



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"
 "Cree en ti mismo, Dios está con tigo"
 PLANEACIÓN DIDÁCTICA DE CLASES 2026



ASIGNATURA: INGLÉS	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 8°
PERIODO: I	FECHA: SEMANA DEL 20 DE ENERO AL 30 2026	NÚMERO DE HORAS: 4

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p>WHAT DO YOU USUALLY DO ON WEEKENDS?</p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will share the way the English classes will be performed as well as how the evaluation will be done. Then, students will be split into groups to design their commitments to carry out during this year. Each group must be socialized before the whole class to choose the final commitments.</p> <p>D. Then after that, the teacher will illustrate the learning goals students are going to reach during the first half of this term:</p> <ul style="list-style-type: none"> • Understand human actions that impact on the environment. • Use adverbs of frequency to indicate how often an event or action happens. • Exchange information about their routines and that of others, indicating the chronological order of the events. • Differences the organization and purpose of narrative and descriptive texts. <p>Later on, the teacher will check the prior knowledge related to "Daily</p>	<p>TV set Speakers Internet Notebook Pens / pencils Markers Board</p>	<p>Making Yes/No and Wh-questions written and orally. Availability to take part actively in the class. Being respectful to others opinion and take turn when participating.</p>



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	<p style="text-align: center;">WHAT DO YOU USUALLY DO ON WEEKENDS?</p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>Routines Actions". For this, the teacher will ask some students to mime some daily activities so that the rest of the class will guess which action has been mimed. After checking the prior knowlegde, the teacher will guide the students to get acquainted with the way Yes/No and WH-questions are made when using the auxiliaries DO-DOES.</p> <p>This stage will be illustrated with the following video:</p> <p>https://www.youtube.com/watch?v=x-X9sURtFB8</p> <p>Finally, students will make both Yes/No and Wh- questions to the teacher and among themselves to check word order and understanding.</p> <p>C. Socialization and checking of the previous activity as well as find out if the students acad+++++emical performance fits the goals proposed.</p> <p>For further practice, students must log on:</p> <p>www.englishexercises.org</p> <p>Grammar Present simple.</p> <p>I. After checking the attendance list, the teacher will set up a warm up activity called "Word Swatter" to improve vocabulary related to daily routines, environment issues as well as their spelling. The teacher will ask the students to make 4 groups.</p> <p>D. Then, the teacher will illustraste on the board the way YES/NO QUESTIONS with DO/DOES are made as shown below:</p>	<p>Fly swatter Worksheet Pens /Pencil Notebook Markers</p>	<p>Making Yes/No and Wh-questions written and orally. Availability to take part actively in the class. Being respectful to others opinion and take turn when participating.</p>
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DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?
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Next, the teacher will hand out the following worksheet as a guided practice to check the student's understanding. This must be done in pairs.

- *Fill in the blanks below to complete the sentences. Study the above boxes.*

1. Mr. Stevens works at a bank.

Question: Does Mr. Stevens work at a bank ?

Answer: Yes, he does.

Answer: No, he doesn't.

2. Mary gets up at six o'clock.

Question: _____ ?

Answer: Yes, _____.

Answer: No, _____.

3. It rains a lot in that country.

Question: _____ ?

Answer: Yes, _____.

Answer: No, _____.

4. Sam and Kelly live in Australia.

Question: _____ ?

Answer: Yes, _____.

Answer: No, _____.



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		<p>5. The bus leaves in an hour. Question: _____? Answer: Yes, _____. Answer: No, _____.</p> <p>6. His brother likes to swim at the beach. Question: _____? Answer: Yes, _____. Answer: No, _____.</p> <p>7. It snows in the winter. Question: _____? Answer: Yes, _____. Answer: No, _____.</p> <p>9. Michelle knows the answer. Question: _____? Answer: Yes, _____. Answer: No, _____.</p> <p>10. David drives very carefully. Question: _____? Answer: Yes, _____. Answer: No, _____.</p> <p>C. Finally, each group must socialize the activity before the class and the teacher will make corrections if necessary by encouraging the students to participate actively. No matter if they get mistaken. Feed back will be given then after each group performing.</p>		
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WHAT DO YOU USUALLY DO ON WEEKENDS?

Interchange information about their and others routine by making Yes/No and Wh-questions.

I. After welcoming the students and giving them some tips about the way students must improve their English, the teacher will ask the students to unscramble the following questions to make sure if they are acquainted to the way wh-questions are made by using DO and DOES. This might be done in pairs and be socialized right after 5 minutes.

UNSCRAMBLE THE FOLLING QUESTIONS:

- school / go to / time/ Luis/What/does/everyday?
- often/your mother/dinner/cook/for/pasta/How?
- soccer/Why/ you/play/do?
- Where/ does/ your/ father /buy /groceries?
- with/we/ English/Who/study/do?

