



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"
"De la mano de Dios marcamos la diferencia"
PLANEACIÓN DIDACTICA DE CLASES 2025



ASIGNATURA: INGLES	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 5°
PERIODO: IV	FECHA: SEMANA DEL 15 SEPTIEMBRE AL 19 DE NOVIEMBRE	NÚMERO DE HORAS:

CLASE 40'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
5°A: 15-09-2025 5°B: 15-09-2025	MASS MEDIA VOCABULARY AND USED TO. Identifica medios de comunicación a partir del vocabulario correspondiente en inglés. Ubica correctamente la estructura "Used to" en una oración.	<p>This lesson begins with a warm greeting and welcome, along with informing students about the start of the 4th term.</p> <p>Students regularly recite a motivational phrase that embodies each school term, such as the one for the fourth term, as part of their routine.</p> <p><i>Dream big, work hard, and finish strong!</i></p> <p><i>The last term is here, let's end this year with joy and success!</i></p> <p>D. Then, the main topic for this session is presented through a brief and suitable definition along with a mass media vocabulary list, also the structures for using Used to.</p> 	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.



Used to

Afirmativo
Sujeto + used to + verbo infinitivo

I used to travel a lot
Solía viajar mucho

Negativo
Sujeto + didn't + use to + verbo infinitivo

I didn't use to eat fast food but now I do
No solía comer comida rápida pero ahora sí

Interrogativo
Did + sujeto + use to + verbo infinitivo ...?

Did you use to work in this company?
¿Solías trabajar en esta compañía?

Right after that, the teacher shows pictures of different mass media (TV, newspaper, smartphone, etc.). Then, Students identify each one (guided with simple questions):

What is this? Do you use it every day?

The class as a whole sparks a short class discussion about: *Which media do you use most?*

Later, the teacher reviews pronunciation and makes sentences:

Examples:

-I watch TV.



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	<p>-<i>I read a newspaper.</i></p> <p>Then, the teacher continues the lesson by explaining the use of “Used to” with a simple timeline on board:</p> <p>Past → <i>I used to play video games every day.</i></p> <p>Now → <i>I don't play video games every day.</i></p> <p>Contrast examples:</p> <p><i>I used to read comics, now I watch YouTube.</i></p> <p><i>I used to listen to the radio, now I listen to music on my phone.</i></p> <p>To go over the vocabulary, a Guessing Activity is conducted. The teacher is going to show some mass media while students guess what that is.</p> <p>Once the previous activity is finished, the class moves on with a Pair Activity. In pairs, students write 2 sentences:</p> <p><i>One with “used to” about their past.</i></p> <p><i>One with now about their present.</i></p> <p>Example:</p> <p><i>I used to watch cartoons, now I watch movies.</i></p> <p>Eventually, the teacher asks 2-3 volunteers to share some examples using “Used to” and mention some mass media.</p> <p>Example:</p>	
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		<p>I used to... Now I...</p> <p>Short reminder:</p> <p>Recap: Mass media = ways to communicate information.</p> <p>Recap: Used to = past habits we don't do now. (<i>we no longer practice</i>)</p> <p>Resources to practice:</p> <p>https://wordwall.net/es/resource/38402793/gold-preliminary-unit-4-used-to</p> <p>https://wordwall.net/es/resource/2362005/used-to-didnt-used-to</p> <p>https://wordwall.net/es/resource/79002033/ingl%C3%A9s/mass-media</p>		
5A: 5B:	DESCRIBING ACTIONS Identifica acciones a partir de su descripción en inglés.	<p>I. The class commences with a warm greeting and welcome. Then, students recite some motivational phrases that represent each school term, ending with the current one, the fourth school term, as part of their routine.</p> <p><i>“Dream big, work hard, and finish strong! The last term is here, let’s end this year with joy and success!”</i></p> <p>D. The teacher continues with a warm-up to give students an overview of what the class will be about. The teacher mimes an action in two ways (walking <i>fast</i> vs <i>slow</i>), the students guess: <i>“Is the teacher walking fast or slow?”</i></p> <p>Consequently, the teacher tells the class <i>“Today we will learn how to describe actions — how people do things.”</i></p> <p>After that, he lets the class know the objectives for the current lesson, as well as a definition of the main topic “Describing actions” and some</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.



