



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."
"De la mano de Dios, hacemos la diferencia"
PLANEACIÓN DIDÁCTICA DE CLASES 2025



ASIGNATURA: INGLÉS	PROFESOR (A): EDILBERTO ESPITIA GALVIS	GRADO: 10°
PERIODO: IV	FECHA: SEMANA DEL 29 DE SEPTIEMBRE AL 23 DE OCTUBRE DE 2025	NÚMERO DE HORAS: 6

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
2 Hours 10° B September 29 th 10° A September 29 th and 30 th	MODAL VERBS Talk about ability and capability by using some modal verb such as CAN, COULD and WILL BE ABLE TO.	<p>I. After welcoming the students and ask them about the exercises from the English Module (Pair conjunctions), students will be introducing the new topic: MODAL VERBS, for this the teacher will support himself on the following slides. This is just to make sure about the students' prior knowledge.</p> <p>Complete the sentences using can or (be) able to. Use can if possible; otherwise use (be) able to.</p> <p>1 Gary has travelled a lot. He <u>can</u> speak five languages.</p> <p>2 I haven't <u>been able to</u> sleep very well recently.</p> <p>3 Nicole <u> </u> drive, but she doesn't have a car.</p> <p>4 I used to <u> </u> stand on my head, but I can't do it any more.</p> <p>5 I can't understand Mark. I've never <u> </u> understand him.</p> <p>6 I can't see you on Friday, but I <u> </u> meet you on Saturday morning.</p> <p>7 Ask Katherine about your problem. She might <u> </u> help you.</p> <p>Write sentences about yourself using the ideas in brackets.</p> <p>1 (something you used to be able to do) <u>I used to be able to sing well.</u></p> <p>2 (something you used to be able to do) <u>I used</u></p> <p>3 (something you would like to be able to do) <u>I'd</u></p> <p>4 (something you have never been able to do) <u>I've</u></p>	Internet P.C. Slides	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating. Grammar in use.



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Complete the sentences. Use **mustn't** or **needn't** + one of these verbs:

clean forget hurry lose wait write

- 1 The windows aren't very dirty. You needn't clean them.
- 2 We have a lot of time. We
- 3 Keep these documents in a safe place. You them.
- 4 I'm not ready yet but you for me. You can go now and I'll come later.
- 5 We to turn off the lights before we leave.
- 6 I the letter now. I can do it tomorrow.

Find the sentences with the same meaning.

1 We can leave the meeting early.	A We must stay until the end.	1 <u>D</u>
2 We must leave the meeting early.	B We couldn't stay until the end.	2
3 We mustn't leave the meeting early.	C We can't stay until the end.	3
4 We needn't leave the meeting early.	D We needn't stay until the end.	4
5 We had to leave the meeting early.	E We can stay until the end.	5

Put in **must** / **had to** / **mustn't** / **needn't**.

- 1 You needn't go. You can stay here if you want.
- 2 It's a fantastic film. You must see it.
- 3 We've got enough food, so we go shopping.
- 4 We didn't have any food yesterday, so we go shopping.
- 5 I want to know what happened. You tell me.
- 6 You tell Sue what happened. I don't want her to know.
- 7 I hurry or I'll be late.
- 8 'Why were you so late?' 'I wait half an hour for a bus.'
- 9 We decide now. We can decide later.

D. Then, students must socialize it before the whole class by taking turns. Later, the teacher will illustrate how to use express ability and capability by using CAN, COULD and WILL BE ABLE TO. The following chart will help students to understand the usage of these modal verbs:



PRESENT ABILITY	PAST ABILITY	FUTURE ABILITY
CAN/BE ABLE TO	COULD/ BE ABLE TO	WILL BE ABLE TO
I CAN SWIM NOW. CAN HE PLAY CHESS?	I COULD DANCE WHEN I WAS 10	IN 5 YEARS, I WILL BE ABLE TO SPEAK 5 LANGUAGES.
CARLOS IS ABLE TO RIDE A CAMEL. ARE YOU ABLE TO DIVE?	WHEN BETTY WAS I PRIMARY SCHOOL, SHE WASN'T ABLE TO SING	WE WON'T BE ABLE TO ARRIVE ON TIME. THERE IS TOO MUCH TRAFFIC.

Then after, the teacher will guide the students into a following video, just to make the Previous explanation far clearer.
<https://www.youtube.com/watch?v=nup5d1Ang2I>

C. Then, the teacher will invite his students to express to answer this questions:

- What can/can't you do?
- What could/couldn't you do when you were 5 years old?
- What will/won't you be able to do in 10 years?

These questions must be socialed before the whole group during the next class.



