

REEP ESL Curriculum for Adults

← [Back to Curriculum homepage.](#)

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 450

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. Ask/answer questions about self and classmates.
2. Demonstrate effective conversation strategies.
3. Describe experiences related to relocating to the U.S., including culture shock.
4. Compare hometown to Arlington
5. Self-assess language and learning needs, including preferences and goals.
6. Set class learning goals.
7. Self-assess ability to use technology.
8. Identify rights and responsibilities as a member of the class.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask/answer questions about self and classmates.	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. Getting to Know You Questions	Extension: Complete personal data form, <i>Building Real Life English Skills</i> , p. 175-183
2. Demonstrate effective conversation strategies.	Greet and take leave: Hi! I'm... How are you doing? I don't think we've	<i>Skills for Success</i> , Ch. 6 <i>Expressways 2</i> , p. 2, 3, 4, 15, 87, 92	Structures: Simple present Present continuous Present Perfect

REEP ESL Curriculum for Adults

	<p>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...</p>	<p><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 On-line listening activities: Invitations Nice Meeting You Busy Day Greetings</p>	<p>Modals 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</p>
<p>3. Describe experiences related to relocating to the U.S., including culture shock.</p>	<p>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.</p>	<p><i>Multicultural Workshop 2</i>, Unit 2, Ch 4 <i>Rethinking America 1</i>, p. 12-15 <i>NorthStar Reading and Writing (H-Int.)</i>, p. 209-216 <i>Grammar in Action 3</i>, Unit 12 Video: <i>Crossroads Cafe</i> culture clip: <i>Returning to Your Home Culture</i> "Moscow on the Hudson" video Lecture on culture shock</p>	<p>Structures: Simple present and past When clauses Extension: Research immigration to U.S.</p>
<p>4. Compare hometown to Arlington, orally and in writing</p>	<p>Report descriptive info: Arlington is bigger/smaller than I remember... My favorite place was...</p>	<p>REEP Lesson Plan (Felix) REEP Lesson Plan (Spencer) <i>Side by Side 2</i>, p. 38 <i>Side by Side 3</i>, p. 94-95 <i>Rethinking America 1</i>,</p>	<p>Structures: Simple present Simple past Comparatives & Superlatives Extension: Describe friends, Friendship Questions "Comparing</p>

REEP ESL Curriculum for Adults

		<p>p. 95- 97 <i>Grammar in Action 3</i>, p. 58 Virginia map via Google maps (interactive)</p> <p>Arlington Local History via Arlington public library (interactive)</p> <p>Arlington History via Wikipedia</p> <p>Hometown Questions</p> <p>Home Questions</p>	<p>Neighborhoods" <i>Grammar in Action 3</i>, Unit 4</p>
<p>5. Self-assess language and learning needs, including preferences and goals.</p>	<p>Express wants/needs: When I finish English classes, I plan to... 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...</p>	<p><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) 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</p>	<p>Structures: Would like can/cannot Comparatives and superlatives Gerunds When clauses</p> <p>Extension: Students set individual learning goals. Go to Goal Setting "The American Dream" <i>Grammar in Action 3</i></p> <p>REEP Lesson Plan: Writing/Spelling Historical Reference and Strategies (Siteki)</p>
<p>6. Set class learning goals, including:</p> <ul style="list-style-type: none"> lifeskills topics to be covered, and 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.</p>	<p><i>Skills for Success</i>, p. 21, 151 Learner Needs Assessment</p> <p>Learning Style Questionnaire – VARK model</p>	<p>Extension: Students set individual learning goals. Go to Goal Setting</p>

REEP ESL Curriculum for Adults

<p>7. Self-assess ability to use technology.</p>	<p>We decided...</p> <p>Express ability: I e-mail my family and friends. I can type. Using a mouse is easy for me. I have never surfed the web. I need to learn how to...</p>	<p>Technology Needs Assessment</p> <p>Technology Lesson Plan <i>Weaving It Together 3</i>, Ch. 13, 1 Computer Questions</p> <p>On-line Listening: Internet Access</p> <p>World of computers</p>	<p>Structures: Present perfect I can/am able to cannot</p> <p>Extension: What role does technology play in your life? "Technology and Progress" <i>Grammar in Action 3</i>, Unit 14</p>
<p>B8. Identify rights and responsibilities as a member of the class.</p>	<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>As a team, class establishes class rules. Go to class rules for sample. <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 and emergency procedures.</p> <p>Sample Lesson Plan – right and responsibilities</p>	<p>Structures: Simple past Imperatives If & When clause</p> <p>Extension: compare classroom rules and behavior to classrooms in native country</p>

← [Back to Curriculum homepage.](#)

REEP ESL Curriculum for Adults