



# 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 2 DE FEBRERO AL 13 DE FEBRERO	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</b> February 2nd</p> <p><b>11° A</b> February 2nd and 3rd</p>	<p><b>UNITED NATIONS ENVIRONMENT OBJECTIVES</b></p> <p>Assume a critical and thoughtful attitude toward the environment issues.</p>	<p>I. After welcoming the students, the teacher will ask them to look up the meaning of the following words in a dictionary as well as giving an example of each. They also must add five more words by their own. Students have to draw the chart below on their notebooks. This activity must be performed in groups of two or three according to the number of dictionaries.</p> <ul style="list-style-type: none"> <li>• Ecosystem    Pollution    Recycling    Greenhouse</li> <li>• Endangered species    Clean energy    Sustainability</li> <li>• Poacher    Smog    Ozone    Wind power    Rubbish</li> <li>• Insecticide    Habitat    Acid rain    Conservation</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Environment Issues</th> <th style="width: 33%;">Meaning</th> <th style="width: 33%;">Example</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>D. Then, the teacher will give a brief lecture on how our environment is being affected by humans. For this, the teacher will support himself on the following video named "The UN Sustainable Development Goals".  <a href="https://unemg.org/our-work/supporting-the-sdgs/the-un-sustainable-development-goals/">https://unemg.org/our-work/supporting-the-sdgs/the-un-sustainable-development-goals/</a></p>	Environment Issues	Meaning	Example										<p>TV speakers Internet PC Power Point Presentation</p>	<p>Presentation: awareness of the objective proposes by the UN to make our environment sustainable.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>
Environment Issues	Meaning	Example														



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		<p>After playing each video, the teacher will guide the students to get acquainted with this currently issue. Then after, students will watch a video named "<b>Solutions to the Impacts</b>" so that they will take into account some advice from the video to propose some possible solutions to make our Uraba Environment more sustainable. Students must design an infographic which is going to be presented and socialized next week.</p> <p><b>C.</b> Socialization and checking of the previous activity as well as find out if the students academical performance fits the goals proposed. The teacher will also guide the students on how an infographic must be made by supporting himself on the following video:</p> <p><a href="https://www.youtube.com/watch?v=MKadmlqWUeM&amp;feature=youtu">https://www.youtube.com/watch?v=MKadmlqWUeM&amp;feature=youtu</a>.</p>		
<p><b>2 HOURS</b></p> <p><b>11° B</b> <b>February</b> <b>3rd</b></p> <p><b>11° A</b> <b>February</b> <b>3rd and</b> <b>4th</b></p>	<p><b>UNITED NATIONS ENVIRONMENT OBJECTIVES</b></p> <p>Assume a critical and thoughtful attitude toward the environment issues.</p>	<p><b>I.</b> After welcoming the students, the teacher will encourage them to be aware of the issues that have affected our environment by retaken the vocabulary share before. The teacher will emphasize on those words the students had to add.</p> <ul style="list-style-type: none"> <li>• Ecosystem    Pollution    Recycling    Greenhouse</li> <li>• Endangered species    Clean energy    Sustainability</li> <li>• Poacher    Smog    Ozone    Wind power    Rubbish</li> <li>• Insecticide    Habitat    Acid rain    Conservation</li> </ul> <p><b>D.</b> Then, the teacher will give a brief lecture on how our environment is being affected by humans. For this, the teacher will support himself on the following video named "<b>The UN Sustainable Development Goals</b>".</p> <p><a href="https://unemg.org/our-work/supporting-the-sdgs/the-un-sustainable-development-goals/">https://unemg.org/our-work/supporting-the-sdgs/the-un-sustainable-development-goals/</a></p>	<p>Internet TV set PC Worksheet</p>	<p>Presentation: awareness of the objective proposes by the UN to make our environment sustainable.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>



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Then after, the teacher will hand out a reading passage related to this UN Goals to make our environment more sustainable. Students will perform this activity in pairs. The teacher will choose the groups.





