

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES

LEVEL: 100

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. **It's normal to cover the Time and Weather Unit in conjunction with the Getting Started Unit or immediately after.***

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 questions about self and others (name, birthplace, address, telephone number, date of birth, age).
2. Complete a simplified personal data form (using information from objective 1).
3. In everyday conversation, greet others and take leave.
4. Introduce self and others.
5. Locate important points on maps (e.g., native country, U.S., Virginia).
6. In the context of a class orientation, identify rights and responsibilities as a member of the class. Respond to procedures for emergencies and weather-related school closures.
7. Identify common classroom items and respond to common classroom instructions.
8. Identify immediate family members.
9. Self-assess language and learning needs.
10. Set class learning goals, including: 1) topics to be covered, and 2) language skill development focus.
11. Self-assess ability to use technology.

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
<p>1. Ask and answer questions about self and others (name, birthplace, address, telephone number, date of birth, age).</p>	<p>Seek /report info: What's your name? My first name is Ana. Where are you from? I'm from Peru. What's your phone number? My phone number is...</p> <p>Make/respond to requests: clarification: Spell that, please. Repeat that, please.</p> <p>Enabling skills: say numbers & letters (spell)</p> <p>Structures: Simple present Possessive adjectives Subject pronouns Wh- questions</p>		<p><i>Oxford Picture Dictionary (OPD)</i>, p. 4 <i>Survival English 1</i>, p. 16-27 <i>Foundations</i>, pp. 4, 6,8 <i>English ASAP (Literacy)</i> pp. 3-13 <i>Expressways I</i>, pp. 6-9 <i>Access</i>, pp. 37-39, 55, 68-70 <i>Listen First (T)</i>, Unit 1 and Unit 2 <i>English Extra (T)</i>, p. 3 <i>Before Book One</i>, p.1-9 <i>ASAP Literacy</i>, Ch 1 <i>First Words</i>, p. 21-22 <i>Collaborations Literacy Worktext</i>, p. 36 <i>Take Charge 1</i>, p. 27 <i>Literacy Level</i>, p. 10-11, 67 <i>Basic Oxford Picture Dictionary Literacy Program</i>, p. 16-17,19 <i>English ASAP Literacy Level</i>, p. 10-11, 67 Teacher dictates numbers</p>	<p>Write about yourself, <i>English Extra, Activity Book</i>, p. 7</p> <p>Identify the phone number area code, write the hyphen, and parentheses in the correct places</p> <p>Alphabet forming letters Create your own handwriting worksheets</p> <p>Cross-culture: rude questions (age)</p>

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<p>2. Complete a simplified personal data form (using information from objective 1).</p>	<p>Sample Vocabulary: Last name, first name Birthdate: month, day, year Birthplace: city and country Enabling skills: letters, numbers, months of the year</p>	<p>Internet 1: Simplified Online Form Practice</p> <p>Windows 1: Software: All-Star 1, Excellent English 1,</p>	<p>OPD, p. 4 <i>Survival English 1</i>, pp. 20-23 <i>English Extra</i>, pp. 8-9 <i>English Extra Activity Book</i>, p. 5 <i>Grammar in Action I</i>, p. 4 <i>Starting to Read</i>, pp. 4, 10</p>	
<p>3. In everyday conversation, greet others and take leave.</p>	<p>Make/respond to social inquiries: self/others Hi! How are you? Fine, thanks. Good-bye. See you.</p>		<p>OPD, p. 8 <i>Survival English</i>, p. 3 <i>A New Start</i>, p. 1 <i>English Extra (T)</i>, pp. 1-2</p> <p>student-generated language</p>	<p>Extension: <i>English Extra Activity Book</i>, p. 1</p>
<p>4. Introduce self and others.</p>	<p>Report info: self/others Hi, my name is Tam. Nice to meet you. Tam, this is Pedro.</p> <p>Structures: Simple present Possessive adjectives Demonstrative pronouns</p>	<p>Internet 1: REEPWorld interactive lessons: Family</p>	<p>OPD, p. 8 <i>English Extra</i>, pp. 1-3 <i>Foundations</i>, pp. 2, 10 <i>English ASAP (Literacy)</i>, p. 99-103 <i>Expressways I</i>, p. 2-5 <i>A New Start</i>, p. 2</p>	<p>Cross-culture: shaking hands</p>
<p>5. Locate important points on maps (e.g., native country, U.S., Virginia).</p>	<p>Report info: places This is my country, Morocco.</p>		<p>OPD, p. 122-125 <i>Survival English</i>, pp. 24-25</p>	<p>Extension: go to websites on nations</p>

