



COLEGIOCOOPERATIVO DEAPARTADÓ "C.A.R.B"  
"De la mano de Dios, marcamos la diferencia"  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



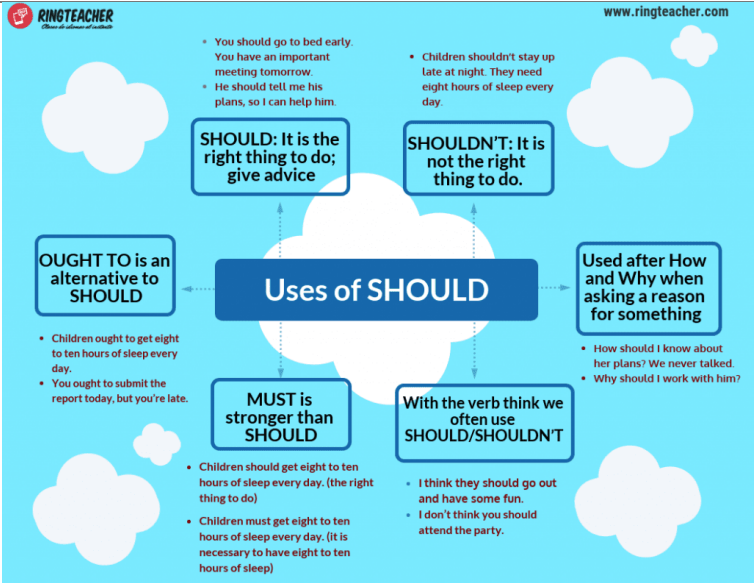
ASIGNATURA: INGLÉS	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 7°
PERIODO: IV	FECHA: SEMANA DEL 14 DE OCT AL 22 DE 2025	NÚMERO DE HORAS: 5

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTO DE EVALUACIÓN
	<b>MODAL VERBS</b>  Students will be able to give or express an opinion as well as to talk about past abilities and make a request by using the modal verbs SHOULD, COULD, HAVE TO and WOULD.	<p>I. After welcoming the students and checking the attendance list, the teacher will share the topics and goals the students will be interacting with.</p> <p>Modal verbs: should, could and would, have to.</p> <p>D. Then after this, the teacher will introduce and reinforce the new topic: Modal verbs from which only some specific modal auxiliaries verbs will be discussed. For instance, those mentioned in the goal. The teacher will support himself on the following slides for those students who are virtually. And for those who are attending class will be provided with some copies as well as some information written on the board.</p>	Internet P.C. Notebook Pens / pencils Slides	<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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# COULD

**USE**

- Offer
- Permission
- Ability
- Possibility
- Request
- Suggestion

**NOTES**

- Could comes after subject in a sentence.  
Subject + could + V<sub>1</sub> ( base form)
- Couldn't is the abbreviation of could not  
Can not = can't

**(+) Form**

I  
You  
He  
She  
It  
We  
You  
They

+ could + V<sub>1</sub>

**(-) Form**

I  
You  
He  
She  
It  
We  
You  
They

+ couldn't + V<sub>1</sub>

**(?) Form**

I  
You  
He  
She  
It  
We  
You  
They

Could + V<sub>1</sub>

You could dance well.    You couldn't speak well.    Could you speak well?

# MODAL VERBS

## WOULD

### • Offer

- \* I **would** help you with Spanish.
- \* They **would** go to the movie if you want.

### • Request

- \* **Would** you hand me the pencil?
- \* **Would** you help me?



### • Refusal

- \* He **would not** lend the car to me.
- \* She **would not** let him use her computer.

### • Conditional

- \* If she won the lottery, she **would** travel the world.
- \* If I had a car, I **would** drive around the world.

### • Future in the Past

- \* He promised he **would** tutor me.
- \* She said she **would** see her sister tomorrow.

