



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: 10°
PERIODO: IV	FECHA: SEMANA DEL 15 DE SEPTIEMBRE AL 26 DE SEPTIEMBRE 2025	NÚMERO DE HORAS: 6

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
2 Hours 10°B Sept. 16 th 10° A Sept. 15 th and 16 th	DIRECT SPEECH Students will be able to say, inform, report other people ideas by using the direct speech.	<p>I. After welcoming and checking the attendance list, the teacher will share with the students the topics and goals which are going to be discussed within this last term. Then after, the teacher will motivate his students to carry on working with commitment and responsibility.</p> <ul style="list-style-type: none">Reconoce el vocabulario y las expresiones relativas a la economía.Reporta los que otros expresaron a través del discurso indirecto.Conoce los verbos modales have, must, may, might, should, would, can, could y su propósito en el discurso oral y escrito.Extrae información específica a partir de un texto expositivo de mediana extensión.Resume información relevante de textos relacionados con el fenómeno de la globalización.Analiza las características del fenómeno de la globalización y asume una posición crítica frente a su impacto en la sociedad.Se apoya en las estructuras del futuro perfecto para describir una acción finalizada antes de un tiempo definido en el futuro.Compone textos orales y escritos empleando los demostrativos: this, that, these y those. <p>D. Later, the teacher will ask the students to anylize the following sentences:</p>	Internet P.C. Video	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating. Conversation: Reporting verbs, SAY vs. TELL



		<p>Eddie: I´m happy The teacher said “I´m happy” Eddie: I didn´t eat breakfast this morning The teacher said “I didn´t eat breakfast this morning” Eddie: I have been to Medellin The teacher said “I have been to Medellin”</p> <p>Later, the teacher will introduce the topic by telling the students that when we use the same words as well as the same grammar tenses and structure to report something that other people have just said, it is called Direct Speech. To make sure students understand this topic better, the teacher will play the following video:</p> <p>https://www.youtube.com/watch?v=jEfNx4LZC_0</p> <p>After, there will be a discussion to check if everything explained on the video was well understood. To check this, the teacher will provide the students with the following activity:</p>		
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Direct = Reported



They told Sue that to Panama on holidays

Sue told them that suitcase too heavy for



Leo told Bill that _____ find _____ parents
 Bill told Leo that _____ suitcases _____ made in China



The pilot said that the flight attendant _____ 7 languages
 The flight attendant said that the pilot _____ planes since he was 27

