**SAMPLE CHAPTER**

# TEACHING ENGLISH COMMUNICATION: A COMPLETE COLLEGE ESL HANDBOOK

Intermediate Level

*A class-by-class lesson plan for every class in the semester, aligned with the Instructor Manual and Course Outline*

**Fall 2026 Edition**

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

*Prepared by*

**Didimus Zencha Ayeseh**

Week 8, Class 1: Topic Selection and Research ---- 3
1. Lesson Topic and Connection to Competency ---- 3
2. Learning Objectives ---- 3
3. Materials and Resources Needed (Independent of Any Single Textbook) ---- 4
4. Lesson Procedure (Timed Breakdown) ---- 4
5. Assessment ---- 6
6. Homework ---- 6
7. Differentiation (Meeting All Learners) ---- 6
8. Teacher's Self-Reflection Notes (To Be Filled Out After Class) ---- 7
1. Lesson Topic and Connection to Competency ---- 7
2. Learning Objectives ---- 7
3. Materials and Resources Needed (Independent of Any Single Textbook) ---- 8
4. Lesson Procedure (Timed Breakdown) ---- 8
5. Assessment ---- 10
6. Homework ---- 10
7. Differentiation (Meeting All Learners) ---- 10
8. Teacher's Self-Reflection Notes (To Be Filled Out After Class) ---- 11
1. Lesson Topic and Connection to Competency ---- 12
2. Learning Objectives ---- 12
3. Materials and Resources Needed (Independent of Any Single Textbook) ---- 12
4. Lesson Procedure (Timed Breakdown) ---- 13
5. Assessment ---- 13
6. Homework ---- 14
7. Differentiation (Meeting All Learners) ---- 14
Student Reflection (Exit Ticket) ---- 14
8. Teacher's Self-Reflection Notes (To Be Filled Out After Class) ---- 14

## Week 8, Class 1: Topic Selection and Research

*Teaching English Communication: A Complete College ESL Handbook*

*Instructor Manual Reference: Week 8, Class 1*

### 1. Lesson Topic and Connection to Competency

**Topic Title:** Topic Selection and Research

This week delivers the first major Production evaluation of the semester. Students present a young person or a volunteer organisation making a positive difference in the world, a topic that supports both the course's cultural-awareness goals and the Week 9 Writing Evaluation, which draws on the same research.

**Visée Connection:** Researching a person or organisation making a positive difference connects to the visées of forming a responsible citizen and integrating cultural achievements.

**Common Competency:** Communicate. Students structure and deliver a short, purposeful oral presentation adapted to an audience and topic.

**Reinvestment Trail:** The topic students research this week becomes the foundation for the Week 9 Writing Evaluation II and, ultimately, for both final evaluations in Weeks 14 and 15. Encourage students to keep their notes and sources organised from the outset.

### 2. Learning Objectives

By the end of this class, students will be able to:

- Research and select an appropriate person or organisation for the evaluation topic

- Structure a 3 to 4 minute presentation using introduction, body, and conclusion
- Use topic-appropriate vocabulary and modal auxiliaries accurately
- Deliver a presentation with adequate pronunciation, intonation, and pacing

### 3. Materials and Resources Needed (Independent of Any Single Textbook)

| | |
|---|---|
| **Core text** | No required textbook. Use any level-appropriate authentic text, handout, or teacher-prepared excerpt of similar length and level; this lesson does not depend on any other specific textbook. |
| **Handout / reference** | Instructor Manual, Week 8 (relevant section) and, where useful, the matching week in the Student Companion Manual (grammar table, practice exercises, and answer key). |
| **Audio/Visual** | None required for this specific class. |
| **Other** | Whiteboard and markers, cue-card paper or index cards, and student notebooks. |

### 4. Lesson Procedure (Timed Breakdown)

| **Time** | **Phase / Activity** | **Teacher's Role (What YOU Do)** | **Students' Role (What THEY Do)** | **Notes / Models** |
|---|---|---|---|---|
| 0-10 min | Warm-up / Hook | Present the evaluation task and criteria in full (Section 8.6). Show two or three sample topics: a young climate activist, a local food bank, a student-run tutoring program. | Follow along and take notes as the teacher leads. | |
| 10-30 | Guided | Guided research time | Individual, guided: | |

| Time | Phase / Activity | Teacher's Role (What YOU Do) | Students' Role (What THEY Do) | Notes / Models |
|---|---|---|---|---|
| min | Practice | in the computer lab or with phones: students find one reliable source about their chosen person or organisation, applying the four checks from Week 3. | take part as directed by the teacher. | |
| 30-45 min | Guided Practice | Students draft three facts they want to include, each connected to one of the vocabulary categories in Section 8.4. | Individual: take part as directed by the teacher. | |
| 45-50 min | Wrap-up & Exit Ticket | Homework briefing: finalise topic and source before Class 2; bring notes, not a full script. | Take part together as a full class. | |

The following worked examples and practice exercises support the timed breakdown table above and can be used during the Teacher-Led Input / Modelling and Guided Practice phases.\

**Worked Examples: Strong vs. Weak Topic Choices**

**Example 1: Weak Topic:** "A famous celebrity" with no specific focus and only entertainment-industry sources available. Point out this makes it hard to find reliable information connected to positive impact.

