



Colombian system  
Lesson plan English classes  
Level: Basic

PEDAGOGICAL LEVEL				
Unit	Communicative objectives	Grammar aspects	Topics and communicative acts	Competences
Unit 0 Length: 1 class	<ul style="list-style-type: none"> <li>To adopt English language for the first time.</li> <li>Understand the methods used in classes (name of the teacher, level, length of the class, etc.).</li> </ul>		<ul style="list-style-type: none"> <li>Formal and informal greetings (Good morning, good afternoon, good evening, hi, hello)</li> <li>Personal introduction (My name is..., I'm ... years old, etc.)</li> <li>Basic commands (sit down, come here, raise your hand, silence please, etc.)</li> <li>Politeness acts (Thank you, you're welcome, excuse me, can I go to the bathroom? etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to understand basic things in English and teacher's demands.</li> <li>Reading: to recognize basic written elements in English.</li> <li>Writing: to write by his/her own some words and expressions in English.</li> <li>Speaking: to say basic words and expressions in English according to contexts.</li> </ul>

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<p><b>Unit 1</b> <b>Length: 2</b> <b>classes</b></p>	<ul style="list-style-type: none"> <li>• To do a brief introduction.</li> <li>• To know some basic and common words in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Verb to be in present simple for the first singular person: I am</li> </ul>	<ul style="list-style-type: none"> <li>• Personal introduction (I'm from..., I live in..., I study at the school...)</li> <li>• Domestic animals (dog, cat, rabbit, cow, etc.)</li> <li>• Greeting compliments (How are you? Fine, thank you. And you?)</li> <li>• Numbers from 1 to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to understand certain elements of a personal introduction.</li> <li>• Reading: to understand basic and common words in English.</li> <li>• Writing: to use verb to be for the first singular person through simple sentences.</li> <li>• Speaking: to use vocabulary learnt for expressing simple ideas.</li> </ul>
<p><b>Unit 2</b> <b>Length: 2</b> <b>classes</b></p>	<ul style="list-style-type: none"> <li>• To answer simple and basic questions putting into context the personal introduction.</li> <li>• To express the age and other personal data.</li> <li>• To write correctly</li> </ul>	<ul style="list-style-type: none"> <li>• "WH?" questions (what, where).</li> <li>• Verb to be in present simple for the first singular person: I am</li> </ul>	<ul style="list-style-type: none"> <li>• Basic questions (What's your name? Where do you live? How old are you? etc.)</li> <li>• Numbers from 11 to 20.</li> <li>• Days (Monday, Tuesday, Wednesday, Thursday, ...)</li> <li>• Months (January,</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to develop automatisms when the student listens to basic questions.</li> <li>• Reading: understand written sentences and answer to some questions.</li> <li>• Writing: to complete a little form in which</li> </ul>

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	<p>dates in English.</p>		<p>February, March, April, May, ...)</p>	<p>personal data is requested.</p> <ul style="list-style-type: none"> <li>• Speaking: to answer to basic questions and to express personal data.</li> </ul>
<p><b>Unit 3</b> <b>Length: 2 classes</b></p>	<ul style="list-style-type: none"> <li>• To recognize uses of verb to be in present simple form.</li> <li>• To make little sentences using verb to be expressing feelings and qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Verb to be in present simple form (I am, you are, he is, she is, it is...)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal pronouns (I, you, he, she, it, we, they)</li> <li>• Feelings (happy, sad, bored, etc.)</li> <li>• Qualities (shy, good, bad, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to recognize verb to be use in sound files:</li> <li>• Reading: to understand written expressions of feelings or qualities in which verb to be is used.</li> <li>• Writing: to make sentences using verb to be to express feelings and qualities.</li> <li>• Speaking: to recognize the proper pronunciation of verb to be conjugation and then, express different sentences.</li> </ul>

