



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

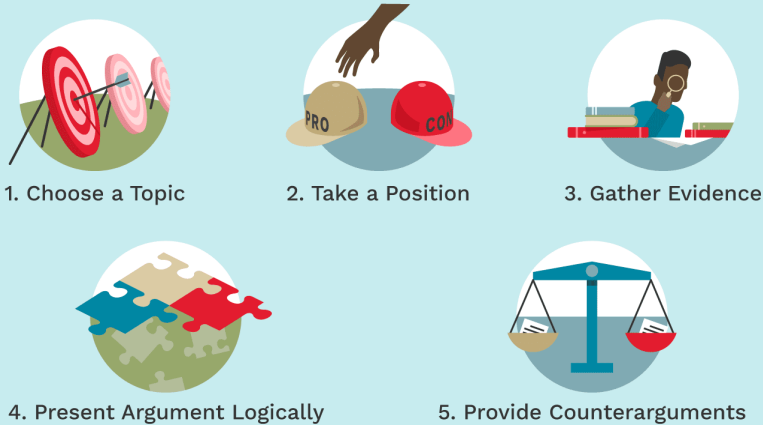


ASIGNATURA: INGLÉS	PROFESOR (A): EDILBERTO ESPITIA GALVIS	GRADO: 11°
PERIODO: IV	FECHA: SEMANA DEL 21 DE OCTUBRE AL 11 DE NOVIEMBRE DE 2025	NÚMERO DE HORAS: 4

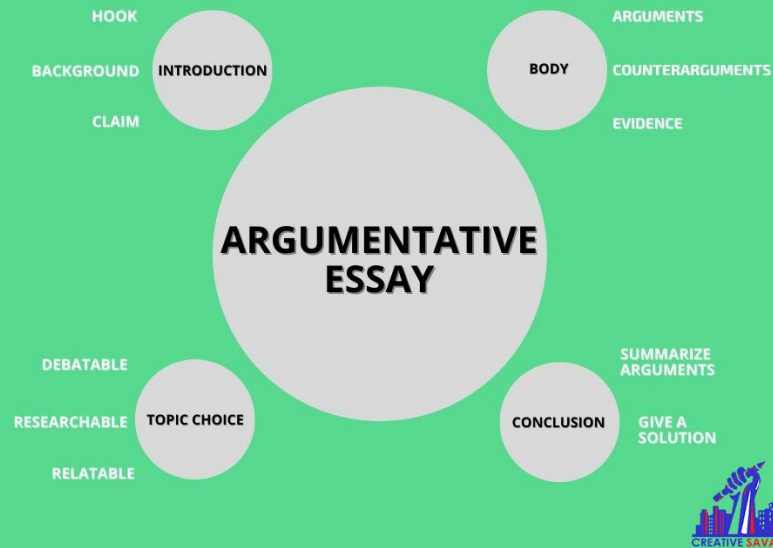
CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
2 HOURS 11°A October 21st 11°B October 21 st and 24 th	ARGUMENTATIVE TEXTS Students will be able to able to get acquainted to the sctructure as well as the purpose of an Argumentative Essay	I. After welcoming 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 log on his blog to get ahead with the next topics. D. Then after, the students will be shown some videos related to the way an Argumentative text must be done. https://www.youtube.com/watch?v=cQkVOu99tac&t=56s https://www.youtube.com/watch?v=oAUKxr946SI&t=72s Later on, the teacher will support himself on the following slide to reinforce the structure of an Argumentative Essay	Videos Slides ·	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating. Commitment and responsibility. Being respectful as well as listening carefully when others express their ideas. Creativity.



How to Write an Argument



How to write and argumentative essay?





