



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



ASIGNATURA: INGLÉS	PROFESOR (A): EDILBERTO ESPITIA GALVIS	GRADO: 11°
PERIODO: IV	FECHA: SEMANA DEL 2 DE OCTUBRE AL 28 DE OCTUBRE DE 2025	NÚMERO DE HORAS: 4

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN																																								
1 Hour 11° B October 2nd 11°A October 3rd	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° A October 14th 11°B October 14th and 16th	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:	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

- 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.

ADVERBS of TIME

- Describes **WHEN** 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



Tomorrow we go to London.



I eat now.

ADVERBS of PLACE

- Describes **WHERE** 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



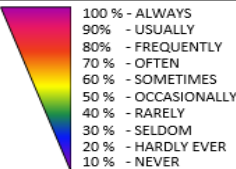
They are inside.



He walks downstairs.

ADVERBS of FREQUENCY

- Describes **HOW OFTEN** something happens.
- Is placed **before** the verb, except the verb **TO BE**.
- Always, frequently, generally, never, hardly ever, infrequently, normally, regularly, seldom, sometimes, usually



They are _____ kissing.

They _____ kiss.



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2 Hours 11° A October 15th and 17th	NARRATIVE TEXTS Students will be able to identify the beginning, knot and outcome of a story based on a movie.	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 on October the 1st. 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 they 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.	Notebook Movie Video	Comimtmment and responsability. 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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		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. The movie review will be socialized within the next class. https://www.youtube.com/watch?v=Y4WLREHLEAw		
2 Hours 11° B October 20th	NARRATIVE vs. DESCRIPTIVE TEXTS Students will differ the way narrative and descriptive texts are organized as well as their purposes.	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.	Slides TV set Internet	Commitment and responsibility. Being respectful as well as listening carefully when others are socializing any given homework.



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		<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>	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.		
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		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. 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.

Part	Description
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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