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	Structures: Simple present Possessive adjectives		<i>Collaborations (Literacy)</i> , pp. 4-5	
6. In the context of a class orientation, identify rights and responsibilities as a member of the class. Respond to procedures for emergencies and weather-related school closures.	Make and respond to directives: No smoking. Come on time. Structures: Imperatives Simple present	Mobile 1: WhatsApp Messenger (WhatsApp Rules Example on Wiki)	As a team, class establishes class rules. See • Class rules for sample. School policies and emergency procedures.	Cross-culture: Informality in U.S. adult classrooms
7. Identify common classroom items and respond to common classroom instructions.	Report info: objects This is a pencil. These are chairs. Respond to instructions: Open your book. Listen and repeat. Imperatives Simple present Singular/plural Demonstratives Prepositions	REEP lesson plan: Internet 1: Classroom items and Instructions with Quizlet Internet 1: learningchocolate.com (See Wiki for activities) REEPworld Quizlet: Getting Started Beginner	<i>OPD</i> , p. 2-3, 6-7 <i>OPD Beg. Workbook</i> , p.2-3 <i>OPD Classroom Activities</i> , p.20 <i>Survival English</i> , pp. 35-43 <i>English Extra</i> , pp. 6-7 <i>English Extra Activity Book</i> , p. 4,7 <i>Foundations</i> , pp. 28-36 <i>Basic Oxford Picture Dictionary</i> , pp. 2-3 <i>Listen First (T)</i> , Unit 3 <i>English Extra (T)</i> , p. 7 Lesson Plan• Identifying Classroom Items	

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<p>8. Identify immediate family members.</p>	<p>Report/seek info: self/others This is my mother. This is my son. How many brothers do you have? I have 3 brothers.</p> <p>Structures: Simple present Possessive adjectives Demonstrative pronouns</p>	<p>Internet 1: REEPWorld interactive lessons: Family</p> <p>Windows 1: Software: All Star 1 - Unit 7</p>	<p><i>OPD</i>, p. 24-25 <i>Survival English</i>, p. 69-87 <i>Basic Oxford Picture Dictionary</i>, p. 16 <i>English Extra</i>, pp. 20-22 <i>English Extra Activity Book</i>, p 14 <i>Foundations</i>, pp.10-12 <i>English Extra (T)</i>, p. 20</p>	<p>Cross-culture: sizes of families.</p>
<p>9. Self-assess language and learning needs.</p>	<p>Express needs: I need more English for my job. I need to practice speaking more.</p> <p>Structures: Simple present</p>		<p><i>Teaching How to Learn: Learning Strategies in ESL</i></p>	
<p>10. Set class learning goals, including: 1) topics to be covered, and 2) language skill development focus.</p>	<p>Express needs: I need to study more ...</p> <p>Structures: Simple present</p>		<p>REEP Lesson Plan: Cycle Needs Assessment/Class Goals</p> <p>• Learner Needs Assessment</p>	<p>Extension: Students set individual learning goals. See • Goal Setting Process.</p>
<p>11. Self-assess ability to use technology.</p>	<p>Report info: self I type on a keyboard. I use a mouse.</p>	<p>See • Technology Needs Assessment</p>		

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	Structures: Simple present	See • REEP Technology Lesson Plan Internet 1: Mobile Lab Vocabulary on REEPworld Quizlet		
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