D. Next, the teacher will illustrate on the board the right way to make Wh-Questions with DO/DOES by following the pattern given below

WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?
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Students will be illustrated again on the meaning and usage of the most common WH-WORDS as it is show non the slide below. The teacher will also invite them to compare it to the YES/NO QUESTION pattern.

Right after this, the teacher will provide a worksheet to make the student to take over this topic.

Pens /Pencil
 Notebook
 Markers

Making Yes/No and Wh-questions orally.
 Availability to take part actively in the class.
 Being respectful to others ideas.
 Creativity.



Wh Questions Words 

What - use to ask about people, things and animals.	When - use to ask about time.
Why - use to ask about reason.	Which - use to ask about people and things when there's a choice to make.
Who - use to ask about people.	Where - use to ask about place.
Whose - use to ask about who the possessor of something is.	How - use to ask about condition, quality or the way things are done.

Wh-questions revision

1. Match the question words to the correct use.

what **who** **where** **when** **why** **how**
how long **how often** **how much** **which**
how tall **how many** **how far** **how old** **whose**

1. asking about people	6. asking about age	11. asking about duration
2. asking about possession	7. asking about time	12. asking about places
3. asking about things	8. asking about reason	13. asking about choice
4. asking about quantity, price	9. asking about number	14. asking about frequency
5. asking about manner	10. asking about distance	15. asking about dimensions

2. Write the correct question words.

1. _____ did you go to Egypt? 2. _____ is her favourite flower? 3. _____ flour do we need? 4. _____ does Nancy spend holidays? 5. _____ do you play the guitar? 6. _____ is the post office from here? 7. _____ does Rosie sing? 8. _____ is your coat? 9. _____ can't do a handstand? 10. _____ was your car when you sold it? 11. _____ people were invited to the party? 12. _____ is Thanksgiving celebrated in the US? 13. _____ is the Eiffel Tower? 14. _____ have they had their pet? 15. _____ is that notebook?	To see the pyramids. A daisy. A kilo. In California. Every day. Five minute walk. Like an angel. The woollen one. Nick and Ted. 10. 15. In November. 324 m. For three years. Diana's.
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3. Ask about the underlined part.

1. <u>Peter</u> is left-handed.	4. Mr. Farris works in the <u>Town Hall</u> .
2. We are baking a <u>cake</u> for Cindy.	5. We need <u>five more</u> chairs for the party.
3. I take my dog to the vet <u>once a year</u> .	6. Pam speaks French <u>fluently</u> .

C. At the of this session the teacher will spend some time checking and correcting mistakes the students might have when socializing this activity.



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HOW OFTEN DOES YOUR MOTHER RECYCLE?

Say how frequency they do an activity or something happens as well as describe a process chronologically.

I. After welcoming the students, the teacher will ask them to classify the following words into the categories: Adverbs of Frequency and Adverbs of Sequency. To do so, students have to draw the chart below on their notebooks.

- Seldom Finally Rarely Second Then
- Usually Next Later Hardly ever Before
- When Often Scarcely Third While
- Almost never Twice a day After Firstly Lastly Never

Frequency Adverbs	Sequency Adverbs

D. Then, the teacher will illustrate how these parts of the speech work and their usages. For this, the teacher will support himself on the following videos:

Adverbs of frequency:

<https://www.youtube.com/watch?v=VAWo65QwP2c>

Adverbs of sequency:

<https://www.youtube.com/watch?v=sFrHK7cHzkA>

TV set
Speakers
Inernet
Notebook
Pens / pencils
Markers
Board
Slide

Usage of the adverbs of frequency and sequency to describe both a process and how often it happens.
Availability to take part actively in the class.
Being respectful to others opinion and take turn when participating.



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	<p>HOW OFTEN DOES YOUR MOTHER RECYCLE?</p> <p>Say how frequency they do an activity or something happens as well as describe a process chronologically.</p>	<p>At this stage, students will be encouraged to propose their own situations. They must add at least 5 different situations. This might be done by pair to promote collaborative work.</p> <p>C. Finally, each group must socialize the activity before the class and the teacher will make corrections if necessary by encouraging the students not to pay attention for their mistakes.</p> <p>I. After welcoming the students, the teacher will encourage their students to get interested in studying English by showing them a Power Point Presentation on How to Study English. Students must be aware of each step so that they will design their own purposes on their English learning process.</p> <p>D. Then, the teacher will make a brief practice and review on how the Present Simple is used to talk about permanent situations such as routines and daily activities. For this, the teacher will show some pictures from which students have to create a story about somebody's daily activities.</p> <p>After socializing this activity, the teacher will again guide the students to go deeper with the way Yes/No and WH-questions are made when using the auxiliaries DO-DOES as well as AM, IS and ARE. This stage will be illustrated with the following video: https://www.youtube.com/watch?v=hCg6-pnno6w</p>	<p>TV set Speakers Internet Notebook Pens / pencils Markers Board Video</p>	<p>Making Yes/No and Wh-questions written and orally. Availability to take part actively in the class. Being respectful to others opinion and take turn when participating.</p>
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HOW OFTEN DOES YOUR MOTHER RECYCLE?