**Example 2: Strong Topic:** "A local food bank director" with a specific person, a clear positive-impact angle, and an official organisational website as a source. Point out this topic is narrow enough to research well in the time available.

**Practice Exercises (Answer Key): Applying Source Checks**

Using the four reliability checks from Week 3 (author, expertise, date, corroboration), evaluate two sample sources as a class.

- 1. Apply the four checks to Source A (an official organisation website). -> Answer: passes all four checks; reliable.
- 2. Apply the four checks to Source B (an anonymous forum post). -> Answer: fails author and corroboration checks; not reliable.
- 3. Write one Simple Present sentence describing what your chosen person or organisation does. -> Open answer; check third-person -s if applicable.

## 5. Assessment

**Formative (in-class checks):** Circulate during pair or group work, monitor the practice task, and review any exit ticket or reflection responses collected today.

**Summative (graded):** Not applicable. No graded evaluation takes place in this class.

## 6. Homework

Homework for this week is assigned at the end of the week; see the final class of Week 8 for the full homework brief.

## 7. Differentiation (Meeting All Learners)

**For students who need more support:** For students who need more support: provide a fill-in-the-blank introduction template (‘Today I would like to

introduce you to ___, who ___ because ___.') and allow a slightly longer cue card with short phrases rather than single words.

**For stronger students / extension:** For stronger students: require one comparison in the presentation ('Unlike many volunteers, she…') and encourage a rhetorical question to open, rather than a direct statement.

### 8. Teacher's Self-Reflection Notes (To Be Filled Out After Class)

| | |
|---|---|
| What went well today? | |
| Which part of the lesson was too fast or too slow? | |
| Did the students struggle with a specific concept? | |
| What adjustments are needed for next class? | |

**Week 8, Class 2: Structuring and Rehearsal**
*Teaching English Communication: A Complete College ESL Handbook*

*Instructor Manual Reference: Week 8, Class 2*

### 1. Lesson Topic and Connection to Competency

**Topic Title:** Structuring and Rehearsal

This week delivers the first major Production evaluation of the semester. Students present a young person or a volunteer organisation making a positive difference in the world, a topic that supports both the course's cultural-awareness goals and the Week 9 Writing Evaluation, which draws on the same research.

### 2. Learning Objectives

By the end of this class, students will be able to:

- Research and select an appropriate person or organisation for the evaluation topic
- Structure a 3 to 4 minute presentation using introduction, body, and conclusion
- Use topic-appropriate vocabulary and modal auxiliaries accurately
- Deliver a presentation with adequate pronunciation, intonation, and pacing

### 3. Materials and Resources Needed (Independent of Any Single Textbook)

| | |
|---|---|
| **Core text** | No required textbook. Use any level-appropriate authentic text, handout, or teacher-prepared excerpt of similar length and level; this lesson does not depend on any other specific textbook. |
| **Handout / reference** | Instructor Manual, Week 8 (relevant section) and, where useful, the matching week in the Student Companion Manual (grammar table, practice exercises, and answer key). |
| **Audio/Visual** | Can, Could, Be Able To, and Manage To (6 Minute Grammar, BBC Learning English) |
| **Other** | Whiteboard and markers, cue-card paper or index cards, and student notebooks. |

**Watch:** Can, Could, Be Able To, and Manage To (6 Minute Grammar, BBC Learning English)

### 4. Lesson Procedure (Timed Breakdown)

| Time | Phase / Activity | Teacher's Role (What YOU Do) | Students' Role (What THEY Do) | Notes / Models |
|---|---|---|---|---|
| 0-15 min | Warm-up / Hook | Revisit the introduction, body, conclusion structure from Week 3 and | Follow along and take notes as the teacher leads. | |

| Time | Phase / Activity | Teacher's Role (What YOU Do) | Students' Role (What THEY Do) | Notes / Models |
|---|---|---|---|---|
| | | apply it directly to this topic. Model a 1-minute excerpt using the weak versus strong opening in Section 8.7. | | |
| 15-20 min | Teacher-Led Input / Modelling | Teach cue card guidelines: key words only, no full sentences, maximum 5 cards. | Follow along and take notes as the teacher leads. | |
| 20-40 min | Guided / Controlled Practice | Small-group rehearsal: each student delivers a 2-minute practice version to two classmates, who give one strength and one suggestion using the feedback checklist in Section 8.8. | Groups of three: take part as directed by the teacher. | |
| 40-50 min | Wrap-up | Whole-class troubleshooting: address common pronunciation or pacing issues observed during rehearsal, without naming individuals. | Take part together as a full class. | |

The following worked examples and practice exercises support the timed breakdown table above and can be used during the Teacher-Led Input / Modelling and Guided Practice phases.

