



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."
 "Cree en ti mismo, Dios está contigo"
 PLANEACIÓN DIDÁCTICA DE CLASES 2026



ASIGNATURA: INGLÉS	PROFESOR (A): EDILBERTO ESÍTIA GALVIS	GRADO: 10°
PERIODO: I	FECHA: SEMANA DEL 16 DE FEBRERO AL 27 DE FEBRERO	NÚMERO DE HORAS: 60

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
2 HOURS February 16th	<p>NARRATIVE AND ARGUMENTATIVE TEXTS</p> <p>Students will differ the way narrative and argumentative texts are organized as well as their purposes.</p>	<p>I. After welcoming and checking the attendance list, the teacher will ask the students to make quick research about Narrative and Argumentative Texts and their differences. Next, students will be reminded the importance of cite from Where they take the information. They will share their findings by taking turns.</p> <p>D. Then right after that, the teacher will encourage their students to watch the following videos about the kind of texts previously mentioned.</p> <p>The Four Types of Writing</p> <p>https://www.youtube.com/watch?v=ldfkKgH9T9Y</p> <p>What is a narrative text?</p> <p>https://study.com/academy/lesson/what-is-narrative-writing-definition-types-characteristics-examples.html</p> <p>What is an argumentative text?</p> <p>https://www.youtube.com/watch?v=oAUKxr946SI Narrative vs. Argumentative Writing</p> <p>https://www.youtube.com/watch?v=qJQJBQ6Lh20</p>	<p>P.C. Video Internet</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Essay: argumentative text structure.</p>



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C. Later, students must make a comparative chart between the differences of these texts as shown below. This will be socialized during the next class.

Writing Paragraphs Characteristics	
Narrative	Argumentative

Narrative Tells a story.	Descriptive Puts a picture in your head.
Expository Explains something.	Persuasive Wants the audience to agree.

