



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: 10°
PERIODO: I	FECHA: SEMANA DEL 2 DE FEBRERO AL 13 DE FEBRERO	NÚMERO DE HORAS: 60

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
<p>2 HOURS</p> <p>February 2nd</p>	<p>SIMPLE PRESENT: SPEAKING SKILLS</p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions</p>	<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. Students will be reminded the importance of listening their peers carefully and respectfully. 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's performance.</p> <ul style="list-style-type: none"> • Pair work • Yes/No and Wh-questions with DO-DOES • 5 minutes length • No Reading will be allowed • Creativity <p>C. After giving the general feedback, the teacher will guide the students to autoevluate their performance 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. As we have only one hour this activity will be carried out as part of the next class.</p>	<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' opinions and take turns when participating.</p> <p>Creativity.</p>



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<p>2 HOURS</p> <p>February 3rd and 4th</p>	<p>ADVERBS OF FREQUENCY AND SEQUENCY.</p> <p>Say how often someone does an activity or something happens by keeping a chronological order.</p>	<p>I. 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"> • Seldom Finally Rarely Second Then • Usually Next Later Hardly ever Before • When Often Scarcely Third While • Almost never Twice a day After Firstly Lastly Never <table border="1" data-bbox="687 737 1647 922"> <thead> <tr> <th>Frequency Adverbs</th> <th>Sequency Adverbs</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>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:</p> <p>Adverbs of frequency: https://www.youtube.com/watch?v=VAWo65QwP2c</p> <p>Adverbs of sequency: https://www.youtube.com/watch?v=sFrHK7cHzkA</p> <p>After playing each video, the teacher will guide the students to get acquainted with the way these kinds of adverbs must be used when</p>	Frequency Adverbs	Sequency Adverbs							<p>TV set Speakers Internet</p>	<p>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> <p>Vocabulary quiz</p>
Frequency Adverbs	Sequency Adverbs											



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<p>2 HOURS</p> <p>February 6th</p>	<p>WHAT or WHICH</p> <p>Recognize and understand the usages and differences between WHAT and WHICH when using as wh-question words.</p>	<p>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.</p> <p>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:</p> <p>Adverbs of Frequency Grammar Quiz. https://www.quiz.biz/quizz-760331.html</p> <p>Sequencing Quiz. http://www.softschools.com/quizzes/language_arts/sequencing/quiz1335.html</p> <p>I. After welcoming and checking the attendance list, the teacher will share some vocabulary related to school problems so that students must take into practice for further reading comprehension.</p> <p>Most Common School Problems</p> <ul style="list-style-type: none"> • Disorganization/feeling overwhelmed. • Eating right and staying healthy. • Failing to manage money. 	<p>Notebook Pens / pencils Markers Board</p>	<p>Providing situations in which WHAT and WHICH can be used differently.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others' ideas.</p>
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- Failing to network.
- Homesickness.
- Not resolving relationship issues.
- Poor grades/not studying or reading enough.
- Poor sleep habits.

D. Later, the teacher will provide students with a worksheet related to WHAT vs. WHICH so that students must master this topic. This activity must be done in pairs. The teacher will choose the groups to perform this task.

What or Which - Exercise

Use what or which to complete each sentence.

1. time do we have to be at school? At eight o'clock.
2. underground should we take? Line 3 or line 4?
3. fruit do you like best? Bananas and mangoes.
4. colour do you prefer, blue, orange or yellow?
5. car do you like better, the VW or the Audi?
6. is your favourite subject at school?
7. bus goes to the centre, number 30 or 31?
8. arm did you break? I broke the left one.
9. of his books won the Pulitzer Price? Her last one.
10. He said he left at nine wasn't true.



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<p>2 HOURS</p> <p>February 9th</p>	<p>SIMPLE PAST</p> <p>Students will recognize and differ regular and irregular verbs from any given reading passage.</p>	<p>11. <input type="text"/> of your friends plays football best? Toni.</p> <p>12. Can you tell me <input type="text"/> the highest mountain is?</p> <hr/> <p>C. Each group must add 8 more situations and socialize this task before the whole class by taking turns. For further practice, students must log on</p> <p>https://www.tolearnenglish.com/exercises/exercise-english-1/exercise-english-113.php</p> <p>I. After welcoming the students, the teacher will ask them to classify the following words into the categories: Regular and Irregular Verbs. To do so, students have to draw the chart below on their notebooks.</p> <ul style="list-style-type: none"> • Write Spend Be Cook Smash Dance Drive Have • Read Play Send Wear Watch Walk Put Do • Copy Smile Ride Laugh Catch Swim Work Cut • Ask Crash Touch See Print Surf Answer 	<p>Board Markers Pens/pencils Notebooks</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Quiz to distinguish between Regular and Irregular verbs.</p>
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VERBS

Regular

Irregular

D. Then, the teacher will illustrate how these types of verbs can be differentiated from one another. Next, students will support themselves on the Instruimos English Module to fill in the grid below with the verbs given before. Students must add 5 regular and 5 irregular verbs by their own.

