



# COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"



"Cree en ti mismo, Dios está contigo"

PLANEACIÓN DIDACTICA DE CLASES 2026

ASIGNATURA: INGLÉS	PROFESOR (A): EDILBERTO ESPITIA GALVIS	GRADO: 11°
PERIODO: I	FECHA: SEMANA DEL 20 DE ENERO AL 30 DE ENERO	NÚMERO DE HORAS: 70

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
<p><b>2 HOURS</b></p> <p><b>11°</b></p> <p><b>A and B</b></p> <p><b>January</b></p> <p><b>20th</b></p>	<p><b>KEY ENGLISH TEST (KET) and PRIMARY ENGLISH TEST (PET)</b></p> <p>Make students aware of the way International English Tests are related to Pruebas saber 11.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will share the way the English classes will be performed as well as how the evaluation will be done. Then, students will be split into groups to design their commitments to carry out during this year. Each group must be socialized before the whole class to choose the final commitments.</p> <p>D. Then after that, the teacher will illustrate the learning goals students are going to reach during the first half of this term:</p> <ul style="list-style-type: none"> <li>• <b>Recognize expressions to refer to the effects of development on the environment.</b></li> <li>• <b>Use adverbs of frequency to indicate how often an event or action happens.</b></li> <li>• <b>Exchange information about his routine and that of others, indicating the chronological order of the events.</b></li> <li>• <b>Difference the organization and purpose of narrative and argumentative texts.</b></li> </ul>	<p>TV set</p> <p>Speakers</p> <p>Internet</p> <p>Videos.</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others' opinion and take turns when participating.</p>



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<p><b>1 HOUR</b></p> <p><b>11°</b></p> <p><b>A and B</b></p> <p><b>January</b></p> <p><b>21st</b></p>	<p><b>HOW DO YOU USUALLY SPEND YOUR HOLLIDAYS?</b></p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p><b>D.</b> Then, the teacher will illustrate the <b>KET</b> (reinduction) and <b>PET</b> parts, issues and strategies to face these kinds of tests by supporting himself on the following webpages:  <a href="https://www.examenglish.com/KET/index.html">https://www.examenglish.com/KET/index.html</a>,  <a href="https://www.examenglish.com/PET/index.html">https://www.examenglish.com/PET/index.html</a></p> <p><b>C.</b> Finally, the teacher will encourage his students to browse and start practicing their English so that they will get acquainted not only with test format but with new vocabulary as well.</p> <p><b>I.</b> After checking the attendance list, the teacher will set up a warm up activity called "Word Swatter" to improve vocabulary related to daily routines, environment issues as well as their spelling. The teacher will ask the students to make 4 groups.</p> <p><b>D.</b> Then after, the teacher will guide the students on how Yes/No and WH-questions work when using DO-DOES by supporting himself on the following video:  <a href="https://www.youtube.com/watch?v=x-X9sURtFB8">https://www.youtube.com/watch?v=x-X9sURtFB8</a></p> <p>The video will be stopped as many times it will be necessary to clarify concepts and comprehension. After explaining how these kinds of questions work in detail, the teacher will encourage their students to makes questions to him or among themselves by using the following chart which is going to be drawn on the board. Students have to work in pairs.</p>	<p>Fly swatter Worksheet TV set Videos</p>	<p>Making Yes/No and Wh-questions written and orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turns when participating.</p> <p>Vocabulary quiz</p>
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WH-WORD	DO		BASE FORM OF THE VERB	COMPLEMENT		
	DOES			OBJECT OF THE VERB	PLACE	TIME?

C. Each group must socialize the activity before the class and the teacher will make corrections, if necessary, by encouraging the students. Then after, the teacher will give some guidelines to the students to create a dialogue for the next class.

For further practice, students must log on the following website:

[www.englishexercises.org](http://www.englishexercises.org)

Grammar  
Present simple.

[www.agendaweb.org](http://www.agendaweb.org)

Verb exercises  
Present simple.



