

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES

LEVEL: 250

updated October 2019

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.*

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:

1. Ask and answer personal identification questions about self and others, orally and in writing (name, address, telephone number, place of birth, birth date, age, number of children, marital status, occupation, physical description, years of education, nationality, and language).
2. Complete personal identification forms (including information from objective 1 as well as sex, social security number, how long at current address, and signature).
3. Introduce self and others.
4. Ask and answer questions orally and in writing about schedules, hobbies, likes and dislikes, with reasons for preferences.
5. Locate relevant points on maps (native country, U.S., Virginia, Arlington) including digital maps.
6. In the context of a class orientation, identify rights and responsibilities including emergency procedures as a member of the class.
7. Identify family relationships over three generations. Ask and answer questions about family, orally and in writing.
8. State reasons for leaving country of origin and coming to the U.S.
9. Ask/answer questions about and self-assess language and learning needs.
10. Negotiate class learning goals, including 1) topics to be covered, and 2) language skill development focus.
11. Self-assess ability to use technology.

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSION
1. Ask and answer personal identification questions about self and others, orally and in writing (name, address, telephone number, place of birth, birth date, age, number of children, marital status, occupation, physical description, years of education, nationality, and language).	<p>Seek/report info: self/others Where are you from? I'm from Japan. I'm Japanese. Where do you work? I work at Dulles Airport. Do you have children? No, I don't. How old are you? I'd rather not say. What language do you speak? I speak Chinese. What's your/his/their phone number? My/his/their number is .</p> <p>Structures: Questions: wh & yes/no Would rather (not) Simple present Possessive adjectives Possessive pronouns</p>		<p><i>Stand Out 2</i>, Pre-Unit (Lessons 3, 4) <i>Jazz Chants</i>, p.23, 45 <i>English for Adult Competency 2</i>, p.3-7 <i>Going Places 2</i>, p.7-10 <i>Lifelines 2</i>, Ch. 3 <i>Expressways 1 2nd Ed.</i>, p 6-15 <i>Side by Side 3rd Ed.</i>, p.80 <i>Write From the Start</i>, p. 3-4 Online listening: Where are you from?</p>	<p>Taboo questions (eg. age) Write about self, <i>Take Charge 2</i>, p. 10.</p>
2. Complete personal identification forms (including information from objective 1 as well as sex, social security	<p>Sample Language: Sign. Date. Please Print. First/last/full name</p>	<p>Email 1: sign ups. www.yahoo.com www.gmail.com</p>	<p><i>Take Charge 2</i>, p.5, 7, 18 <i>Grammar in Action 1</i>, p. 4</p>	<p>Note to Teachers: Students should be aware of the privacy issues related to Social Security Numbers (i.e.</p>

REEP ESL Curriculum for Adults

number, how long at current address, and signature).	Middle initial Maiden name?		Various registration forms	when it's required/when it's optional).
3. Introduce self and others.	Seek & Report Info: Hello. My name is _____. What's your name? I'd like to introduce you to... Let me introduce you to... This is Structures: Simple present Possessive pronouns	Mobile: Share photos from phone as speaking prompts (use document camera to project)	<i>Stand Out 2</i> , Pre-Unit (Lesson 1) <i>Going Places 2</i> , p.9-10 <i>Expressways 1 2nd Ed.</i> , p. 2-5, 12-13 <i>Take Charge 2</i> , Unit 1 <i>Grammar in Action 1</i> , Ch. 1 Online listening: Randall's Introduction	Cross-culture: handshaking, use of first and last names, titles
4. Ask and answer questions orally and in writing about schedules, hobbies, likes and dislikes, with reasons for preferences.	Seek & Report Info: What do you do on the weekends? I play soccer on the weekends. What do you like to do? I like to go shopping. What does she do on the weekend? She goes dancing on Saturday nights. What are your hobbies?	Internet 1: Daily Schedule	<i>Stand Out 2</i> , Unit 1 (Lessons 6, 7) <i>Going Places 2</i> , Unit 11 p.65-70 <i>Beginning Stories from the Heart</i> , p.35-46 REEP Lesson Plan 200/250 Likes & Dislikes (simple present tense)	Hobbies in other countries

