



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: 9°
PERIODO: I	FECHA: SEMANA DEL 16 DE FEBRERO AL 27 DE FEBRERO	NÚMERO DE HORAS: 60

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN														
2 HOURS February 16th and 17th	THE BODY PARTS REVIEW Students will be able to recognize both the internal and external parts of the body as well as to have a well-being mental state.	<p>I. After welcoming the students, the teacher will make them aware as well as check the vocabulary related to the External and Internal Parts of the Human Body shared during the previous class. The teacher will emphasize on those words the students must have added. This activity must be performed individually. Students must list as many as body parts in each category in one minute.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">BODY PARTS</th> </tr> <tr> <th>EXTERNAL PARTS</th> <th>INTERNAL PARTS</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table> <p>D. Then after, the teacher will make emphasis on some advanced anatomy vocabulary, medical and physical conditions as well as some idiomatic expression such as:</p> <ul style="list-style-type: none"> • Skull, jaw, spine, ribs • Muscles, tendons, ligaments • Brain, lungs, kidneys, liver • Veins, arteries, blood vessels 	BODY PARTS		EXTERNAL PARTS	INTERNAL PARTS											Detailed human anatomy diagram Short medical or sports-related reading TV set Case-study handout	Lexical range and accuracy Fluency and coherence Appropriate use of grammar structures Pronunciation of technical terms
BODY PARTS																		
EXTERNAL PARTS	INTERNAL PARTS																	



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- Injury, fracture, strain, sprain
- Concussion, fatigue, inflammation
- Circulation, respiration

- Keep an eye on
- Cost an arm and a leg
- Get something off your chest
- Break a leg
- Cold feet
- Turn a blind eye

Later on, the teacher will present advanced anatomy grouped by systems:

Skeletal Muscular Circulatory Respiratory

Next, students will be given two cases to perform in class:

Activity 1: Case Study – Sports Injury

Students read a short case:

"A football player suffered a knee injury during a match..."

Tasks:

- Identify affected body parts
- Explain causes and consequences
- Give medical advice using modals



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<p>2 HOURS</p> <p>February 17th and 19th</p>	<p>NARRATIVE TEXTS.</p> <p>Students will be able to identify the beginning, knot and outcome of a story based on a movie.</p>	<p>Activity 2: Precision Challenge</p> <p>Students replace basic words with advanced vocabulary:</p> <ul style="list-style-type: none"> • <i>leg</i> → <i>lower limb</i> • <i>hurt</i> → <i>inflamed / strained</i> • <i>back</i> → <i>spine</i> <p>C. Finally, the teache must encourasge his students to do as follow:</p> <ul style="list-style-type: none"> • Oral reflection: <ul style="list-style-type: none"> ○ One new term learned ○ One idiom in context • Quick written exit task: describe an injury using academic language. <p>I. Right after welcoming the students, the teacher will remind and encourage the students about being ready for starting to make the movie review whose leads are listed below. Student must choose a movie by their own and do as follow:</p> <p style="text-align: center;">MOVIE REVIEW</p> <ol style="list-style-type: none"> 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. 	<p>Bilingual Dictionaries</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others opinion and take turns when participating.</p> <p>Past Narrative Test.</p>
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5. What's the moral of the movie for you? what did you learn from the movie?

Students will be given two hours to have this ready. Besides, this activity has to be done in groups of 3 chosen by the teacher and performed within the next class.

D. The teacher will guide the students to design their narrative text by showing and explaining them the picture above. Then each group will get ready to socialize the answers to the questions given to make the movie review next day. This will be done question by question. Each group 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.