Say how frequency they do an activity or something happens as well as describe a process chronologically

C.Finally, students will make both Yes/No and Wh- questions to the teacher and among themselves to check word order and understanding. For further practice, students must log on:

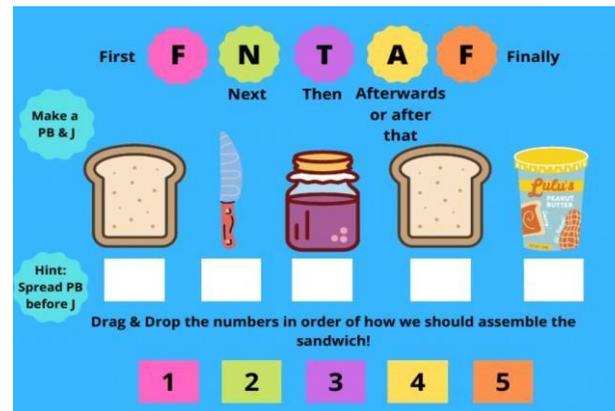
www.englishexercises.org

Grammar: Present simple and Verb to Be.

I. After checking the attendance list, the teacher will again set up a warm up activity called "Word Swatter" to review and reinforce the vocabulary related to environment issues as well as their spelling and meaning. The teacher will ask the students to make 4 groups.

D. Then after, the teacher will illustrate on the board the way sequencers are used to describe a process chronologically. For this, the teacher will support himself on the following video:

<https://www.youtube.com/watch?v=YGhkxmc5mpw>



Fly Swatter
Worksheet
Pens/Pencil
Notebook
Marker
Slide

Availability to take part actively in the class.
Being respectful to others ideas.
Describe a process in a chronological order.



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Later on, the students will organize the process given above to check their understanding. This might be done by pair to promote collaborative work. Next, the students must describe a process chosen by their own. The process must have 10 steps at least. This must be performed by pairs.

Suggested processes:

- How to make a tuna sandwich
- How paper is made
- How to send an e-mail
- How to plant a tree
- How to study Maths /English
- How to drive a car
- How to play chess
- How a bike is ridden
- How a penalty is kicked
- How to play volleyball

C. Finally, the teacher will give some guidelines to the students to describe the chosen process during the class. Each group must socialize the activity before the class and the teacher will make corrections if necessary.



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PERIODO: I	FECHA: SEMANA DEL 02 DE FEBRERO AL 13 DE 2026	NÚMERO DE HORAS: 4

