

## PLANEAMIENTO ANUAL

Institucion: \_\_\_\_\_

Ciudad: \_\_\_\_\_

DISCIPLINA : \_\_\_\_\_ DIAS DE CLASES : \_\_\_\_\_

AÑO LECTIVO : \_\_\_\_\_

CURSO : \_\_\_\_\_

SECCIÓN : \_\_\_\_\_

PROFESOR/A: \_\_\_\_\_ CARGA HORARIA: \_\_\_\_\_

ESPECIALIDAD: \_\_\_\_\_

TURNO: \_\_\_\_\_

# Annual Lesson Plan Hello Class Level One

Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
	UNIT I			
<ul style="list-style-type: none"> <li>- To greet through the English language</li> <li>- To use the foreign language to express personal information</li> <li>- To follow instructions</li> <li>- To give routine instructions of class</li> <li>- To use English to express specific needs in the school environment</li> <li>- To complete with personal information</li> <li>- To describe people, object or pictures using learned vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings / Introducing</li> <li>- The Alphabet – School Tools – Personal Information</li> <li>- The articles A / AN / THE</li> <li>- Professions and Places</li> <li>- Verb To Be – Personal Pronouns</li> <li>- Countries and Nationalities</li> <li>- Questions Words</li> <li>- Possessive Adjectives / Possessive Case</li> <li>- Numbers: Cardinal and Ordinal</li> <li>- Days – Months – Seasons</li> <li>- My family</li> </ul>	<ul style="list-style-type: none"> <li>- To greet and say good bye</li> <li>- To differentiate types of greetings</li> <li>- To say the alphabet in English</li> <li>- To identify classroom objects</li> <li>- To name some classroom vocabulary</li> <li>- To use articles</li> <li>- To differentiate definite and indefinite</li> <li>- To use in singular and plural</li> <li>- To talk about professions and places</li> <li>- To use Personal Pronouns</li> <li>- To use verb be according to personal pronouns</li> <li>- To ask and answer questions</li> <li>- To change sentences to the negative and interrogative forms</li> <li>- To say where you are from</li> <li>- To differentiate countries and nationalities</li> <li>- To ask questions using “WH”</li> <li>- To express possession with “s -s”</li> <li>- To ask and answer using possessive adjectives</li> <li>- To differentiate possessive from pronouns</li> <li>- To write sentences using possessive</li> <li>- To write numbers in English</li> <li>- To differentiate Cardinals and Ordinals</li> <li>- To indicate position</li> <li>- To Know Days, Months and Seasons of the year</li> <li>- To ask and answer using days, months and seasons of the year</li> <li>- To know family members</li> <li>- To identify family members</li> <li>- To ask and answer about family members</li> </ul>	<ul style="list-style-type: none"> <li>- R.S.A.: class participation with verbal application of studied concepts</li> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual word</li> <li>- Group work</li> <li>- Test</li> </ul>	