How to Write an Argument

1. Choose a Topic
2. Take a Position
3. Gather Evidence
4. Present Argument Logically
5. Provide Counterarguments



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<p>2 HOURS</p> <p>February 17th and 18th</p>	<p>LISTENING TO DETERMINE THE MAIN IDEA</p> <p>Students will be able to listen to a conversation and determine who the people are, where they are and what they are likely doing.</p>	<p>I. After checking the attendance list, the teacher will set up the class to encourage the students to be ready for another listening practice in order to get both specific information (SCANNING) and the general idea (SKIMMING). These two terms will be explained again.</p> <p>D. Then after this, the teacher will set up a guided Listening activity so that the students will get into this topic easier. Every student must be ready to take part of this activity.</p> <p>Pre-Listening Exercise</p> <p>When you travel to a new place, what things would you like to see and do? What hotels would you choose? What things would you like to buy? The recording will be taken from:</p> <p>https://www.esl-lab.com/easy/sightseeing-tours/</p> <p>C. Finally, the teacher will encourage his students to work on the post listening activity to have a conversation about it during the next class.</p> <p>Post-Listening Exercise</p> <p>Imagine that you are visiting a new city for the first time as a tourist in Paris, London, Sydney, Rome, or New York City. Many people are looking for cheap travel ideas. Think about these questions:</p> <p>What things do you like to do in these cities? What places would you visit? What do you buy?</p>	<p>P.C. Recording Listening questionary Internet</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Skimming the main idea from a conversation.</p>
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<p>2 HOURS</p> <p>February 20th</p>	<p>P.E.T. SIMULATION TEST</p> <p>Students will be shown the way the Institutional Test is according to the K.E.T reading comprehension format.</p>	<p>Does your choice of activities depend on whether you are on a Hawaiianhoneyymoon, a travel adventure, or on business?</p> <p>You are thinking about going on vacation to these three cities: Paris, New York City, and Tokyo. How much would it cost to fly to each of these cities? Use the Internet to check on prices and compare. Now, choose one more place of your choice and find out how much it would cost to fly there.</p> <p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads they must accomplish to improve their academical performance as well as encourage them to be very responsible, committed and honest with their learning process.</p> <p>D. Then after, the teacher will share through the chat platform the P.E.T test. Students will have 30 minutes to get it done, but just the 3 first partsof it. As the students solve the test, the teacher will be aware of any doubt that might come across. To make sure students will accomplish with the leads to be successful on this test. Some tips must be previously shared.</p> <p>C. Finally, after the time given for the test, the teacher will encourage and remind his students on the importance of practicing English everyday so that they will be able to overcome easily those topics which have troubledthem. Later, the test will be socialized, feedbacked and graded.</p>	<p>Internet P.C. P.E.T paper test.</p>	<p>Comimtment and responsibility.</p> <p>Honesty.</p>
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<p>2 HOURS</p> <p>February 23rd</p>	<p>SIMPLE PAST WAS/WERE</p> <p>Students will be able to describe what they did in the past as well as interchange information about past events by supporting themselves on the simple past of the verb BE.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will review the way the Verb to Be Works in present simple. For this, the teacher will support himself on the following picture:</p> <p>Find the right answers for the questions.</p> <table border="1"><tr><td>1 Where's the camera?</td><td>A London.</td><td>1 <u>G</u></td></tr><tr><td>2 Is your car blue?</td><td>B No, I'm not.</td><td>2</td></tr><tr><td>3 Is Linda from London?</td><td>C Yes, you are.</td><td>3</td></tr><tr><td>4 Am I late?</td><td>D My sister.</td><td>4</td></tr><tr><td>5 Where's Ann from?</td><td>E Black.</td><td>5</td></tr><tr><td>6 What colour is your bag?</td><td>F No, it's black.</td><td>6</td></tr><tr><td>7 Are you hungry?</td><td>G In your bag.</td><td>7</td></tr><tr><td>8 How is George?</td><td>H No, she's American.</td><td>8</td></tr><tr><td>9 Who's that woman?</td><td>I Very well.</td><td>9</td></tr></table> <p>Make questions with these words. Use is or are.</p> <table><tr><td>1 (at home / your mother?)</td><td><u>Is your mother at home?</u></td></tr><tr><td>2 (your parents / well?)</td><td><u>Are your parents well?</u></td></tr><tr><td>3 (interesting / your job?)</td><td>.....</td></tr><tr><td>4 (the shops / open today?)</td><td>.....</td></tr><tr><td>5 (interested in sport / you?)</td><td>.....</td></tr><tr><td>6 (near here / the post office?)</td><td>.....</td></tr><tr><td>7 (at school / your children?)</td><td>.....</td></tr><tr><td>8 (why / you / late?)</td><td>.....</td></tr></table>	1 Where's the camera?	A London.	1 <u>G</u>	2 Is your car blue?	B No, I'm not.	2	3 Is Linda from London?	C Yes, you are.	3	4 Am I late?	D My sister.	4	5 Where's Ann from?	E Black.	5	6 What colour is your bag?	F No, it's black.	6	7 Are you hungry?	G In your bag.	7	8 How is George?	H No, she's American.	8	9 Who's that woman?	I Very well.	9	1 (at home / your mother?)	<u>Is your mother at home?</u>	2 (your parents / well?)	<u>Are your parents well?</u>	3 (interesting / your job?)	4 (the shops / open today?)	5 (interested in sport / you?)	6 (near here / the post office?)	7 (at school / your children?)	8 (why / you / late?)	<p>P.C. Videos Pictures Internet</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Grammar task: Distinguish between AM, IS, ARE and WAS, WERE.</p>
1 Where's the camera?	A London.	1 <u>G</u>																																													
2 Is your car blue?	B No, I'm not.	2																																													
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Complete the questions. Use **What... / Who... / Where... / How...** .

1	How are your parents?	They're very well.
2	..... the bus stop?	At the end of the street.
3	..... your children?	Five, six and ten.
4	..... these oranges?	£1.20 a kilo.
5	..... your favourite sport?	Skiing.
6	..... the man in this photograph?	That's my father.
7	..... your new shoes?	Black.

Write the questions. (Read the answers first.)

1	(name?) <u>What's your name?</u>	 <p>PAUL</p> <p>Paul. I'm married. No, I'm Australian. I'm 30. No, I'm a lawyer. No, she's a designer. She's Italian. Anna. She's 27.</p>
2	(married or single?)	
3	(American?)	
4	(how old?)	
5	(a teacher?)	
6	(wife a lawyer?)	
7	(from?)	
8	(her name?)	
9	(how old?)	

