

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 250

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. Introduce self and others.
2. Ask and answer personal identification questions about self and others.
3. Complete personal identification forms.
4. Ask and answer questions about activities and hobbies.
5. Identify family relations over 3 generations.
6. State reasons for leaving country of origin and coming to the US.
7. Locate relevant points on maps.
8. Self-assess language and lifeskill learning needs.
9. Set class learning goals.
10. Self-assess ability to use technology.
11. Identify rights and responsibilities as a member of the class.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Introduce self and others.	Seek & Report Info: Hello. My name is _____. What's your name? I'd like to introduce you to... Let me introduce you to... This is	<i>Stand Out 2</i> , Pre-Unit (Lesson 1) <i>Going Places 2</i> , p.9-10 <i>Expressways 1 2nd Ed.</i> , p. 2-5, 12-13 <i>Take Charge 2</i> , Unit 1 <i>Grammar in Action 1</i> , Ch. 1 On-line listening: Randall's Introduction	Structures: Simple present Possessive pronouns Cross-culture: handshaking, use of first and last names, titles
2. Ask and answer personal identification questions about self and others (name, address, telephone)	Seek/report info: self/others Where are you from? I'm from Japan. I'm Japanese.	<i>Stand Out 2</i> , Pre-Unit (Lessons 3, 4) <i>Jazz Chants</i> , p.23, 45 <i>English for Adult Competency 2</i> , p.3-7	Structures: Questions: wh & yes/no Would rather (not) Simple present

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
number, birthplace, birth date, age, number of children, marital status, work, study, nationality and language)	Where do you work? I work at Dulles Airport. Do you have children? No, I don't. How old are you? I'd rather not say. What language do you speak? I speak Chinese.	<i>Going Places 2</i> , p.7-10 <i>Lifelines 2</i> , Ch. 3 <i>Expressways 1 2nd Ed.</i> , p 6-15 <i>Side by Side 3rd Ed.</i> , p.80 <i>Write From the Start</i> , p. 3-4 Online listening: Where are you from?	Possessive adjectives Extension: Taboo questions (eg. age) Write about self, <i>Take Charge 2</i> , p. 10.
3. Complete personal Identification (info from objective 1 as well as sex, social security number, how long at current job, and signature)	Sample Language: Sign. Date. Please Print. First/last/full name Middle initial Maiden name?	<i>Take Charge 2</i> , p.5, 7, 18 <i>Grammar in Action 1</i> , p. 4 Various registration forms www.yahoo.com www.gmail.com	Extension: Internet: Email sign ups. Go to REEP Technology Curriculum
4. Ask and answer questions about schedules and hobbies.	Seek & Report Info What do you do on the weekends? I play soccer on the weekends. What do you like to do? I like to go shopping. What does she do on the weekend? She goes dancing on Saturday nights. What are your hobbies? My hobbies are swimming & reading.	<i>Stand Out 2</i> , Unit 1 (Lessons 6, 7) <i>Going Places 2</i> , Unit 11 p.65-70 <i>Beginning Stories from the Heart</i> , p.35-46 Daily Schedule 📖 Getting Started 200/250 Lesson Plan	Structures: Simple present Gerunds Wh-questions Extension: hobbies in other countries
5. Identify family relations over 3 generations.	Report info: others: Those are my cousins. This is my aunt. She is my mother's sister. These are my cousins. Their mother is my	<i>Stand Out 2</i> , Unit 1 (Lessons 3, 4) <i>Lifelines 1 2nd Ed.</i> , Unit 5 <i>The New Oxford Picture Dictionary</i>	Structures: Simple present Possessives Demonstratives Extension

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	aunt.	<p><i>OPD</i>), p.2-3, 24-25 <i>A Conversation Book</i>, p.22-26, p.32 <i>Stories From the Heart</i>, p.2-4 <i>Personal Stories 3</i>, p.30-33 <i>Take Charge 2</i>, Unit 3 <i>Grammar in Action 1</i>, Ch. 4</p> <p>self-generated family trees teacher-generated info grids Online listening:</p> <p>Talking about Families</p>	<p>Cross-culture: role of extended family, marriage customs, family size, parenting problems <i>The Chicken Smells Good</i>, p.79 <i>Collaborations Beg. 2</i>, Unit 3 "Changing Families"</p>
6. State reasons for leaving country of origin and coming to the US.	<p>Report info: cause/effect There is a war in my country. I want to study in the US. I want a better life and better opportunities.</p>	<p><i>Beginning Stories From the Heart</i>, p. 63-76 Student-generated stories</p>	<p>Structures: There is/there are Simple present Why... because</p> <p>Extension: First impressions of the US, problems.</p>
7. Locate relevant points on maps. (native country, US, Virginia, Arlington)	<p>Sample Vocabulary: Country City State Native Country Street</p>	<p>maps, globe <i>Stand Out 2</i>, Unit 1 (Lesson 1) <i>Beginning Stories from the Heart</i>, p.63 <i>Collaborations Beg. 2</i>, vi, vii www.50states.com <i>New Oxford Picture Dictionary</i> (CD-Rom)</p>	<p>Structures: This is/that is prepositions of location</p> <p>Extension Discuss, plot the route from first country to the US.</p> <p>Report about your country, <i>Grammar in Action 1</i>, p. 17</p>
8. Self-assess language and lifeskill learning needs,	<p>Report info: cause/effect I want to study English</p>	<p><i>Collaborations Beg. 2</i>, Unit 2 <i>Teaching How to</i></p>	<p>Structures: simple present</p>

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including preferences.	because I want a better job. I need English to communicate better. I need to practice speaking. I want to work on my writing. I like to work in groups.	<i>Learn: Learning Strategies in ESL Stand Out 2, Unit 8 (Lesson 1)</i> teacher-generated questionnaire	
9. Set class learning goals, including: <ul style="list-style-type: none"> lifeskills topics to be covered, and language skill development focus. 	Express Need: I need to study ... because...	<ul style="list-style-type: none"> Getting Started 200 Lesson Plan Learner Needs Assessment 	Structures: I need to... I want to... simple present Extension: Students set individual learning goals. Goal Setting Process
10. Self-assess ability to use technology.	Express ability/needs: I can use a mouse. I know how to type. I want to practice typing. I cannot type well.	<ul style="list-style-type: none"> Technology Needs Assessment Technology Lesson Plan 	Structures: Can/Can't simple present Extension: Discuss the difference between 1900 and 2002. What technology is necessary today? Why? Compare technology around the world. For example, what is the difference between students' home countries and the U.S.?
11. Identify rights and responsibilities as a member of the class.	Give advice: No Smoking. No eating or drinking. Speak only in English. No cellular phones. We should be on time. You have to bring your books.	<i>Collaborations Beg. 2, p. 30</i> As a team, class establishes class rules. Class rules School policies and emergency procedures.	Structures: Should, have to, must Imperatives. Negatives Extension: Discuss the diversity of the class and why the rules are important.