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<p><b>2 HOURS</b></p> <p><b>11°A</b> <b>January</b> <b>22nd and</b> <b>23rd</b></p> <p><b>11° B</b> <b>January</b> <b>22nd</b></p>	<p><b>HOW DO YOU USUALLY SPEND YOUR HOLLIDAYS?</b></p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>I. After giving some tips about the way students must make the dialogue proposed during the previous class, students must gather themselves in group of two.</p> <p>D. Students must design a dialogue in which they have to show the way Yes/No and Wh-questions must be done. Students will be allowed to pick out their own topics. However, those activities they do during their holidays must be included in their dialogue.</p> <p>At the same time the teacher will illustrate on board the leads and an example the way the dialogue must be done and perform. They teacher will walk around the place to support students 'ideas.</p> <div data-bbox="842 824 1485 1523" data-label="Complex-Block"> <p><b>WH QUESTION WORDS</b> (ENGLISH GRAMMAR)</p> <p>There are a number of words in the English language that are used primarily to make questions; these words are 'question words', sometimes known as 'WH question words'.</p> <ul style="list-style-type: none"> <li><b>WHAT</b>: 'What' is used when asking for information about something: What did you do last evening?</li> <li><b>WHEN</b>: 'When' is used when asking for the time: When do you arrive?</li> <li><b>WHERE</b>: 'Where' is used when asking for the place: Where do you go for your tuitions?</li> <li><b>WHO</b>: 'Who' is used when asking for identity of person or persons: Who called earlier?</li> <li><b>WHOSE</b>: 'Whose' is used when asking about possession: Whose place are you staying at?</li> <li><b>WHICH</b>: 'Which' is used to ask about choice: Which flavour of ice cream would you like?</li> <li><b>WHY</b>: 'Why' is used when asking for reasons: Why would you say something like that?</li> <li><b>HOW</b>: 'How' is used when asking about the manner or quality or condition: How did you do that?</li> </ul> </div>	<p>Scripts Slides</p>	<p>Conversation: making Yes/No and Wh-questions written and orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Creativity.</p>
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<p><b>2 HOURS</b></p> <p><b>11° A</b> <b>January</b> <b>23rd and</b> <b>26th</b></p> <p><b>11° B</b> <b>January</b> <b>26th</b></p>	<p><b>HOW DO YOU USUALLY SPEND YOUR HOLLIDAYS?</b></p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p><b>C.</b> At the end of this session the teacher will spend some time checking and correcting mistakes so that the students will get ready to perform it next class, the coming Monday.</p> <p><b>I.</b> After checking the attendance list, the teacher will again set up a warm up activity called "Word Swatter" to keep on improving vocabulary related to daily routines, environment issues as well as their spelling. But before this, the teacher will ask the students how they are doing with the dialogue they have to perform next Monday. Later, the teacher will ask the students to make 4 groups by their own.</p> <p><b>D.</b> The teacher will hand out a worksheet related to Yes/No and Wh-questions with DO, DOES, AM, IS and ARE. Students must work in group of two organized by the teacher.</p> <p style="text-align: center;"><u>Simple Present Tense</u></p> <table border="1" data-bbox="849 1133 1447 1479"> <thead> <tr> <th>Affirmative</th> <th>Interrogative</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>I work</td> <td>Do I work?</td> <td>I don't work</td> </tr> <tr> <td>You work</td> <td>Do you work?</td> <td>You don't work</td> </tr> <tr> <td>He works</td> <td>Does he work?</td> <td>He doesn't work</td> </tr> <tr> <td>She works</td> <td>Does she work?</td> <td>She doesn't work</td> </tr> <tr> <td>It Works</td> <td>Does it Work?</td> <td>It doesn't work</td> </tr> <tr> <td>We work</td> <td>Do we work?</td> <td>We don't work</td> </tr> <tr> <td>You work</td> <td>Do you work?</td> <td>You don't work</td> </tr> <tr> <td>They work</td> <td>Do they work?</td> <td>They don't work</td> </tr> </tbody> </table>	Affirmative	Interrogative	Negative	I work	Do I work?	I don't work	You work	Do you work?	You don't work	He works	Does he work?	He doesn't work	She works	Does she work?	She doesn't work	It Works	Does it Work?	It doesn't work	We work	Do we work?	We don't work	You work	Do you work?	You don't work	They work	Do they work?	They don't work	<p>Worksheet Slides.</p>	<p>Interview: making Yes/No and Wh-questions written and orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turns when participating.</p>
Affirmative	Interrogative	Negative																													
I work	Do I work?	I don't work																													
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• Complete these sixteen sentences to score your knowledge of 'W / H' Questions.