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN												
	<p>HUMAN ACTIONS ON THE ENVIRONMENT</p> <p>Students will use a range of vocabulary related to the environment so that they will be aware of humans Actions that are affecting it.</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"> • Ecosystem Pollution Recycling Greenhouse • Endangered species Clean Energy Sustainability • Poacher Smog Ozone Wind Power Rubbish • Insecticide Habitat Acid Rain Conservation <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Human Actions on the Environment</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 "Humans Impact on the Environment".</p>	Human Actions on the Environment	Meaning	Example										<p>TV set Speakers Internet Notebook Pens / pencils Markers Board</p>	<p>Making Yes/No and Wh-questions written and orally. Availability to take part actively in the class. Being respectful to others opinion and take turn when participating.</p>
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	<p>ONCE IN A BLUE MOON!!!</p> <p>Describe how often students do and activity as well as give a chronological order to a process chosen by them.</p>	<p>https://study.com/academy/lesson/human-impacts-on-the-environment.html</p> <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 "Solutions to the Impacts" so that they will take into account some advise from the video to propuse some posible solutions to make our Urabá Environment more sustaintable. Students must design an infographic which is going to be presented and socialized next week.</p> <p>C. Socialization and checking of the previous activity as well as find out if the students academical performance fits the goals propused. The teacher will also guide the students on how an infographic must be made by supporting himself on the following video:</p> <p>https://www.youtube.com/watch?v=MKadmlqWUeM&feature=youtu.be</p> <p>I. After checking the attendance list, the teacher will organized and get the students ready to socialize the activity related to the adverbs of frequency and sequency. Then, teacher will remind and write down on the board the leads students have to take into account to have a great performance.</p> <p>D. The teacher will arrangage the classroom into a round table way. Next, students will be asked to perform their activity voluntarialy. If any</p>	<p>Pens /Pencil Notebook Marker</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others ideas.</p> <p>Use of adverbs of frequency and sequency properly.</p>
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	<p>ONCE IN A BLUE MOON!!!</p> <p>Describe how often students do and activity as well as give a chronological order to a process chosen by them.</p>	<p>of the groups take advantage of this, they will be pick out ramdomly.</p> <p>C. Each group will be given feedback by encouraging them to improve both their knowledge about the topic and behaviorism when socializing a task before the whole class. Then after, the teacher will give some guidelines to the students to celebrate Saint Velentine´s Day next Friday, February 14th.</p> <p>I. After giving again some tips about the way students must design their infographic related to the Humans Actions on the Environment, the class must be rearranged as a round table way to keep on socializing the activity tha was started the day before. Theteahcer will remind the students the importance of listening their peers carefully and respectfully.</p> <p>D. Students in groups of pair must stand before the class and present their proposal as previosly agreed. Groups willbe chosen ramdomly if any of them volunteer. After each group performing, the teacher will support, guide and reinforce students´ideas.</p> <p>C. As a conclusion, the teacher will make encourage and remind his students on the importance of describing a process by keeping an chronological order as well as saying how frequently and action is done. Then after that, the teacher will allow the students to brainstorm some ideas to make a get together to celebrate Saint Valentine´s Day.</p>	<p>Pens /Pencil Notebook Marker</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others ideas.</p> <p>Use of adverbs of frequency and sequency properly.</p>
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	<p>SAINT VALENTINE'S DAY</p> <p>Make the students aware of the importance of getting along with their peers so that they will improve their interrelationship as a group</p>	<p>Saint Valentine's Day Teacher Proposal:</p> <ul style="list-style-type: none">• Reflexion on Love and Friendship.• Karaoke.• Healthy snack sharing. <p>I. After welcoming the students and checking the attendance list, the teacher will remind the students the importance of knowing some celebrations such as Saint Valentine's Day through English. However, on the 15th, KEEP UP YOUR ENGLISH WILL BE DONE. This activity will be led through the game TIC-TAC-TOE.</p> 	<p>Reflexion. Snacks. Speaker. Music in English</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others ideas.</p>
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	<p style="text-align: center;">FREQUENCY AND SEQUENCY ADVERBS</p> <p>Students will say how often something happens as well as describe a process by giving a chronological order</p>	<p>D. Sanit Valentine Activity will be held outdoors. Students are going to be taken to the school soccer field. There, they will be asked to sit down the grass in a round table way. Later, the teacher will ask one of them to read the releflxion and listen some students opinión about it. Then after, students will share thier snakcs by telling why they are sharing it with their chosen peer. As soon as this stage is done, we are going both to listen and sing along some music in English.</p> <p>C. Both the teacher and some students will autoevaluate this activity by taking into account the responsability and commitmets of the whole group.</p> <p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads students must accomplish during socializing the usege of frequency and sequency adverbs. These leads will be written on the board. This activity was given the week before.</p> <p>D. Then, the teacher will ask the student to organize the classroom in a round table way. Right after this, the teacher will ask for volunteers to present the task. If there any, groups will be chosen randomly.</p> <p>C. Each group will be given feedback by encouraging them to improve both their knowledge about the topic and behaviorism when socializing a task before the whole class.</p>	<p>Notebook Pens / pencils Markers Board Scripts</p> <p>Notebook</p>	<p>Comimntment and responsability.</p> <p>The usage of frequency and sequency adverbs properly.</p> <p>Being respectful to others opinion and take turn when participating.</p>
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	<p>HUMAN ACTIONS ON THE ENVIRONMENT</p> <p>Students will understand those human actions that have affected our environment.</p>	<p>I. Right after welcoming the students, the teacher will remind and encourage the students about the infographic they should present. This activity must be done in the system room at the school.</p> <p>D. Before working on this infographic, the teacher will hand out a reading comprehension activity so that students will get more acquainted about those human actions that have affected our planet. Students will underline those words they meet for the first time to make their own glossary. Then after, these words have to be used in different contexts so that students will be able to master them. Students work in pairs.</p> <p>C. Finally, these reading comprehension tasks must be socialized before the whole class. The teacher will encourage students to take care of our school as well as the environment.</p>	<p>Pens / pencils Markers Board Worksheet</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others' opinion and taking turns when participating.</p>
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How much do you know about the...

Environment

1 What do you call the area that is inhabited by a particular species?
 a) Habitat.
 b) Environment.
 c) Biosphere.



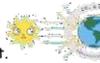
2 What do you call the processing of used materials and their reuse?
 a) Recycling.
 b) Reusing.
 c) Reprocessing.



3 Which layer protects the Earth from UV rays?
 a) Oxygen.
 b) Nitrogen.
 c) Ozone.



4 The process by which the Earth's temperature is increasing is called the ...
 a) biothermal effect.
 b) greenhouse effect.
 c) temperature effect.