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<p>1 Hour</p> <p>10° B September 29th</p> <p>10° A October 2nd</p>	<p>MODAL VERBS</p> <p>Give an opinion, suggestion, recommendation and warning to others by using SHOULD, OUGHT TO and HAD BETTER</p>	<p>I. After checking the attendance list, the teacher will set up the class to encourage the students to socialize the answers of the following questions:</p> <p>What can/can't you do? What could/couldn't you do when you were 5 years old? What will/won't you be able to do in 10 years?</p> <p>D. Then after, the student will be guided on the usage of some other modal verbs that are used to give advise as follow:</p> <p><u>GIVING ADVISE.</u></p> <p>THAT IS, THEY ARE USED TO “EXPRESS AN OPNION”SUGGEST SOMETHING....RECOMMEND.</p> <p>“THE BEST THING TO DO”</p> <p>SHOULD / SHOULDN'T</p> <p>SUB + SHOULD (N'T) + BASE FORM VERB.....</p> <p>SHOULD + SUB + BASE FORM VERB.....?</p> <p>OUGHT TO = SHOULD.....BUT OUGHT TO.....IS MUCH MORE FORMAL.....LESS COMMON</p> <p>SUB + OUGHT (NOT) TO + BASE FORM VERB....</p> <p>¿???.....IS NOT COMMON</p>	<p>P.C. Internet Video clip</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others' ideas.</p> <p>Accuracy on sentences using SHOULD, OUGHT TO and HAD BETTER</p>
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	<p>HAD BETTER.....MAS TE VALE.....TO WARN PEOPLE</p> <p>IF WE USE HAD BETTER TO SUGGEST SOMETHING, THE PERSON WHO IS THE ADVISE ADRESSED DON'T TAKE IT...THAT PERSON WILL BE INTO TROUBLE</p> <p>SUB +('D) HAD BETTER ' + BASE FROM VERB</p> <p>SUB + HAD BETTER NOT + BASE FROM VERB</p> <p>I'M GETTING FATTER AND FATTER DAY BY DAY</p> <p>WHAT SHOULD I DO?</p> <p>YOU SHOULD GO TO THR GYM</p> <p>YOU SHOULD EAT MORE HEALTHY</p> <p>YOU SHOULDN'T DRINK TOO MUCH SODA</p> <p>YOU SHOULDN'T GO TO BED VERY LAT AT NIGHT</p> <p>WHEN PEOPLE ARE DRIVING,</p> <p>THEY'D BETTER KEEP THEIR EYES ON THE ROAD</p> <p>THEY HADN'T BETTER DRINK ALCHOHOL</p> <p>THEY HAD BETTER FASTEN THE SEAT BELT</p> <p>THEY'D NOT BETTER TALK ON THE PHONE</p> <p>C. Finally, the teacher will show a video related to this topic just to make sure if students have any doubts.</p> <p>https://www.youtube.com/watch?v=_Rb_2Jyip50</p>		
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2 Hours	LISTENING PRACTICE	<p>I. After greeting and welcoming the students, the teacher will have them to talk about the video suggested during the previous class if any doubts.</p> <p>D. Later on, the teacher will encourage and set up the classroom to start a listening activity from which the students must infer some information.</p> <p>Here, it's the guide to perform this activity from the link below:</p> <p>https://www.esl-lab.com/easy/social-media/</p> <p>Pre-Listening Exercise</p> <p>How do social media Web sites such as Facebook, Twitter, LinkedIn, and Instagram help people keep in touch with family and friends (for example, <i>"People can send short birthday messages. It doesn't cost money."</i>)? In this listening activity, a man introduces himself to a woman by phone that he met on a social networking site.</p> <p>Idioms</p> <p>"keep in touch" = stay in contact or communications with someone <i>"Using popular social media Web sites is one way to keep in touch with family and friends."</i></p> <p>"reach someone" = be able to contact or talk with someone <i>"If you want to talk, you can reach me by phone, by email, through FaceBook."</i></p>	P.C. Internet Recording	<p>Availability to take part actively in the class.</p> <p>Being respectful to others' ideas.</p> <p>Draw conclusions from a audio text.</p>
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	<p>QUESTIONS:</p> <p>What is the man's name?</p> <p>His name is Robert. The man's name is Ronald. The man goes by Russel.</p> <p>The man was born in _____.</p> <p>Texas Canada California</p> <p>He _____ for a living.</p> <p>teaches English runs a restaurant sells animals</p> <p>The man _____.</p> <p>has two brothers and three dogs lives with his sisters and mother has an older brother and younger sister</p> <p>What is the man's telephone number?</p> <p>His number is 789-3050. You can reach him at 789-1350 It's 789-1315.</p>		
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	<p>Post-Listening Exercise</p> <p>Option 1:</p> <p>Which social networking sites do you visit and use? How often do you use them? Who do you contact or talk with on these sites? What are both the positive and negative points with such sites?</p> <p>Option 2:</p> <p>Let’s talk about the man in the telephone message. What is the man like? Answer these other questions, and then write answers about your own life:</p> <p>How old is he? (<i>How old are you?</i>) When did he graduate from high school? What foods does he like to eat? What doesn’t he eat much? What does he do in his free time?</p> <p>How is his life similar or different from yours or the people you know?</p> <p>C. Finally, the students will lead an online searching from home which is going to be socialized the next class:</p> <p>Online Investigation</p> <p>Write a message to an old or new friend on a social media Web site. Introduce yourself and your family. Talk about your family, hobbies, daily life, school, and work. Be careful not to share personal information. Use this example to help you get started:</p>		