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| <p>1. (A) ... do you live?<br/>(B) I live in Mexico City.<br/>a) How<br/>b) Where<br/>c) Who</p> <p>2. (A) ... does Michael get to work?<br/>(B) He drives to work.<br/>a) Who<br/>b) Where<br/>c) How</p> <p>3. (A) ... old are you?<br/>(B) I'm twenty-three.<br/>a) Why<br/>b) What<br/>c) How</p> <p>4. (A) ... is that?<br/>(B) It's a butterfly.<br/>a) What<br/>b) Where<br/>c) Who</p> <p>5. (A) ... is my cell phone?<br/>(B) I think I saw it on the table.<br/>a) Where<br/>b) What<br/>c) When</p> <p>6. (A) ... do cows eat?<br/>(B) They eat grass.<br/>a) How<br/>b) What<br/>c) When</p> <p>7. (A) ... is your best friend?<br/>(B) Sofia is my best friend.<br/>a) What<br/>b) Who<br/>c) Why</p> <p>8. (A) ... do you usually get up?<br/>(B) I usually get up at six o'clock.<br/>a) When<br/>b) Why<br/>c) Who</p> | <p>9. (A) ... is your name?<br/>(B) My name is Stewart.<br/>a) What<br/>b) Who<br/>c) How</p> <p>10. (A) ... are you at home today?<br/>(B) I feel sick.<br/>a) Where<br/>b) Who<br/>c) Why</p> <p>11. (A) ... day is it?<br/>(B) It's Monday.<br/>a) When<br/>b) What<br/>c) Who</p> <p>12. (A) ... can I start work?<br/>(B) You can start now!<br/>a) What<br/>b) When<br/>c) Who</p> <p>13. (A) ... time is it?<br/>(B) It's ten o'clock.<br/>a) How<br/>b) When<br/>c) What</p> <p>14. (A) ... are you late?<br/>(B) My car is broken down.<br/>a) Why<br/>b) Who<br/>c) Where</p> <p>15. (A) ... are your bags?<br/>(B) They are over there.<br/>a) Where<br/>b) Why<br/>c) How</p> <p>16. (A) ... are you today?<br/>(B) I'm fine, thanks.<br/>a) How<br/>b) Who<br/>c) Where</p> |
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15 - 16 = Excellent    13 - 14 = Good    12 or Less = Study More!



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<p><b>2 HOURS</b></p> <p><b>11°</b> <b>A and B</b> <b>January 27</b></p>	<p><b>SIMPLE PRESENT: SPEAKING SKILLS</b></p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>C. Each group must socialize the activity before the class and the teacher will make corrections, if necessary, by encouraging the students. Then after, the teacher will give some guidelines to the students to create another dialogue for the next class.</p> <p>For further practice and master the topics seen, students must log on: <a href="http://www.learningenglish-online/grammar/tests/dodoes.html">www.learningenglish-online/grammar/tests/dodoes.html</a></p> <p>From this webpage they have to do:</p> <ol style="list-style-type: none"> <li>1. <b>DO/DOES TESTS. (1, 2 and 3).</b></li> <li>2. <b>WH-QUESTIONS TESTS. (1, 2 and 3).</b></li> <li>3. <b>VERB TO BE TESTS. (1 and 2).</b></li> </ol> <p>I. After welcoming the students and checking the attendance list, the teacher will give his students the final tips and advice to perform their dialogue which has been getting done since last week. <b>Students will be reminded of the importance of listening to their peers carefully and respectfully.</b> This will be highly taken into account during their performance.</p> <p>D. Then, the teacher will again illustrate on the board the requirements needed for the dialogue as well as giving individual feedback after each group performing.</p> <ul style="list-style-type: none"> <li>• Pair work</li> <li>• Yes/No and Wh-questions with DO-DOES</li> <li>• 5 minutes length</li> </ul>	<p>Scripts</p>	<p>Conversation: usage of DO-DOES (Present simple) to describe permanent situations.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others' opinion and take turns when participating.</p> <p>Creativity.</p>
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<p><b>1 HOUR</b></p> <p><b>11°</b></p> <p><b>A and B</b></p> <p><b>January</b></p> <p><b>28th</b></p>	<p><b>ADVERBS OF FREQUENCY AND SEQUENCY.</b></p> <p>Say how often someone does an activity or something happens by keeping a chronological order.</p>	<ul style="list-style-type: none"> <li>No Reading will be allowed</li> <li>Creativity</li> </ul> <p><b>C.</b> After giving the general feedback, the teacher will guide the students to autoevluate their performing so that they will improve their speaking abilities with a topic previously prepared. Besides, students will be given the chance to provide the teacher with other ways to enlarge this skill.</p> <p><b>I.</b> After welcoming the students, the teacher will ask them to classify the following words into the categories: Adverbs of Frequency and Adverbs of Sequency. To do so, students have to draw the chart below on their notebooks.</p> <ul style="list-style-type: none"> <li>Seldom      Finally      Rarely      Second      Then</li> <li>Usually      Next      Later      Hardly ever      Before</li> <li>When      Often      Scarcely      Third      While</li> <li>Almost never      Twice a day      After      Firstly      Lastly      Never</li> </ul> <table border="1" data-bbox="692 1198 1649 1474"> <thead> <tr> <th>Frequency Adverbs</th> <th>Sequency Adverbs</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	Frequency Adverbs	Sequency Adverbs											<p>TV set Speakers Internet Videos</p>	<p>Survey: usage of the adverbs of frequency and sequency to describe both a process and how often it happens.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turns when participating.</p>
Frequency Adverbs	Sequency Adverbs															



