Teaching English Communication: A Complete College ESL Handbook

Instructor's Teaching Guide: Complete Semester Handbook

Intermediate Level

Weeks 1 to 15: Foundations, Midterm, and Final Evaluations

Fall 2026 Edition

Aligned with the New Ministère de l'Enseignement supérieur Framework (Devis ministériel)

Core Competency

"To communicate with ease in English."

This edition combines Weeks 1 to 5, Weeks 6 to 10, and Weeks 11 to 15 into one continuous instructor's handbook, with a full-semester grammar and evaluation summary, a video resource index, and a consolidated milestone and feedback-sheet reference.

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Preface

These lesson notes accompany *Teaching English Communication: A Complete College ESL Handbook*

Instructor's Handbook. Where the 102 competency (Advanced learners) asks students to communicate with ease on social, cultural, and literary themes, the 101 competency (intermediate) asks students to communicate with ease in English across everyday, familiar situations. This difference in wording is not cosmetic. It shapes the level of text complexity, the pace of instruction, and the amount of scaffolding built into every week of this handbook.

The pedagogical foundation remains Communicative Language Teaching and Task-Based Language Teaching. Students learn English by using it for real purposes: introducing themselves, following instructions, summarising a short article, asking clear questions, and writing a coherent paragraph. Grammar is taught in service of these tasks rather than as an isolated subject. Because 101 students are still consolidating basic structures, grammar instruction in this handbook is more explicit and more heavily practised than it would be at the 102 level, while the topics and texts used remain accessible and confidence-building.

This document moves beyond a simple lesson plan to integrate curriculum planning, classroom practice, and formative and summative assessment. Each week includes learning objectives, a competency connection, a detailed lesson plan with timing, grammar instruction with usage tables and common-error sections, classroom activities, and graded practice questions with answer keys, followed by teacher notes on classroom management and typical French-influenced (L1) errors.

A note on tone: 101 students are, by definition, still building confidence in English. Every activity in this handbook is designed to keep the affective filter low: short speaking turns, heavily modelled writing tasks, and frequent, low-stakes formative checks before any graded evaluation.

This handbook is designed to be used alongside the ECQ Resource Hub (Ensemble pour la réussite), a companion collection of guides, pedagogical scenarios, podcasts, videos, and AI-assisted generators for evaluation grids and learning scenarios, available at alainrobert.biz. Where relevant, weekly sections in this handbook point to specific Hub resources that can extend or vary classroom practice.

Recommendations Applied in This Edition

In assembling this combined edition, the following enhancements were carried through or added across the full semester, consistent with the recommendations used to strengthen the original 604-102 handbook this course is modelled on:

- Digital integration: short, level-appropriate video links are embedded in Weeks 11, 12, 13, 14, and 15, and gathered in a single Video Resource Index in the appendix
- Standardised feedback sheets: photocopy-ready, check-box evaluation checklists appear alongside every summative evaluation from Week 5 onward, in one consistent format
- Student metacognition: a short reflection or exit-ticket prompt closes nearly every week, connecting daily classroom work back to the course competency
- Differentiation and extension: a dedicated note for students who need more support and for stronger students appears in every week from Week 6 onward
- Milestone tracking: the topic and source approval process (opened in Week 9, due in Week 12) is documented with clear checklists so no student is unexpectedly barred from the final evaluations
- Weak-versus-strong models: side-by-side examples of weak and strong student work appear for summaries, introductions, presentations, and self-corrected writing, making abstract quality standards concrete
- Cultural and literary flexibility: an optional cultural or literary extension module is provided in the appendix for instructors who wish to broaden the course's cultural content in a future term

A full table of contents follows this preface and updates automatically in Microsoft Word. Page numbers appear in the footer of every page throughout the document.

Course Framework: The Full Semester at a Glance

Production, meaning speaking and writing, is worth 60% of the final grade. Comprehension, meaning listening and reading, is worth 40%. These totals are built up gradually across the semester, from the Week 1 diagnostic through the Week 15 Final Speaking evaluation, and are shown together below so the full arc of the course is visible in one place.