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<p>2 Hours</p> <p>10° A October 14th and 16th</p> <p>10° B October 19th</p>	<p>EXPOSITORY TEXTS</p> <p>Students will differ the way Expository Texts are organized as well as their purposes.</p>	<p>Hi. My name is _____. I live in _____. There are ____ people in my family. I read books and play _____ in my free time. I go to high school. I have a part-time job in a restaurant.</p> <p>I. After welcoming and checking the attendance list, the teacher will ask the students about the aspects they have to take into account to recognize and write an Expository Text. Next, students will be reminded the importance of cite from Where they take the information. They will share their answers by taking turns. For this purpose the following video will be needed:</p> <p>https://www.youtube.com/watch?v=lxkm_wtUmCs&t</p> <p>D. Next, students will share their answers about the different on the way Expository Texts are written in both languages (if there is any). Then after this, students will be asked to design an expository text of about 500 words. Students will feel free to select their topic. But, the teacher will share some suggestions as follow:</p> <ul style="list-style-type: none">• What is your dream about the future?• Describe your first memory.• What would you do if you could live forever?• Describe what it is like to live with a pet.• Define the meaning of life to you.• Describe the hobby you enjoy doing.	<p>Internet P.C. 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>Inform others by following the structure of a expository essay.</p>
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<p>2 Hours</p> <p>10°A</p> <p>October</p> <p>19th</p>	<p>EXPOSITORY TEXTS</p> <p>Students will differ the way Expository Texts are organized as well as their purposes.</p>	<ul style="list-style-type: none">• Describe the next great invention.• Why do people forget things? <p>C. Finally, students must read aloud before the whole class their expository essay by taking turns. Feedback will be given as soon as each student ‘participation is completed. This part will be led during the next class.</p> <p>I. After greeting and welcoming the students as well as checking the attendance list, the teacher will encourage his students to play the Spinning Wheel to improve, review and practice the present, simple past and past participle of irregular verbs. For this purpose, it is necessary to log on the following link:</p> <p>https://wordwall.net/resource/17433954/english/irregular-verbs-spinner-1/2/3/4</p> <p>D. Later, the teacher will give those students who have not finished their Expository text some time to get through it. Next, each student must share their ideas before the whole class. Students will be picked out randomly and any kind of feedback will be given right after each student participation.</p>	<p>Internet</p> <p>P.C.</p> <p>Notebook</p> <p>Pens / pencils</p> <p>Links to play</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Inform others by following the structure of a expository essay.</p>
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		<p>C. By the end of this class, the teacher will motivate the students to enlarge their knowledge about the most common kind of text used in English by logging on the link shown below. This activity must be done at home:</p> <p>Understanding Different Types of Texts</p> <p>https://www.youtube.com/watch?v=9-NECk2aYxU</p>		
<p>1 Hour</p> <p>10°B</p> <p>October</p> <p>22nd</p>	<p>WHAT WAS LARRY DOING WHEN THE POLICE CAME OVER?</p> <p>Review: Simple past vs. Past progressive</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 aware of the way are facing their English learning process.</p> <p>D. Then, the teacher will ask the students to classify the following verbs into Regular and Irregular Verbs. Later, students must add 10 more verbs to each category, right after that students have to make a conversation about the way they spent their last vacations, in this conversation there must be clear evidence of the usage of the Yes/no and Wh-questions with the auxiliaries DID, WAS and WERE. This activity must be done in pairs which are going to be chosen by the teacher. The conversation has to last 3 minutes at the most and reading will not be allowed when socializing.</p> <p>• Purchase Do Jump Travel Drive Swim Dance</p>	<p>Notebook</p> <p>Pens / pencils</p> <p>Markers</p> <p>Board</p>	<p>Comimtent, responsability and creativity.</p> <p>Being respectful as well as listening carefully when others express their ideas.</p>
<p>10° A</p> <p>October</p> <p>22nd and</p> <p>23rd</p>	<p>Students will be able to talk about ongoing action interrupted by another one in the past at a specific time</p>			



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- Read Cheat Sing Work Want Wear Put
- Watch Ride Cook Like Wake up Sleep
- Be Walk Buy Chase Look for Sell Answer
- Go Love Catch Open Take Visit Need

Irregular Verbs

Irregular verbs have special past tense forms. They do not end in -d or -ed. You will need to memorize these special forms.

Example:
drive, drove



Regular Verbs

When forming the past tense of regular verbs, add -d or -ed to the present tense form of the verb.

Example:
cook, cooked



VERBS	
REGULAR	IRREGULAR

C. Students will be given feedback by encouraging them to improve their vocabulary related to regular and irregular verbs as well as supporting them with their conversation’s ideas.