C. Then, the teacher will invite his students to socialize the previous activity. Students will be picked out randomly.



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1 Hours 10°B September 15th 10° A September 18th	LISTENING SKILL Students will be able to get specific information from an audio text by SCANNING it.	<p>I. After checking the attendance list, the teacher will set up the class to encourage the students to be ready for a Listening activity from which they are going to SCAN to get some specific information.</p> <p>SCANNING is a reading technic used to determine details in a text. This can also be applied in the Listening skills. It has the same purpose.</p> <p>D. Then after this brief explanation, the teacher will give the following directions:</p> <p>Pre-Listening Exercise</p> <p>What kinds of books do children like to read? Where can you find cheap or discount books? Do you buy books at a bookstore or at an online bookstore?</p> <p>Idioms</p> <p>"bookworm" = someone who loves to read</p> <p>"My daughter is a bookworm, and she reads at least two hours a day."</p> <p>"be an open book" = be a person who hides nothing about your life</p> <p>"Please ask me anything. I'm an open book."</p> <p>The Listening activity will be taken from: https://www.esl-lab.com/easy/reading-books/</p> <p>Pre-Listening Exercise</p> <p>What kinds of books do children like to read? Where can you find cheap or discount books? Do you buy books at a bookstore or at an online bookstore?</p>	Internet P.C. Listening recording	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating. Scan specific information from audio text.
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	<p>Idioms</p> <p>“bookworm” = someone who loves to read</p> <p>“My daughter is a bookworm, and she reads at least two hours a day.”</p> <p>“be an open book” = be a person who hides nothing about your life</p> <p>“Please ask me anything. I’m an open book.</p> <p>1. What is the father reading at the beginning of the conversation?</p> <p>a. a newspaper</p> <p>b. a magazine</p> <p>c. a novel</p> <p>2. What kind of book does the girl want to read?</p> <p>a. a book about candy and cookies</p> <p>b. a book on dolls</p> <p>c. a book about animals</p> <p>3. What does the girl's teacher say about reading?</p> <p>a. The girl ought to read at least ten books a night.</p> <p>b. The girl can check out books from the library.</p> <p>c. The girl should read books every day.</p> <p>4. What is one thing the girl wants to eat while they are reading?</p> <p>a. cookies</p> <p>b. ice cream</p> <p>c. bananas</p> <p>5. About what time of day is it in the conversation?</p> <p>a. in the early afternoon</p> <p>b. in the evening</p> <p>c. the late morning</p>		
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<p>2 Hours</p> <p>10ºA and B Sept. 19th</p>	<p>LISTENING SKILL</p> <p>Students will be able to determine the main idea from an audio text by SKIMMING it.</p> <p>PRE-ICFES</p>	<p>C. Finally, the teacher will encourage his students to the following online research which is going to be socialized at the beginning of the next class.</p> <p>What are the benefits of reading to children, either in their native or second language? What types of material are best for learners of different ages to understand the content they are reading? How can students learn to read without the help of a dictionary?</p> <p>Reading is a popular activity. Now, many devices such as Amazon Kindle and the iPad make reading even easier. Compare these two electronic readers. How much do they cost? What are the advantages of these readers over a paperback book? Share your ideas.