I like to.. Simple present		<i>Collaborations Beg. 1, Unit 2</i> <i>Teaching How to Learn: Learning Strategies in ESL</i> <i>Stand Out 2, Unit 8 (Lesson 1)</i>	
10. Negotiate class learning goals, including 1) topics to be covered, and 2) language skill development focus.	Express Need: I need to study ... because... I need to study housing because ... I need to study transportation because Structures: need + infinitive, simple present		REEP Lesson Plan: 200/250 Cycle Needs Assessment/Class Goals See • Learner Needs Assessment	Students set individual learning goals. See • Goal Setting Process
11. Self-assess ability to use technology.	Sample vocabulary: Keyboard, monitor, mouse, click, internet.	• Technology Needs Assessment • Technology Lesson Plan		Discuss the difference between 1900 and 2002. What technology is necessary today? Why?