**Annual Lesson Plan Hello Class Level One**

Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
	<b>UNIT II</b>			
<ul style="list-style-type: none"> <li>- To recognize plural forms, tenses and demonstratives</li> <li>- To make simple questions</li> <li>- To write dialogues and paragraphs using learned vocabulary</li> <li>- To use English to express specific needs in the school environment</li> <li>- To produce dialogues and sentences in written form</li> </ul>	<ul style="list-style-type: none"> <li>- Verb To Have</li> <li>- Simple Present – Likes and Dislikes</li> <li>- Imperatives</li> <li>- There IS/ARE – How Many</li> <li>- Animals</li> <li>- Adjectives</li> <li>- Colors and Clothes</li> <li>- Plural of Nouns and Demonstratives</li> <li>- Present Continuous</li> </ul>	<ul style="list-style-type: none"> <li>- To know family members</li> <li>- To identify family members</li> <li>- To ask and answer about family members</li> <li>- To differentiate have – has</li> <li>- To ask and answer using simple present</li> <li>- To change sentences in negative and interrogative</li> <li>- To agree or disagree</li> <li>- To answer about favorite things</li> <li>- To use imperative giving orders and instructions</li> <li>- To use polite with Please</li> <li>- To use there is / are – How much / How many</li> <li>- To differentiate Mass and Countable nouns</li> <li>- To use plurals forms</li> <li>- To use some – any – many correctly</li> <li>- To talk and classify animals in English</li> <li>- To change sentences in negative and interrogative</li> <li>- To use adjectives in sentences</li> <li>- To write sentences using adjectives</li> <li>- To talk about and clothes</li> <li>- To write sentences using colors</li> <li>- To ask and answer about favorite colors</li> <li>- To describe people clothes</li> <li>- To write nouns in plural</li> <li>- To use demonstratives</li> <li>- To talk about actions happening now</li> <li>- To answer questions using present progressive</li> <li>- To add the ing form correctly</li> </ul>	<ul style="list-style-type: none"> <li>- R.S.A.: class participation with verbal application of studied concepts</li> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual word</li> <li>- Group work</li> <li>- Test</li> </ul>	

**Annual Lesson Plan Hello Class Level One**

Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
	<ul style="list-style-type: none"> <li>- Prepositions of Place</li> <li>- Can / Can't</li> <li>- The time</li> <li>- Parts of the house – Human Body</li> <li>- Fruits and Vegetables – Means of Transportation</li> </ul>	<ul style="list-style-type: none"> <li>- To use prepositions correctly</li> <li>- To locate people and places</li> <li>- To write sentences using prepositions</li> <li>- To express capacity and ability</li> <li>- To ask and answer with can – can't</li> <li>- To ask for permission in can</li> <li>- To tell the time</li> <li>- To ask and answer telling the time</li> <li>- To identify parts of the house</li> <li>- To talk about the body</li> <li>- To identify means of transportation and communication</li> </ul>		

# Annual Lesson Plan Hello Class Level Two

Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
	UNIT I			
<ul style="list-style-type: none"> <li>- To greet through the English language</li> <li>- To use the foreign language to express personal information</li> <li>- To follow instructions</li> <li>- To give routine instructions of class</li> <li>- To use English to express specific needs in the school environment</li> <li>- To complete with personal information</li> <li>- To describe people, object or pictures using learned vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Verb To Be – Personal Pronouns</li> <li>- My Family</li> <li>- Adjectives</li> <li>- Colors and Clothes</li> <li>- Present continuous</li> <li>- Prepositions of Place</li> <li>- There IS/ARE – How much/How Many –</li> <li>- Animals</li> </ul>	<ul style="list-style-type: none"> <li>- To use Personal Pronouns</li> <li>- To use verb be according to personal pronouns</li> <li>- To ask and answer questions</li> <li>- To change sentences to the negative and interrogative forms</li> <li>- To Know family members</li> <li>- To identify family members</li> <li>- To ask and answer about family members</li> <li>- To use adjectives in sentences</li> <li>- To write sentences using adjectives</li> <li>- To talk about colors and clothes</li> <li>- To write sentences using colors</li> <li>- To ask and answer about favorite colors</li> <li>- To describe people clothes</li> <li>- To talk about actions happening now</li> <li>- To answer questions using present progressive</li> <li>- To add the ing form correctly</li> <li>- To use prepositions correctly</li> <li>- To locate people and places</li> <li>- To write sentences using prepositions</li> <li>- To use there is / are – How much / How many</li> <li>- To differentiate Mass and Countable nouns</li> <li>- To use plurals forms</li> <li>- To use some – any – many correctly</li> <li>- To talk and classify animals in English</li> <li>- To change sentences in negative and interrogative</li> </ul>	<ul style="list-style-type: none"> <li>- R.S.A: class participation with verbal application of studied concepts</li> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual work</li> <li>- Group work</li> <li>- Test</li> </ul>	

