

# REEP ESL Curriculum for Adults

## GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 450

**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/answer questions about self and classmates.
2. Demonstrate effective conversation strategies.
3. Describe experiences related to relocating to the U.S., including culture shock.
4. Compare hometown to Arlington
5. Self-assess language and learning needs, including preferences and goals.
6. Set class learning goals.
7. Self-assess ability to use technology.
8. Identify rights and responsibilities as a member of the class.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask/answer questions about self and classmates.	Depends on student generated language.	This is a review of 350 work. It is included to help students get to know each other. Students generate questions that they would like to ask each other. <a href="#">Getting to Know You Questions</a>	Extension: Complete personal data form, <i>Building Real Life English Skills</i> , p. 175-183
2. Demonstrate effective conversation strategies.	Greet and take leave: Hi! I'm... How are you doing? I don't think we've met...	<i>Skills for Success</i> , Ch. 6 <i>Expressways 2</i> , p. 2, 3, 4, 15, 87, 92 <i>Expressways 3</i> , p. 2, 3,	Structures: Simple present Present continuous Present Perfect Modals

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	<p>I think I should be going...</p> <p>I've really got to go now...</p> <p>Issue and respond to invitations:</p> <p>How would you like to...</p> <p>We'd like to invite you...</p> <p>I'd love to, but I can't..</p> <p>I'm afraid I can't...</p>	<p>16, 98-99 101</p> <p><i>Lifelines 3</i>, p. 7-8</p> <p><i>Lifelines 4</i>, p. 7-9</p> <p><i>Side by Side 4</i>, p. 132</p> <p><i>Breaking the Ice</i>, Units 1-3</p> <p><i>Variations</i>, Ch. 2, 12</p> <p>On-line listening activities: <a href="#">Invitations</a></p> <p><a href="#">Nice Meeting You</a></p> <p><a href="#">Busy Day</a></p> <p><a href="#">Greetings</a></p>	<p>Cross culture:</p> <p>Use of first, last names, title, etc.</p> <p>Invitations: refusing, who/what to bring, punctuality</p> <p>Non-verbal communication:</p> <p><i>Contemporary Topics</i>, Unit 6</p>
<p>3. Describe experiences related to relocating to the U.S., including culture shock.</p>	<p>Report info:</p> <p>I came here 2 years ago.</p> <p>I moved here because..</p> <p>When I arrived in the U.S.,....</p> <p>I had a hard time finding my way around.</p> <p>I felt so homesick.</p>	<p><i>Multicultural Workshop 2</i>, Unit 2, Ch 4</p> <p><i>Rethinking America 1</i>, p. 12-15</p> <p><i>NorthStar Reading and Writing (H-Int.)</i>, p. 209-216</p> <p><i>Grammar in Action 3</i>, Unit 12</p> <p>Video:</p> <p><i>Crossroads Cafe</i></p> <p>culture clip: <i>Returning to Your Home Culture</i></p> <p>"Moscow on the Hudson" video</p> <p><a href="#">Lecture on culture shock</a></p>	<p>Structures:</p> <p>Simple present and past</p> <p>When clauses</p> <p>Extension: Research immigration to U.S.</p>
<p>4. Compare hometown to Arlington, orally and in writing</p>	<p>Report descriptive info:</p> <p>Arlington is bigger/smaller than I remember...</p> <p>My favorite place was...</p>	<p>See two lesson plans for  <b>Getting Started Level 450</b></p> <p><i>Side by Side 2</i>, p. 38</p> <p><i>Side by Side 3</i>, p. 94-95</p> <p><i>Rethinking America 1</i>,</p>	<p>Structures:</p> <p>Simple present</p> <p>Simple past</p> <p>Comparatives &amp; Superlatives</p> <p>Extension: Describe friends, <a href="#">Friendship</a></p>

