

**This document contains samples of an ESL Oral Communication curriculum for Levels 1, 2 and 3. It includes an approach to teaching a mixed-level class (i.e., with students from all three level in one class with one teacher.)**

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### **Course Goals**

**Speaking goals:** The goals for all three levels are similar: Students will demonstrate that they are able to initiate and sustain a short conversation in English with another person about everyday life and general topics. The difference between the levels is the amount of time that would be expected and the degree of application of conversation strategies:

- Level 1 students should sustain a conversation for about two minutes.
- Level 2 students should sustain a conversation for about three minutes.
- Level 3 students should sustain a conversation for about four minutes.

During the conversation, the students should be able to:

- give responses to show understanding (e.g., “I see”)
- ask for clarification (e.g., “What did you say?” or “I don’t understand”)
- ask follow-up questions (extra questions with who, what, why, when, how, where, etc.)
- express ideas with details (the length of statements and the number of sentences will depend on the level of the student).

## Resources and Materials

The students in Levels 1, 2 and 3 use the same texts/materials. This means that the instructor will only need to make one lesson plan for each class. However, the expectations for how students complete each activity will depend on their levels.

Categories:	Text/Source	Objectives
Conversation Skills	<i>Basic Conversation Strategies (BCS) by Kehe &amp; Kehe</i>	<i>Introduce</i> rejoinders and expressions to show understanding, not understanding, interest, happiness, and sympathy  <i>Introduce</i> follow-up questions  <i>Introduce</i> expressions to get more details and for clarification  <i>Introduce</i> techniques for starting and ending a conversation

## Exercises and Activities

Because some students will take this course three times as they move from Levels 1 to 2 to 3 and others will take it two times as they move from Levels 2 to 3, different exercises will be rotated over two quarters. The purpose is to give "repeating" students fresh materials while using the same textbook.

A Level 1 student who starts in fall will practice one set of exercises in fall, a different set in winter and repeat the fall exercises in spring. However, the second time that that student practices those exercises, she/he will engage with other students and use the skills that she/he has developed over the previous two terms to extend the conversation in new ways with new confidence. In other words, the student will benefit greatly from this "second opportunity."

**About grouping students,** Level 3 students should not be considered tutors for Levels 1 and 2 students. In other words, L3 students shouldn't be purposefully paired with lower-level students in order for the L3 student to help those students. If a L1 student is going to participate in exercises with L2 and L3 students, the L1 should be in a group of three in which the L1 students has the option of being a listening observer of the L2 and L3 students if needed.

From David Kehe, <https://commonsense-esl.com/>

## Basic Conversation Strategies (BCS)

\*Instructors should only use exercises assigned to the term that they are teaching. Instructors are free to use all of the exercises for that term but are not obligated to.