D. Right after the socialization of the previous activity, the teacher will introduce the topic: The simple Past of BE: WAS & WERE.

The following video will be shown for this purpose:

<https://www.youtube.com/watch?v=O3FdGPehN-E>



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<p>2 HOURS</p> <p>February 24th and 25th</p>	<p>SIMPLE PAST WAS/WERE</p> <p>Students will be able to describe what they did in the past as well as interchange information about past events by supporting themselves on the simple past of the verb BE.</p>	<p>Then after, every student will give an example by taking into account the patterns below:</p> <p>(+): SUB. + WAS/WERE + COMP.</p> <p>(-): SUB. + WAS/WERE (NOT) + COMP.</p> <p>(¿): (WH- WORD) + WAS/WERE + SUB. + COMP?</p> <p>C. Students must socialize the previous activity before the whole class. Feedback will be given after each student's participation if necessary.</p> <p>I. After checking the attendance list, the teacher will set up an online quiz related to WAS/WERE. Students will be picked out randomly. For this, the teacher will support on the link below:</p> <p>https://www.youtube.com/watch?v=-SmWRPbXiio</p> <p>D. Afterwards, for a better understanding and usage of this new tense, a review will be done. This time, the teacher will share some pictures to illustrate the topic.</p>	<p>P.C. Videos P Pictures Internet</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Interview: Distinguish between WAS and WERE.</p>
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Now Robert **is** at work.
 At midnight last night he **wasn't** at work.
 He **was** in bed.
 He **was** asleep.

am/is (present) → **was** (past):

- I **am** tired. (now)
- Where **is** Ann? (now)
- The weather **is** good today.

I **was** tired **last night**.
 Where **was** Ann **yesterday**?
 The weather **was** good **last week**.

are (present) → **were** (past):

- You **are** late. (now)
- They **aren't** here. (now)

You **were** late **yesterday**.
 They **weren't** here **last Sunday**.

positive

I	was
he	
she	
it	
we	were
you	
they	

negative

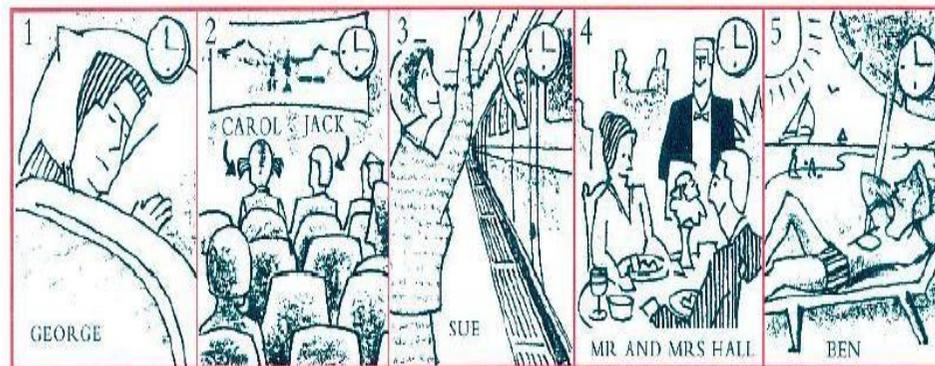
I	was not (wasn't)
he	
she	
it	
we	were not (weren't)
you	
they	

question

was	I?
	he?
	she?
	it?
were	we?
	you?
	they?

Then after, the students have to drill with some more grammar Activities to master this topic. Therefore, the following activity must be done:

Look at the pictures. Where were these people at 3 o'clock yesterday afternoon?



- | | | | |
|---|----------------------|---|------------------|
| 1 | George was in bed. | 4 | ..... |
| 2 | Carol and Jack | 5 | ..... |
| 3 | Sue | 6 | And you? I |

Put in **am/is/are** (present) or **was/were** (past).