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<p><b>Unit 4</b> <b>Length: 2</b> <b>classes</b></p>	<ul style="list-style-type: none"> <li>To recognize uses of verb to be in present simple form.</li> <li>To make little sentences using verb to be to indicate professions.</li> </ul>	<ul style="list-style-type: none"> <li>Verb to be in present simple form (I am, you are, he is, she is, it is...)</li> <li>Defined and undefined articles (the; a, an)</li> </ul>	<ul style="list-style-type: none"> <li>Professions (teacher, lawyer, chef, singer, policeman, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to understand specific elements in a document read by the teacher.</li> <li>Reading: to identify professions in some written sentences and match with pictures.</li> <li>Writing: to write a sentence using verb to be according to the students watch in slides.</li> <li>Speaking: to use verb to be for making sentences which indicate professions.</li> </ul>
<p><b>Unit 5</b> <b>Length: 2</b> <b>classes</b></p>	<ul style="list-style-type: none"> <li>To recognize uses of verb to be in present simple form.</li> <li>To make little sentences using verb to</li> </ul>	<ul style="list-style-type: none"> <li>Verb to be in present simple form (I am, you are, he is, she is, it is...)</li> <li>Verb to be with impersonal pronoun "it".</li> </ul>	<ul style="list-style-type: none"> <li>Farm animals (dog, cat, horse, cow, etc.)</li> <li>Sea/river animals (fish, octopus,</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to understand main ideas of a document read by the teacher.</li> <li>Reading: to answer to some questions about</li> </ul>

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	be to indicate animals.		whale, shark, etc.) <ul style="list-style-type: none"> <li>• Insects (cockroach, fly, spider, etc.)</li> <li>• Jungle animals (lion, tiger, elephant, etc.)</li> <li>• Dessert animals (scorpion, camel, etc.)</li> </ul>	an animals' reading. <ul style="list-style-type: none"> <li>• Writing: to use verb to write some sentences for indicating several kind of animals.</li> <li>• Speaking: to create simple sentences while the student looks at some pictures.</li> </ul>
<b>Unit 6</b> Length: 2 classes	<ul style="list-style-type: none"> <li>• To recognize uses of verb to be in present simple form.</li> <li>• To make little sentences using verb to be to indicate places.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of place (in, on, at)</li> </ul>	<ul style="list-style-type: none"> <li>• Common places (school, library, hospital, cinema, etc.)</li> <li>• Colors (white, yellow, black, red, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to identify true or false statements in an audio file.</li> <li>• Reading: to infer information through pictures and texts.</li> <li>• Writing: to make a little text doing a brief description of a place.</li> <li>• Speaking: to say sentences using vocabulary already known and verb to be.</li> </ul>
<b>Unit 7</b>	<ul style="list-style-type: none"> <li>• To recognize uses of verb</li> </ul>	<ul style="list-style-type: none"> <li>• Negative form of verb to be (not)</li> </ul>	<ul style="list-style-type: none"> <li>• Particle "not"</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to establish the</li> </ul>

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<p><b>Length: 2 classes</b></p>	<p>to be in present simple form.</p> <ul style="list-style-type: none"> <li>To know how to do negative sentences using verb to be.</li> </ul>		<ul style="list-style-type: none"> <li>Affirmative and negative form of verb to be.</li> </ul>	<p>difference between affirmative and negative in audio files.</p> <ul style="list-style-type: none"> <li>Reading: to identify true or false statements in a brief text which uses verb to be as in affirmative as in negative form.</li> <li>Writing: to write a little text using verb to be both in affirmative and negative form and the vocabulary already known.</li> <li>Speaking: to say sentences in affirmative and negative using verb to be and vocabulary already known.</li> </ul>
<p><b>Unit 8 Length: 2 classes</b></p>	<ul style="list-style-type: none"> <li>To recognize uses of verb to be in present simple form.</li> </ul>	<ul style="list-style-type: none"> <li>Interrogative form of verb to be (Am I? Are you? Is he?)</li> <li>Question mark.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers until 100</li> <li>Body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to answer questions which use verb to be.</li> </ul>

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	<ul style="list-style-type: none"> <li>To know how to do and to answer interrogative sentences using verb to be.</li> </ul>			<ul style="list-style-type: none"> <li>Reading: to identify main aspects of a text which uses verb to be.</li> <li>Writing: to express a quantity answering to "how many" questions.</li> <li>Speaking: to say and pronounce correctly some body parts.</li> </ul>
<p><b>Unit 9</b> <b>Length: 2</b> <b>classes</b></p>	<ul style="list-style-type: none"> <li>To recognize verb to be contractions in affirmative.</li> <li>To use verb to be with family members using them into context.</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophe</li> <li>Contracted verb to be (I'm, you're, he's, she's, ....)</li> <li>Verb to be contracted and uncontracted.</li> </ul>	<ul style="list-style-type: none"> <li>Family members.</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to establish the difference between contracted and uncontracted form in sentences read by the teacher.</li> <li>Reading: to recognize specific information in a text which uses verb to be contractions.</li> <li>Writing: to indicate family</li> </ul>

