

REEP ESL Curriculum for Adults

TIMELINES

Adapted from Santopietro, Kathleen. 1992. "Needs Assessment: A Condition of Learning." Vancouver, BC: 25th Annual TESOL Convention.

Timelines assist learners in setting goals and applying the concept of linear time.

Levels: ALL

Suggested Procedures: Review time concepts (day, date, year, past, present, future). Introduce purpose of timelines. Provide model timeline(s) and check comprehension. Cut model into strips and have small groups put the strips in order. Elicit another model timeline from students (e.g. teacher's timeline). Have students make their own timelines. Discuss why information is important for instructional planning.

SAMPLE FROM LEVEL 100

1973 I was born in HANOI VIETNAM
1981 I started school.
1985 I finished school.
1986 I started working for my.
1976 I moved US
1978 I working in restaurant
1979 I live in WASHINGTON
1972 I moved to WASHINGTON.
1973 I started in 1973.

PRESSENT
1993 I studied in 1993. I WILSON SCHOOL.

FUTURE
1994 I studied in 1994.
1995 I want to be a cook.
1998 I want to be a teacher.

SAMPLE FROM LEVEL 300

1963. I was born in Saigon City of South Vietnam
1975 I started High School
1978 I finished High School
1979 I work a teacher
1992. (My family and I) My family and I come to the U.S. I started English at Wilson School
1993 I work. I make the. This is my job.
1994 I want to learn drive.
I want to go to school.
I want speak English well
Maybe I will study
type voluntary
Maybe I will buy a car.