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		<p>C. Finally, this activity must be socialized before the whole class. The teacher will 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 which includes: Simple Past, Past Progressive and Past Perfect.</p>		
<p>2 HOURS</p> <p>February 20th</p>	<p>LISTEN TO FIND OUT SPECIFIC INFORMACIÓN.</p> <p>Students will be able to get specific information from a piece of oral text.</p>	<p>I. After checking the attendance list, the teacher will motivate the students to get ready to perform a listening activity. For this, it is very important to be quiet while playing the recording. The teacher will give some directions before starting.</p> <p>D. The teacher will log on the following webpage: https://www.esl-lab.com/easy/daily-schedule/ The teacher will introduce the topic and explain the Idiomatic Expressions for this task:</p> <p style="text-align: center;">IDIOMS</p> <p>"Burn the candle at both ends" = work to excess that affects your physical and emotional well-being "It's just not wise to burn the candle at both ends; it's just impossible to work full time, go to school, and spend time with family." "Work one's tail off" = work very hard "I have to work my tail off just to pay my rent." Then after, the students have to talk about: What is their daily schedule? What time do they wake up and go to work or school? What do they do when you get home? What time do they go to bed? Later on, the listening activity will be played as many times as necessary so that every student will understand properly. Next, they have to answer a questionnaire to check their understanding.</p>	<p>Internet Speakers TV and PC set Questionary for the listening activity.</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>What time does the man get up? at 5:00 a.m. at 7:00 a.m. at 6:00 a.m.</p> <p>What time does he get to work? at 7:00 a.m. at 9:00 a.m. at 8:00 a.m.</p> <p>What does he do with his family around 6:30 p.m.? They play games. They eat dinner. They read books together.</p> <p>What do the man and his wife do after the kids go to bed? They watch TV. They play games. They clean the house.</p> <p>What is one thing the man does NOT say about his wife? She has to take their children to school. She helps the kids with their homework. She goes shopping for food.</p> <p>C. Finally, students must do an online investigation by taking into account the following questions: Search online for at least two mobile apps or daily planners that you can use of a mobile phone. How much are they? What are their features?</p>		
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<p>2 HOURS</p> <p>February 23rd and 24th</p>	<p>REVIEW ON PRESENT SIMPLE</p> <p>Students will be able to use present simple, DO, DOES, CAN, MUST as well as BE to talk about permanent situation.</p>	<p>I. After greeting the students, the teacher will remind them to be aware of the 1st Instruimos Test which will be given on February 25th. Therefore, this class will be taken to review and practice the given topics through the Pre-1cfe Module.</p> <p>D. Later, the teacher will ask the students to follow the structures to design some questions to be performed within the class:</p> <table border="1" data-bbox="687 673 1647 812"> <tr> <td>DO DOES</td> <td></td> <td>BASE FORM VERB</td> <td>OBJECT</td> <td>PLACE</td> <td>TIME?</td> </tr> </table> <table border="1" data-bbox="687 889 1647 1044"> <tr> <td>WH-WORD</td> <td>DO DOES</td> <td></td> <td>BASE FORM VERB</td> <td>OBJECT</td> <td>PLACE</td> <td>TIME?</td> </tr> </table> <table border="1" data-bbox="687 1122 1647 1260"> <tr> <td>CAN MUST</td> <td></td> <td>BASE FORM VERB</td> <td>OBJECT</td> <td>PLACE</td> <td>TIME?</td> </tr> </table> <table border="1" data-bbox="687 1338 1490 1518"> <tr> <td>AM IS ARE</td> <td></td> <td>OBJECT</td> <td>PLACE</td> <td>TIME?</td> </tr> </table>	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?	WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?	CAN MUST		BASE FORM VERB	OBJECT	PLACE	TIME?	AM IS ARE		OBJECT	PLACE	TIME?	<p>Board Markers Worksheets</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others opinion and take turns when participating.</p> <p>Accuracy on making questions as well as proper usage of the 3rd singular person when using DO/DOES.</p>
DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?																							
WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?																						
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AM IS ARE		OBJECT	PLACE	TIME?																								



Students must go around the class an interview at least 5 of their partners by using the structures above.

C. The result of the interviews must be socialized before the whole class. There will be an emphasis when using present simple with the 3rd singular person (DOES).

Spelling Rules

1. In general, the third person singular is formed by adding an s to the base verb.

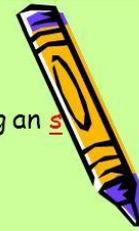
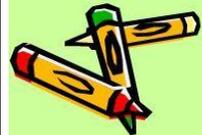
I work He works

2. Verbs ending in **ss,x,ch,sh,o** add "es" to the third person singular.

I dress	She dress <u>es</u>
You fix	He fix <u>es</u>
We watch	She watch <u>es</u> T.V.
They wash	She wash <u>es</u>
The boys go	It go <u>es</u> !