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examples are included too.

She runs fast.

He speaks politely.

They are very creative.

They also receive a key vocabulary list to practice, which makes the class flow easier.

Adjective (Adjetivo)	Adverb (Adverbio de modo)	Example Sentence
fast (rápido)	fast (rápidamente)	He runs fast .
slow (lento)	slowly (lentamente)	She walks slowly .
early (temprano)	early (tempranamente)	They arrived early .
late (tarde)	late (tardíamente)	He came late to class.
good (bueno)	well (bien)	She sings well .
bad (malo)	badly (mal)	He plays badly .
polite (educado)	politely (educadamente)	They speak politely .
rude (grosero)	rudely (groseramente)	He answered rudely .
kind (amable)	kindly (amablemente)	She helps kindly .
nasty (desagradable)	nastily (desagradablemente)	He shouted nastily .
creative (creativo)	creatively (creativamente)	She paints creatively .
curious (curioso)	curiously (curiosamente)	The cat looks curiously .
brave (valiente)	bravely (valientemente)	He fights bravely .
funny (gracioso)	funnily (graciosamente)	He dances funnily .
romantic (romántico)	romantically (románticamente)	He writes romantically .
powerful (poderoso)	powerfully (poderosamente)	The car runs powerfully .

Support video:

<https://www.youtube.com/watch?v=OWuFkCPb9oE>

Moreover, the teacher models some sentences on the board. *He highlights the structure to follow:*

Subject + verb + describing word.

Examples:

She runs fast.



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	<p><i>He arrives late.</i> <i>The boy is kind.</i> <i>My friend is very creative.</i></p> <p>The class joins some fun and productive activities that promote cooperative work and reinforce the knowledge of students.</p> <p><i>-Role-play Cards:</i> The teacher gives cards with actions (“speak politely”, “arrive late”, “draw creatively”). Students act it out, while others describe it: <i>“She is speaking politely.”</i></p> <p><i>-Pair Work – Interview</i> Students interview a partner with questions like:</p> <ul style="list-style-type: none">• Do you usually run fast or slow?• Are you polite or rude at school?• Are you curious? <p>Partners answer using target vocabulary.</p> <p>C. Finally, a quick review takes place to put their knowledge to the test, in which the teacher shows a word, and students make a sentence aloud.</p> <p>And reflect on the question <i>Why is it important to describe how people do things?</i></p> <p><i>Assessment: Draw yourself doing two actions and write two sentences.</i> <i>Example: “I run fast.” / “I speak politely.”</i></p>	
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5A: 5B:	DESCRIBING PLACES Identifica lugares a partir de su descripción en inglés.	<p>I. The class commences with a warm greeting and welcome. Then, students recite some motivational phrases that represent each school term, ending with the current one, the fourth school term, as part of their routine.</p> <p><i>“Dream big, work hard, and finish strong! The last term is here, let’s end this year with joy and success!”</i></p> <p>The class initiates with a guessing and interactive warm-up activity to check prior knowledge. Thus, the teacher shows flashcards/pictures of places and students shout the name: “Park!” - “Library!”, e.t.c. Then, he pops up some questions: <i>Do you like the park? Is your house near or far from school?</i></p> <p>D. The lesson continues by defining what a place is, and how to describe it, providing examples of places, and including a list of adjectives to describe them.</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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Places in the City



Airport



Bank



Bar



Church



Shop



Cinema



Bus station



Department store



Police station



Library



Court



Gym



Hotel



Jail



Hospital



Flea market



Museum



Mall



Café



Bookstore



Post office



Shoe shop



School



Park



Places in the City



Bus stop



Zoo



Restaurant



Supermarket



Railway station



Pharmacy



Petrol station



Theater



Amusement park



Playground



Factory



Farm



Market



Home



Mosque



Clothing store



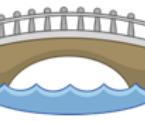
Swimming pool



Garage



Temple



Bridge



Florist



Aquarium



Gas station



Hamburger point



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Support videos:

<https://www.youtube.com/watch?v=QjE0mE8-HxI>

<https://www.youtube.com/watch?v=30UFgJnuQpY>

Adjectives to describe a country, a city, or a place

Ancient	Antiquo	Fabulous	Fabuloso	Tropical	Tropical	Harmonious	Armonioso
Historic	Histórico	Great	Grandioso	Amazing	Asombroso	Sunny	Soleado
Beautiful	Hermoso	Marvellous	Magnífico	Awesome	Impresionante	Windy	Ventoso
Attractive	Atractivo	Fascinating	Fascinante	Incredible	Increíble	Rainy	Lluvioso
Lovely	Precioso	Captivating	Cautivador	Mysterious	Misterioso	Noisy	Ruidoso
Boring	Aburrido	Interesting	Interesante	Perfect	Perfecto	Silent	Silencioso
Uninteresting	Poco interesante	Intriguing	Intrigante	Stormy	Tempestuoso	Quiet	Tranquilo
Bustling	Bullicioso	Huge	Enorme	Strange	Extraño	Terrific	Estupendo
Crowded	Lleno de gente	Big	Grande	Ugly	Feo	Unique	Único
Lively	Lleno de vida	Giant	Gigantesco	Unusual	Inusual	Wild	Salvaje
Hectic	Frenético	Large	Grande	Peaceful	Pacífico	Traditional	Tradicional
Charming	Encantador	Vast	Extenso	Tropical	Tropical	Harmonious	Armonioso
Nice	Agradable	Vibrant	Vibrante	Sensational	Sensacional	Romantic	Romántico
Pleasant	Placentero	Popular	Popular	Magical	Mágico	Mystical	Místico
Delightful	Atractivo	Picturesque	Pintoresco	Barren	Estéril	Sun drenched	Bañado por el sol



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Quaint	Pintoresco	Polluted	Contaminado	Meandering	Serpenteante	Breathtaking	Asombroso
Contemporary	Contemporáneo	Dirty	Sucio	Dusky	Oscuro	Lush	Exuberante
Modern	Moderno	Touristy	Turístico	Dead	Muerto	Alive	Vivo
Compact	Compacto	Calm	Calmado	Snowy	Nevado	Snow capped	Coronado de nieve
Small	Chico	Colorful	Colorido	Plunging	Muy bajo	Far	Lejos
Cosmopolitan	Cosmopolita	Creepy	Horripilante	Far flung	Lejano	Dense	Denso
Busy	Concurrido	Deserted	Abandonado	Abundant	Abundante	Cobbled	Adoquinado
Exciting	Emocionante	Different	Diferente	Undulating	Ondulado	Towering	ImpONENTE
Funny	Gracioso	Dry	Seco	Derelict	Abandonado	Wooded	Enselvado
Amused	Divertido	Enchanted	Encantado	Dready	Triste	Desolate	Desolado
Thrilling	Sensacional	Haunted	Embrujado	Blazing	Flamante	Demolished	Derruido
Expensive	Caro	Fresh	Fresco	Burned	Quemado	Hot	Caliente
Costly	Costoso	Cool	Fresco	Wonderful	Maravilloso	Sunny	Soleado
Cheap	Barato	Cold	Frio	Amazing	Asombroso	Windy	Ventoso
Famous	Famoso	Warm	Templado	Awesome	Impresionante	Terrific	Estupendo
Incredible	Increíble	Rainy	Lluvioso	Strange	Extraño	Unique	Único
Mysterious	Misterioso	Noisy	Ruidoso	Ugly	Feo	Wild	Salvaje
Perfect	Perfecto	Silent	Silencioso	Meandering	Serpenteante	Traditional	Tradicional
Stormy	Tempestuoso	Quiet	Tranquilo	Sensational	Sensacional	Mystical	Místico