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D. Then, the teacher will illustrate how these part of the speech work and their usages. For this, the teacher will support himself on the following videos:

**Adverbs of frequency:**

<https://www.youtube.com/watch?v=VAWo65QwP2c>

After playing each video, the teacher will guide the students to get acquainted with the way these kinds of adverbs must be used when describing permanent situations by taking into the Wh-word: HOW OFTEN. Next, students will be asked to describe a process in which it will be necessary to use the adverbs of sequency. At this stage, students will be encouraged to propose their own situations. The teacher will suggest a few of them to start the activity. Students have to write them down on their notebooks.

C. Socialization and checking of the previous activity as well as find out if the students academical performance fits the goals proposed.

For further practice, students must log on:

**Adverbs of Frequency | Grammar Quiz.** <https://www.quiz.biz/quizz-760331.html>

**Sequencing Quiz.**

[http://www.softschools.com/quizzes/language\\_arts/sequencing/quiz1335.html](http://www.softschools.com/quizzes/language_arts/sequencing/quiz1335.html)



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<p><b>2 HOURS</b></p> <p><b>11° A</b> <b>January</b> <b>29th and</b> <b>30th</b></p> <p><b>11° B</b> <b>January</b> <b>29th</b></p>	<p><b>LISTENING ACTIVITY</b></p> <p>Students will be able to get specific information from a conversation.</p>	<p>Students will also be given some guidelines to the students to get ready for next week vocabulary: <b>Environment and United Nations Objectives</b></p> <p>Students should log on the following link to get acquainted with this topic: <a href="https://www.greengrowthknowledge.org/organization/united-nations-environment-programme-un-environment">https://www.greengrowthknowledge.org/organization/united-nations-environment-programme-un-environment</a></p> <p>I. After checking the attendance list and welcoming the students, the teacher will encourage the students to get ready for a Listening activity which consists of scanning a recording to get specific information by taking into account a battery of questions.</p> <p>D. The teacher will log on the following web page: <a href="https://www.esl-lab.com/easy/sightseeing-tours/">https://www.esl-lab.com/easy/sightseeing-tours/</a></p> <p>Later, the teacher will set up these questions on the board to hook the students up in the Listening topic.</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?</p> <p>Then after, the recording will be played as many times as necessary to check the students 'understanding.</p>	<p>TV set Postcard Internet Speakers</p>	<p>Listening to get specific information from a conversation.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turns when participating.</p>
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**Listening Activity:**

**Where are they planning to go in the morning?**

- to a park
- to an art museum
- to a shopping center

**What kind of restaurant do they want to visit for lunch?**

- Indian
- Italian
- Indonesian

**The man wants to visit the zoo because \_\_\_\_\_.**

- the zoo will be closed the rest of the week
- there are unusual animals there
- it is free to visitors that day
- The woman wants to go shopping to \_\_\_\_\_.

**They are going to the sea by \_\_\_\_\_.**

- subway
- taxi
- bus

**C.** Finally, the students have to address an online investigation related to:  
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:  
What things do you like to do in these cities?



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		<p>What places would you visit?</p> <p>What do you buy?</p> <p>Does your choice of activities depend on whether you are on a Hawaiian honeymoon, a travel adventure, or on business?</p>		
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