<b>Unit 1 Fall/Spring*</b> Ex. 1 & 2 Ex. 4 & 5 Ex. 8 Ex.11 & 12 Ex. 13 (A/B) Ex. 14 (dialog repeat) Ex. 15 & 16	<b>Unit 1 Winter/Summer*</b> Ex. 3 Ex. 6 & 7 Ex.9 Ex. 10 (A/B) Ex. 14 (dialog repeat) Ex. 17	<b>Unit 2 Fall/Spring*</b> Ex. 2 & 3 Ex. 8 Ex. 9 (A/B) Ex. 12 Ex. 13 (rotate and talk to all classmates) Ex. 17	<b>Unit 2 Winter/Summer*</b> Ex. 1 Ex. 4 & 5 Ex. 6 Ex. 7 (A/B) Ex. 10 Ex. 11(Controlled Dial) Ex. 15 & 16
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<b>Unit 3 Fall/Spring*</b> Ex. 1 Ex. 3 (controlled dial) Ex. 4 (repeat) Ex. 8 Ex. 9 (pictures) Ex. 10	<b>Unit 3 Winter/Summer*</b> Ex. 2 Ex. 4 (repeat) Ex. 5 Ex. 7 (rotate to talk to all classmates) Ex. 11	<b>Unit 4 Fall/Spring</b> Ex. 1 (repeat) Ex. 2 (repeat) Ex. 4-7 Ex. 8 (A/B/C stories) Ex. 12 Ex. 14	<b>Unit 4 Winter/Summer</b> Ex. 1 (repeat) Ex. 2 (repeat) Ex. 3 (A/B) Ex. 9 (controlled dial) Ex. 10-11 (pictures) Ex. 13
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<b>Unit 5 Fall/Spring</b> Ex. 1 (repeat) Ex. 3 Ex. 5 Ex. 6 (controlled dial) Ex. 8 Ex. 9 (A/B) Ex. 10	<b>Unit 5 Winter/Summer</b> Ex. 1 (repeat) Ex. 2 Ex. 4 (A/B) Ex. 7 Ex. 11	<b>Unit 6 Fall/Spring</b> Ex. 1 (repeat) Ex. 2 Ex. 4 (repeat) Ex. 5 Ex. 10 Ex. 8 Ex. 9 (A/B) Ex. 14	<b>Unit 6 Winter/Summer</b> Ex. 1 (repeat) Ex. 3 Ex. 4 (repeat) Ex. 6 Ex. 7 (controlled dial) Ex. 11 (A/B stories) Ex. 12 Ex. 13
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<b>Unit 7 Fall/Spring</b> Ex. 1 Ex. 3 Ex. 4 (repeat) Ex. 5 (picture) Ex. 6 (controlled dial) Ex. 12-13	<b>Unit 7 Winter/Summer</b> Ex. 2 Ex. 4 (repeat) Ex. 7-10 Ex. 11 (rotate to talk to all classmates) Ex. 14	<b>Unit 8 Fall/Spring</b> Ex. 2 Ex. 4 Ex. 5 & 6 (A/B) Ex. 10 (picture) Ex. 11 (picture) Ex. 14	<b>Unit 8 Winter/Summer</b> Ex. 1 Ex. 3 Ex. 7 (controlled dial) Ex. 8 Ex. 9 (A/B) Ex. 12-13
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<b>Unit 9 Fall/Spring</b> Ex. 1 Ex. 2-4 (repeat) Ex. 5 (controlled dial) Ex. 8-10 (A/B stories) Ex. 12	<b>Unit 9 Winter/Summer</b> Ex. 2-4 (repeat) Ex. 6-7 (A/B) Ex. 13-14	<b>Unit 10 Fall/Spring</b> Ex. 1-2 (repeat) Ex. 3 (Dial 1-5) Ex. 6 (A/B rotate to talk to all classmates) Ex. 13	<b>Unit 10 Winter/Summer</b> Ex. 1-2 (repeat) Ex. 3 (Dial 6-10) Ex. 4-5 (Dialogues) Ex. 7 Ex. 8 Ex. 9 (controlled dial) Ex. 12
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<b>Unit 11 Fall/Spring</b> Ex. 2 Ex. 3 Ex. 5 (controlled dial) Ex. 6-8 (rotate to talk to all classmates) Ex. 10	<b>Unit 11 Winter/Summer</b> Ex. 1 Ex. 4 Ex. 9 (A/B stories) Ex. 11	<b>Unit 12 Fall/Spring</b> Ex. 1 Ex. 3 Ex. 6 Ex. 9(A/B) Ex. 12 (rotate to talk to all classmates)	<b>Unit 12 Winter/Summer</b> Ex. 2 Ex. 4-5 Ex. 7-8 Ex. 10 (controlled dial) Ex. 11 (rotate to talk to all classmates) Ex. 14 (A/B)
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**Two-Week Model Lesson Plan**  
**Weeks 1 & 2 (Fall/Spring & Winter/Summer)**

The purpose of these model lesson plan is to give the instructor an idea of how the textbook can be used each day. Needless to say, the instructor may want to alter this. For example, they may want to skip exercises or include certain exercises only if there is time at the end of a class.

**Week 1 (Fall/Spring)**

<p><b>Day 1</b></p> <p><i>BCS Unit 1</i> -Ex. 1-5</p>	<p><b>Day 2</b></p> <p><i>BCS Unit 1</i> -Ex. 8 &amp; 11 &amp; 12 -Ex. 13 (pairs A/B) (See <a href="#">Unit 1, Ex 11-13</a>)</p>	<p><b>Day 3</b></p> <p><i>BCS Unit 1</i> -Ex. 14 (Dialogs) -Ex. 15 &amp; 16</p>
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<p><b>Day 3</b></p> <p><i>BCS Unit 2</i> Ex. 2 &amp; 3</p>	<p><b>Day 4</b></p> <p><i>BCS Unit 2</i> Ex. 8 Ex. 9 (pairs A/B)</p>	<p><b>Day 6</b></p> <p><i>BCS Unit 2</i> Ex. 12 Ex. 13 (rotate and talk to all classmates) Ex. 17</p>
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(Winter/Summer on next page)



Week 1 (Winter/Summer)

Day 1	Day 2	Day 3
<i>BCS Unit 1</i> Ex. 3 Ex. 6-7	<i>BCS Unit 1</i> Ex.9 Ex. 10 (pairs A/B)	<i>BCS Unit 1</i> Ex. 14 (Dialogs) Ex. 17

Day 4	Day 5	Day 6
<i>BCS Unit 2</i> Ex. 1 Ex. 4 & 5	<i>BCS Unit 2</i> Ex. 6 Ex. 7 (pairs A/B)	<i>BCS Unit 2</i> Ex. 10 Ex. 11(Controlled Dial) (See <a href="#">Unit 2 Ex. 10-11</a> ) Ex. 15 & 16

For more samples of activities from *Basic Conversation Strategies*, see ...

Unit 3, Ex. 7 [Whole class mixer](#)

The complete Unit 5 is included in this posting: “ESL Students Won’t Progress in Conversation Skills Without This Technique.” [Unit 5 BCS](#)