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<p><b>1 HOUR</b></p> <p><b>11° B</b> <b>February</b> <b>4th</b></p> <p><b>11° A</b> <b>February</b> <b>5th</b></p>	<p><b>K.E.T. MOCKING TEST</b></p> <p>Encourage the students to get aware of their reading skills according to K.E.T.</p>	<p><b>C.</b> Socialization and checking of the previous activity as well as find out if the students' academical performance fits the goals proposed. The teacher will also guide the students on how an infographic must be made by supporting himself on the following video: <a href="https://youtu.be/RpqVmvMCmp0">https://youtu.be/RpqVmvMCmp0</a></p> <p>Furthermore, students will be encouraged to check, review and study for the 1st Simulation English Test. For this, the teacher will suggest the following website: <a href="http://www.englishaula.com/ket/readingcomprehension">www.englishaula.com/ket/readingcomprehension</a></p> <p><b>I.</b> After checking the attendance list, the teacher will organize and get the students ready to take the <b>1st Simulation English Test</b> according to the <b>K.E.T.</b> format. This activity will be done individually. Students will be given 45 minutes to finish this simulation test.</p> <p><b>D.</b> The teacher will hand out the tests to each student after reminding then the importance of this event to improve their English reading skills to face any kind of challenges they might meet at the university.</p> <p><b>C.</b> During the next hour, this test will be socialized and grade by the whole class. The teacher will explain and give further feedback to the all 7 parts of the test. Those students who did not reach at least 70% of the final score must go an extra mile to catch up with the evaluated topics.</p>	<p>Pens /Pencil Marker Tests</p>	<p>Availability to take part actively during the test as well as to be honest with their academical and ethic formation.</p>
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<p><b>2 HOURS</b></p> <p><b>11° B</b> <b>February</b> <b>5th</b></p> <p><b>11° A</b> <b>February</b> <b>6th</b></p>	<p><b>NARRATIVE TEXTS.</b></p> <p>Students will be able to identify the beginning, knot and outcome of a story based on a movie.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads they must accomplish during watching a movie.</p> <p>D. Then, the teacher will ask the student to watch a movie called "<b>The Gray man</b>" at home. From this movie, they have to write down a review by taking into account the following steps:</p> <p style="text-align: center;"><b>MOVIE REVIEW</b></p> <ol style="list-style-type: none"> <li>1. Describe the main characters physically and their personality.</li> <li>2. Describe the best place for you.</li> <li>3. What the plot of the movie. Narrative text in simple past.</li> <li>4. Would you change the end of the movie? If so, what ending would you propose? If not, tell us why.</li> <li>5. What's the moral of the movie for you? what did you learn from the movie?</li> </ol> <p>C. Students will be given feedback by encouraging them to improve both their knowledge about writing a narrative text and their behaviorism when watching a movie.</p>	<p>TV set Speakers Internet PC Movie</p>	<p>Being respectful as well as listening carefully when playing a movie.</p>
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<p><b>2 HOURS</b></p> <p><b>11° B</b> <b>February 9th</b></p> <p><b>11° A</b> <b>February 9th and 10th</b></p>	<p><b>LISTENING TO GET THE MAIN IDEA</b></p> <p>Students will be able to improve their academical performance by being more responsible as well as to get the main idea form a recording.</p>	<p>I. After welcoming and checking the attendance list, the teacher will ask the students to take their 1st Instruimos Test Booklet to be socialized as well as feed backed.</p> <p><b>D.</b> The teacher will cover the test question by question and checking every student answer and opinion if necessary. Besides, the teacher will both check the percentage of students with the right answers and give a short explanation on those questions students got mistaken. Right after this, 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 on which they had trouble.</p> <p>Within the next class, the teacher will encourage the students to get ready for a Listening activity from which they have to determine the topic and the answers some questions about it. For this, the teacher will log on the following webpage: <a href="https://www.esl-lab.com/easy/drugs-medication/">https://www.esl-lab.com/easy/drugs-medication/</a></p> <p><b>Afterwards, the teacher will explain the idioms for this lesson:</b></p> <p><b>"sick as a dog"</b> = very sick <i>"She has been sick as a dog for a week, and she really needs to see a doctor."</i></p> <p><b>"run down"</b> = very tired and exhausted <i>"Jeff is feeling run down, so he decided not to come to the party."</i></p> <p>As well as ask the students to name several illnesses that keep people from going to work or school. Then, discuss the symptoms for each and remedies and treatments for curing the problem.</p> <p>Later, the recording will be played and the answers should be socialized.</p>	<p>Internet TV set. PC Postcard</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others' opinions and take turns when participating.</p> <p>Listening to get the main idea of a topic.</p>
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## QUESTIONS

**What's the matter with Steve?**

He has a stomachache.

