



REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 300

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


The emphasis at the 300 level is on developing reading and writing skills. Therefore, there are separate reading and writing development units in addition to lifeskills units. The reading and writing development units are required for this level as are the lifeskills reading and writing objectives integrated into appropriate lifeskills units. See  **Reading Development** and  **Writing Development**.

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, family, and friends in a social setting.
2. Write about self, family, and friends.
3. Self-assess language and lifeskill learning needs. State future goals.
4. Set class learning goals.
5. Self-assess ability to use technology.
6. Identify rights and responsibilities as a member of the class.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer appropriate questions about self, family, and friends in a social setting.	Seek/report info: self/others: How long have you lived in Arlington? How's your brother doing? What's new?	<i>Breaking the Ice</i> , Units 1-3 <i>Lifelines 3</i> , Unit 1 <i>Getting Together</i> , p. 1-4 <i>A Conversation Book</i> , p. 16 <i>Grammar in Action 2</i> , Unit 2 <i>Stand Out 3</i> , Pre-Unit (Lessons 1-3)  Information Grids in	Note: Review objective 1 material, 250 level Structures: Simple present; Present Perfect; wh questions Extension: taboo questions, use of first and last names and titles How are you similar to/different from the average American?, <i>Grammar in Action 2</i> ,

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		ESL Techniques. Video & Worktext A: <i>Crossroads Cafe, Episodes 1, 2</i>	Unit 2
2. Write about self, family, and friends.	Possible topics: Getting Started 300/350/450 Lesson Plan - Keepsakes Timelines in ESL Techniques. First Day in the U.S. Reasons for Coming to the U.S. Changes in Your Life	<i>Writing It Down</i> , p. 16-19 <i>Drawing Out</i> , p. 92-93 <i>Weaving it Together 1</i> , Ch.1, 13 & 14 <i>Collaborations Inter. 1</i> , Unit 3 <i>Oxford Picture Dictionary (OPD): Classroom Activities</i> , p. 33-35 <i>Stories from the Heart (About Me)</i> <i>Stand Out 3</i> , Pre-Unit (Lesson 4) Registration forms	Structures: various Extension: type up the writing and make a bulletin board
3. Self-assess language and lifeskill learning needs, including learning methods. State future goals, orally and in writing.	Express wants/needs: When I finish English classes, I want to... I would like to be a nurse. I need to study/practice ..because... I want to study auto mechanics. Express ability: I can speak English, but I have trouble with writing. I cannot read newspapers. Writing is more difficult for me than speaking. Express preferences: I learn best when... Watching TV helps	<i>Collaborations Inter. 1</i> , Units 1 & 2 <i>Teaching How to Learn: Learning Strategies in ESL Grammar in Action 2</i> , Ch. 8 & 10 <i>Oxford Picture Dictionary (OPD): Classroom Activities</i> , p. 13 <i>Stories from the Heart (My Future)</i> <i>Stand Out 3</i> , Unit 1 (Lessons 3, 4, Unit Review, and Team Project) Videos with Texts: <i>A Day in the Life of the Gonzalez Family, Unit</i>	Structures: Simple present, past Future; verb + infinitive; Can/cannot would like; comparatives and superlatives; gerunds; when clauses Extension: Timelines in ESL Techniques. Students set individual learning goals. See Goal Setting Process in Instructional Planning.

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
	me. I do not like to read.	1, Scene 1 <i>Crossroads Cafe</i> , Episodes 1, 2 📄 Getting Started 300 Lesson Plan On-line listening: What kind of books?	
4. Set class learning goals, including: <ul style="list-style-type: none"> lifeskills topics to be covered, and language skill development focus. 	Develop/Express Consensus: What do you think? What is your opinion? We agreed that... We decided/picked... because...	📄 Getting Started 300 Lesson Plan 📄 Learner Needs Assessment	Structures: Simple present, past future Extension: Reflect on process of negotiating curriculum.
5. Self-assess ability to use technology.	Sample Language: Mouse Email Internet Word Processing	📄 Technology Needs Assessment 📄 Technology Lesson Plan	Extension: Uses of technology in everyday life: today and 10 years ago
6. Identify rights and responsibilities as a member of the class.	Give advice: Go to the nearest exit. Listen to your classmates. You should bring a pencil to class. You shouldn't bring a cell phone to class.	As a team, class establishes class rules. 📄 Class Rules 📄 Getting Started 300/350/450 Lesson Plan - Rights School policies and emergency procedures.	Structures: Imperatives; should, shouldn't Extension: Discussion of 'the adult learner'