

# REEP ESL Curriculum for Adults

## GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES

LEVEL: 450

*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. Given social situations, adapt language for the appropriate context to ask/answer questions about self, family members, and everyday topics (weather, weekend, work).
2. Use appropriate formal and informal language to exchange greetings, introduce self and others, give and decline social invitations, and take leave.
3. In the context of a class orientation, identify, discuss, and support with evidence class rights and responsibilities including emergency procedures.
4. Discuss and write about similarities and differences between hometown and Arlington with supporting details.
5. Describe experiences related to coming to the U.S.
6. Read and interpret texts that describe stages of culture shock. Describe personal experience with culture shock both orally and in writing.
7. Ask and answer questions about personal experience related to language learning. Create an inventory of level-appropriate language learning strategies.
8. Self-assess learning needs. Express future personal, professional, and educational goals orally and in writing. Create a plan for reaching one selected goal.
9. Negotiate class learning goals with examples including 1) curriculum topics to be covered and 2) language skill development focus.

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10. Self-assess ability to use technology. Set goals and create a plan for learning new skills.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given social situations, adapt language for the appropriate context to ask/answer questions about self, family members, and everyday topics (weather, weekend, work).	Depends on student generated language.		This is a review of 350 work. It is included to help students get to know each other. Students generate questions that they would like to ask each other. <a href="#">Getting to Know You Questions</a>	Complete personal data form, <i>Building Real Life English Skills</i> , p. 175-183
2. Use appropriate formal and informal language to exchange greetings, introduce self and others, give and decline social invitations, and take leave.	Greet and take leave: Hi! I'm... How are you doing? I don't think we've met... I think I should be going... I've really got to go now... Issue and respond to invitations: How would you like to... We'd like to invite you... I'd love to, but I can't.. I'm afraid I can't...	Internet 1: Listening activities: <a href="#">Invitations</a> <a href="#">Nice Meeting You</a> <a href="#">Busy Day</a> <a href="#">Greetings</a>	<i>Skills for Success</i> , Ch. 6 <i>Expressways 2</i> , p. 2, 3, 4, 15, 87, 92 <i>Expressways 3</i> , p. 2, 3, 16, 98-99 101 <i>Lifelines 3</i> , p. 7-8 <i>Lifelines 4</i> , p. 7-9 <i>Side by Side 4</i> , p. 132 <i>Breaking the Ice</i> , Units 1-3 <i>Variations</i> , Ch. 2, 12	Cross culture: Use of first, last names, title, etc. Invitations: refusing, who/what to bring, punctuality Non-verbal communication: <i>Contemporary Topics</i> , Unit 6

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	Structures: Simple present Present continuous Present Perfect Modals			
3. In the context of a class orientation, identify, discuss, and support with evidence class rights and responsibilities including emergency procedures.	Give advice: Smoking is not permitted. You should ask questions if you don't understand. You have a right to express your opinion. Instruct/respond to instructions: Don't forget to close the door. Turn right and go out the side door. If the weather is bad, listen to the radio. Structures: Simple past Imperatives If & When clause	Mobile 1: WhatsApp Group Rules	As a team, class establishes class rules. • <b>Class Rules</b> <i>Side by Side 4</i> , p. 71 <i>Collaborations, Inter. 2</i> , p. 11,12 <i>Our Own Stories</i> , p. 116-123 <i>Rethinking America 1</i> , p.108-126 <i>Skills for Success</i> , p. 162 School policies, emergency procedures, and weather-related school closures  <b>REEP Lesson Plan: Getting Started 300/350/450 - <a href="#">Rights &amp; Responsibilities</a></b>	Compare classroom rules and behavior to classrooms in native country
4. Discuss and write about similarities and differences between hometown and Arlington with supporting details.	Report descriptive info: Arlington is bigger/smaller than I remember... My favorite place was... Structures:	Internet 1 & 2: <a href="#">Virginia map via Google maps (interactive)</a> <a href="#">Arlington Local History via Arlington public library (interactive)</a>	<b>REEP Lesson Plan 450 - <a href="#">Comparing Hometown to Arlington (comparative adjectives)</a></b>	Describe friends, <a href="#">Friendship Questions</a> "Comparing Neighborhoods" <i>Grammar in Action 3</i> , Unit 4