Annual Lesson Plan Hello Class Level Two				
Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
	UNIT II			
<ul style="list-style-type: none"> <li>- To use vocabulary and verbs tenses to make sentences</li> <li>- To talk about past events</li> <li>- To elaborate a C.V</li> <li>- To use knowledge in different types of written production in the basic level of environment</li> <li>- To use English to express specific needs in the school environment</li> </ul>	- Past of Be	<ul style="list-style-type: none"> <li>- To task and answer</li> <li>- To differentiate the use of was – were</li> <li>- To express things happened in the past</li> <li>- To change sentences in negative and interrogative</li> <li>- To ask and answer using past: tense</li> </ul>	<ul style="list-style-type: none"> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual work</li> <li>- Group work</li> <li>- Test</li> </ul>	
	- There was / There were	<ul style="list-style-type: none"> <li>- To say where you were and what were there</li> <li>- To use there was – there were correctly</li> <li>- To talk about past action</li> </ul>		
	- Past continuous	<ul style="list-style-type: none"> <li>- To talk about actions in the past</li> <li>- To change sentences in past progressive</li> <li>- To write sentences in order</li> </ul>		
	- Simple Past – Used to	<ul style="list-style-type: none"> <li>- To recognize the past of the verbs</li> <li>- To use auxiliary DID in negative and interrogative</li> <li>- To differentiate regular and irregular verbs</li> <li>- To apply “used to” correctly in affirmative negative and interrogative</li> </ul>		
	- Curriculum – Memo – Letters	<ul style="list-style-type: none"> <li>- To write a curriculum and memo</li> <li>- To know parts of a letter</li> <li>- To differentiate types of letter</li> <li>- To complete an envelope</li> </ul>		
	- Numbers: Cardinal	<ul style="list-style-type: none"> <li>- To write numbers in English</li> <li>- To differentiate Cardinals and Ordinals</li> </ul>		
	- The time	<ul style="list-style-type: none"> <li>- To tell the time</li> <li>- To ask and answer telling the time</li> </ul>		
	- Can / Can't	<ul style="list-style-type: none"> <li>- To express capacity and ability</li> <li>- To ask and answer with can – can't</li> <li>- To ask for permission with can</li> </ul>		

Annual Lesson Plan Hello Class Level Two				
Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
	<ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Superlatives</li> <li>- Future: will – Be going to</li> <li>- Possessive Pronouns</li> <li>- Object Pronouns</li> <li>- Reflexive Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- To identify adjectives</li> <li>- To write the opposite</li> <li>- To compare things</li> <li>- To use the different comparatives form</li> <li>- To identify the superlative form of adjectives</li> <li>- To use “est” and “most” properly</li> <li>- To answer questions in superlative forms</li> <li>- To talk about plans</li> <li>- To ask and answer using will and be going to</li> <li>- To make predictions</li> <li>- To differentiate uses of will and be going to</li> <li>- To use possessive, object and reflexive pronouns</li> <li>- To differentiate types of pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual work</li> <li>- Group work</li> <li>- Test</li> </ul>	





Annual Lesson Plan Level Three				
Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
<ul style="list-style-type: none"> <li>- To greet trough the English language</li> <li>- To use foreign language to express personal information</li> <li>- To follow instructions</li> <li>- To give routine instructions of class</li> <li>- To us English to express specific needs in the school environment</li> </ul>	<ul style="list-style-type: none"> <li>- Personal data What/Where/ Who/ When/ How</li> <li>- Synonyms</li> <li>- Antonyms</li> <li>- True and False Cognates</li> <li>- Places – Instructions</li> <li>- Connectors : But / So And</li> <li>- Extreme Sports</li> <li>- Simple Past of Regular and Irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>- To ask and answer about personal data</li> <li>- To ask questions with " WH</li> <li>- To write questions using WH</li> <li>- To use synonyms in sentences</li> <li>- To identify synonyms words</li> <li>- To use antonyms in sentences</li> <li>- To identify antonyms</li> <li>- To write the opposite</li> <li>- To recognize true and false cognates</li> <li>- To differentiate true and false cognates</li> <li>- To write sentences using cognates</li> <li>- To ask and answer about directions</li> <li>- To give instructions about places</li> <li>- To use prepositions indicating places</li> <li>- To write sentences</li> <li>- To use connectors correctly</li> <li>- To identify connectors</li> <li>- To translate sentences using connectors</li> <li>- To talk about sports</li> <li>- To write paragrahs about extreme sports</li> <li>- To identify main idea of a text</li> <li>- To talk about past events</li> <li>- To use auxiliary Did in negative and interrogative</li> <li>- To differentiate regular and irregular verbs</li> <li>- To recognize the past of the verbs</li> </ul>	<ul style="list-style-type: none"> <li>- R.S.A: class participation with verbal application of studied concepts</li> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual work</li> <li>- Group work</li> <li>- Test</li> </ul>	

