



Colombian system  
Lesson plan English classes  
Level: Intermediate

| Unit  | Communicative objectives  | Grammar aspects   | Topics and communicative acts                                       | Competences   |
|---|---|---|---|---|
| <b>Unit 1</b><br><b>Length: 1</b><br><b>class</b> | <ul style="list-style-type: none"><li>• To express some activities based on the past simple tense.</li><li>• To improve the proper pronunciation of the verbs in Past Simple Tense.</li></ul> | <ul style="list-style-type: none"><li>• Regular and Irregular verbs.</li><li>• Pronunciation of the verbs in Past Simple /t/, /d/, /id/</li></ul> | <ul style="list-style-type: none"><li>• Past Simple Tense</li></ul> | <ul style="list-style-type: none"><li>• Reading: Read short text about Patrick ´s Vacation. / Highlight the Unknown vocabulary.</li><li>• Writing: The student must write two or three sentences based on his/her last trip.</li><li>• Listening: Fill in the gaps with the correct word based on the track.</li><li>• Pronunciation: Learn the proper pronunciation of the verbs in Past Simple Tense.</li></ul> |

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| <p><b>Unit 2</b><br/><b>Length: 1</b><br/><b>class</b></p> | <ul style="list-style-type: none"> <li>• To tell the progress of actions in the past with the ING form.</li> <li>• To identify the past form of the verb to be.</li> </ul>  | <ul style="list-style-type: none"> <li>• Past form of the Verb TO BE.</li> <li>• The -ING form of the verbs</li> </ul>  | <ul style="list-style-type: none"> <li>• Past Continuous Tense.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Reading: Read and complete the news with Past Progressive Tense.</li> <li>• Listening: Answer the questions according to the video.</li> <li>• Speaking: Tell me the answer! The student must answer the teacher's questions in P.C.T</li> </ul>                         |
| <p><b>Unit 3</b><br/><b>Length: 1</b><br/><b>class</b></p> | <ul style="list-style-type: none"> <li>• To recognize the function of the comparatives and the superlatives forms.</li> <li>• To understand the purpose of the Phrasal Verbs in daily speech.</li> <li>• To make comparisons and</li> </ul> | <ul style="list-style-type: none"> <li>• To identify the Form: -ER/ -EST</li> <li>• More, most and more than</li> <li>• Difference between a preposition and a verb.</li> </ul> | <ul style="list-style-type: none"> <li>• Comparatives and Superlatives: Phrasal Verbs Introduction.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading: Complete with the comparatives and the superlatives from the box. Classify them in: Comparative, Superlative and Irregular Form/</li> <li>• Pronunciation: Practice and learn new vocabulary</li> <li>• Writing: Make comparisons between one family</li> </ul> |

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|                                  | superlatives sentences based on things/people.  |   |   | member and the student.<br><ul style="list-style-type: none"> <li>Vocabulary: Learn new Phrasal Verbs and know their meanings.</li> </ul>  |
| <b>Unit 4</b><br>Length: 1 class | <ul style="list-style-type: none"> <li>To identify the correct modal verb in different situations.</li> <li>To practice the pronunciation between: Might, May, Could and Should.</li> </ul> |   | <ul style="list-style-type: none"> <li>Modal Verbs.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Reading: Choose the correct modal verb from the description´s text.</li> <li>Vocabulary &amp; Writing: Explain the signs and choose the better one.</li> <li>Listening: Watch the video of: Can, May, Could, Would and Should.</li> </ul> |
| <b>Unit 5</b><br>Length: 1 class | <ul style="list-style-type: none"> <li>To put in practice the correct structure of the Perfect Tenses for</li> </ul>  | <ul style="list-style-type: none"> <li>The basic Structure of the Perfect Tenses: Subject + have + P. Participle of the verb</li> </ul> | <ul style="list-style-type: none"> <li>Present Perfect &amp; Present Perfect Continuous.</li> </ul> | <ul style="list-style-type: none"> <li>Reading: Read the text and identify the correct perfect tenses.</li> </ul>  |

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|                                  | telling the duration and result of an action.   |  |   | <ul style="list-style-type: none"> <li>• Writing: Complete the sentences and practice the pronunciation.</li> <li>• Vocabulary: Take out the meaning words and write them down on your notebook.</li> </ul>  |
| <b>Unit 6</b><br>Length: 1 class | <ul style="list-style-type: none"> <li>• To identify the meaning of the multi-words.</li> <li>• To write a short dialogue using the Phrasal Verbs.</li> </ul> | <ul style="list-style-type: none"> <li>• Difference Between a Verb and a Preposition</li> <li>• Separable and non-separable Phrasal Verbs</li> </ul> | <ul style="list-style-type: none"> <li>• Phrasal Verbs.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Listening: Listen to "Best Mates" video and identify the Phrasal Verbs in the conversation.</li> <li>• Writing: Write a short composition about your ideal trip using some Phrasal Verbs.</li> <li>• Reading: Match the corresponding meaning of the Phrasal Verb with the column B.</li> </ul> |
| <b>Unit 7</b><br>Length: 1 class | <ul style="list-style-type: none"> <li>• To use the correct prepositions in many cases:</li> </ul>  | <ul style="list-style-type: none"> <li>• The function of An adjective</li> <li>• Expressions to describe people.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Prepositions of place and time: IN, ON, AT.</li> </ul> | <ul style="list-style-type: none"> <li>• WRITING: Describe the following pictures using the</li> </ul>   |

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|  | <p>place and time.</p> <ul style="list-style-type: none"> <li>To learn the difference between IN, ON and AT.</li> <li>To describe a person taking into account the characteristics and the information.</li> <li>To learn new vocabulary to describe in the best way possible someone/ something.</li> </ul>   | <ul style="list-style-type: none"> <li>Adjective + noun form</li> <li>Adjectives ( meaning + function + examples) // Possessive Adjectives</li> </ul> | <ul style="list-style-type: none"> <li>Questions for describing people.</li> </ul> | <p>adjectives from the box</p> <ul style="list-style-type: none"> <li>VOCABULARY: Professions, hobbies, personal information, physical appearance.</li> </ul> |
| <p><b>Unit 8</b><br/><b>Final class</b><br/><b>final</b><br/><b>project.</b></p> | <ul style="list-style-type: none"> <li>Individual presentation: Family member description.</li> <li>Speaking: Production based on a complete description about a family member.</li> <li>Student must present this final assessment in order to be promoted to the following level advanced.</li> </ul>  |   |  |   |
| <p><b>Description</b></p>  | <p>Each student has to choose any Family Member. He/She must describe him/her according to: Personal information (name, age, marital status, nationality, job, career) Physical Appearance, likes and dislikes, past activities and hobbies! Each student has to justify the reason of why he/she chose him/her. Each student has to use as much topics as he/she can, putting in practice everything what he and she has learned. The idea is that the student can be fluent, clear and proper with the information given, can use as much vocabulary as possible and can tell us a complete background about the Family Member chosen.</p> |   |  |   |

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