

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 200


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 personal information form.
3. Introduce self and others, including greeting and leave taking.
4. Identify and describe family members.
5. Describe likes and dislikes.
6. Write a personal timeline.
7. Identify 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. Ask and answer questions about self and others (including name, address, telephone number, birthplace, birth date, age, number of children, nationality, marital status, occupation, place of work, and physical description).	Seek/report info: What is your name? Where are you from? Where do you live? How are you? How old are you? When is your birthday? My name is _____. I am from _____. I am a doctor. I have 3 children. I am married. I am tall/short.	Lesson Plan:  Getting Started 200/250 Civic Responsibilities: Recycling Practices <i>Stand Out 2</i> , Pre-Unit (Lessons 3, 4) <i>Going Places 2</i> p. Unit 1 <i>Getting Together</i> p.2, 5, 8-10 <i>Lifelines 1</i> p. 6-9, 14-17 <i>Starting to Read</i> , p.8-11. <i>Personal Stories 2</i> , p.1-	Structures: Possessive adj. Simple present Descriptive adj. WH-questions <i>Focus on Grammar Basic</i> , software, Unit 1 Cross-culture: inappropriate questions (age) Extension: (Writing) <i>Write From the Start</i> , p. 3 and 4. Write a language experience story about the class, <i>Collaborations Beg.1</i> , p. 13

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		<p>6 <i>Side By Side 1</i>, p.1-6 <i>Oxford Picture Dictionary (OPD)</i>, p. 22-3. <i>Survival English 2</i>, p. 137, 139 <i>Grammar in Action 1</i>, p. 33, 36-37 (Audio) <i>From the Start</i>, Unit 6 and 7. (Video) <i>Side By Side TV 1B</i>, Segment 1.</p> <p>On-line listening: Where are you from?</p>	
2. Complete simplified personal information form (information in obj. 1) as well as social security number, sex, how long at current job, height, weight, e-mail address and signature.)	<p>Sample Vocabulary: Sign. Date. Please Print. First/last/full name Middle initial Maiden name?</p>	<p><i>Lifelines 1</i>, p.10-13. <i>Working in English 1</i>, p. 14-17. <i>Lifeskills 1</i>, p.10,13. <i>Going Places 1</i>, p.16 <i>Starting to Read</i>, p. 4-10. <i>Survival Eng. 2</i>, p. 5 <i>Grammar in Action 1</i>, p. 4</p>	<p>Extension: medical forms, job application forms, banking forms</p>
3. Introduce self and others, including greeting and leave taking.	<p>Report info: This is my coworker. His name is Kevin. Hi. I'm Joe. I'm in your class. Hello. My name is Sarah. I live down the street. How are you? It is nice to meet you. Nice to meet you, too.</p>	<p><i>Stand Out 2</i>, Pre-Unit (Lesson 1) <i>Basic Grammar in Action</i>, p. 11-13 <i>Expressways 1</i>, p.2-5, 14-15. <i>OPD</i>, p. 22-3 <i>Better English Every Day</i>, p. 32, 34 <i>Grammar in Action 1</i>, p. 12-19 <i>Lifelines 1</i>, 2cd ed, p. 2-5 <i>English for Adult Competency 1</i>, p. 2 <i>Going Places 2</i>, p. 9</p>	<p>Structures: Possessive adjectives Personal pronouns Demonstratives Simple present Cross-culture: non-verbal greetings, e.g. kiss handshake, hug, etc.</p> <p>Extension: (Writing about self and others) <i>Write From the Start</i>, p. 3 + 5.</p>
4. Identify and describe family members.	<p>Seek & Report Info: Are you married? Yes, I am married.</p>	<p><i>Stand Out 2</i>, Unit 1 (Lessons 3, 4) <i>Lifeskills 1</i>, p.41-44.</p>	<p>Structures: Demonstratives Descriptive adj.</p>


