

# REEP ESL Curriculum for Adults

## GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 100

*Note to teachers: The Getting Started Unit is the first unit in the curriculum and the only required one. This unit focuses on involving students in negotiating their curriculum for the course and developing a learning community.*

### 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 (Summary):







1. Ask and answer questions about self and others.
2. Complete a simplified personal data form.
3. In everyday conversation, greet others and take leave.
4. Introduce self and others.
5. Identify immediate family members.
6. Locate important points on maps.
7. Self-assess language and lifeskill learning needs.
8. Set class learning goals.
9. Self-assess ability to use technology.
10. Identify rights and responsibilities as a member of the class.
11. Ask and answer questions about common classroom items and activities.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about self and others. (name, address, telephone number, birthplace, birthdate, age)	Seek /report info: What's your name? My first name is Ana. Where are you from? I'm from Peru.  Make/respond to requests: clarification: Spell that, please. Repeat that, please.	<i>Oxford Picture Dictionary (OPD)</i> , p. 4 <i>Survival English 1</i> , p. 16-27 <i>Foundations</i> , pp. 4, 6, 8 <i>English ASAP (Literacy)</i> pp. 3-13 <i>Expressways I</i> , pp. 6-9 <i>Access</i> , pp. 37-39, 55, 68-70	Enabling skills: say numbers & letters (spell)  Structures: Simple present Possessive adjectives Subject pronouns Wh- questions  Cross-culture: rude

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p><i>Listen First</i> (T), Unit 1 and Unit 2  <i>English Extra</i> (T), p. 3  <i>Before Book One</i>, p.1-9  <i>ASAP Literacy</i>, Ch 1</p>	<p>questions (age)</p> <p>Extension: Write about yourself, <i>English Extra, Activity Book</i>, p. 7</p> <p>Note: Teachers with low-literacy learners should also consult the Basic Oxford Picture Dictionary Literacy Program</p>
2. Complete a simplified personal data form. (using info from objective 1)	<p>Sample Vocabulary:            Last name, first name            Birthdate: month, day, year            Birthplace: city and country</p>	<p><i>OPD</i>, p. 4  <i>Survival English 1</i>, pp. 20-23  <i>English Extra</i>, pp. 8-9  <i>English Extra Activity Book</i>, p. 5  <i>Grammar in Action I</i>, p. 4  <i>Starting to Read</i>, pp. 4, 10</p>	<p>Enabling skills: letters, numbers, months of the year</p>
3. In everyday conversation, greet others and take leave.	<p>Make/respond to social inquiries: self/others            Hi! How are you?            Fine, thanks.            Good-bye. See you.</p>	<p><i>OPD</i>, p. 8  <i>Survival English</i>, p. 3  <i>A New Start</i>, p. 1  <i>English Extra</i> (T), pp. 1-2</p> <p>student-generated language</p>	<p>Extension: <i>English Extra Activity Book</i>, p. 1</p>
4. Introduce self and others.	<p>Report info: self/others            Hi, my name is Tam.            Nice to meet you.            Tam, this is Pedro.</p>	<p><i>OPD</i>, p. 8  <i>English Extra</i>, pp. 1-3  <i>Foundations</i>, pp. 2, 10  <i>English ASAP (Literacy)</i>, p. 99-103  <i>Expressways I</i>, p. 2-5  <i>A New Start</i>, p. 2</p>	<p>Structures:            Simple present            Possessive adjectives            Demonstrative pronouns</p> <p>Cross-culture:            shaking hands</p>
5. Identify immediate family members.	<p>Report/seek info: self/others            This is my mother.            This is my son.            How many brothers do</p>	<p><i>OPD</i>, p. 24-25  <i>Survival English</i>, p. 69-87  <i>Basic Oxford Picture Dictionary</i>, p. 16</p>	<p>Structures:            Simple present            Possessive adjectives            Demonstrative pronouns</p>

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	you have? I have 3 brothers.	<i>English Extra</i> , pp. 20-22 <i>English Extra Activity Book</i> , p 14 <i>Foundations</i> , pp.10-12 <i>English Extra (T)</i> , p. 20	Cross-culture: sizes of families.
6. Locate important points on maps (e.g., native country, U.S., Virginia).	Report info: places This is my country, Morocco.	<i>OPD</i> , p. 122-125 <i>Survival English</i> , pp. 24-25 <i>Collaborations (Literacy)</i> , pp. 4-5	Structures: Simple present Possessive adjectives  Extension: go to websites on nations
7. Self-assess language and lifeskill learning needs.	Express needs: I need more English for my job. I need to practice speaking more.	<i>Teaching How to Learn: Learning Strategies in ESL</i>	Structures: Simple present
8. Set class learning goals, including: <ul style="list-style-type: none"> <li>lifeskills topics to be covered, and</li> <li>language skill development focus.</li> </ul>	Express needs: I need to study more ...	<p> <b>REEP Getting Started Lesson Plan 100/150</b></p> <p> <b>Learner Needs Assessment</b></p>	Structures: Simple present  Extension: Students set individual learning goals. See  <b>Goal Setting Process</b> .
9. Self-assess ability to use technology.	Report info: self I type on a keyboard. I use a mouse.	See  <b>Technology Needs Assessment</b>  See  <b>REEP Technology Lesson Plan</b>	Structures: Simple present
10. Identify rights and responsibilities as a member of the class.	Make and respond to directives: No smoking. Come on time.	As a team, class establishes class rules. See  <b>Class rules</b> for sample.  School policies and emergency procedures.	Structures: Imperatives Simple present  Cross-culture: informality in U.S. adult classrooms

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<b>LIFESKILLS PERFORMANCE OBJECTIVES</b>	<b>FUNCTIONS AND SAMPLE LANGUAGE</b>	<b>RESOURCES</b>	<b>INTEGRATION</b>
11. Ask and answer questions about common classroom items and activities.	Report info: objects This is a pencil. These are chairs. Respond to instructions: Open your book. Listen and repeat.	<i>OPD</i> , p. 2-3, 6-7 <i>OPD Beg. Workbook</i> , p.2-3 <i>OPD Classroom Activities</i> , p.20 <i>Survival English</i> , pp. 35-43 <i>English Extra</i> , pp. 6-7 <i>English Extra Activity Book</i> , p. 4,7 <i>Foundations</i> , pp. 28-36 <i>Basic Oxford Picture Dictionary</i> , pp. 2-3 <i>Listen First (T)</i> , Unit 3 <i>English Extra (T)</i> , p. 7	Imperatives Simple present Singular/plural Demonstratives Prepositions