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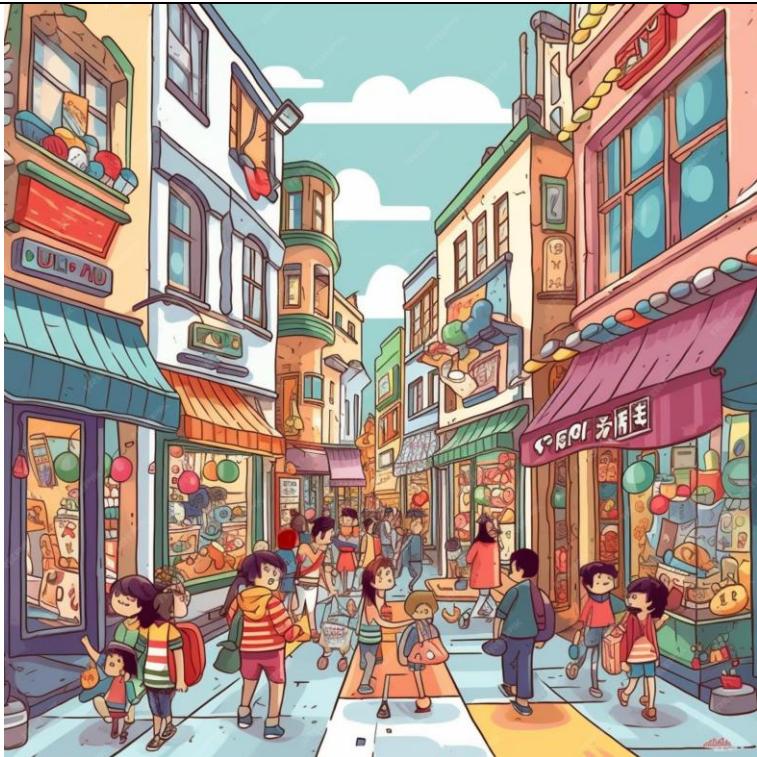
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	<p><i>Examples:</i></p> <p><i>My school is big and clean.</i></p> <p><i>The park is near my house and very nice.</i></p> <p><i>This street is narrow but beautiful.</i></p> <p><i>The museum is old and quiet.</i></p> <p><i>My bedroom is small but cosy.</i></p> <p>Once students note things in their notebooks, the lesson continues with a “Guess the Place” activity. The teacher describes places, and students try to guess which place it is.</p> <p><i>Examples:</i></p> <p><i>This place has many books. It is sometimes quiet. → (Library)</i></p> <p><i>This place is crowded. Children play here. → (Amusement park)</i></p> <p><i>This place is near the school. Police work here. → (Police station)</i></p> <p>Students answer: It's the library!</p> <p>Subsequently, students work in pairs to draw and describe their favorite place.</p> <ol style="list-style-type: none">1. Choose one place (park, road, building).2. Draw it quickly.3. Use at least two adjectives to describe it.		
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This is a city. It is crowded and modern. Besides that, the city is cosy.

C. Eventually, the teacher goes over the lesson by asking questions such as:

Is the street tall or wide?

Is the library empty or crowded?

Is the police station near or far from your house?

And finish with a reflection time:

Why are places important?

-Because each place has a purpose: to play, to learn, to help, to live.



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5A: 5B:	<p>STORYTELLING AND QUESTIONS WITH DID IN THE PAST.</p> <p>Identifica las expresiones y palabras que se emplean para componer una narración.</p> <p>Identifica la forma interrogativa del pasado simple.</p> <p>Online games: https://wordwall.net/es/resource/18757271/adjectives-to-describe-places https://wordwall.net/es/resource/4931820/adjectives-to-describe-places https://wordwall.net/es/resource/28235740/ingl%c3%a9s/places-in-town https://wordwall.net/es/resource/60169028/places-in-a-city-descriptions https://wordwall.net/es/resource/7064854/places-in-the-city</p> <p>I. The class begins with a warm greeting and welcome. Then, students recite motivational phrases that represent each school term, such as the current one, which is the fourth school term.</p> <p style="text-align: center;"><i>“Dream big, work hard, and finish strong! The last term is here, let’s end this year with joy and success!”</i></p> <p>D. Then, the lesson continues with a warm up activity that introduces the main topic. Therefore, the teacher asks students “What did you do yesterday? He models some examples as guidelines and students follow.</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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Besides that, one student acts out an action from yesterday (“played soccer,” “watched TV”), while others guess them. Later, the teacher inquires about what his/her class acted out.