What This Structure Means for Your Teaching

- Integration: tasks combine skills wherever possible, a reading text becomes the basis for a summary, which becomes the basis for a spoken or written evaluation later the same month
- Authenticity: reliable, real-world sources and topics are used throughout, from Week 3's source-reliability checks to the researched topics used in the Week 8, 9, 14, and 15 evaluations
- Student responsibility: students are expected to complete assigned online grammar exercises most weeks, track their own Milestone 1 approval status, and apply self- and peer-revision checklists to their own work
- Scaffolding: every evaluation after Week 5 draws on skills and, in several cases, the same research topic, used in an earlier evaluation, so nothing in the final third of the semester is unfamiliar in format

Full-Semester Evaluation Overview

Week	Focus	Grammar or Strategy	Evaluation
1	Course orientation and diagnostics	Sentence structure preview	Diagnostic (0%)
2	Reading and listening strategies	Question forms	Formative
3	Oral presentation structure; reliable sources	Simple Present	Formative
4	Text structure; transition words	Simple Past, Past Progressive	Listening/Reading (Formative)
5	Self-correction strategies	Present Perfect	Writing Evaluation I (4%)
6	Cumulative grammar review	Weeks 1-5 review	Grammar Test I (3%)
7	Analysing and summarising texts	Modal auxiliaries	Listening and Reading (10%+10%)
8	Oral presentation skills	Modals in context	Speaking Evaluation, Midterm (10%)

Week	Focus	Grammar or Strategy	Evaluation
9	Essay intro/conclusion; topic approval	Zero and First Conditional	Writing Evaluation II (8%); Milestone 1 opens
10	Consolidation; essay planning	Comparatives; Second Conditional	Formative
11	Final grammar points	Pronouns, possessive adjectives, there + be	Grammar Test II (5%)
12	Final evaluation preparation	Cumulative review	Milestone 1 deadline
13	Comprehensive comprehension review	No new grammar	Final Listening and Reading (10%+10%)
14	Timed writing practice	Cumulative review	Final Writing (15%); grammar bonus deadline
15	Final rehearsal	No new grammar	Final Speaking (15%); course closing

A Note on the Speaking and Writing Evaluation Weights

The course outline states the Week 8 Speaking Evaluation at two different figures in different sections (10% in the evaluation table and Stage 3 summary, 15% in the detailed task description). The 10% figure is used throughout this handbook because it is the value that makes Part One: Production sum correctly to 30% across Weeks 5, 6, 8, 9, and 11. Confirm the final figure against your official departmental syllabus before distributing evaluation weights to students, and adjust the rubric point totals if needed.

Ministerial Alignment Summary

The table below shows, at a glance, how weekly activities in this course connect to the three ministerial visées, the five common competencies, and the course competency. Instructors and students can use it as a quick cross-reference alongside the detailed weekly sections that follow.

Ministerial Element	Where Addressed in This Course
Three Visées	
Responsible citizenship	Weeks 3, 8, 9, 12, 15 (source reliability, volunteer or activist research, milestone accountability)
Cultural integration	Weeks 2, 3, 7, 8, 10, 15 (cultural reflection, Anglophone figures, comparison activities)
Language mastery	Weeks 1 to 15, with summative evaluation in Weeks 5, 6, 7, 8, 9, 11, 13, 14, 15
Five Common Competencies	
Resolve problems	Weeks 2, 6, 7, 13 (comprehension strategies, error correction, summarising)
Exercise creativity	Week 10 (revision workshop, varied comparison and expression)
Adapt to new situations	Weeks 1, 11 (course orientation, mixed grammar practice)
Exercise responsibility	Weeks 3, 5, 9, 12, 14 (source checks, self-correction, milestone deadlines, time management)
Communicate	All weeks (speaking, writing, listening, reading activities)
Course Competency	
Communicate with some ease in English	All weeks, with summative evaluation in Weeks 5, 6, 7, 8, 9, 11, 13, 14, 15