	C. As a conclusion, the teacher will make 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 troubled them. Moreover, the teacher will list on the board a battery of topics from which the students must write an argumentative essay. Students must pick out one topic or propose one if the do not feel comfortable with any of the suggested topics. But before it, students must get aware of the following recommendations: Choosing a Great Argumentative Essay Topic Students often find that <u>most of their work</u> on these essays is done before they even start writing. This means that it's best if you have a general interest in your subject, otherwise you might get bored or frustrated while trying to gather information. (You don't need to know everything, though.) Part of what makes this experience rewarding is learning something new. Ideas for Great Persuasive Essay Topics It's best if you have a general interest in your subject, but the argument you choose doesn't have to be one that you agree with. The subject you choose may not necessarily be one that you are in full agreement with, either. You may even be asked to write a paper from the opposing point of view. Researching a different viewpoint helps students broaden their perspectives.		
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		Ideas for Argument Essays Sometimes, the best ideas are sparked by looking at many different options. Explore this list of <u>possible topics</u> and see if a few pique your interest. Write those down as you come across them, then think about each for a few minutes. Which would you enjoy researching? Do you have a firm <u>position</u> on a particular subject? Is there a point you would like to make sure to get across? Did the topic give you something new to think about? Can you see why someone else may feel differently? 1. Is global climate change caused by humans? 2. Is the death penalty effective? 3. Is our election process fair? 4. Is torture ever acceptable? 5. Should men get paternity leave from work? 6. Are school uniforms beneficial? 7. Do we have a fair tax system? 8. Do curfews keep teens out of trouble? 9. Is cheating out of control? 10. Are we too dependent on computers? 11. Should animals be used for research? 12. Should cigarette smoking be banned? 13. Are cell phones dangerous? 14. Are law enforcement cameras an invasion of privacy? 15. Do we have a throwaway society? 16. Is child behavior better or worse than it was years ago? 17. Should companies market to children? 18. Should the government have a say in our diets? 19. Does access to condoms prevent teen pregnancy? 20. Should members of Congress have term limits?		
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2 Hours 11°A October 22nd and 24th	ADVERBS & INTENSIFIERS Students will be able to say where, when, how often, how long and how much they do something or something happens by using adverbs.	I. After welcoming the students and checking the attendance list, the teacher will ask the students to fill in the grid below with the information required: <table><tr><th>ADVERBS OF TIME</th><th>ADVERBS OF PLACE</th><th>ADVERBS OF FREQUENCY</th><th>ADVERBS OF INTENSITY</th><th>ADVERBS OF DURATION</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> D. Then, students will be asked to socialize their ideas to check if they have been able to recognize this ‘part of the speech, ADVERBS. Next the teacher will give the definition of each kind of adverb as well as their usages by sharing the following slides.	ADVERBS OF TIME	ADVERBS OF PLACE	ADVERBS OF FREQUENCY	ADVERBS OF INTENSITY	ADVERBS OF DURATION																																				Internet P.C. Video Slides	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating. Grammar in use.
ADVERBS OF TIME	ADVERBS OF PLACE	ADVERBS OF FREQUENCY	ADVERBS OF INTENSITY	ADVERBS OF DURATION																																								

ADVERBS OF PLACE

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • About • Above • Abroad • Anywhere • Away • Back • Backwards • Backward • Behind • Over • Overseas | <ul style="list-style-type: none"> • Below • Down • Downstairs • Elsewhere • East • Far • Here • In • Somewhere • There • Towards | <ul style="list-style-type: none"> • Indoors • Inside • Near • Nearby • Off • On • Out • Outside • Under • Up • Upstairs • Where |
|---|--|--|



POINTS OF TIME

- Tomorrow
- Tonight
- Yesterday



- Now
- Then
- Today



RELATIONSHIPS IN TIME

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Already • Before • Early • Earlier • Eventually • Finally • First | <ul style="list-style-type: none"> • Last • Late • Later • Lately • Formerly • Previously • Recently | <ul style="list-style-type: none"> • Just • Next • Soon • Still • Yet • Since |
|---|---|---|

ADVERBS OF INDEFINITE FREQUENCY

- | | |
|---|--|
| <ul style="list-style-type: none"> • Often • Rarely • Regularly • Seldom • Sometimes • Regularly • Usually • Always | <ul style="list-style-type: none"> • Constantly • Ever • Frequently • Generally • Infrequently • Never • Normally |
|---|--|



ADVERBS OF DEFINITE FREQUENCY

- | | |
|---|--|
| <ul style="list-style-type: none"> • Annually • Daily • Fortnightly • Hourly • Monthly • Yearly • Weekly | <ul style="list-style-type: none"> • Nightly • Quarterly |
|---|--|





List of Adverbs of Degree

- lots
- little
- extremely
- thoroughly
- barely
- far
- least
- pretty
- nearly
- fully
- incredibly
- really
- virtually
- somewhat
- almost
- scarcely
- intensely
- much
- rather
- badly
- enormously
- perfectly
- enough
- fairly
- well
- absolutely
- entirely
- very