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PLANEACIÓN DIDÁCTICA DE CLASES 2021

Then after, the teacher will set up some situations in which the modal verbs described before will be used. This is going to be started with the modal **SHOULD**

Complete the sentences. Use **you should** + one of these verbs:

clean go take visit watch wear

- 1 When you play tennis, you should watch the ball.
- 2 It's late and you're very tired. .... to bed.
- 3 ..... your teeth twice a day.
- 4 If you have time, ..... the Science Museum. It's very interesting.
- 5 When you're driving, ..... a seat belt.
- 6 It's too far to walk from here to the station. .... a taxi.

Write about the people in the pictures. Use **He/She shouldn't ... so ...**



- 1 She shouldn't watch TV so much.
- 2 He .....
- 3 ..... hard.
- 4 .....

You ask a friend for advice. Write questions with **Do you think I should ... ?**

- 1 You are in a shop. You are trying on a jacket. (buy?)  
You ask your friend: Do you think I should buy this jacket?
- 2 You can't drive. (learn?)  
You ask your friend: Do you think .....
- 3 You don't like your job. (get another job?)  
You ask your friend: .....
- 4 You are going to have a party. (invite Gary?)  
You ask your friend: .....

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		<p>Write sentences with <b>I think ... should ...</b> or <b>I don't think ... should ...</b> .</p> <p>1 It's late. (go home now) <u>I think we should go home now.</u></p> <p>2 That coat is too big for you. (buy it) <u>I don't think you should buy it.</u></p> <p>3 You don't need your car. (sell it) .....</p> <p>4 Diane needs a rest. (have a holiday) .....</p> <p>5 Sally and Colin are too young. (get married) .....</p> <p>6 You're not well this morning. (go to work) .....</p> <p>7 James isn't well today. (go to the doctor) .....</p> <p>8 The hotel is too expensive for us. (stay there) .....</p> <p>What do you think? Write sentences with <b>should</b>.</p> <p>1 I think <u>everybody should learn another language.</u></p> <p>2 I think everybody .....</p> <p>3 I think .....</p> <p>4 I don't think .....</p> <p>5 I think I should .....</p>		
		<p><b>C.</b> Finally, students will be encouraged to make affirmative, negative and yes/no questions statements with this modal verb. This activity will be socialized within the next class. Students will be chosen randomly.</p>		





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### MODAL VERBS

Students will be able to give or express an opinion as well as to talk about past abilities and make a request by using the modal verbs SHOULD, COULD and WOULD

I. After checking the attendance list, the teacher will review and remind the students the importance of taking over the way SHOULD, COULD and WOULD must be used. The students will have a better understanding of this way watching the following video.

<https://www.youtube.com/watch?v=ZR8R6WpQvQM>

D. Afterwards, students will be reminded the way COULD works as well as review its definition by building up some examples. Later, the teacher will hand out the following grammar activity to make sure students are able to cope with this new topic.

Complete these sentences. Use **can't** or **couldn't** + one of these verbs:

eat    decide    find    go    go    sleep

- 1 I was tired but I couldn't sleep.
- 2 I wasn't hungry yesterday. I ..... my dinner.
- 3 Ann doesn't know what to do. She .....
- 4 I wanted to speak to Martin yesterday but I ..... him.
- 5 Jim ..... to the concert next Saturday. He has to work.
- 6 Paula ..... to the meeting last week. She was ill.

What do you say in these situations? Use **can** or **could**. Use the words in brackets (...).

<p>1 (open)</p> <p>Could you open the door, please?</p>	<p>2 (pass)</p> <p>SALT</p>	<p>3 (turn off)</p>
<p>4 (have)</p>	<p>5 (give)</p>	<p>6 (borrow)</p>

Internet  
P.C.  
Notebook  
Pens /  
pencils  
Video

Availability to take part actively in the class.

Being respectful to others opinion and take turn when participating.

Making a request, giving opinion and talking about past abilities.