He has a cold.

He has the flu.

**How long has Steve been sick?**

since Saturday

since Sunday

since Friday

**How often should Steve take the medicine the doctor prescribes?**

three times a day with meals

three times a day after meals

four times a day before meals

**What does Carla suggest he do?**

see another doctor

eat chicken soup

take herbal medicine

**What does Steve decide to do?**

talk to another friend

see the same doctor again

listen to Carla's suggestion



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<p><b>2 HOURS</b></p> <p><b>11° B</b> <b>February</b> <b>10th</b></p> <p><b>11° A</b> <b>February</b> <b>10th and</b> <b>11th</b></p>	<p><b>DEFINITE PRONOUNS</b></p> <p>Students will be able to identify, classify, and correctly use all types of pronouns in English (subject, object, possessive, reflexive, demonstrative, relative, indefinite, reciprocal, and interrogative) in meaningful contexts.</p>	<p><b>C.</b> Finally, students have to address an online investigation related to: What home remedies do you have in your country for the following illnesses or situations? Search for information in books or online to help you answer this question: <b>Cold</b> <b>Stomachache</b> <b>Hangover</b> <b>Hiccups</b> <b>Sore throat</b></p> <p><b>I.</b> After welcoming and greeting the students, the teacher will write the following sentence on the board: <b><i>Maria is my best friend. Maria lives near my house.</i></b></p> <p>Then, students are asked:</p> <ul style="list-style-type: none"> <li>• How can we avoid repeating the name?</li> <li>• What word can replace it?</li> </ul> <p>Afterwards, there will be a brief discussion about the importance of pronouns in daily communication as well as the presentation of the lesson objective.</p>	<p>Whiteboard and markers</p> <p>Printed or digital worksheet</p> <p>Short explanatory video</p> <p>Handouts</p>	<p>Class participation</p> <p>Worksheet completion</p> <p>Correct use of pronouns in activities</p>
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D. Later, the teacher will perform a guided explanation of pronoun types:

1. Subject Pronouns: I, you, he, she, it, we, they
  - o *She is my sister.*
2. Object Pronouns: me, you, him, her, it, us, them
  - o *I like her.*
3. Possessive Adjectives and Possessive Pronouns:
  - o Adjectives: my, your, his, her, its, our, their
  - o Pronouns: mine, yours, his, hers, its, ours, theirs
4. Reflexive Pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
  - o *I taught myself English.*
5. Demonstrative Pronouns: this, that, these, those
  - o *These are my books.*
6. Relative Pronouns: who, whom, which, that, whose
  - o *The student who studies will succeed.*
7. Indefinite Pronouns: someone, anyone, nobody, everybody, something, nothing, etc.
  - o *Everyone is ready.*
8. Reciprocal Pronouns: each other, one another
  - o *They help each other.*
9. Interrogative Pronouns: who, what, which, whom, whose
  - o *Who is your teacher?*

**Practice activity:**

Students work in pairs to classify pronouns from a worksheet.

Complete sentences and create their own examples.