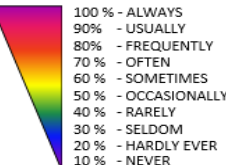
100%	ALWAYS	<i>We are always helping the children in school</i>
90%	USUALLY	<i>Usually, they drink coffee in the mornings</i>
80%	GENERALLY	<i>I generally play tennis after work</i>
70%	OFTEN	<i>I often go to the beach</i>
50%	SOMETIMES	<i>He sometimes visits his grandma.</i>
30%	OCCASIONALLY	<i>I occasionally eat thai food</i>
10%	HARDLY EVER	<i>I hardly ever help my mom in the kitchen</i>
5%	RARELY	<i>They rarely did their chores</i>
0%	NEVER	<i>She never sleeps at home</i>



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2 hours 11° B October 27th 11° A October 28th	ADVERBS & INTENSIFIERS Students will be able to say where, when, how often, how long and how much they do something or something happens by using adverbs.	C. Finally, the students will make their own examples by using at least 3 adverbs from each category. This must be socialized during this class. For further information, students must watch the following video at home: https://www.youtube.com/watch?v=L0USJe44yS4 I. After welcoming the students and checking the attendance list, the teacher will ask the students to talk a bit about the video which was suggested within the previous class. This is going to be taken as a review of ADVERBS and their functions. D. Later on, the teacher will hand out a grammar activity related to the topic. For this purpose, the following worksheets will be used: ADVERBS • An adverb is a word that describes a verb, an action. • It tells us something about the way something is done. • Many adverbs end with an -ly. ADVERBS of MANNER • Describes HOW something is done. • Mostly placed at the end of a sentence. • NOTE! FAST (adj.) - FAST (adv.) HARD (adj.) - HARD (adv.) GOOD (adj.) - WELL (adv.) • Quietly, carefully, noisily, closely, easily, beautifully, badly, angrily, mysteriously, painfully, kindly, smoothly, silently  He drives safely.  She walked slowly.	Internet P.C. Video Slides	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating. Using the different type of adverbs properly.
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ADVERBS of TIME - Describes <i>WHEN</i> something happens. - Can be placed both at the beginning or the end of a sentence. - Later, just, tonight, today, soon, yet, next week, this year, still, already, eventually, late, early, at the moment	 <i>Tomorrow</i> we go to London.  I eat <i>now</i>.
ADVERBS of PLACE - Describes <i>WHERE</i> something happens. - Can be placed both at the beginning or the end of a sentence. - On, off, over, under, outside, above, below, between, in the middle of, indoors, abroad, indoors, anywhere	 They are <i>inside</i>.  He walks <i>downstairs</i>.
ADVERBS of FREQUENCY - Describes <i>HOW OFTEN</i> something happens. - Is placed before the verb, except the verb TO BE. - Always, frequently, generally, never, hardly ever, infrequently, normally, regularly, seldom, sometimes, usually	 100 % - ALWAYS 90% - USUALLY 80% - FREQUENTLY 70 % - OFTEN 60 % - SOMETIMES 50 % - OCCASIONALLY 40 % - RARELY 30 % - SELDOM 20 % - HARDLY EVER 10 % - NEVER  They <i>are</i> _____ kissing. They _____ kiss.

Students must create a 3-minutes conversation by taking into account the kind of adverbs displayed on the slide given above.

C. At the end of the class, the teacher will check the student's proposal by providing advice to each couple. This activity must be performed within the next class.



