

REEP ESL Curriculum for Adults

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GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 350

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. Exchange greetings and introduce self and others.
2. Ask/answer questions about self, others, and family members.
3. Identify relevant points on globes/maps.
4. Express reasons for coming to the US.
5. Describe native country or hometown.
6. Identify rights and responsibilities as a member of the class.
7. Self-assess learning needs and styles. State future goals.
8. Set class learning goals.
9. Self-assess ability to use technology.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Using appropriate social registers, exchange greetings and introduce self and others.	Seek/report info: Hey, how's it going? Hi! How are you? Hello! How are you doing? Let me introduce my supervisor, Mr... I'd like you to meet... This is my friend, Linda.	<i>Lifelines 3</i> , p. 1-2 <i>Our Own Stories</i> , p. 54-68) <i>Expressways 3</i> , p. 2-3, 8-9 <i>Crossroads Cafe</i> (video & text), Episode 1	Structures: Simple present, would like Cross-culture: use of first names, last names, and titles; handshaking, kissing, other conventions
2. Given social situations, ask/answer	Seek/report info: self/others:	<i>Expressways 3</i> , p. 4-6, 14, 15	Structures: Simple present and past

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<p>questions about self, others, and family members.</p>	<p>How is your job? How was your weekend? I haven't seen you in quite a while. What do you do? I work at Wilson School. How many brothers and sisters do you have?</p>	<p><i>Lifelines 3</i>, p. 2-6 <i>Breaking the Ice</i>, Units 1-3 <i>Grammar in Action 2</i>, Unit 2 (How similar are you to an average American.) <i>Stand Out 3</i>, Pre-Unit (Lessons 1-3)</p> <p>Information Grids</p>	<p>Questions: wh & yes/no Cross-culture: comfortable speaking distance between people</p>
<p>3. Identify relevant points on globes/maps (native country, VA, Arlington, location of friends and family).</p>	<p>Seek/report info: This is Arlington. I live there. This is Bolivia. My mother lives there.</p>	<p><i>Rethinking America 1</i>, p. 208, 209 (maps) maps, globes</p> <p>50states.com</p> <p>CIA World Factbook</p> <p>Arlington maps</p> <p>Google maps</p>	<p>Structures: simple present; demonstratives</p>
<p>4. Express reasons for coming to the US in current and historical context of immigration.</p>	<p>Seek/report info: self/others: I came to escape war in my country/ because I wanted a better job. People have been immigrating to the US from ___ for many years.</p>	<p><i>Collaborations, Inter. 1</i>, p. 18, 19-21, 34, 35, 70, 71, 84-87, 88-89 <i>Collaborations, Inter. 2</i>, p. 10 <i>Rethinking America 1</i>, p. 1-18 <i>Stories from the Heart</i>, p. 55-57</p>	<p>Structures: simple past; present perfect (continuous); past continuous; because</p>
<p>5. Describe native country or hometown orally and in writing.</p>	<p>Report info: location: My country has many mountains. ...is the largest city. There is a lot of rich, green farmland.</p>	<p><i>Collaborations, Inter. 1</i>, p. 7, 9, 13 (bottom) <i>Getting Together</i>, p. 118-122 <i>Rethinking America 1</i>, p. 95-105 ("Towns: My Home Town") <i>Stories from the Heart</i>, p. 14-16, 39-41</p> <p>Go to 450 Sample lesson plan 1 for possible adaptation</p>	<p>Structures: much/many; simple present and past; there is/are; comparatives and superlatives</p> <p>Extension: Compare hometown to Arlington or other places lived.</p>

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		Go to 450 Sample lesson plan 2 for possible adaptation	
6. Identify rights and responsibilities as a member of the class, including emergency procedures.	<p>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.</p>	<p><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 As a team, class establishes class rules. Go to class rules for sample. School policies and emergency procedures. Sample Lesson Plan</p>	<p>Structures: Should Must/have to; imperatives; If clauses: real present Cross-culture: rules, policies, appropriate classroom behavior Extension: emergency procedures at home and work</p>
7. Self-assess learning needs and styles. State future goals, orally and in writing.	<p>Express wants/needs: When I finish English classes, I want to... I would like to be a nurse. I need to study ..because... Express ability: I can read pretty well, but I have trouble with speaking. I cannot understand telephone conversations. Writing is easier for me than speaking. Express preferences: I learn best when... Watching TV helps me.</p>	<p><i>Collaborations Inter. 1</i>, p.5, 6, 8,11,13, 26-31 <i>Collaborations Inter. 2</i>, p. 27, 28-33 <i>Teaching How to Learn: Learning Strategies in ESL Grammar in Action 2</i>, Ch. 8 & 10 <i>Oxford Picture Dictionary (OPD): Classroom Activities</i>, p. 13 <i>Stories from the Heart (My Future) Stand Out 3</i>, Unit 1 (Lessons 3, 4, Unit Review, and Team Project) Videos with Texts:</p>	<p>Structures: would like; can/cannot; comparatives and superlatives; gerunds; when clauses Extension: Students set individual learning goals. Go to Goal Setting</p>

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	I like to read.	<i>A Day in the Life of the Gonzalez Family, Unit 1, Scene 1</i> <i>Crossroads Cafe, Episodes 1, 2</i> Teacher and student created timelines	
8. Set class learning goals, including: <ul style="list-style-type: none"> lifeskills topics to be covered, and language skill development focus. 	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 don't think so. We decided/picked... . because...	<i>Skills for Success</i> , p. 21, 151 Learner Needs Assessment	Structures: Present and past; Questions Extension: Reflect on process of negotiating curriculum.
9. Self-assess ability to use technology.	Express ability: I can use e-mail. I cannot type. Using a mouse is easy for me. I have never (used a computer before).	Technology Needs Assessment Technology Lesson Plan <i>NorthStar Introductory, Unit 1</i>	Structures: Present perfect; I can/am able to; cannot Extension: Uses of technology in everyday life: today and 10 years ago

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