</p> <p>I. After welcoming the students' and checking the attendance list as well as socializing the Previous Online Research, the teacher will encourage the students to get ready for another listening activity. In this time, students will be explained how to determine the main idea of a text by using the Skimming Technic which is used in reading comprehension. However, it can also be used in listening comprehension with the same purpose.</p> <p>D. Then after this brief explanation, the teacher will give the following directions:</p> <p>Pre-Listening Exercise</p> <p>Finding discount plane tickets and cheap tours is only the first step to traveling abroad. Once you arrive at your destination, what things would</p>	<p>Internet P.C. Listening recording</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Skim the main idea from an audio text.</p>
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	<p>you expect to do when passing through immigration and customs in a foreign country?</p> <p>Idioms</p> <p>“roll with the punches” = adjust to difficult situations</p> <p>“Living in a new country can be hard, but sometimes you just have to roll with the punches.”</p> <p>“go to pieces” = lose emotional control</p> <p>“She went to pieces at the airport when couldn’t understand what the immigration officer was saying.”</p> <p>The listening activity will be taken from: https://www.esl-lab.com/easy/immigration-customs/</p> <p>C. Finally, the teacher will encourage his students to the following online research which is going to be socialized at the end of the next class.</p> <p>What advice do you give a friend before he or she passes through an airport in your country (e.g. What documents should you have ready? Can you buy souvenirs at the airport? Where do you need to go to find public transportation into the city?, etc.)? What things can you carry on the airplane and what are the size requirements of your luggage?</p> <p>Many airlines have rules or restrictions on the size of luggage or bags you can take on the plane. Use the Internet to search for two companies that sell bags specifically for airline travel. Compare the bags based on price, quality, durability, and style.</p>		
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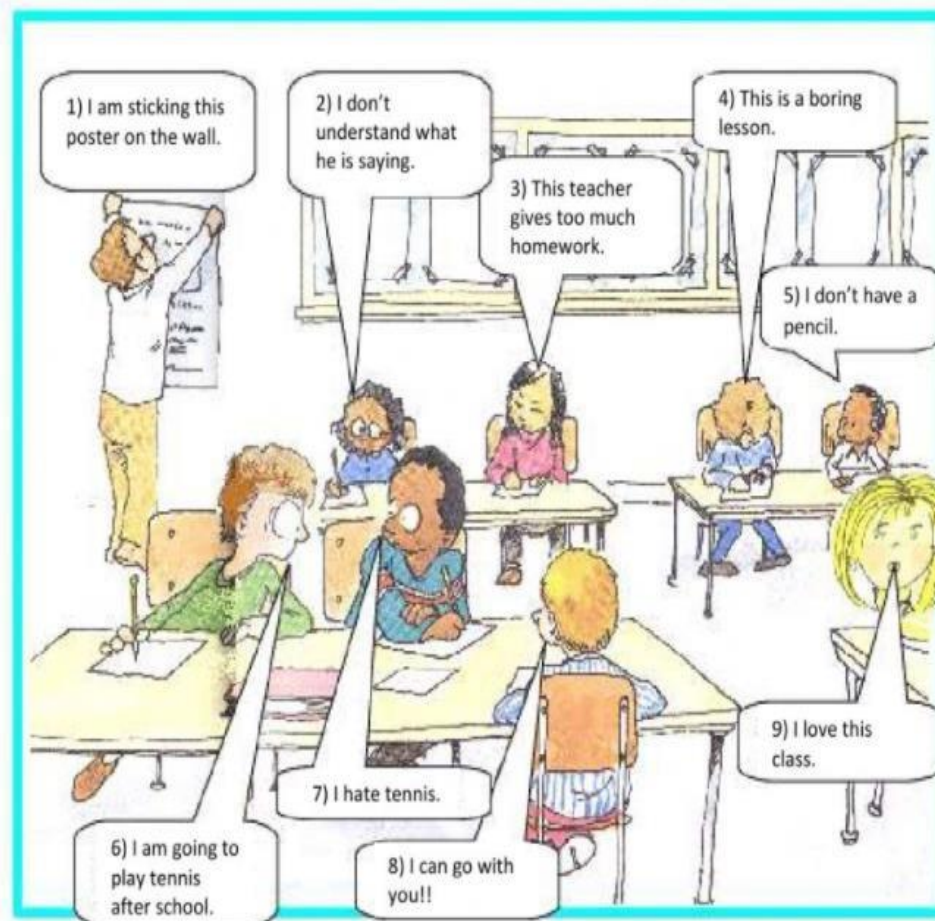
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2 Hours 10°B Sept. 22nd 10° A September 22nd and 23rd	REPORTED SPEECH Students will be able to say, inform, report other people ideas by using the indirect speech.	<p>I. After welcoming the students and checking the attendance list, the teacher will ask the students to analyze the following sentences:</p> <p>Eddie: I'm happy The teacher said "He was happy" Eddie: I didn't eat breakfast this morning The teacher said "I hadn't eaten breakfast this morning" Eddie: I have been to Medellin The teacher said "I had been to Medellin" Eddie: I can dance salsa very well The teacher told me "He could dance salsa very well" Eddie: My mom will travel to Bogota The teacher told me "his mom would travel to Bogota"</p> <p>D. Later, the teacher will introduce the topic by telling the students that when we use different words as well as the different grammar tenses and structure to report something that other people have just said, it is called Indirect Speech or Reported Speech. To make sure students understood this topic, the teacher will play the following video:</p> <p>https://www.youtube.com/watch?v=0VzDQPeHFNM</p> <p>After, there will be a discussion to check if everything explained on the video was well understood. To check this, the teacher will provide the students with the following activity:</p>	Internet P.C. Video	Availability to take part actively in the class. Being respectful to others opinion and take turn when participating.
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WHAT DID THEY SAY?