→ *Did he/she play soccer?*
→ *Did he/she watch a movie?*

Expected answers:

Yes, he/she did.

No, he/she didn't (did not).

This warm-up helps contextualize the use of Questions with Did in the past and Storytelling expressions and the structure to follow.

And then, they receive a suitable definition of Questions with Did in the past and Storytelling expressions to gain a clearer understanding of them along with a vocabulary list with examples.

Storytelling Expressions:

Beginning	Sequence	Ending
Once upon a time...	First..., Then..., After that..., Later..., Finally...	In the end..., That's how it happened..., And that was my day.

Subsequently, they watch a video that supports the lesson and give them a better understanding.

https://youtu.be/g-uW_KheiEc



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	<p>After that, the teacher shows a short storytelling model:</p> <p><i>Yesterday, I went to the park with my family. First, we played soccer. Then, we ate ice cream. Finally, we went home. It was a great day!</i></p> <p>He reads the story aloud and asks comprehension questions using <i>Did</i>:</p> <ul style="list-style-type: none">• <i>Did they go to the zoo?</i>• <i>Did they eat ice cream?</i> <p>Right after that, they put into practice the lesson by creating a “<i>My Mini Story</i>”. Students create a short story about something they did last weekend (real or imaginary).</p> <p>In pairs, they ask and answer questions:</p> <p><i>Did you visit your cousins?</i> <i>Did you play video games?</i> <i>Did you have fun?</i></p> <p>Then, they move forward to a “<i>Story Swap</i>”. Students exchange stories with a partner. Each student retells their partner’s story using storytelling expressions.</p> <p><i>Example:</i> <i>Halana went to the zoo last Sunday. First, she saw the lions. Then, she ate popcorn. In the end, she was very happy!</i></p> <p>C. Finally, the teacher ends the lesson with questions like:</p> <ul style="list-style-type: none">• What did you learn today?• Can you make one question with <i>Did</i>?• What’s your favorite storytelling word?	
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5A: 5B:	CAUSE – CONSEQUENCE EXPRESSIONS. Explica causas y consecuencias de una situación a través de oraciones simples de manera oral y escrita siguiendo un modelo establecido.	<p>I. The class begins with a warm greeting and welcome. Then, students recite motivational phrases that represent each school term, such as the current one, which is the fourth school term.</p> <p>“Dream big, work hard, and finish strong! The last term is here, let’s end this year with joy and success!”</p> <p>D. The teacher presents a series of images that express different situations (a child in the rain without an umbrella, someone running and falling, a plant with no water) to activate students' prior knowledge.</p> <p>And asks questions like:</p> <p><i>Why is he wet?</i> <i>What happened to the plant?</i> <i>Why did she fall?</i></p> <p>Therefore, the teacher explains to the students the purpose of the previous examples and the objectives of Cause and Consequence Expressions, including some more visual examples.</p> <p>- <i>He didn’t eat breakfast so he’s hungry.</i> - <i>She studied a lot because she had a test.</i></p> <p>They will also have a list of these common expressions, as indicated below:</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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Clue Words for Cause

These expressions indicate cause -

- Because...
- Since...
- Cause...
- Reason...
- So that
- Unless...
- The main reason...

RPDP Secondary Literacy

10. EXPRESSIONS OF CONSEQUENCE

As a result...,
Therefore ...,
For this reason ...,

Thus ..., Consequently ..., ... in order to ..., ... so that ..., The consequence of this is ..., On this basis ..., hence...

C. “Draw and Tell” activity: Students draw a cause and its consequence. Present it orally using a linking word.



Example: *The sun was strong, so we wore hats.*

Finally, the teacher moves on to a guided reflection activity:

*What words help us explain why something happens?
Can you give me an example of a cause and consequence from your day?*



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