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<p><b>2 HOURS</b></p> <p><b>11° B</b></p> <p><b>February 12th</b></p> <p><b>11° A</b></p> <p><b>February 13th</b></p>	<p><b>INDEFINITE PRONOUNS</b></p> <p>Students will be able to <b>identify, classify, and correctly use indefinite pronouns</b> in affirmative, negative, and interrogative sentences, both orally and in written form.</p>	<table border="1" data-bbox="690 293 1649 654"> <thead> <tr> <th>Subject Pronoun</th> <th>Object Pronoun</th> <th>Possessive Adjectives</th> <th>Possessive Pronoun</th> <th>Reflexive Pronoun</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Me</td> <td>My</td> <td>Mine</td> <td>Myself</td> </tr> <tr> <td>You</td> <td>You</td> <td>Your</td> <td>Yours</td> <td>Yourself</td> </tr> <tr> <td>He</td> <td>Him</td> <td>His</td> <td>His</td> <td>Himself</td> </tr> <tr> <td>She</td> <td>Her</td> <td>Her</td> <td>Hers</td> <td>Herself</td> </tr> <tr> <td>It</td> <td>It</td> <td>Its</td> <td>Its</td> <td>Itself</td> </tr> <tr> <td>We</td> <td>Us</td> <td>Our</td> <td>Ours</td> <td>Ourselves</td> </tr> <tr> <td>You</td> <td>You</td> <td>Your</td> <td>Yours</td> <td>Yourselves</td> </tr> <tr> <td>They</td> <td>Them</td> <td>Their</td> <td>Theirs</td> <td>Themselves</td> </tr> </tbody> </table> <p><b>C.</b> Finally, the teacher will ask some students to volunteer by reading their sentences aloud before the whole class. The teacher will provide feedback and clarification as needed.</p> <p><b>Reflection:</b> Why is it important to use pronouns correctly in English?</p> <p><b>I.</b> After welcoming and greeting the students, the teacher will write the following sentence on the board:</p> <ul style="list-style-type: none"> <li>• Is there <b>someone</b> absent today?</li> <li>• Do you know <b>anything</b> about the test?</li> <li>• Has <b>everyone</b> finished the homework?</li> </ul> <p>Students answer freely.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What words are repeated?</li> </ul>	Subject Pronoun	Object Pronoun	Possessive Adjectives	Possessive Pronoun	Reflexive Pronoun	I	Me	My	Mine	Myself	You	You	Your	Yours	Yourself	He	Him	His	His	Himself	She	Her	Her	Hers	Herself	It	It	Its	Its	Itself	We	Us	Our	Ours	Ourselves	You	You	Your	Yours	Yourselves	They	Them	Their	Theirs	Themselves	<p>Whiteboard and markers</p> <p>Notebook or worksheet</p>	<p>Correct use of indefinite pronouns</p> <p>Proper verb agreement</p> <p>Participation in oral and written activities</p>
Subject Pronoun	Object Pronoun	Possessive Adjectives	Possessive Pronoun	Reflexive Pronoun																																													
I	Me	My	Mine	Myself																																													
You	You	Your	Yours	Yourself																																													
He	Him	His	His	Himself																																													
She	Her	Her	Hers	Herself																																													
It	It	Its	Its	Itself																																													
We	Us	Our	Ours	Ourselves																																													
You	You	Your	Yours	Yourselves																																													
They	Them	Their	Theirs	Themselves																																													



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		<ul style="list-style-type: none"><li>• What do these words refer to?</li></ul> <p><b>D.</b> The teacher introduces the topic: <b>Indefinite Pronouns</b>, explaining that they are used to talk about people, things, or places in a <b>general or non-specific way</b>.</p> <p><b>Guided explanation:</b> The teacher explains the main indefinite pronouns with examples:</p> <ul style="list-style-type: none"><li>• <b>Someone / Somebody</b> → person (affirmative) <i>Someone is calling you.</i></li><li>• <b>Anyone / Anybody</b> → person (questions and negatives) <i>Did anyone see my phone?</i> <i>I didn't meet anybody.</i></li><li>• <b>Everyone / Everybody</b> → all people <i>Everybody likes music.</i></li><li>• <b>No one / Nobody</b> → zero people <i>Nobody knows the answer.</i></li></ul> <p><b>Important rule:</b> Indefinite pronouns always take a <b>singular verb</b>.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• <i>Everyone <b>is</b> ready.</i></li><li>• <i>Something <b>was</b> wrong.</i></li></ul> <p><b>Controlled practice</b></p> <p><b>Written activity:</b> Complete the sentences using the correct indefinite pronoun:</p>		
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1. \_\_\_\_\_ forgot their notebook.
2. Is there \_\_\_\_\_ to drink?
3. \_\_\_\_\_ understands the instructions.
4. I didn't go \_\_\_\_\_ last weekend.

Students check answers together with the teacher.

### Communicative practice (10 minutes)

#### Pair work:

Students work in pairs and create **five original sentences** using different indefinite pronouns related to:

- School life
- Daily routines
- Real-life situations

Example:

- *Someone in my class speaks French.*

Some pairs share their sentences with the class.

**C.** The teacher corrects common mistakes and reinforces:

- Proper pronoun choice
- Verb agreement
- Differences between *someone / anyone / no one*

#### Quick assessment Mini quiz (oral or written):

Choose the correct option:



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		<ul style="list-style-type: none"><li>• <i>There is _____ waiting for you outside.</i></li></ul> <p><b>Reflection question:</b></p> <p>When do we use indefinite pronouns in real life?</p>		
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