5 Which of the following is biodegradable?
 a) Plastic.
 b) Paper.
 c) Glass.



6 What is the term for the complete disappearance of a species?
 a) Termination.
 b) Disappearance.
 c) Extinction.



7 What do you call renewable safe sources of energy?
 a) Alternative energies.
 b) Bio-energies.
 c) Solar energies.



8 Which of these energy sources is renewable?
 a) Coal.
 b) Natural gas.
 c) Wind.



9 What do you call the rain that contains many chemicals and is harmful?
 a) Smog.
 b) Acid rain.
 c) Monsoon.



10 What do you call a substance that pollutes the air, water or soil?
 a) Pollutant.
 b) Pesticides.
 c) Acid.



11 What is the most used renewable energy source in the world?
 a) Hydro energy.
 b) Solar energy.
 c) Wind energy.



12 Which of these animals is not in danger becoming extinct?
 a) Panda bears.
 b) Polar bears.
 c) Grizzly bears.



13 What type of shopping bag is more eco-friendly?
 a) Paper.
 b) Plastic.
 c) Neither.



14 Global warming will cause an increase of ...
 a) Heat waves.
 b) Hurricanes.
 c) Both.



15 Which gas is responsible for global warming?
 a) Carbon dioxide.
 b) Oxygen.
 c) Hydrogen.



16 What are some of the consequences of deforestation?
 a) Loss of habitats.
 b) Soil erosion.
 c) Both.



17 Which of the following is not a fossil fuel?
 a) Coal.
 b) Wood.
 c) Oil.



18 Which of these human activities contributes the most for global warming?
 a) Using fossil fuels.
 b) Cutting down trees.
 c) Riding bicycles.



19 Which of the following can be recycled?
 a) Milk cartons.
 b) Plastic bottles.
 c) Both.



20 Which is the following animals is not yet extinct?
 a) Tasmanian tiger.
 b) Dodo.
 c) Javan rhinoceros.



21 Rainforest land is most often cleared for ...
 a) factories.
 b) farmland.
 c) pasture.





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Name: _____ Date: _____

● Human Impact on the Environment Reading Passage

HUMAN IMPACT ON THE ENVIRONMENT

Humans use Earth's natural resources for various reasons. We use plants, animals and freshwater resources as sources of food and drink. We use plants and animals to make synthetic products such as medicine and clothes. Humans extract metals and minerals from the ground to make construction materials, electronic components and many other things modern society relies on. Furthermore, we use natural resources to produce energy. We burn fossil fuels and capture energy from sunlight, moving water and wind. We use energy for transportation, to generate electricity and for cooking and heating.

There are five significant human activities that use or manipulate Earth's resource: domestication, agriculture, manufacturing, mining and urbanization. With **domestication**, humans convert wild animals into trained, submissive and gentle animals. In doing so, humans use for work, transportation and food (such as milk). With **agriculture**, humans cultivate plants and animals for food, medicine and other products. Agriculture involves converting large areas of natural habitats into farmland. This space is used to grow plants or for animals to roam. Agriculture is key to sustaining human development and growth. **Manufacturing** involves the production of materials, goods and products in mass quantities. These products are man-made from natural resources. Mining is important to manufacturing. **Mining** is the extraction of minerals, metals and other natural resources from Earth's ground. These materials are used to manufacture many of the products we use today. Urbanization is important to creating livable areas for humans. Humans require space to live. With **urbanization**, humans convert natural habitats into areas that are highly populated by humans. These areas are called urban areas.

Questions

1. What is domestication?
2. What is agriculture?
3. How is mining important to manufacturing?
4. How do agriculture and urbanization affect natural environments similarly?
5. Of the five human activities discussed in this reading, which is most and least detrimental to natural environments? Justify your answer.



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"

"Cree en ti mismo, Dios está con tigo"

PLANEACIÓN DIDACTICA DE CLASES 2026



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COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"

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COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."
 "Cree en ti mismo, Dios está con tigo"
 PLANEACIÓN DIDÁCTICA DE CLASES 2026



ASIGNATURA: INGLÉS	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 8°
PERIODO: I	FECHA: SEMANA DEL 16 DE FEBRERO AL 26 DE 2026	NÚMERO DE HORAS: 4

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p>BODY AND MIND</p> <p>Students will be able to identify both the external and internal parts of the body as well as being aware of the way they have to take of their body.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads they must take into account when socializing any given activity. Then after the teacher will Write down on the board the topics and goals that are going to be discussed within the second half of this term.</p> <p>D. The teacher will ask the students to look up the meaning of the following words in a dictionary and classify them into External and Internal parts of the Human Body. 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 grupos of two or three according to the number of dictionaries.</p> <ul style="list-style-type: none"> • Liver Elbow Shoulders Lungs Pancreas Toes • Brain Nostrils Navel Vessel Veins Chest Whrist • Heart Knee Kidney Throat Waist Bladder Bones • Thumb Backbone Brain Pharynx Temple Spleen 	<p>Notebook Pens / pencils Markers Board TV set Speakers</p>	<p>Comimntment and responsibility.</p> <p>Being respectful as well as listning carefully when others are socializing any given homework.</p>