Study the picture and then rewrite each of the quotes using reported speech.





- 1) THE TEACHER SAID THAT THAT POSTER ON THE WALL.
- 2) SAM SAID THAT WHAT THE TEACHER .
- 3) ZIKKA SAID THAT TOO MUCH HOMEWORK.
- 4) MATT SAID THAT A BORING LESSON.
- 5) RAUL SAID THAT A PENCIL.
- 6) TOM SAID THAT TENNIS AFTER SCHOOL.
- 7) ROB SAID THAT TENNIS.
- 8) MATHEW SAID THAT WITH TOM.
- 9) SARAH SAID THAT THAT CLASS.

C. Then, the teacher will invite his students to socialize the previous activity. Students will be picked out randomly.



<p>1 Hour</p> <p>10° B Sept. 22nd</p> <p>10° A September 25th</p>	<p>REPORTING VERBS</p> <p>Students will be able to say, inform, report other people ideas by using the indirect speech.</p>	<p>I. After checking the attendance list, the teacher will set up the class to encourage the students to be ready to discuss about Reporting Verbs. For this, the teacher will support himself on the slide below:</p> <div><p>REPORTING VERBS</p><table><tr><th>STATEMENT</th><th>DESCRIPTION</th><th>THEORY</th><th>ANALYSIS</th><th>ARGUMENT</th></tr><tr><td><ul style="list-style-type: none">• Say• State• Note• Declare• Observe• Report• Remark• Point out• Add• Inform</td><td><ul style="list-style-type: none">• Describe• Depict• Recount• Relate• Define• Illustrate• Chronicle• Demonstrate• Characterise• Portray</td><td><ul style="list-style-type: none">• Believe• Suggest• Hold• Claim• Presume• Assume• Regard• Theorise• Advance• Postulate</td><td><ul style="list-style-type: none">• Analyse• Consider• Estimate• Scan• Study• Examine• Scrutinise• Evaluate• Judge• Review</td><td><ul style="list-style-type: none">• Argue• Contend• Contest• Disagree• Challenge• Dispute• Disclaim• Insist• Debate• Assert</td></tr></table></div> <p>D. Then after this, the teacher will set up a guided activity so that the students will get into this topic easier. Every student must be ready to take part of this activity</p>	STATEMENT	DESCRIPTION	THEORY	ANALYSIS	ARGUMENT	<ul style="list-style-type: none">• Say• State• Note• Declare• Observe• Report• Remark• Point out• Add• Inform	<ul style="list-style-type: none">• Describe• Depict• Recount• Relate• Define• Illustrate• Chronicle• Demonstrate• Characterise• Portray	<ul style="list-style-type: none">• Believe• Suggest• Hold• Claim• Presume• Assume• Regard• Theorise• Advance• Postulate	<ul style="list-style-type: none">• Analyse• Consider• Estimate• Scan• Study• Examine• Scrutinise• Evaluate• Judge• Review	<ul style="list-style-type: none">• Argue• Contend• Contest• Disagree• Challenge• Dispute• Disclaim• Insist• Debate• Assert	<p>Internet P.C. Slides</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Accuracy when reporting what others have just said.</p>
STATEMENT	DESCRIPTION	THEORY	ANALYSIS	ARGUMENT										
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REPORTING VERBS – EXAMPLES

+ TO + INFINITIVE

- *AGREE: They agreed to lend him the money.
- *CLAIM: They claim to be the best in the market.
- OFFER: She offered to help.
- *PROMISE: You promised to come with us.
- REFUSE: He refused to answer any questions.
- SWEAR: She swore to serve her country.
- THREATEN: They threatened to kill me.

+ THAT + CLAUSE

- *ADMIT: He admitted (that) it was his fault.
- *AGREE: I agree (that) it's going to be difficult.
- ANSWER: She answered (that) she was OK.
- *CLAIM: They claim (that) they are innocent.
- *COMPLAIN: He complains (that) he has too much work.
- *CONFESS: He confessed (that) he was scared.
- *DENY: They deny (that) they had any involvement.
- EXPLAIN: She explained (that) new facts had emerged.
- *INSIST: I insisted (that) we needed a break.
- *PROMISE: You promised (that) you'd be there.
- *REGRET: I regret (that) I didn't help him.
- SAY: John said (that) he wouldn't do it again.
- *SUGGEST: She suggested (that) I should stay until May.

+ PERSON + TO + INFINITIVE

- ADVISE: He advised me to change my diet.
- ASK: They asked him to resign.
- BEG: He begged me to forgive him.
- CONVINCE: He convinced me to take the job.
- ENCOURAGE: We encouraged her to continue.
- FORBID: They forbade me to go out.
- INVITE: She invited us to be at the meeting.
- ORDER: The judge ordered him to sit down.
- PERSUADE: She persuaded me to sign up.
- RECOMMEND: I recommend you to go.
- REMIND: Can you remind me to lock the door?
- TELL: Nobody told me to be quiet.
- WARN: He warned us not to drink the water.