### Annual Lesson Plan Level Three

Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
<ul style="list-style-type: none"> <li>- To complete with personal information</li> <li>- To describe people, object or pictures using learned vocabulary</li> <li>- To use English to express specific needs in the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Wh Questions What / Where / When / Why / Who / Which / How</li> <li>- Comparatives</li> <li>- Superlatives</li> <li>- Future: Will – Won't</li> <li>- Suffix and Prefix</li> <li>- First Conditional</li> <li>- Future Be going to</li> </ul>	<ul style="list-style-type: none"> <li>- To ask and answer about personal information</li> <li>- To use "WH questions</li> <li>- To identify questions words</li> <li>- To use the different comparative form</li> <li>- To identify adjectives</li> <li>- To write sentences in comparatives</li> <li>- To identify the superlative form of adjectives</li> <li>- To use "est" and "most" properly</li> <li>- To translate text into Spanish</li> <li>- To uses of will and won't in sentences</li> <li>- To make predictions</li> <li>- To ask and answer questions</li> <li>- To ask and answer questions</li> <li>- To differentiate the uses</li> <li>- To add suffix and prefix correctly</li> <li>- To recognize use of first conditional</li> <li>- To ask and answer using first conditional</li> <li>- To write sentences in order</li> <li>- To talk about future</li> <li>- To ask and answer questions using "be going to"</li> <li>- To change sentences in negative and interrogative forms</li> </ul>	<ul style="list-style-type: none"> <li>- R.S.A: class participation with verbal application of studied concepts</li> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual work</li> <li>- Group work</li> <li>- Test</li> </ul>	

Annual Lesson Plan Level Three				
Capacities	Topic	Learning Goals	Strategies and Evaluation	Time
<ul style="list-style-type: none"> <li>- To recognize plural forms, tenses and demonstratives</li> <li>- To make simple questions</li> <li>- write dialogues and paragraphs using learned vocabulary</li> <li>- To use English to express specific needs in the school environment.</li> <li>- To produce dialogues and sentences in written form</li> </ul>	<ul style="list-style-type: none"> <li>_ Sports</li> <li>_ Writing Comprehension</li> <li>_ Writing Expression</li> <li>_ First – Next – Then – Finally</li> <li>_ Curriculum Vitae</li> <li>_ Writing Letters</li> <li>_ Memorandum</li> </ul>	<ul style="list-style-type: none"> <li>- To talk about sports</li> <li>- To ask and answer about sport</li> <li>- To put letters in order ton to form words sports</li> <li>- To identify main idea of a text</li> <li>- To recognize supporting details of the main idea</li> <li>- To read orally a text</li> <li>- To write stories</li> <li>- To identify the message</li> <li>- To use connectors</li> <li>- To express sequence</li> <li>- To write a C.V. and memo</li> <li>- To know parts of a letter</li> <li>- To differentiate letter types</li> <li>- To fill out an envelope</li> </ul>	<ul style="list-style-type: none"> <li>- R.S.A: class participation with verbal application of studied concepts</li> <li>- Written Production</li> <li>- Oral production</li> <li>- Listening</li> <li>- Role Play</li> <li>- Individual work</li> <li>- Group work</li> <li>- Test</li> </ul>	