	<p>BODY AND MIND</p> <p>Students will be able to identify both the external and internal parts of the body as well as being aware of the way they have to take of their body.</p>	<table border="1" data-bbox="755 342 1584 573"><thead><tr><th colspan="2">THE HUMAN BODY</th></tr><tr><th>Internal Parts</th><th>External Parts</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table> <p>C. Socialization and checking of the previous activity as well as find out if the students academical performance fits the goals propused. Next, the teacher will give a brief lecture on how to take care of our body phisically and metally. For this purpose the teacher will support himself on the following video named "Body Parts Introduction"</p> <p>https://www.youtube.com/watch?v=OnKz81R327w</p> <p>I. Right after welcoming the students, the teacher will retake the importance of taking of our body in order to be healthy and mentally strong. The teacher will support himself on the following video:</p> <p>https://www.youtube.com/watch?v=Ae4MadKPJC0</p> <p>D. The teacher will ask the students to work in pair about the way they and their families keep on getting a healthy and mentally life style. Students will be guided with the vocabulary. For this, the teacher will make a glossary on the board with those unknown words the students might need. Students most design a paragraph of 100 words.</p>	THE HUMAN BODY		Internal Parts	External Parts							<p>Notebook Pens / pencils Markers Board TV set Speakers</p>	<p>Comimtment and responsibility.</p> <p>Being respectful to others opinion and take turn when participating.</p>
THE HUMAN BODY														
Internal Parts	External Parts													



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	<p style="text-align: center;">BODY AND MIND</p> <p>Students will be able to identify both the external and internal parts of the body as well as being aware of the way they have to take of their body.</p>	<p>C. Socialization of the previous activity as well as find out if the students academical performance fits the goals propused. Next, the teacher will give some extra tips lecture on how to take care of our body phisically and metally.</p> <p>I. After welcoming and cheking the attendance list, the teacher will reorganized the class into the groups of 2 to carry out a reading comprehension task.</p> <p>D. The teacher will rewrite on the board the leads students must follow to accomplish with the movie review. As the students start working by themselves, the teacher will make sure they are following the steps described before. Besides, there will be allowed the usage of dictionary to look up for unknown words and phrases. This activity must be finished today because it has to be presented next Friday, March 7th 2020.</p> <p>C. As a conclusion, 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 which have troubled them.</p>	<p>Notebook Pens / pencils Markers Board Bilingual Dictionaries</p>	<p>Comimtmnt and responsibility.</p> <p>Being respectful to others opinion and take turn when participating.</p>
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NARRATIVE AND DESCRIPTIVE TEXTS

Students will differ the way narrative and descriptive texts are organized as well as their purposes.

I. After welcoming and cheking the attendance list, the teacher will reorganized the class into a round table way. Next, students will riminded about being respectful and the importance of listening others carefully. Those leads will be written on the board as well as the chart below.

Narrative	Descriptive
<ul style="list-style-type: none">• Narrative paragraphs tell a story.• They should answer the question "who, what, when, where, and why."• You could use this type of paragraph to begin a book report or an essay that will analyze a book or story.	<ul style="list-style-type: none">• Descriptive paragraphs collect sights, sounds, smells, and tastes.• Descriptive paragraphs should answer the question "what was it LIKE?"• You could write a descriptive paragraph to discuss an experience, or to describe a historical event.

Types of Paragraphs

D. Then each group will get ready to socialize the answers to the questions given to make the movie review. This will be done question by question. Each group will have the chance to share their ideas. Reading will be allowed. Pronuntiation and entonation 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.

Notebook
Pens / pencils
Markers
Board
Bilingual
Dictionaries

Comimntment and responsibility.

Being respectful to others opinion and take turn when participating.

C. Finally, 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 which have troubled them such as **Past Narrative**.

Narrative

A narrative is a story text. The stories are fiction; that is, they are not true. There are many kinds of narratives, but all narratives have the same parts. Each part or event is a separate paragraph.

Title	Is usually something to get the attention of the reader.	Robin Hood Gets Away
Orientation (Setting)	The starting point of the story. It tells who begins the action and when and where it begins.	One fine day Robin Hood was looking for adventure in the forest when he met an old man dressed in poor clothes.
Beginning event (Complication)	The event that starts the action and involves the characters in some problem. The events that happen as the characters try to solve the problem.	Robin swapped clothes with the old man, took his bow and arrow and went into town. As he was looking around the Sheriff's men grabbed hold of him because they thought he was an outlaw. Robin saw that there was an archery contest starting so he told the Sheriff's men that he was just a poor old man coming to try his luck at shooting.
Resolution (Solution)	Tells how the problem is solved.	The soldiers laughed and let Robin go to the contest. When it was Robin's turn he put all his arrows into the bullseye. The Sheriff was surprised and gave Robin a bag of silver. 'Tell me old man where did you learn to shoot like that?'
Ending	Tells what has come from the experience.	'A man called Robin Hood taught me,' Robin replied as he hobbled away laughing to himself.