- 1 Last year she was 22, so she is 23 now.
- 2 Today the weather nice, but yesterday it very cold.
- 3 I hungry. Can I have something to eat?
- 4 I feel fine this morning but I very tired last night.
- 5 Where you at 11 o'clock last Friday morning?
- 6 Don't buy those shoes. They very expensive.
- 7 I like your new jacket. it expensive?
- 8 This time last year I in Paris.
- 9 'Where the children?' 'I don't know. They in the garden ten minutes ago.'



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Put in **was/were** or **wasn't/weren't**.

- 1 We weren't happy with the hotel. Our room was very small and it wasn't very clean.
- 2 George at work last week because he ill. He's better now.
- 3 Yesterday a public holiday so the shops closed. They're open today.
- 4 '..... Sue and Bill at the party?' 'Sue there but Bill
- 5 'Where are my keys?' 'I don't know. They on the table but they're not there now.'
- 6 You at home last night. Where you?

Write the questions. Use the words in brackets (...) in the correct order + **was/were**.

- | | |
|--|--------------------------|
| 1 (late / you / this morning / why?)
<u>Why were you late this morning?</u> | → The traffic was bad. |
| 2 (difficult / your exam?) | → No, it was easy. |
| 3 (last week / where / Ann and Chris?) | → They were on holiday. |
| 4 (your new camera / how much?) | → Sixty pounds. |
| 5 (angry / you / yesterday / why?) | → Because you were late. |
| 6 (nice / the weather / last week?) | → Yes, it was beautiful. |

C. Finally, the teacher will motivate the students to be propoitive with this GRAMMAR TASK which is going to be socialized during the next class.

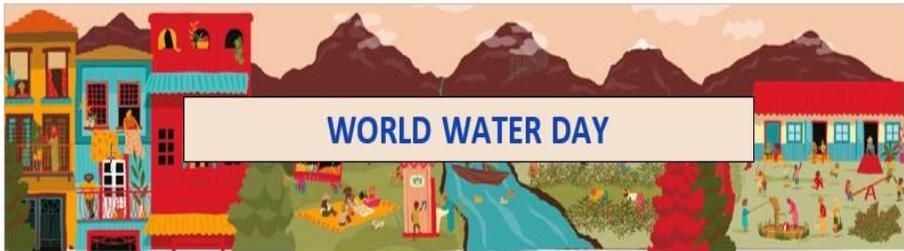


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<p>2 HOURS</p> <p>February 27th</p>	<p>READING COMPREHENSION</p> <p>Students will be able to get specific information as well as determine the main idea of a passage.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will encourage his students to get ready to perform a reading comprehension task in which they are going to apply SCANNING and SKIMMING technics. If any doubts on how to apply them the teacher will illustrate the students with the following video.</p> <p>https://www.youtube.com/watch?v=F1wPYHa5nUg</p> <p>D. Next, the students will be handed out the following reading comprehension task:</p>  <p>THINK</p> <ol style="list-style-type: none">1. What does water mean to you?2. Why is water important to you?3. What do you use the most water for?4. How does water affect the food you eat? <p>PREPARATION</p> <p>Match the words with the definitions.</p> <table border="1" data-bbox="792 1328 1482 1507"><tr><td>1. to flush the toilet</td><td>A. to put lots of water into the toilet to clean it</td></tr><tr><td>2. to hold an event</td><td>B. to become sick</td></tr><tr><td>3. thirsty</td><td>C. water that is not safe to drink</td></tr><tr><td>4. a billion people</td><td>D. feeling that you want to drink</td></tr><tr><td>5. to catch a disease</td><td>E. 1,000,000,000 people</td></tr><tr><td>6. dirty water</td><td>F. to have a special day that can come to</td></tr></table>	1. to flush the toilet	A. to put lots of water into the toilet to clean it	2. to hold an event	B. to become sick	3. thirsty	C. water that is not safe to drink	4. a billion people	D. feeling that you want to drink	5. to catch a disease	E. 1,000,000,000 people	6. dirty water	F. to have a special day that can come to	<p>P.C. Wi-Fi Worksheet Video</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Determining the main idea as well as getting specific details from a reading.</p>
1. to flush the toilet	A. to put lots of water into the toilet to clean it															
2. to hold an event	B. to become sick															
3. thirsty	C. water that is not safe to drink															
4. a billion people	D. feeling that you want to drink															
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READING