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				<p>members using verb to be contractions.</p> <ul style="list-style-type: none"> <li>Speaking: to make sentences about family members using verb to be contractions.</li> </ul>
<p><b>Unit 10</b> Length: 2 classes</p>	<ul style="list-style-type: none"> <li>To recognize verb to be contractions in negative.</li> <li>To express possessions through Saxon possessive.</li> </ul>	<ul style="list-style-type: none"> <li>Contracted verb to be in negative (you aren't/you're not, he isn't/ he's not)</li> <li>Saxon possessive.</li> <li>Verb to be contracted and uncontracted.</li> </ul>	<ul style="list-style-type: none"> <li>Family members and kinship.</li> <li>Clothing.</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to identify, in an audio file, information about kinships in a famous family.</li> <li>Reading: to identify, in a text, information about a famous family.</li> <li>Writing: to make the genealogical tree of student's family.</li> <li>Speaking: to explain and to show the genealogical tree using verb to be.</li> </ul>
<p><b>Unit 11</b> Length: 2 classes</p>	<ul style="list-style-type: none"> <li>To recognize verb to have uses.</li> </ul>	<ul style="list-style-type: none"> <li>Verb to have (has, have)</li> <li>Verb to be (rehearsal/reinforcement)</li> </ul>	<ul style="list-style-type: none"> <li>Common objects.</li> <li>Means of transport</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to determinate true or false statements in a</li> </ul>

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	<ul style="list-style-type: none"> <li>To know vocabulary related to common objects.</li> </ul>			<p>text read by the teacher.</p> <ul style="list-style-type: none"> <li>Reading: to identify data about means of transports in Bogota.</li> <li>Writing: to make sentences expressing possession of common objects using verb to have.</li> <li>Speaking: to express states, conditions, and possessions using verbs to be and to have.</li> </ul>
<p><b>Final project</b> Length: 2 classes</p>	<p>Oral presentation (in pairs): Dialogue in which seen topics are used. Criteria: Preparedness, pronunciation, and fluency. Written production: Description: Students must choose any person or thing and describe it using verb to be.</p>			
<p><b>Final assessment</b></p>	<ul style="list-style-type: none"> <li>Listening: to identify true or false statements in an audio file.</li> <li>Reading: to infer information about a text which uses verb to be.</li> <li>Writing: to express and indicate different uses of verb to be through sentences.</li> <li>Speaking: to answer to questions done by the teacher taking into account pronunciation and fluency.</li> </ul>			
<p><b>Total: 25 class sessions</b></p>	<p>Student must be achieve proposed communicative objectives for being promoted to next level (Basic).</p>			

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BASIC LEVEL				
Unit	Communicative objectives	Grammar aspects	Topics and communicative acts	Competences
Unit 1 Length: 1 class	<ul style="list-style-type: none"> <li>To do a brief brainstorming about the verb to-be.</li> <li>To get to know different structures and uses of the verb to-be.</li> <li>To recognize the possessive pronouns and the appropriated use.</li> </ul>	<ul style="list-style-type: none"> <li>Verb to be in present simple. (am /is / are )</li> <li>Verb to-be and personal pronouns.</li> <li>Verb to-be focus on the different structures.</li> </ul>	<ul style="list-style-type: none"> <li>Professions.</li> <li>Nationality.</li> <li>Places in the city.</li> <li>Marital state.</li> <li>Descriptive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to understand basic sentences in English.</li> <li>Reading: to complete short written texts by using the verb to-be.</li> <li>Writing: to write students' personal description.</li> <li>Speaking: to express different ideas by using possessive pronouns.</li> </ul>
Unit 2 Length: 1 class	<ul style="list-style-type: none"> <li>To reinforce vocabulary worked previously.</li> <li>To apply different vocabulary's learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Syntax.</li> <li>Word order exercises.</li> <li>Verb to be (overview)</li> </ul>	<ul style="list-style-type: none"> <li>Gender.</li> <li>Location.</li> <li>Physical description.</li> <li>Physical Appearance.</li> </ul>	<ul style="list-style-type: none"> <li>Writing: to write sentences with the vocabulary learnt. .</li> <li>Speaking: to express ideas by using the vocabulary learnt.</li> </ul>