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		<p>p. 95- 97  <i>Grammar in Action 3</i>, p. 58  <a href="#">Virginia map via Google maps (interactive)</a></p> <p><a href="#">Arlington Local History via Arlington public library (interactive)</a></p> <p><a href="#">Arlington History via Wikipedia</a></p> <p><a href="#">Hometown Questions</a></p> <p><a href="#">Home Questions</a></p>	<p><a href="#">Questions</a>            "Comparing Neighborhoods"  <i>Grammar in Action 3</i>, Unit 4</p>
<p>5. Self-assess language and learning needs, including preferences and goals.</p>	<p>Express wants/needs:            When I finish English classes, I plan to...            Express ability:            I can speak pretty well, but I have trouble with...            I don't understand when people speak fast.            Express preferences:            I learn best when...            Watching TV helps me.            I like to...</p>	<p><i>Collaborations Inter. 2</i>, p. 27, 28-33  <i>Teaching How to Learn: Learning Strategies in ESL Contemporary Topics</i>, Unit 4  <i>Stand Out 4</i>, Pre-Unit (Lessons 2, 3), Unit 1 (Lesson 2 and Team Project, p 19)            Videos with Texts:  <i>A Day in the Life of the Gonzalez Family, Unit 1, Scene 1</i>  <i>Crossroads Cafe</i>, Episodes 1, 2</p>	<p>Structures:            Would like can/cannot            Comparatives and superlatives            Gerunds            When clauses</p> <p>Extension: Students set individual learning goals. See <b>Goal Setting Process</b> "The American Dream"  <i>Grammar in Action 3</i></p> <p>Lesson Plan: <b>Getting Started Levels 400/450/500/550</b> - Writing/Spelling Historical Reference and Strategies</p>
<p>6. Set class learning goals, including:</p> <ul style="list-style-type: none"> <li>lifeskills topics to be covered, and language skill</li> </ul>	<p>Seek/express agreement:            What do you think?            What is your opinion?            We agreed that...</p>	<p><i>Skills for Success</i>, p. 21, 151  <b>Goal Setting Process</b>  <a href="#">Learner Needs Assessment Learning Style</a></p>	<p>Extension:            Students set individual learning goals. <b>Goal Setting Process</b></p>

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development focus.	I agree. I think so, too. I don't agree. I am not sure about that. We decided...	<a href="#">Questionnaire – VARK model</a>	
7. Self-assess ability to use technology.	Express ability: I e-mail my family and friends. I can type. Using a mouse is easy for me. I have never surfed the web. I need to learn how to...	<p>📄 <b>Technology Needs Assessment</b></p> <p>📄 <b>Technology Lesson Plan</b> <i>Weaving It Together 3</i>, Ch. 13, 1 <a href="#">Computer Questions</a></p> <p>On-line Listening: <a href="#">Internet Access</a></p> <p><a href="#">World of computers</a></p>	<p>Structures: Present perfect I can/am able to cannot</p> <p>Extension: What role does technology play in your life? "Technology and Progress" <i>Grammar in Action 3</i>, Unit 14</p>
B8. Identify rights and responsibilities as a member of the class.	Give advice: Smoking is not permitted. You should ask questions if you don't understand. You have a right to express your opinion. Instruct/respond to instructions: Don't forget to close the door. Turn right and go out the side door. If the weather is bad, listen to the radio.	<p>As a team, class establishes class rules.</p> <p>📄 <b>Class Rules</b> <i>Side by Side 4</i>, p. 71 <i>Collaborations, Inter. 2</i>, p. 11,12 <i>Our Own Stories</i>, p. 116-123 <i>Rethinking America 1</i>, p.108-126 <i>Skills for Success</i>, p. 162</p> <p>School policies and emergency procedures.</p> <p>Lesson Plan 📄 <b>Getting Started 300/350/450 - Rights</b></p>	<p>Structures: Simple past Imperatives If &amp; When clause</p> <p>Extension: compare classroom rules and behavior to classrooms in native country</p>