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2 hours 11° B October 28th and 30th 11° A October 29th and 31st	NARRATIVE TEXTS Students will be able to identify the beginning, knot and outcome of a story based on a movie.	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 log on his blog to get ahead with the next topics. D. Before keep on working on the movie review, the teacher will remind them the way the must behave when watching a movie. Then after, those students who have not been able to carry on with some activities will be assisted individually to look for another strategy so that they will finish those activities they have gotten behind. The movie review must be done as follow: MOVIE REVIEW: THE SLENDER MAN 1. Describe the main characters physically and their personality. 2. Describe the best place for you. 3. What the plot of the movie. Narrative text in simple past. 4. Would you change the end of the movie? If so what ending would you propose? If not, tell us why. 5. What's the moral of the movie for you?, what did you learn from the movie? C. Students will be given feedback by encouraging them to improve both their knowledge about writing a narrative text and the topics previously evaluated. For further information, students will be encouraged to watch the following video at home related to the structure of a narrative text.	Notebook Movie Video	Commitment and responsibility. Being respectful as well as listening carefully when others are socializing any given homework. Narrate a plot in chronological order by using past narrative tenses.
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2 Hours 11° A November 4th 11° B November 4th and 6th	NARRATIVE vs. DESCRIPTIVE TEXTS Students will differ the way narrative and descriptive texts are organized as well as their purposes	The movie review will be socialized within the next class. https://www.youtube.com/watch?v=Y4WLREHLEAw I. After welcoming and checking the attendance list, the teacher will reorganize the class into a round table way. Next, students will be reminded about being respectful and the importance of listening others carefully. Those leads will be written on the board. D. Right after this, students will begin sharing their ideas about the movie review. The will be chosen randomly. Next, the following chart will be shown the TV screen. <table><tr><th>Narrative</th><th>Descriptive</th></tr><tr><td> - Narrative paragraphs tell a story. - They should answer the question “who, what, when, where, and why.” - You could use this type of paragraph to begin a book report or an essay that will analyze a book or story. </td><td> - Descriptive paragraphs collect sights, sounds, smells, and tastes. - Descriptive paragraphs should answer the question “what was it LIKE?” - You could write a descriptive paragraph to discuss an experience, or to describe a historical event. </td></tr></table> D. Then, students must get ready to socialize the answers to the questions given to make the movie review. This will be done question by question. Each student will have the chance to share their ideas.	Narrative	Descriptive	- Narrative paragraphs tell a story. - They should answer the question “who, what, when, where, and why.” - You could use this type of paragraph to begin a book report or an essay that will analyze a book or story.	- Descriptive paragraphs collect sights, sounds, smells, and tastes. - Descriptive paragraphs should answer the question “what was it LIKE?” - You could write a descriptive paragraph to discuss an experience, or to describe a historical event.	Slides TV set Internet	Commitment and responsibility. Being respectful as well as listening carefully when others are socializing any given homework.
Narrative	Descriptive							
- Narrative paragraphs tell a story. - They should answer the question “who, what, when, where, and why.” - You could use this type of paragraph to begin a book report or an essay that will analyze a book or story.	- Descriptive paragraphs collect sights, sounds, smells, and tastes. - Descriptive paragraphs should answer the question “what was it LIKE?” - You could write a descriptive paragraph to discuss an experience, or to describe a historical event.							

Reading will be allowed. Pronunciation and intonation will be graded when sharing the narrative text as well as the range of adjective used to design the descriptive text. The teacher will give feedback as soon as each group shares their ideas.

C. Finally, the teacher will make 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 troubled them such as **Past Narrative**.

Narrative

A narrative is a story text. The stories are fiction; that is, they are not true. There are many kinds of narratives, but all narratives have the same parts. Each part or event is a separate paragraph.

Title	Is usually something to get the attention of the reader.
Orientation (Setting)	The starting point of the story. It tells who begins the action and when and where it begins.
Beginning event (Complication)	The event that starts the action and involves the characters in some problem. The events that happen as the characters try to solve the problem.
Resolution (Solution)	Tells how the problem is solved.
Ending	Tells what has come from the experience.

Robin Hood Gets Away

One fine day Robin Hood was looking for adventure in the forest when he met an old man dressed in poor clothes.

Robin swapped clothes with the old man, took his bow and arrow and went into town. As he was looking around the Sheriff's men grabbed hold of him because they thought he was an outlaw.

Robin saw that there was an archery contest starting so he told the Sheriff's men that he was just a poor old man coming to try his luck at shooting.

The soldiers laughed and let Robin go to the contest. When it was Robin's turn he put all his arrows into the bullseye. The Sheriff was surprised and gave Robin a bag of silver. 'Tell me old man where did you learn to shoot like that?'

'A man called Robin Hood taught me,' Robin replied as he hobbled away laughing to himself.



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2 HOURS 11°B November 10th 11° B November 11th	AUTOEVALUATION Students will be able to autoevaluate their academical and behaviorim process during this term.	I. After welcoming and checking the attendance list, the teacher will make their students aware of the importance of the autoevaluation process. D. Later, the most important aspect that were taken to guide the students’ learning process during this term will be written down on the board. Next, the teacher will give a general opinion and improvements to all the group. Then after, the teacher will call out every student to give their autoevaluation by justifying their criteria as well as ask to another student to coevaluate his or her partner and heteroevaluate the teaching process, too. C. At this stage, every student has to write down and socialize their commitments to improve both their academical performance and behaviorim. These commitments must be presented before the whole class. The teacher will give some strategies to each student to carry them out.	Notebook Pens / pencils Markers Board	Commitment and responsibility. Being respectful to others opinion and take turn when participating. Honesty.
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