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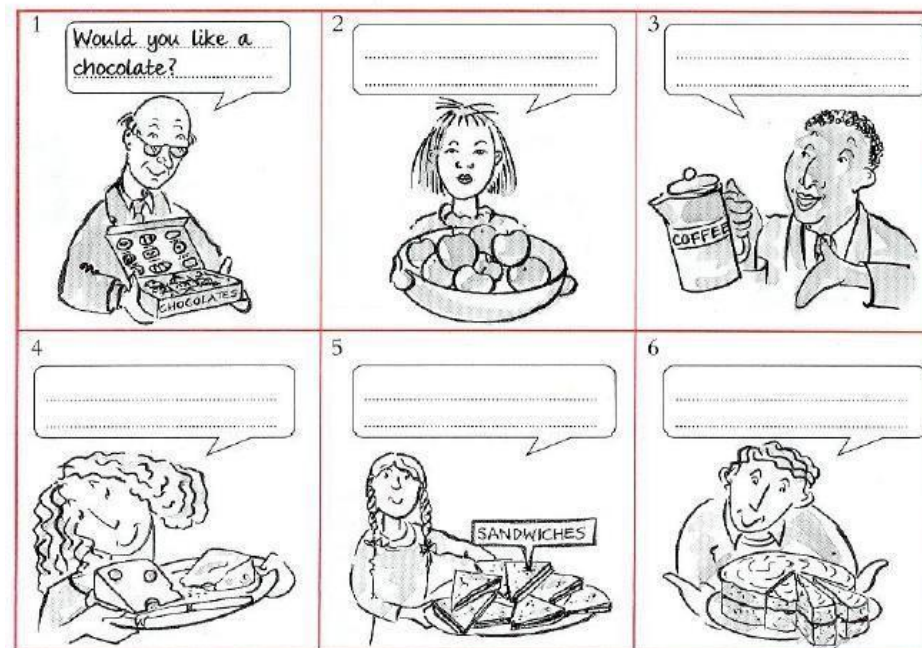
		<p><b>C.</b> Finally, students will be encouraged to make affirmative, negative and yes/no questions statements with this modal verb. This activity will be socialized within the next class. Students will be chosen randomly. Then, the teacher will motivate the students to improve their knowledge about this new English tense by logging on the following webpages. This extra practice must be taken into account to score their final performance.</p> <p><a href="https://www.youtube.com/watch?v=ZP0-4w8s3Bo">https://www.youtube.com/watch?v=ZP0-4w8s3Bo</a></p>		
	<p><b>MODAL VERBS</b></p> <p>Students will be able to give or express an opinion as well as to talk about past abilities and make a request by using the modal verbs SHOULD, COULD and WOULD</p>	<p><b>I.</b> After checking the attendance list, the teacher will review and remind the students, once more how to use the following modal verbs: SHOULD, COULD and WOULD. This time the students will set up their own situations. Feedback will be given right after each student participation.</p> <p><b>D.</b> Afterwards, students will be reminded the way WOULD works as well as review its definition by building up some examples. Later, the teacher will hand out the following grammar activity to make sure students are able to cope with this new topic.</p>	<p>Internet P.C. Notebook Pens / pencils 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>Making a request, giving opinion and talking about past abilities.</p>

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What are the people in the pictures saying? Use **Would you like ... ?**



What do you say to Sue in these situations? Use **Would you like to ... ?**

- 1 You want to go to the cinema tonight. Perhaps Sue will go with you. (go)  
You say: Would you like to go to the cinema tonight?
- 2 You want to play tennis tomorrow. Perhaps Sue will play too. (play)  
You say: .....
- 3 You've got some holiday photographs. Sue hasn't seen them yet. (see)  
You say: .....
- 4 You have an extra ticket for a concert next week. Perhaps Sue will go. (go)  
You say: .....
- 5 It's raining and Sue is going out. She hasn't got an umbrella but you have one. (borrow)  
You say: .....