+ (PREPOSITION) + -ING

- ACCUSE SB OF: They accused me of cheating.
- *ADMIT: She admitted making a mistake.
- APOLOGISE (TO SB) FOR: He apologised (to her) for not calling.
- BLAME: I don't blame you for getting angry.
- *COMPLAIN ABOUT: He complained about being insulted.
- *CONFESS TO: I confessed to murdering him.
- *DENY: They denied doing anything wrong.
- *INSIST ON: She insisted on calling a taxi.
- *RECOMMEND: She recommended taking a taxi.
- *REGRET: I regret not paying more attention.
- *SUGGEST: I suggest doing some research first.

1. Complete the reported speech with a verb in the box.

accused	admitted	regretted	apologised	promised
encouraged	recommended	refused	suggested	warned

- 'Why don't you see a doctor?' She seeing a doctor.
- 'Be careful going up that ladder.' He me not to go up the ladder.
- 'Sorry. I broke your vase.' I for breaking her vase.
- 'It's true. I stole the car.' The thief stealing the car.
- 'No, we won't work late.' The employees to work late.
- 'This book is brilliant. You have to read it.' She reading the book.
- 'I think you're telling me lies!' His mum him of telling lies.
- 'Well done. Keep going. I know you can do it!' The coach the athlete.
- 'I will buy you an ice cream if you finish your meal! Dad to buy me an ice cream
- 'I failed my exam because I didn't study enough' He that he failed his exam.



2. Rewrite the following sentences into reported speech

- "I didn't lose it" He denied
- "I won't do it" He refused
- "I promise I'll take you to school" My sister promised
- "Don't forget to phone when you arrive" Mum reminded
- "We really must go with you" Bob insisted
- "Beth, have dinner with me" Tom invited
- "Why doesn't she tell him?" Jim suggested
- "Why don't we go to the cinema?" He suggested
- "You are right. it was a mistake to get up so early" Chris admitted
- "Look, he is a thief!" The greengrocer accused
- "You'd better start learning for the exam, Roger" The biology teacher advised
- "Please Tom, don't tell anyone!" He begged
- "Congratulations. You've passed the test" My teacher congratulated
- "If you take my iPod again, I'll pinch you very hard" My sister threatened
- "What a pity I didn't see the ceremony" He regretted
- "I'm sorry I forgot to call you". Jim apologised
- "Don't touch this machine. It's dangerous" She warned
- "You never listen to me, Stuart" Mary complained
- "You mustn't play near the road" Father forbade us
- "OK. I'll lend you my car" My brother agreed





<div>2 Hours</div> <div>10° A and B</div> <div>Sept. 26th</div>	<div>REPORTING QUESTIONS</div> <div>Students will be able to say, inform, report other people ideas by using the indirect speech.</div>	<div>C. Finally, the teacher will encourage his students to socialize this activity during the next class.</div> <div>I. After welcoming the students and checking the attendance list as well as socializing the Previous Activity, the teacher will encourage the students to get ready for another Reporting Topic which How to report Yes/No and WH-Questions. For this, the teacher will share the following slides:</div> <table><tr><th>Yes / no questions</th><th></th><th>Reported question</th></tr><tr><td>"Do you speak English?"</td><td>→</td><td>He asked me if I spoke English.</td></tr><tr><td>"Have you got a computer?"</td><td>→</td><td>He wanted to know whether I had a computer.</td></tr><tr><td>"Can you type?"</td><td>→</td><td>She asked if I could type.</td></tr><tr><td>"Did you come by train?"</td><td>→</td><td>He enquired whether I had come by train.</td></tr><tr><td>"Is it raining?"</td><td>→</td><td>She asked if it was raining.</td></tr><tr><td>"Have you been to Bristol before?"</td><td>→</td><td>She asked if I had been to Bristol before.</td></tr></table>	Yes / no questions		Reported question	"Do you speak English?"	→	He asked me if I spoke English.	"Have you got a computer?"	→	He wanted to know whether I had a computer.	"Can you type?"	→	She asked if I could type.	"Did you come by train?"	→	He enquired whether I had come by train.	"Is it raining?"	→	She asked if it was raining.	"Have you been to Bristol before?"	→	She asked if I had been to Bristol before.	<div>Internet</div> <div>P.C.</div> <div>Slides</div>	<div>Availability to take part actively in the class.</div> <div>Being respectful to others opinion and take turn when participating.</div> <div>Accuracy when reporting what others have just asked.</div>
Yes / no questions		Reported question																							
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"Have you been to Bristol before?"	→	She asked if I had been to Bristol before.																							