Did you know that in the UK every person uses about 150 litres of water every day and most of the water we use is to flush the toilet? Let's take a minute to think about the water we use. The human body is 60% water and we need to drink lots of water to be healthy. When we are thirsty we just go to the kitchen and fill a glass with clean water. We also need water for cooking. Imagine trying to cook pasta or rice without water! We have toilets in our houses and when we want to brush our teeth or have a shower, we use the bathroom. We use water indirectly too. Farmers, who produce the food we eat, use water to make the plants grow. When we turn on a light or switch on a TV or a computer we use energy and we need water to produce this energy.

The truth is that we are lucky enough to have clean water whenever we want, but this is not the case for many people around the world. Did you know that around 750 million people do not have clean water to drink? That's around 1 in 10 people in the world. And did you know that 2.5 billion people do not have clean toilets? That's about 1 in 3 people in the world.

If we drink dirty water or we can't wash our hands when we go to the toilet, we can catch diseases from the bacteria and become ill. Every year over 500,000 children die from diarrhoea from dirty water. That's around 1,400 children every day! In Ghana, 80% of all diseases are from dirty water, in Nigeria 70% of people don't have toilets and in Nicaragua, 80% of people don't have clean drinking water. Also, in some countries children walk many kilometres every day to get water and sometimes the water isn't even clean! If children walk many hours a day to get water, they can't go to school so they don't learn how to read or write and don't get an education.

In 1993 the United Nations decided that March 22nd is the World Day for Water. On this day every year, countries around the world hold events to educate people about the problems of dirty water and that clean water is something that everyone should have around the world. People organise events to raise money and this money helps countries like Nigeria or Nicaragua get clean water to its people so that children don't die from diarrhoea and so that they can go to school.

For World Water Day, some people in the UK walk, run or cycle 10km, others climb mountains or even jump from an aeroplane and skydive to the ground. At one school children between the ages of 10 and 15 walk 6km with 6 litres of water so they can see how it feels to walk a long distance carrying heavy bottles of water. People give them money to do these things and all the money helps get clean water to as many people as possible around the world.



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GROUPING

Put the phrases in the correct groups.

Walk many km every day to look for water	Grow good	Flush the toilet	Cook
Can't wash their hands	Can't go to school	Die from diarrhoea	Brush our teeth
Make energy	Don't have toilets		

We use water to...	When there isn't any water, people...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

GAP FILL

Fill the gaps with the correct number from the box.

60%	1,400	70%	10km	80%
750	2.5	150	6	22nd

1. In the UK people use about _____ litres of water a day.
2. The human body is _____ water.
3. _____ million people around the world do not have clean water.
4. _____ billion people around the world do not have clean toilets.
5. _____ children die from diarrhoea from dirty water every day.
6. In Nigeria _____ of people don't have toilets.
7. In Nicaragua _____ of people don't have clean drinking water.
8. The World Day for Water is on March _____ every year.
9. For World Water Day in the UK, people walk, run or cycle _____ to help people who don't have clean water.
10. In the UK children walk 6km with _____ litres of water to raise money for World Water Day.



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MULTIPLE CHOICE

Choose the correct way to say the number.

150	60%
A. One hundred with fifty	A. Sixty of a hundred
B. Fifty and one hundred	B. Sixty per cent
C. One hundred and fifty	C. Sixty in hundred

750	2.5 billion
A. Seven hundred and fifty million	A. Two with five billion
B. Seven hundred and fifty millions	B. Two dot five billion
C. Seven hundreds and fifty millions	C. Two point five billion

500	1,400
A. Fifty thousand	A. Fourteen thousand
B. Five hundred thousand	B. One thousand four hundred
C. Five hundred thousands	C. One thousand four hundreds

(The year) 1993	March 22nd
A. Nineteen ninety three	A. March twenty two
B. One nine nine three	B. March the twenty two
C. One thousand nine hundred and ninety three	C. March the twenty second

C. Finally, the answers of this reading task will be socialized before the whole class. Students will be chosen randomly and feedback will be given after each student's participation.