Which is right?

- 1 'Do you like / Would you like a chocolate?' 'Yes, please.' Would you like is right
- 2 'Do you like / Would you like bananas?' 'Yes, I love them.'
- 3 'Do you like / Would you like an ice-cream?' 'No, thank you.'
- 4 'What do you like / would you like to drink?' 'A glass of water, please.'
- 5 'Do you like / Would you like to go out for a walk?' 'Not now. Perhaps later.'
- 6 I like / I'd like tomatoes but I don't eat them very often.
- 7 What time do you like / would you like to have dinner this evening?
- 8 'Do you like / Would you like something to eat?' 'No, thanks. I'm not hungry.'
- 9 'Do you like / Would you like your new job?' 'Yes, I'm enjoying it.'
- 10 I'm tired. I like / I'd like to go to sleep now.





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	<p><b>Technology</b></p> <p>Students will be acquainted to the vocabulary used when expressing themselves on technology as well as to aware of the well-used of the any given electronic device.</p>	<p><b>C.</b> Finally, students will be encouraged to make or create their own situations in order to put into practice all the modal auxiliary verbs seen within this week.</p> <p>This activity will be socialized during the next class. Students will be chosen randomly.</p> <p><b>I.</b> Right after checking the attendance list, the teacher will encourage his students to socialize the task given at the end of the previous class. Feedback will be provided after each students performance.</p> <p><b>D.</b> Then after, the teacher will reinforce the usage of Present Perfect by supporting himself on the following worksheet. This recording will be played 3 times at the most.</p> <p>Recording's link: <a href="https://www.esl-lab.com/academic-english/internet-service/">https://www.esl-lab.com/academic-english/internet-service/</a></p> <p><b>Pre-Listening Exercise</b></p> <p>What are important factors in selecting an Internet service provider or Web hosting?</p> <p><b>Idioms</b></p> <p>“a pain (in the neck)” = annoying or bothersome          “Searching for something online with a slow connection is sometimes a real pain in the neck.”</p>	<p>Internet P.C. Notebook Pens / pencils 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>Listening for specific information.</p>
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		<p>"beggars can't be choosers" = when you have no money, you have to accept whatever you can get</p> <p><i>"My sister complained about the computer my parents gave her, but beggars can't be choosers. They didn't have to give her anything."</i></p> <p><b>Then after this, the recording will be played and students must answer 5 questions related to it. Students will be picked out randomly.</b></p> <p><b>C.</b> Right after this, the teacher will encourage his students to take part in the following activity which must be at home to reinforce this new topic. So, they must work on:</p> <p><b>Post-Listening Exercise</b></p> <p>There are many types of services to get you connected to the Internet including satellite and cable connections. What are the differences between each type, how much do they cost, and are they even available in your area? Find a list of companies and compare their services and fees. Which would you recommend?</p> <p><b>I.</b> Right after checking the attendance list, the teacher will encourage his students to socialize the online investigation set up in the previous class.</p> <p>There are many types of services to get you connected to the Internet including satellite and cable connections.</p> <ul style="list-style-type: none"> <li>• What are the differences between each type, how much do they cost, and are they even available in your area?</li> <li>• Find a list of companies and compare their services and fees.</li> <li>• Which would you recommend?</li> </ul> <p><b>D.</b> Afterwards, the teacher will illustrate on the board the following</p>		
	<p><b>Technology</b></p> <p>Students will be acquainted to the vocabulary used when expressing themselves on technology as well as to aware of the well-used of the any given electronic device.</p>		<p>Internet P.C. Notebook Pens / pencils</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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activity to check the prior students 'prior knowledge related to the technology vocabulary.

Match the pictures to the words.



calculator / mobile phone / laptop /MP3 player/radio/  
computer/scanner/karaoke set/CD player/play station/television/  
camcorder/ DVD player/USB pen / camera

What have you got from the things above? What do you  
use them for?