		<div><p>Reported speech: Wh-questions introductory verb in the past</p><table><tr><td><p>Direct speech</p><p>I: "Where are you?"</p><p>Q + P + S</p><p>II: "Where do you go?"</p><p>Q + Aux + S + P</p></td><td><p>Reported speech</p><p>He asked where she was.</p><p>Q + S + P</p><p>He asked where she went.</p><p>Q + S + P</p></td></tr></table></div>	<p>Direct speech</p> <p>I: "Where are you?"</p> <p>Q + P + S</p> <p>II: "Where do you go?"</p> <p>Q + Aux + S + P</p>	<p>Reported speech</p> <p>He asked where she was.</p> <p>Q + S + P</p> <p>He asked where she went.</p> <p>Q + S + P</p>		
<p>Direct speech</p> <p>I: "Where are you?"</p> <p>Q + P + S</p> <p>II: "Where do you go?"</p> <p>Q + Aux + S + P</p>	<p>Reported speech</p> <p>He asked where she was.</p> <p>Q + S + P</p> <p>He asked where she went.</p> <p>Q + S + P</p>					
<p>D. Then after this brief explanation, the teacher will POST the following activity on platform chat so that the students will be able to master this topic.</p>						



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REPORTED QUESTIONS

Use and structure of reported questions	IF/WETHER	DO/DOES/DID questions
<p>When we ask for some information we sometimes begin the question with another question . The order changes. Study this example:</p> <p>Direct question: Where is he?</p> <p>Indirect: Do you know where he is?</p>	<p>Use if/whether when there's no question word.</p> <p>Example:</p> <p>-Did he see Mary? -Do you know if/whether he saw Mary?</p>	<p>Direct question Where does she work? Where did he go?</p> <p>Indirect question Do you know where she works? (don't use does) Do you know where he went? (don't use did)</p>

Exercise 1 Make indirect questions

Example: Where do they come from? Do you know where they come from?

- 1-What time did Carol arrive? Do you know _____?
- 2-Where is the nearest bank? Can you tell me _____?
- 3-Did Sally call her sister? Do you know _____?
- 4-Can she speak French? Do you think _____?
- 5-Does Mandy like fruit? Do you know _____?
- 6-Why did Jim go to Italy? Can you tell me _____?
- 7-Where is Sandy's car? Do you know _____?
- 8-Were they tired last night? Do you think _____?
- 9-Has Mike ever been to Paris? Do you think _____?
- 10-Do they have a computer? Do you know _____?
- 11-When are they coming? Do you know _____?
- 12-What did he do last night? Can you tell me _____?



	<div><p>Exercise 2 I met a girl and I asked her a lot of questions. Example: What's your name? He asked her what her name was.</p><p>1-How old are you? _____</p><p>2-Where do you live? _____</p><p>3-What's your job? _____</p><p>4-Do you like your job? _____</p><p>5-Do you like music? _____</p><p>6-What music do you like? _____</p><p>7-Can you give me your phone number? _____</p><p>8-Will you be here tomorrow? _____</p></div>	<div><p>Exercise 3 Choose the correct option.</p><p>I saw Peter yesterday. I hadn't seen him for ages! I asked <u>he/him</u> how <u>was he/he was</u>. He <u>said/told</u> he was working in London. He also <u>said/told</u> me that he had got married five years ago and had a son. I asked him what <u>was his name/his name was</u>. He said his name <u>were/was</u> Arthur. I also asked him how old <u>was he/he was</u>. He said Arthur was two years old. He also asked me some questions. He asked me <u>when/whether</u> I was working and I told him I was working as a secretary in a town near London. He also asked me if I was married and I <u>told/said</u> to him I had a boyfriend but we hadn't talked about getting married yet. It was late and he said he had to go but he asked me <u>whether/when</u> I wanted to meet his family and I agreed so he gave me his phone number.</p></div>		
		<p>C. Finally, the teacher will encourage his students to socialize this activity. Students will be picked put randomly. Feedback will be given right after each student performing.</p>		