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	<p>How many children do you have? I have 2 children.</p> <p>Do you have brothers or sisters?</p> <p>Do you have a big family?</p> <p>Where does your sister live?</p> <p>This is my sister. She lives in Florida with her husband.</p>	<p><i>Basic Grammar in Action</i>, p. 32-41.</p> <p><i>OPD</i>, p. 24-25</p> <p><i>Lifelines 1</i>, p. 18-24</p> <p><i>Eng. for Adult Competency 1</i>, p. 12,14-15</p> <p><i>Write From the Start</i>, p.14.</p> <p><i>Vistas 1</i>, p. 42-49.</p> <p>(Video), Side By Side TV, 1A, segment 6.</p> <p>Talking About Families</p>	<p>Possessive adj.</p> <p>Simple present</p> <p>Cross-culture: size of families</p> <p>Activity idea: Bring in and discuss family photos.</p>
<p>5. Describe likes and dislikes. (e.g. music, sports, food, school subjects, work)</p>	<p>Seek & Report info/ Express opinions: How often do you watch movies? Do you like to dance? Yes, I like to dance. I like/love/hate.. I do not like the cold weather. What is your favorite food? What kind of ___ do you like? Who is your favorite actor?</p>	<p>Lesson Plan: Getting Started 200</p> <p><i>Going Places 1</i>, p.105-8</p> <p><i>ODP</i> p. 50-54, 60-61,152, 158-9,166.</p> <p><i>Basic Grammar in Action</i>, p. 118-25.</p> <p><i>Getting Together</i>, p.47, 50.</p> <p><i>Survival English 3</i>, p.174-5.</p> <p><i>Survival Eng. 2</i>, p. 147</p> <p><i>Expressways 1</i>, p. 150.</p> <p><i>Foundations</i>, p.98, 194-6.</p> <p><i>Collaborations Beg. 1</i>, p. 14</p> <p><i>Very Easy True Stories</i>, Unit 6</p> <p>Likes and Dislikes</p>	<p>Structures: Simple present Like + infinitive Questions</p> <p>Extension: (Work) <i>Lifelines 1</i>, p.74-7. (Writing about food), <i>Basic Grammar in Action</i>, p 127. and <i>Foundations</i>, p.98 (Reading) <i>Very Easy True Stories</i>, Unit 6. Extension: Discuss learning preferences</p>
<p>6. Write a timeline, including past and present events, future goals, and reason for coming to the U.S.</p>	<p>Report Info: In my country, I was a doctor. I came to the U.S. in .. because.. I am studying English now.</p>	<p><i>OPD</i>, p.18-19.</p> <p><i>Survival English 2</i>, p. 154-155</p> <p><i>Easy True Stories</i>, Unit 19</p> <p><i>Write from the Start</i>, p.13 15 (past).</p>	<p>Structures: Simple present, past and future; because.</p> <p>Extension: (Video), Side by Side TV, 1B, Segments, 22, 23, 25,</p>

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	<p>I want to... . I will _____. (Time words) Last year, Three years ago, Now, Next year</p>	<p><i>Personal Stories 2</i>, p. 2-6 (present): p. 85-89 (future). <i>Getting Together</i>, p. 24. <i>Expressways 1, 2cd ed</i>, p.132-133 <i>Grammar in Action 1</i>, Ch. 16</p> <p>See 📄 Timelines in ESL Techniques</p>	<p>26. Write a brief essay about yourself or other students in the class using the language practiced in objectives 1-6</p>
<p>7. Identify relevant points on maps. (native country, US, Virginia, Arlington)</p>	<p>Sample Vocabulary: Country City State Native Country Street</p>	<p><i>Stand Out 2</i>, Unit 1 (Lesson 1) <i>OPD</i>, p. 122-125. <i>Lifeskills 1</i>, p. 86-87. <i>From the Start: Beg. Listening</i>, Unit 16. <i>Collaborations Beg. 1</i>, p. 4, 5 Metro Pocket Guide Local Maps</p>	<p>Extension: Students generate a list of local points to identify on the map, e.g. hospital (Directions/transportation) <i>Lifelines 1</i>, p.30-33.</p>
<p>8. Self-assess language and lifeskill learning needs, including preferences.</p>	<p>Express need: I need English.. to get a job. for my job. to get a better job. I like to..</p>	<p><i>Collaborations Beg. 1</i>, Unit 2 <i>Teaching How to Learn: Learning Strategies in ESL</i> <i>Stand Out 2</i>, Unit 8 (Lesson 1)</p>	<p>Structures: Simple present</p>
<p>9. Set class learning goals, including:</p> <ul style="list-style-type: none"> lifeskills topics to be covered, and language skill development focus. 	<p>Express Need: I need to study ... because... I need to study housing because ... I need to study transportation because</p>	<p>Lesson Plan: 📄 Getting Started 200/250</p> <p>See 📄 Learner Needs Assessment</p>	<p>Structures: need + infinitive, simple present Extension: Students set individual learning goals. See 📄 Goal Setting Process</p>
<p>10. Self-assess ability to use technology.</p>	<p>Sample vocabulary: Keyboard, monitor, mouse, click, internet.</p>	<p>📄 Technology Needs Assessment</p> <p>📄 Technology Lesson Plan</p>	<p>Extension: Discuss the difference between 1900 and 2002.What technology is necessary today? Why?</p>

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<p>11. Identify rights and responsibilities as a member of the class.</p>	<p>Advise someone to do something: Speak English in class. Listen to others. No cell phones in class. Come to class on time. Do not eat or drink. Sample vocabulary: Emergency exit. Evacuate the building.</p>	<p>As a team, class establishes class rules.</p> <p>See  Class Rules</p> <p>School policies and emergency procedures.</p>	<p>Structures: Commands, negatives Extension: Talk about rules at home and in classrooms in students' home countries.</p>
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