Regular and Irregular Verb Tenses

Present	Simple Past	Past Participle	Meaning

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:

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



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<p>2 HOURS</p> <p>February 10th and 11th</p>	<p>WH-QUESTIONS REVIEW</p> <p>Students will be able to make both Yes/No and Wh-questions with Be, Do, Does in order to Exchange information about permanent situations</p>	<p>I. After welcoming and checking the attendance list, the teacher will remind the students those leads they have to take into account when socializing an oral activity.</p> <p>D. Later, the teacher will choose the groups randomly to present their conversation. Reading is not allowed. After each group finishes there will be given feedback. Then, the teacher will hand out the reading comprehension task which includes all the topics seen during this term. This activity will be the final review, and it has to last 30 minutes. After this, it must be socialized before the whole class.</p>	<p>Bilingual Dictionaries Worksheets</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others' opinions and take turns when participating.</p> <p>Design a survey.</p>
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The Clever Hare

Do you ever wish that you could get your chores done without actually having to do them? In this myth from **Africa**, the clever Hare does exactly that! Stories about clever animal tricksters are very popular in **Africa**.



Hare needed to plow his field so that he could plant a crop. But plowing was a lot of work. Hare did not want to do that much work. Hare was clever, so he thought up a way to solve his problem. He dragged a long piece of rope across his field, and then hid in the bushes on the other side. Soon a big African elephant came stomping by. Hare jumped out to greet the elephant. "I bet I can beat you in a game of tug-of-war," Hare said. The huge elephant laughed. He knew that he could easily beat the small Hare. The elephant picked up one end of the rope in his trunk. Hare picked up the other end and hurried back into the bushes, out the other side, and back across his field. There, he hid in a row of bushes on the other side.

Before long, a great, mud-covered hippopotamus came thudding by. Hare jumped out into his path. "I bet I can beat you in a game of tug-of-war," Hare said. The hippopotamus knew that he was stronger than Hare, so he took the bet. He picked up the end of the rope in his teeth. Hare shot back into the bushes. There, hidden from both of the massive animals, he tugged on the rope. When the elephant and the hippo felt the rope moving, they both started pulling. The strong animals dragged the rope back and forth, back and forth until the sun set, and every time the rope moved, it plowed another row in Hare's field.





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Answer the questions below. Use passages from the story to support your answers.

1. Why doesn't Hare want to plow his own field?

2. Who plows Hare's field?

3. What personal quality does Hare use to get his field plowed?

4. Is what Hare does an honest thing or not? Why or why not?



C. Finally, the teacher will encourage their students to log on his blog so that they can go deeper in each of the topics seen within this term.



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<p>2 HOURS</p> <p>February 13th</p>	<p>LISTENING COMPREHENSION SCANNING</p> <p>Students will be able to get specific information from an oral text.</p>	<p>I. After welcoming and checking the attendance list, the teacher will remind the students those leads they have to take into account when listening a recording.</p> <p>D. Then afterwards, the Teacher will encourage the students to get into the following listening activity taken from Randal cyber lab: BOOKSTORE SHOPPING</p> <p>Pre-Listening Exercise</p> <p>What are five items that students can buy from a bookstore to use for school?</p> <p>Idioms</p> <p>"read someone like a book" = understand someone very well <i>"My teacher can read students like a book. He knows which students study, and which students don't."</i></p> <p>"go by the book" = follow rules exactly <i>"If you always go by the book in your work, your company will trust you more."</i></p> <p>Listening Exercise: https://www.esl-lab.com/easy/bookstore-shopping/</p> <p>C. Finally, Students will be given and extra task to investigate at home about:</p> <p>Where do you usually get your textbooks for class? Do you get them free from your school, or do you need to buy them?</p>	<p>Internet Recording Speakers TV set</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others opinion and take turns when participating.</p> <p>Listening for specific information.</p>
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		<p>Online Investigation</p> <p>Find two online bookstores where you can buy these items. Then, answer these questions:</p> <p>What is the name and mailing address of the company? How much do the items cost? What is the price of shipping? What is the company's return policy?</p>		
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