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<p><b>Unit 3</b> <b>Length: 1</b> <b>class</b></p>	<ul style="list-style-type: none"> <li>• To introduce WH questions and their real uses.</li> <li>• To participate actively asking and answering questions with WH questions.</li> <li>• To understand the real use of the WH questions in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• WH questions.</li> <li>• Syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions.</li> <li>• Personal presentations.</li> <li>• Asking for someone / something in special.</li> <li>• Auxiliary</li> <li>• Word order exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to understand the sense of questions according to the use of WH questions.</li> <li>• Reading: to recognize written sentences and answer to some questions.</li> <li>• Writing: to complete a little form in which personal information is requested.</li> <li>• Speaking: to answer basic questions according to the WH question used.</li> </ul>
<p><b>Unit 4</b> <b>Length: 2</b> <b>classes</b></p>	<ul style="list-style-type: none"> <li>• To recognize different student's daily routine.</li> <li>• To introduce activities students can do every day</li> <li>• Get to know the present simple tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple tense.</li> <li>• Structures.</li> <li>• Time markers.</li> <li>• Auxiliary do/does.</li> <li>• Frequency adverbs.</li> <li>• Verbs in infinitive.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily routines.</li> <li>• Hours.</li> <li>• Days of the week.</li> <li>• Actions.</li> <li>• Schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: to recognize different activities or daily activities in a specific track.</li> <li>• Reading: to understand written expressions and underline verbs.</li> <li>• Writing: to make sentences using the</li> </ul>

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	<ul style="list-style-type: none"> <li>To familiarize different verbs that students can use in different routines.</li> </ul>			<p>own students' daily routine.</p> <ul style="list-style-type: none"> <li>Speaking: to recognize the proper pronunciation of verbs and use them in different sentences.</li> </ul>
<p><b>Unit 5</b> Length: 1 class</p>	<ul style="list-style-type: none"> <li>To introduce present progressive tense.</li> <li>To indicate time markers for identifying verbal tense.</li> <li>To identify actions that happen in a specific moment.</li> </ul>	<ul style="list-style-type: none"> <li>Present progressive.</li> <li>Time markers.</li> <li>Structures.</li> <li>Verbs conjugation.</li> <li>Verb to be (as the principal auxiliary)</li> </ul>	<ul style="list-style-type: none"> <li>Popular trends.</li> <li>Temporary actions (they are working in France right now)</li> <li>Plans in near future (he is preparing for the exam)</li> </ul>	<ul style="list-style-type: none"> <li>Listening: to fill in the gaps with specific words in a song.</li> <li>Reading: to read a short text, underline different verbs, and answer different questions.</li> <li>Writing: to write sentences which are happening in a specific moment.</li> <li>Speaking: to create simple sentences while the student looks at some pictures.</li> </ul>
<p><b>Unit 6</b> Length: 1 class</p>	<ul style="list-style-type: none"> <li>To recognize the use and position of basic adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives.</li> <li>Grammar categories.</li> </ul>	<ul style="list-style-type: none"> <li>Places</li> <li>Objects.</li> <li>People. (characteristics descriptions)</li> </ul>	<ul style="list-style-type: none"> <li>Reading: to recognize adjectives in a short reading.</li> </ul>

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	<ul style="list-style-type: none"> <li>To identify synonyms and antonyms by using adjectives.</li> <li>To recognize different adjectives involved in short readings.</li> </ul>		<ul style="list-style-type: none"> <li>Physical descriptions.</li> <li>Appearance.</li> </ul>	<ul style="list-style-type: none"> <li>Writing: to write a brief description of a specific place take into account several characteristics.</li> <li>Speaking: to say sentences by using adjectives focus on the elements presented in the classroom.</li> </ul>
<b>Final project Length: 1 classes</b>	<p>As a final project, the student must be able to tell to their classmates and teacher his/her personal presentation take into account the vocabulary and topics worked during the whole basic course; additionally he or she must be able to describe in an appropriated way his or her own daily routine.</p> <p>On the other hand, the student must be able to answer several questions related in a needs assessment or course evaluation that involve as it is mentioned previously vocabulary and topics worked in the course.</p>			
<b>Final assessment</b>	<ul style="list-style-type: none"> <li>Reading: to deduce information about a text related to specific routines.</li> <li>Writing: to write his or her own personal presentation take into account the verb to be.</li> <li>Speaking: to answer several questions done by the teacher, additionally student will be able to describe pictures take into account vocabulary worked during basic course.</li> </ul>			
<b>Total: 08 class sessions</b>	<p>Student must be able to achieve proposed communicative objectives for being promoted to next level (intermediate).</p>			

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