

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 150 *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, orally and in writing (name, birthplace, marital status, address, zip code, area code, telephone number, date of birth, age).
2. Complete simplified data form (using information from objective 1).
3. Greet others and take leave in formal and informal situations.
4. Introduce self and others.
5. Locate relevant points on maps (e.g., native country, US, Virginia, Arlington).
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 family relationships. Speak and write about own family.
8. Identify basic classroom items, respond to common classroom instructions command, and identify ways to ask for clarification.
9. Write a timeline, including past and present events and future goals.

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10. Self-assess language and learning needs and preferences.
11. Set class learning goals, including 1) topics to be covered and 2) language skill development focus.
12. Self-assess ability to use technology.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Ask and answer questions about self and others, orally and in writing (name, birthplace, marital status, address, zip code, area code, telephone number, date of birth, age).	<p>Seek/report info: Where are you from? What's your name? I am from... My name is... What's your phone number? My phone number is...</p> <p>Make/respond to requests: clarification: Excuse me? Please spell that. Please repeat that.</p> <p>Structures: Simple present Possessive adjectives Subject pronouns Wh-questions</p>		<p><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 <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 Phone numbers</p>	Cross-culture: inappropriate questions (age)
2. Complete simplified data form (using information from objective 1).	Sample Vocabulary: Name Sex Social security number	Internet 1 - Simplified Online Form Practice	<p><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.</p>	Note to Teachers: Students should be aware of the privacy issues related to Social Security Numbers (i.e.

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	Birthplace Marital status N/A		5-6 <i>Lifelines 1</i> , p. 13 <i>Take Charge 2</i> , p. 7 and listening p. 5. <i>Oxford Picture Dictionary (OPD)</i> , p. 4 <i>Going Places 1</i> , p. 16 Simplified data forms	when it's required/when it's optional).
3. Greet others and take leave in formal and informal situations.	Seek & Report info: Hi. Hello. How are you? Fine thank you. Good-bye. See you later.	<i>Social Media 1: REEP Youtube: Side by Side</i> 1 video	<u>REEP Lesson Plan: Greetings and Goodbyes</u> <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	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.... Structures: Simple present Possessive adjectives Demonstratives		<i>Stand Out 1</i> , Unit 1 (Lesson 2) <i>Expressways 1</i> , p. 4-5. <i>English Extra</i> , p. 1	
5. Locate relevant points on maps (e.g.,	Sample vocabulary: Country	<i>Mobile 1: Google Maps</i>	<i>Stand Out 1</i> , Unit 1 (Lesson 1)	

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native country, US, Virginia, Arlington).	Native country State City		<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 Local maps	
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.	Sample Language: Be nice to your classmates. Come to class on time. Try to speak English in class. Evacuate the building. Emergency exit Structures: Imperative	<i>Mobile 1</i> : WhatsApp Messenger Rules Example	As a team, class establishes class rules. See • Class rules for sample. <i>Collaborations 1</i> , p. 30 School policies and emergency procedures.	Compare rules in a classroom with workplace rules Cross-culture: class rules in other countries
7. Identify family relationships. Speak and write about 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? Structures: Simple present Demonstratives Possessive adjectives	<i>Social Media 1: REEP Youtube: Side by Side 1</i> , Unit 6 test and video <i>Internet 1</i> : learningchocolate.com (See wiki for activities) <i>Mobile 1</i> : Student photos <i>Windows 1</i> : Software: <i>Oxford Picture Dictionary</i> : family unit	<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>Collaborations Beg. 1</i> , Unit 3 <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>Personal Stories 1</i> , p.	Students draw family trees Cross-culture: Family size

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			2-9 <i>Take Charge 1</i> , p. 63 Students' family photos	
8. Identify basic classroom items, respond to common classroom instructions command, and identify ways to ask for clarification.	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	
9. Write a timeline, including past and present events and future goals.	Report info: self I came to the U.S. in... I am studying English at... I want to work at... Structures: Present Past Future		<i>Survival English 2</i> , p. 154-155 <i>OPD</i> , p. 28-29 <i>OPD workbook</i> p. 28-29 • REEP Activity: Timelines	

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	Prepositions- time, place			
10. Self-assess language and learning needs and preferences.	Express needs: I want to learn English to...get a job. I need English to...get job training. Structures: Present		<i>Teaching How to Learn: Learning Strategies in ESL</i> <i>Stand Out 3, Unit 8</i> (select appropriate lessons) <i>Collaborations Beg. 1, Unit 2</i>	
11. Set class learning goals, including 1) topics to be covered and 2) language skill development focus.	Express Need: I need to study... because... I need to improve my speaking because... I want to improve my writing because... Structures: Present	Polleverywhere.com	REEP Lesson Plan: Cycle Needs Assessment/Class Goals see • Learner Needs Assessment	Students set individual learning goals. See • Goal Setting Process
12. Self-assess ability to use technology.	Sample vocabulary: Technology Monitor Mouse Keyboard	• Technology Needs Assessment • REEP Technology Lesson Plan		Discuss different kinds of technology and how technology is used in everyday life.