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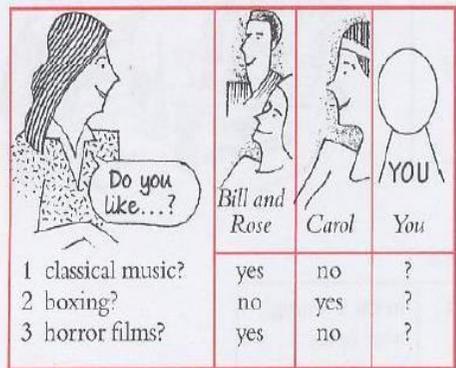
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COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."
 "Cree en ti mismo, Dios está contigo"
 PLANEACIÓN DIDÁCTICA DE CLASES 2026



ASIGNATURA: INGLÉS	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 8°
PERIODO: I	FECHA: SEMANA DEL 02 DE MARZO AL 20 DE 2026	NÚMERO DE HORAS: 4

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN																
	<p>SIMPLE PAST WITH DID</p> <p>Students will be able to exchange information about what they did in the past as well as narrate a short story by using the simple past of regular and irregular verbs.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will review the way the auxiliaries DO/DOES work in present simple. For this, the teacher will support himself on the following picture:</p> <p>Study the information and write sentences with like.</p>  <table border="1" data-bbox="692 716 1148 1084"> <tr> <td></td> <td>Bill and Rose</td> <td>Carol</td> <td>YOU</td> </tr> <tr> <td>1 classical music?</td> <td>yes</td> <td>no</td> <td>?</td> </tr> <tr> <td>2 boxing?</td> <td>no</td> <td>yes</td> <td>?</td> </tr> <tr> <td>3 horror films?</td> <td>yes</td> <td>no</td> <td>?</td> </tr> </table> <p>Write about yourself. Use: I never ... or I often ... or I don't ... very often.</p> <p>1 (watch TV) <u>I don't watch TV very often. (OR I never... OR I often ...)</u></p> <p>2 (go to the theatre)</p> <p>3 (ride a bicycle)</p> <p>4 (eat in restaurants)</p> <p>5 (travel by train)</p>		Bill and Rose	Carol	YOU	1 classical music?	yes	no	?	2 boxing?	no	yes	?	3 horror films?	yes	no	?	<p>Internet P.C. Notebook Pens / pencils Pictures Video</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Distinguish between DO, DOES and DID</p>
	Bill and Rose	Carol	YOU																	
1 classical music?	yes	no	?																	
2 boxing?	no	yes	?																	
3 horror films?	yes	no	?																	



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Complete the sentences. All of them are negative. Use **don't/doesn't** + one of these verbs:

cost go know read see use wear

- 1 I buy a newspaper every day but sometimes I **don't read** it.
- 2 Paul has a car but he it very often.
- 3 They like films but they to the cinema very often.
- 4 Amanda is married but she a ring.
- 5 I much about politics. I'm not interested in it.
- 6 It's not an expensive hotel. It much to stay there.
- 7 Brian lives near us but we him very often.

Put the verb into the correct form, positive or negative.

- 1 Margaret **speaks** four languages – English, French, German and Spanish. (speak)
- 2 I **don't like** my job. It's very boring. (like)
- 3 'Where's Martin?' 'I'm sorry. I?' (know)
- 4 Sue is a very quiet person. She very much. (talk)
- 5 Jim a lot of tea. It's his favourite drink. (drink)
- 6 It's not true! I it! (believe)
- 7 That's a very beautiful picture. I it very much. (like)
- 8 Mark is a vegetarian. He meat. (eat)

D. Right after the socialization of the previous activity, the teacher will introduce the topic: The simple Past with DID. The following video will be shown for this purpose:

https://www.youtube.com/watch?v=mwh_IWwwN8Y

Then after, every student will give an example by taking into account the patterns below:

(+): SUB + VERB IN PAST + OBJ. + PLACE + TIME

(-): SUB. + DIDN'T + VERB IN PRESENT + OBJ + PLACE + TIME

(¿): (WH- WORD) + DID + SUB. + VERB IN PRESENT + OBJ. + PLACE + TIME?