Students will take turn to share their ideas orally before the whole class.


**C.** Finally, the teacher will give the students some tips to use any given electrical device properly as well as to invite them the documentary "The Social Media Dilemma".

**I.** Right after checking the attendance list, the teacher will

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	<p><b>Technology</b></p> <p>Students will be acquainted to the vocabulary used when expressing themselves on technology as well as to aware of the well-used of the any given electronic device.</p>	<p>encourage his students to share their thinking about the documentary proposed in the previous. This will be discussed along a round table. Students will be allowed to speak freely and even in Spanish if necessary.</p> <p><b>D.</b> Later, the teacher will hand out the following reading comprehension task. This activity will be done at Aula Multiple and it must be individually.</p> <div data-bbox="680 596 1619 1302" data-label="Complex-Block"> <div>  <p>Hello! I'm Kate. I want to write about my mobile phone. I got it from my parents for my birthday two years ago. I like it very much and I think it's sometimes good to have it in my bag.</p> <p>I always keep it in my bag or in my pocket so my parents and my friends can always telephone me. It's got a calculator in it so I sometimes use it at school. It's also a kind of information file. I can use my mobile phone to connect to the Internet and look through the news or read emails on my computer. Isn't it fantastic?</p> <p>Last year I was on a cycling holiday with my friend. We went cycling but the weather wasn't good. It was cold and windy. It started to rain and it got dark. Suddenly my friend fell off her bike and she broke her leg. At first I didn't know what to do but then I thought about my phone. It was in my rucksack so I telephoned for help. After fifteen minutes a doctor arrived.</p> </div> <div> <h3>MY MOBILE PHONE</h3> <p>Are the statements true (✓), false (✗) or doesn't it say (Ø)?</p> <ol style="list-style-type: none"> <li>Kate can't exist without her mobile phone.</li> <li>She got her mobile in January.</li> <li>Her parents bought her the mobile phone one year ago.</li> <li>There's a calculator in her mobile.</li> <li>She can connect to the Internet with her mobile.</li> <li>She usually listens to music on her mobile.</li> <li>She can't read emails on her mobile.</li> <li>There are often a lot of problems with mobile phones.</li> <li>Kate always talks on her mobile to her friends.</li> <li>She doesn't like the mobile phones.</li> </ol> <p>Answer the questions.</p> <ol style="list-style-type: none"> <li>Where does Kate keep her mobile?</li> </ol> </div> </div>	<p>Internet P.C. Notebook Pens / pencils Worksheet</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Giving opinions.</p>
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	<div><p>Sometimes people are not keen on mobile phones. They are a real problem because they always ring at the wrong moment. I'm not crazy about my mobile phone but I feel safe when I have it with me.</p></div> <div><p>Match the pictures to the words.</p><table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr></table><p>calculator / mobile phone / laptop /MP3 player/radio/ computer/scanner/karaoke set/CD player/play station/television/ camcorder/ DVD player/USB pen / camera</p><p>What have you got from the things above? What do you use them for?</p></div> <div><p>2 What can she use it for?</p><p>3 When was she on a cycling holiday?</p><p>4 What happened there?</p><p>5 How did Kate solve the problem?</p></div> <div><p>Complete the sentences.</p><p>1 Kate's parents and friends can always _____ her.</p><p>2 Her mobile phone is also a kind of _____.</p><p>3 On the cycling holiday after the accident Kate phoned for _____.</p><p>4 Mobile phones often _____ at the wrong moment.</p><p>5 Children can feel _____ when they have their mobile phones with them.</p></div>	1 	2 	3 	4 	5 	6 	7 	8 	9 	10 	11 	12 	13 	14 	15 	
1 	2 	3 	4 	5 													
6 	7 	8 	9 	10 													
11 	12 	13 	14 	15 													
	<p>C. Finally, all the answer of this activity will be socialized before the whole class. Students will be randomly picked out.</p>																



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