

# REEP ESL Curriculum for Adults

## GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 150

*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 simplified data form.
3. Greet people and say good-bye.
4. Introduce self and others.
5. Identify family relationships and describe own family.
6. Locate relevant points on maps.
7. Write a timeline.
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 and respond to seasonal and other emergency procedures.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age, number of children, and marital status).	Seek/report info: Where are you from? What's your name? I am from... My name is...  Make/respond to requests: clarification: Excuse me? Please spell that.	<i>Stand Out 1</i> , Pre-Unit (Lessons 2, 3), Unit 2 (Lessons 1, 3) <i>Basic Grammar in Action</i> , p. 11-14 <i>Survival English 2</i> , p. 6 <i>Take Charge 2</i> , p. 2 (listening exercises), p. 3 <i>Side by Side 1</i> , p. 2-5	Structures: Simple present Possessive adjectives Subject pronouns Wh-questions  Cross-culture: inappropriate questions (age)

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	Please repeat that.	<i>English for Adult Competency 1</i> , p. 3 <i>Collaborations 1</i> , p. 6. 10-11 <i>Going Places 1</i> , p. 9-15	
2. Complete simplified data form including (information from objective 1 as well as sex, social security number, e-mail and signature).	Sample Vocabulary: Name Sex Social security number Birthplace Marital status N/A	<i>Stand Out 1</i> , Unit 2 (Lessons 1, 3) <i>English for Adult Competency 1</i> , p. 8-9 <i>Survival English 2</i> , p. 5-6 <i>Lifelines 1</i> , p. 13 <i>Take Charge 2</i> , p. 7 and listening exercises p. 5. <i>Oxford Picture Dictionary (OPD)</i> , p. 4 <i>Going Places 1</i> , p. 16  Simplified data forms	
3. Greet people and say good-bye in formal and informal situations.	Seek & Report info: Hi. Hello. How are you? Fine thank you. Good-bye. See you later.	<i>Stand Out 1</i> , Pre-Unit (Lesson 1) <i>English for Adult Competency 1</i> , p. 2 <i>Expressways 1</i> , p. 2-3. <i>Basic Grammar in Action</i> , p. 3 <i>Side by Side 1</i> , p. 26  <i>Side by Side 1</i> video.  📖 <b>REEP Getting Started 150 Lesson Plan</b>	Cross-culture: Non-verbal greetings: kiss, handshake, hug, etc.
4. Introduce self and others.	Report info: Hello. My name is... It's nice to meet you.... This is my friend....	<i>Stand Out 1</i> , Unit 1 (Lesson 2) <i>Expressways 1</i> , p. 4-5. <i>English Extra</i> , p. 1	Structures: Simple present Possessive adjectives Demonstratives
5. Identify family relationships and describe own family.	Seek & report info: She is a/my grandmother. He is an/her uncle. I have one sister. My sister lives in... How many brothers do you have?	<i>Stand Out 1</i> , Unit 1 (Lesson 5) <i>OPD</i> , p. 24-25 and <i>OPD Beg. workbook</i> , p. 24-25 <i>OPD</i> tape, listening #7 <i>Collaborations Beg. 1</i> , Unit 3	Structures: Simple present Demonstratives Possessive adjectives  Extension: Students draw family

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		<p><i>English for Adult Competency 1</i>, p. 12-15  <i>English Extra</i>, p. 20-22  <i>English Extra Activity Bk</i>, 14  <i>Side by Side 1</i>, Unit 6 test and video  <i>Personal Stories 1</i>, p. 2-9  <i>Take Charge 1</i>, p. 63</p> <p>Students' family photos</p> <p>Software:  <i>Oxford Picture Dictionary</i>: family unit</p>	<p>trees</p> <p>Cross-culture: Family size</p>
6. Locate relevant points on maps (e.g.. native country, US, Virginia, Arlington)	<p>Sample vocabulary:  Country  Native country  State  City</p>	<p><i>Stand Out 1</i>, Unit 1 (Lesson 1)  <i>Collaborations 1</i>, p. 4-7  <i>OPD</i>, p. 122-125  <i>OPD</i> workbook p. 122-125.  <i>Survival English 2</i>, p. 154-155</p> <p>Local maps</p>	
7. Write a timeline, including past and present events and future goals.	<p>Report info: self  I came to the U.S. in...  I am studying English at...  I want to work at...</p>	<p><i>Survival English 2</i>, p. 154-155  <i>OPD</i>, p. 28-29  <i>OPD</i> workbook p. 28-29</p> <p> <b>REEP Activity: Timelines</b></p>	<p>Structures:  Present  Past  Future  Prepositions- time, place</p>
8. Self-assess language and lifeskill learning needs and preferences.	<p>Express needs:  I want to learn English to...get a job.  I need English to...get job training.</p>	<p><i>Teaching How to Learn:</i>  <i>Learning Strategies in ESL</i>  <i>Stand Out 3</i>, Unit 8 (select appropriate lessons)</p> <p><i>Collaborations Beg. 1</i>,</p>	<p>Structures:  Present</p>

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		Unit 2	
<p>9. Set class learning goals, including:</p> <ul style="list-style-type: none"> <li>• lifeskills topics to be covered, and</li> <li>• language skill development focus.</li> </ul>	<p>Express Need: I need to study... because... I need to improve my speaking because... I want to improve my writing because...</p>	<p>📄 <b>REEP Getting Started Lesson Plan 100/150</b></p> <p>📄 <b>Learner Needs Assessment</b></p>	<p>Structures: Present</p> <p>Extension: Students set individual learning goals. See 📄 <b>Goal Setting Process</b></p>
<p>10. Self-assess ability to use technology.</p>	<p>Sample vocabulary: Technology Monitor Mouse Keyboard</p>	<p>📄 <b>Technology Needs Assessment</b></p> <p>📄 <b>REEP Technology Lesson Plan</b></p>	<p>Extension: Discuss different kinds of technology and how technology is used in everyday life.</p>
<p>11. Identify rights and responsibilities as a member of the class and respond to seasonal and other emergency procedures.</p>	<p>Sample Language: Be nice to your classmates. Come to class on time. Try to speak English in class. Evacuate the building. Emergency exit</p>	<p>As a team, class establishes class rules. See 📄 <b>Class rules</b> for sample.</p> <p><i>Collaborations 1</i>, p. 30</p> <p>School policies and emergency procedures.</p>	<p>Structures: Imperative</p> <p>Cross-culture: class rules in other countries</p> <p>Extension: Compare rules in a classroom with workplace rules</p>