REEP ESL Curriculum for Adults

	<p>My hobbies are swimming & reading.</p> <p>Structures: Simple present Gerunds Wh-questions</p>			
<p>5. Locate relevant points on maps (native country, U.S., Virginia, Arlington) including digital maps.</p>	<p>Sample Vocabulary: Country City State Native Country Street</p> <p>Structures: This is/that is prepositions of location</p>	<p>Internet 1: Google Maps www.50states.com</p>	<p>maps, globe <i>Stand Out 2</i>, Unit 1 (Lesson 1) <i>Beginning Stories from the Heart</i>, p.63 <i>Collaborations Beg. 2</i>, vi, vii</p>	<p>Discuss, plot the route from first country to the US.</p> <p>Report about your country, <i>Grammar in Action 1</i>, p. 17</p>
<p>6. In the context of a class orientation, identify rights and responsibilities including emergency procedures as a member of the class.</p>	<p>Give advice: No Smoking. No eating or drinking. Speak only in English. No cellular phones. We should be on time. You have to bring your books.</p> <p>Structures: Should, have to, must Imperatives. Negatives</p>		<p><i>Collaborations Beg. 2</i>, p. 30 As a team, class establishes class rules. • Class rules</p> <p>School policies, emergency procedures, and weather-related school closures</p>	<p>Discuss the diversity of the class and why the rules are important.</p>
<p>7. Identify family relationships over three generations. Ask and answer questions about family, orally and in writing.</p>	<p>Report info: others: Those are my cousins. This is my aunt. She is my mother's sister. These are my cousins.</p>	<p>Internet 1: listening Talking about Families</p>	<p><i>Stand Out 2</i>, Unit 1 (Lessons 3, 4) <i>Lifelines 1 2nd Ed.</i>, Unit 5 <i>The New Oxford Picture Dictionary</i></p>	<p>Cross-culture: role of extended family, marriage customs, family size, parenting problems <i>The Chicken Smells</i></p>

REEP ESL Curriculum for Adults

	<p>Their mother is my aunt.</p> <p>Structures: Simple present Possessives Demonstratives</p>		<p><i>OPD</i>), p.2-3, 24-25 <i>A Conversation Book</i>, p.22-26, p.32 <i>Stories From the Heart</i>, p.2-4 <i>Personal Stories 3</i>, p.30-33 <i>Take Charge 2</i>, Unit 3 <i>Grammar in Action 1</i>, Ch. 4 self-generated family trees</p>	<p><i>Good</i>, p.79 <i>Collaborations Beg. 2</i>, Unit 3 "Changing Families"</p>
<p>8. State reasons for leaving country of origin and coming to the U.S.</p>	<p>Report info: cause/effect There is a war in my country. I want to study in the US. I want a better life and better opportunities. Structures: There is/there are Simple present Why... because</p>		<p><i>Beginning Stories From the Heart</i>, p. 63-76 Student-generated stories</p>	<p>Discuss, first impressions of the US, problems.</p>
<p>9. Ask/answer questions about and self-assess language and learning needs.</p>	<p>Report info: cause/effect I want to study English because I want a better job. I need English to communicate better. I need to practice speaking.</p>	<p>Google form/survey Email correspondence with teacher</p>	<p><i>Collaborations Beg. 2</i>, Unit 2 <i>Teaching How to Learn: Learning Strategies in ESL Stand Out 2</i>, Unit 8 (Lesson 1) teacher-generated questionnaire</p>	

REEP ESL Curriculum for Adults

	<p>I want to work on my writing. I like to work in groups. Structures: simple present</p>			
<p>10. Negotiate class learning goals, including 1) topics to be covered, and 2) language skill development focus.</p>	<p>Express Need: I need to study ... because... Structures: I need to... I want to... simple present</p>	<p>polleverywhere.com</p>	<p>REEP Lesson Plan: Cycle Needs Assessment/Class Goals • Learner Needs Assessment</p>	<p>Students set individual learning goals. • Goal Setting Process</p>
<p>11. Self-assess ability to use technology.</p>	<p>Express ability/needs: I can use a mouse. I know how to type. I want to practice typing. I cannot type well. Structures: Can/Can't simple present</p>	<p>• Technology Needs Assessment • Technology Lesson Plan</p>		<p>Discuss the difference between 1900 and 2002. What technology is necessary today? Why? Compare technology around the world. For example, what is the difference between students' home countries and the U.S.?</p>