3. Verbs ending in consonant + **y**, changes the **y** to **i** and add "es":

I cry – He **cries**, We fly – She **flies**,
You terrify - It **terrifies**





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<p>2 HOURS</p> <p>February 24th and 26th</p>	<p>LARRY IS TALL, HANDSOME AND Delligent.</p> <p>Students will be able to describe themselves and others physically as well as describe their personality.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads they must accomplish in order to improve both their behaviorism and English academical performance when making an oral presentation.</p> <p>D. Then after, the teacher will display the topics and learning goals to be discussed all along the second half of this term.</p> <p>Vocabulary: Adjectives (To describe people physically and their personality). Grammar focus: Simple past. Kind of texts: Narrative and Descriptive.</p> <p style="text-align: center;">LEARNING GOALS</p> <ul style="list-style-type: none"> • Diferencia la organización y propósito de los textos narrativos y descriptivos. • Describe las cualidades físicas y de personalidad de las personas con el uso de adjetivos. • Intercambia información acerca de eventos que ya sucedieron apoyándose en el pasado simple y pasado progresivo. <p>Later, the teacher will ask the students to classify the following words into adjectives, nouns and adjectives. Students can support themselves on a dictionary. They also can work in pairs.</p>	<p>Bilingual Dictionaries</p>	<p>Commitment and responsibility.</p> <p>Being respectful as well as listening carefully when others take turns to speak.</p> <p>Vocabulary quiz.</p>
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- Spread Gorgeous Towel Bread Walk Nice
- Flirt Steal Shy Copy Skinny Neat Ride
- Rice Love Tiny Gossipy Blond Mop Write
- Sweep Honey Broadcast Talkative Good-looking
- Soap Shine Do Reddish See Strong Stubborn
- Well-built Polite Sloppy Come Draw Be

Adjectives	Nouns	Verbs

As soon as students finish, they have to add 5 more words by their own to each category. Then after, this task must be socialized before the whole class.

C. Students will be given feedback by encouraging them to improve their vocabulary on given the parts of the speech. Finally, they have to classify the words given above into Countable and Uncountable Nouns, Regular and Irregular Verbs Physical and Personality Adjectives. This activity will be shared during the next class.

Adjectives		Verbs		Nouns	
Physical	Personality	Regular	Irregular	Countable	Uncountable



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<p>2 HOURS</p> <p>February 27th</p>	<p>LARRY IS TALL, HANDSOME AND DELIGENT</p> <p>Students will be able to describe themselves and others physically as well as describe their personality.</p>	<p>I. Right after welcoming the students, the teacher will remind and encourage them about being ready for starting to socialize the activity given during the previous class.</p> <table border="1" data-bbox="687 464 1647 659"> <thead> <tr> <th colspan="2">Adjectives</th> <th colspan="2">Verbs</th> <th colspan="2">Nouns</th> </tr> <tr> <td>Physical</td> <td>Personality</td> <td>Regular</td> <td>Irregular</td> <td>Countable</td> <td>Uncountable</td> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>D. The teacher will ask the students to socialize the activity related to the parts of the speech: Countable and Uncountable Nouns, Regular and Irregular Verbs Physical and Personality Adjectives. Then after the teacher will write down the questions below on the board and encourage the students to answer them. If any of them can do it properly, the teacher will explain the differences among themselves.</p> <ul style="list-style-type: none"> • What do you like to do? • What do you like doing? • What do you look like? • What are you like? • What would you like to do? <p>C. Finally, each student must answer all the questions. So, this activity must be socialized before the whole class. The teacher will 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 vocabulary related to adjectives to describe physical and personality appearance.</p>	Adjectives		Verbs		Nouns		Physical	Personality	Regular	Irregular	Countable	Uncountable																			<p>Notebook Pens / pencils Markers Board</p>	<p>Commitment and responsibility.</p> <p>Being respectful as well as listening carefully when others take turns to speak.</p> <p>Following directions.</p>
Adjectives		Verbs		Nouns																														
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