**Worked Examples: Openings and Closings**

**Example 1: Weak Opening:** "I'm going to talk about my topic today." Point out this gives no information and no hook.

**Example 2: Strong Opening:** "Every week, Maria Santos helps feed two hundred families in our community." Point out this opens with a concrete fact that draws the listener in immediately, then can be followed by naming the topic explicitly.

## 5. Assessment

**Formative (in-class checks):** Circulate during pair or group work, monitor the practice task, and review any exit ticket or reflection responses collected today.

**Summative (graded):** Not applicable. No graded evaluation takes place in this class.

## 6. Homework

Homework for this week is assigned at the end of the week; see the final class of Week 8 for the full homework brief.

## 7. Differentiation (Meeting All Learners)

**For students who need more support:** For students who need more support: provide a fill-in-the-blank introduction template (‘Today I would like to introduce you to ___, who ___ because ___.’) and allow a slightly longer cue card with short phrases rather than single words.

**For stronger students / extension:** For stronger students: require one comparison in the presentation (‘Unlike many volunteers, she…’) and encourage a rhetorical question to open, rather than a direct statement.

## 8. Teacher's Self-Reflection Notes (To Be Filled Out After Class)

| | |
|---|---|
| What went well today? | |
| Which part of the lesson was too fast or too slow? | |
| Did the students struggle with a specific concept? | |
| What adjustments are needed for next class? | |

Week 8, Class 3: Speaking Evaluation Administration
*Teaching English Communication: A Complete College ESL Handbook*

*Instructor Manual Reference: Week 8, Class 3*

## 1. Lesson Topic and Connection to Competency

**Topic Title:** Speaking Evaluation Administration

This week delivers the first major Production evaluation of the semester. Students present a young person or a volunteer organisation making a positive difference in the world, a topic that supports both the course's cultural-awareness goals and the Week 9 Writing Evaluation, which draws on the same research.

## 2. Learning Objectives

By the end of this class, students will be able to:

- Research and select an appropriate person or organisation for the evaluation topic
- Structure a 3 to 4 minute presentation using introduction, body, and conclusion
- Use topic-appropriate vocabulary and modal auxiliaries accurately
- Deliver a presentation with adequate pronunciation, intonation, and pacing

## 3. Materials and Resources Needed (Independent of Any Single Textbook)

| | |
|---|---|
| **Core text** | No required textbook. Use any level-appropriate authentic text, handout, or teacher-prepared excerpt of similar length and level; this lesson does not depend on any other specific textbook. |
| **Handout /** | Instructor Manual, Week 8 (relevant section) and, where useful, |

| | |
|---|---|
| **reference** | the matching week in the Student Companion Manual (grammar table, practice exercises, and answer key). |
| **Audio/Visual** | None required for this specific class. |
| **Other** | Whiteboard and markers, cue-card paper or index cards, and student notebooks. |

### 4. Lesson Procedure (Timed Breakdown)

| Time | Phase / Activity | Teacher's Role (What YOU Do) | Students' Role (What THEY Do) | Notes / Models |
|---|---|---|---|---|
| 0-5 min | Warm-up / Hook | Final logistics: confirm small-group assignments and presentation order. | Take part together as a full class. | |
| Remainder | Wrap-up | Students present individually within small groups (3-4 minutes each). Circulate between groups with the evaluation checklist, or evaluate one group fully before moving to the next. | Small groups, evaluated: take part as directed by the teacher. | |

### 5. Assessment

**Formative (in-class checks):** Circulate during pair or group work, monitor the practice task, and review any exit ticket or reflection responses collected today.

**Summative (graded):** Speaking Evaluation (10%). This class is a graded evaluation day.

## 6. Homework

**Reading:** None this week.

**Grammar:** Review modals for recommendation and ability.

**Writing / Research:** Finalise your speaking outline and rehearse it once at home.

**Online platform:** None this week.

## 7. Differentiation (Meeting All Learners)

**For students who need more support:** For students who need more support: provide a fill-in-the-blank introduction template ('Today I would like to introduce you to ___, who ___ because ___.') and allow a slightly longer cue card with short phrases rather than single words.

**For stronger students / extension:** For stronger students: require one comparison in the presentation ('Unlike many volunteers, she…') and encourage a rhetorical question to open, rather than a direct statement.

## Student Reflection (Exit Ticket)

After the evaluation: 'What is the one thing you did well in your presentation today? What is one thing you will change before your final speaking evaluation in Week 15?'

## 8. Teacher's Self-Reflection Notes (To Be Filled Out After Class)

| | |
|---|---|
| What went well today? | |
| Which part of the lesson was too fast or too slow? | |
| Did the students struggle with a specific concept? | |
| What adjustments are needed for next class? | |