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	Simple present Simple past Comparatives & Superlatives	<a href="#">Arlington History via Wikipedia</a>  <a href="#">Hometown Questions</a>  <a href="#">Home Questions</a>	<a href="#">REEP Lesson Plan 450 - Comparing Hometown to Arlington (verb tenses)</a>  <i>Side by Side 2</i> , p. 38 <i>Side by Side 3</i> , p. 94-95 <i>Rethinking America 1</i> , p. 95- 97 <i>Grammar in Action 3</i> , p. 58	
5. Describe experiences related to coming to the U.S.	Report info: I came here 2 years ago. I moved here because.. When I arrived in the U.S.,.... I had a hard time finding my way around. I felt so homesick. Structures: Simple present and past When clauses		<i>Rethinking America 1</i> , p. 12-15	Research immigration to U.S.  <b>REEP Activity• 450</b> <a href="#">Research and Discuss Immigration Patterns</a>
6. Read and interpret texts that describe stages of culture shock. Describe personal		Video: <i>Crossroads Cafe</i> culture clip: <i>Returning to Your Home Culture</i>	<i>Multicultural Workshop 2</i> , Unit 4, Ch 2 <i>NorthStar Reading and</i>	

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experience with culture shock both orally and in writing.		"Moscow on the Hudson" video  <a href="#">Lecture on culture shock</a>	<i>Writing (H-Int.)</i> , p. 209-216 <i>Grammar in Action 3</i> , Unit 12	
7. Ask and answer questions about personal experience related to language learning. Create an inventory of level-appropriate language learning strategies.	Express ability: I can speak pretty well, but I have trouble with... I don't understand when people speak fast. Express preferences: I learn best when... Watching TV helps me. I like to... Structures: Would like can/cannot Comparatives and superlatives Gerunds When clauses	Videos with Texts: <i>A Day in the Life of the Gonzalez Family, Unit 1, Scene 1</i> <i>Crossroads Cafe</i> , Episodes 1, 2	<i>Collaborations Inter. 2</i> , p. 27, 28-33 <i>Teaching How to Learn: Learning Strategies in ESL Contemporary Topics</i> , Unit 4 <i>Stand Out 4</i> , Pre-Unit (Lessons 2, 3), Unit 1 (Lesson 2 and Team Project, p 19)	Lesson Plan: <b>Getting Started Levels 400/450/500/550</b> - Writing/Spelling Historical Reference and Strategies
8. Self-assess learning needs. Express future personal, professional, and educational goals orally and in writing. Create a plan for	Express wants/needs: When I finish English classes, I plan to...	Google form/survey  Email communication with teacher		Students set individual learning goals. See • <b>Goal Setting Process</b> "The American Dream" <i>Grammar in Action 3</i>

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reaching one selected goal.				
9. Negotiate class learning goals with examples including 1) curriculum topics to be covered and 2) language skill development focus.	<p>Seek/express agreement:            What do you think?            What is your opinion?            We agreed that...            I agree.            I think so, too.            I don't agree.            I am not sure about that.            We decided...</p>	Polleverywhere.com	<p><i>Skills for Success</i>, p. 21, 151</p> <ul style="list-style-type: none"> <li>• <b>Learner Needs Assessment</b></li> </ul> <p><a href="#">Learning Style Questionnaire – VARK model</a></p>	Students set individual learning goals. • <b>Goal Setting Process</b>
10. Self-assess ability to use technology. Set goals and create a plan for learning new skills.	<p>Express ability:            I email my family and friends.            I can type.            Using a mouse is easy for me.            I need to learn how to...            Structures:            Present perfect            I can/am able to cannot</p>	<ul style="list-style-type: none"> <li>• <b>Technology Needs Assessment</b></li> <li>• <b>Technology Lesson Plan</b></li> </ul> <p>Checklist made from Digital Literacy skills chart</p> <p><i>Weaving It Together 3</i>, Ch. 13, 1  <a href="#">Computer Questions</a></p> <p>Online Listening:  <a href="#">Internet Access</a></p> <p><a href="#">World of computers</a></p>		<p>What role does technology play in your life?            "Technology and Progress" <i>Grammar in Action 3</i>, Unit 14</p>