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	<p style="text-align: center;">SIMPLE PAST WITH DID</p> <p>Students will be able to exchange information about what they did in the past as well as narrate a short story by using the simple past of regular and irregular verbs.</p> <p>MAY 28TH 2021 1st INSTITUTIONAL TEST</p>	<p>C. Students must socialize the previous activity before the whole class. Feedback will be given after each student's participation if necessary.</p> <p>I. After checking the attendance list, the teacher will set up a video from which the students will have a better understanding of regular and irregular verbs. https://www.youtube.com/watch?v=8kUyDtk0Yjw</p> <p>D. Afterwards, to master this new tense, a grammar activity will be done. This time, the teacher will share some pictures to guide the activity:</p> <p>Complete the sentences. Use one of these verbs in the past simple:</p> <p>clean die enjoy finish happen open rain start stay want</p> <p>1 I <u>cleaned</u> my teeth three times yesterday. 2 It was hot in the room, so I the window. 3 The concert at 7.30 and at 10 o'clock. 4 When I was a child, I to be a doctor. 5 The accident last Sunday afternoon. 6 It's a nice day today but yesterday it all day. 7 We our holiday last year. We at a very nice place. 8 Ann's grandfather when he was 90 years old.</p> <p>Write the past simple of these verbs.</p> <table><tr><td>1 get <u>got</u></td><td>4 pay</td><td>7 go</td><td>10 know</td></tr><tr><td>2 see</td><td>5 visit</td><td>8 think</td><td>11 put</td></tr><tr><td>3 play</td><td>6 buy</td><td>9 copy</td><td>12 speak</td></tr></table>	1 get <u>got</u>	4 pay	7 go	10 know	2 see	5 visit	8 think	11 put	3 play	6 buy	9 copy	12 speak	<p>Pens/Pencil Notebook P.C. Internet Pictures Video</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others' opinion and take turn when participating.</p> <p>Regular and Irregular verb accurate Pronunciation.</p>
1 get <u>got</u>	4 pay	7 go	10 know													
2 see	5 visit	8 think	11 put													
3 play	6 buy	9 copy	12 speak													

Read about Lisa's journey to Madrid. Put the verbs in the correct form.



Last Tuesday Lisa (1) flew from London to Madrid. She (2) up at six o'clock in the morning and (3) a cup of coffee. At 6.30 she (4) home and (5) to the airport. When she (6), she (7) the car and then (8) to the airport café where she (9) breakfast. Then she (10) through passport control and (11) for her flight. The plane (12) on time and (13) in Madrid two hours later. Finally she (14) a taxi from the airport to her hotel in the centre of Madrid.

- fly, get
- have
- leave, drive
- arrive, park, go
- have, go
- wait, depart
- arrive
- take

Write sentences about the past (**yesterday / last week** etc.).

- 1 Jim always goes to work by car. Yesterday he went to work by car.
- 2 Rachel often loses her keys. She last week.
- 3 Kate meets her friends every evening. She yesterday evening.
- 4 I usually buy two newspapers every day. Yesterday I
- 5 We usually go to the cinema on Sundays. Last Sunday we
- 6 I eat an orange every day. Yesterday I
- 7 Tom always has a shower in the morning. This morning he

C. Finally, the teacher will motivate the students to watch a video from which students will be able to distinguish the way the suffix -ED is pronounced when using regular in simple past as well as in past participle.

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



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	<p>SIMPLE PAST WITH DID</p> <p>Students will be able to exchange information about what they did in the past as well as narrate a short story by using the simple past of regular and irregular verbs.</p>	<p>I. After giving some tips about the way students must improve their vocabulary related to Regular and Irregular verbs, the teacher will set up the class to socialize the activity that was proposed the previous class as well as to check Regular Verbs Pronunciation. For this, the teacher will choose some regular verbs in present and the students will say the past form. Students will be response according to the attendance list.</p> <p>D. Later, the teacher will motivate the students to be ready another listening activity:</p> <p>Pre-Listening Exercise</p> <p>Many people travel to new places during their summer vacations. Some go on cruises; other people visit the beach. However, other people like to spend time near home and just relax where they are. How about you? What are some activities you like to do during your vacations?</p> <p>Idioms</p> <p>"drive someone up the wall" = to annoy or bother someone a lot <i>"My brother kept talking in his sleep during our vacation, and that drove me up the wall."</i></p> <p>"hit the road" = to begin or start your travel <i>"Hey. We need to hit the road before 5:00 a.m. if we want to arrive at mom's house by noon."</i></p> <p>The Listening activity will be taken from:</p> <p>https://www.esl-lab.com/intermediate/summer-vacations/</p>	<p>Pens/Pencil Notebook P.C. Internet Listening record</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>C. Finally, the students will make an online research as shown below:</p> <p>Describe a vacation you took by yourself or with family and friends. Where did you go and what did you do? What did you enjoy most about the trip?</p> <p>Use the Internet to find a good place to take a vacation and find information to answer these questions:</p> <p>What place did you choose to research?</p> <p>What is the best way to get there and how much does it cost to travel?</p> <p>What are two places to stay in this area (e.g., hotel, bed and breakfast, campground, etc.) and how much does it cost each night?</p> <p>What activities are available nearby? How much do these attractions cost?</p>		
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