



COLEGIO COOPERATIVO DE APARTADÓ "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 16 DE SEPTIEMBRE AL 26 DE 2025	NÚMERO DE HORAS: 5

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p><b>PRESENT PERFECT</b></p> <p>Students will be able to talk about activities that began in the past at unspecific time but showing a result now as well as exchange experiences.</p>	<p>I. After greeting and checking the attendance list, the teacher will encourage the students to take part on the Hangman Game related to the 3 forms of irregular verbs: <b>Present, Simple Past &amp; Past Participle</b>. The teacher will emphasis on the 3rd form which the ine needed to work with Present Perfect.</p> <ul style="list-style-type: none"><li>• <b>PRESENT PERFECT</b></li><li>• <b>INFORMATION TECHNOLOGY</b></li><li>• <b>GSEQUENCE ADVERBS</b></li></ul> <p><a href="https://wordwall.net/en-gb/community/irregular-verbs">https://wordwall.net/en-gb/community/irregular-verbs</a></p> <p><a href="https://wordwall.net/resource/3714005/past-participles">https://wordwall.net/resource/3714005/past-participles</a></p> <p><a href="https://wordwall.net/es/resource/362160/irregular-verbs-past-participle">https://wordwall.net/es/resource/362160/irregular-verbs-past-participle</a></p> <p>D. Afterwards the teacher will introduce the topic, Present Perferct by supporting himself on the following slides:</p>	<p>Internet P.C. Notebook Pens / pencils Slides Video</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>



His shoes are dirty.



He is cleaning his shoes.



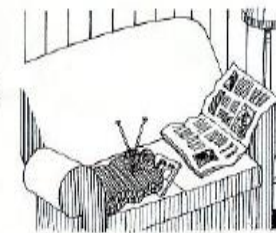
He **has cleaned** his shoes.  
(= his shoes are clean *now*)



They are at home.



They are going out.



They **have gone** out.  
(= they are not at home *now*)

**has cleaned / have gone** etc. is the *present perfect* (**have** + *past participle*):

*past participle*

I	} <b>have</b> ('ve) <b>have not</b> (haven't)	cleaned
we		finished
you		started
they		lost
he	} <b>has</b> ('s) <b>has not</b> (hasn't)	done
she		been
it		gone

<b>have</b>	I	cleaned?	} <i>regular verbs</i>
	we	finished?	
	you	started?	
	they	lost?	
<b>has</b>	he	done?	} <i>irregular verbs</i>
	she	been?	
	it	gone?	



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



*Regular verbs:* The past participle is **-ed** (the same as the *past simple*):  
clean → I have **cleaned**    finish → we have **finished**    start → she has **started**

*Irregular verbs:* The past participle is sometimes the same as the *past simple* and sometimes different (⇒ Appendix 2-3). For example:

<i>the same:</i>	buy → I <b>bought</b> / I have <b>bought</b>	have → he <b>had</b> / he has <b>had</b>
<i>different:</i>	break → I <b>broke</b> / I have <b>broken</b> fall → it <b>fell</b> / it has <b>fallen</b>	see → you <b>saw</b> / you have <b>seen</b> go → they <b>went</b> / they have <b>gone</b>

We use the present perfect for *an action in the past* with a result *now*:

- I've **lost** my passport. (= I can't find my passport *now*)
- 'Where's Linda?' 'She's **gone** to bed.' (= she is in bed *now*)
- We've **bought** a new car. (= we have a new car *now*)
- It's Rachel's birthday tomorrow and I **haven't bought** her a present.
- 'Bob is on holiday.' 'Oh, where **has** he **gone**?'
- Can I take this newspaper? **Have** you **finished** with it?

C. At the end of this class, the teacher will motivate the students to keep on exploring about this tense on the following link. Doubts will be clarify within the next class.

<https://www.youtube.com/watch?v=XGw2-p2WuJk>



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



	<p><b>PRESENT PERFECT</b></p> <p>Students will be able to talk about activities that began in the past at unspecific time but showing a result now as well as exchange experiences.</p>	<p>I. After greeting and checking the attendance list, the teacher will remind the students the importance of mastering the past participle of the irregular verbs to be able to perform well when using Present Perfect.</p> <p><b>For this, students must complete the given grid:</b></p> <table><tr><th>PRESENT</th><th>SIMPLE PAST</th><th>PAST PARTICIPLE</th><th>MEANING</th></tr><tr><td>ARE</td><td></td><td></td><td></td></tr><tr><td></td><td>DRANK</td><td></td><td></td></tr><tr><td></td><td></td><td>RIDDEN</td><td></td></tr><tr><td></td><td></td><td></td><td>ESCRIBIR</td></tr><tr><td>SLEEP</td><td></td><td></td><td></td></tr><tr><td></td><td>WORE</td><td></td><td></td></tr><tr><td></td><td></td><td>BITTEN</td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Then after, students must add 5 more verbs by their own and socialized before the whole class.</p> <p>D. Right after this, the teacher will provide some worksheets from which the students will begin mastering the grammar issues related to Present Perfect. But before it, the following video will be shown to review:</p>	PRESENT	SIMPLE PAST	PAST PARTICIPLE	MEANING	ARE					DRANK					RIDDEN					ESCRIBIR	SLEEP					WORE					BITTEN																						<p>Internet P.C. Notebook Pens / pencils Slides 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>Talking about experiences.</p>
PRESENT	SIMPLE PAST	PAST PARTICIPLE	MEANING																																																					
ARE																																																								
	DRANK																																																							
		RIDDEN																																																						
			ESCRIBIR																																																					
SLEEP																																																								
	WORE																																																							
		BITTEN																																																						



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



		<a href="https://www.youtube.com/watch?v=o1_0Gz4uRKo">https://www.youtube.com/watch?v=o1_0Gz4uRKo</a>		
--	--	---	--	--



**PRESENT PERFECT**

Students will be able to talk about activities that began in the past at unspecific time but showing a result now as well as exchange experiences.

Look at the pictures. What has happened? Choose from:

go to bed   ~~clean his shoes~~   stop raining   close the door   fall down   have a bath

	before	now	
1			He has cleaned his shoes.
2			She .....
3			They .....
4			It .....
5			He .....
6			The .....



Internet  
P.C.  
Notebook  
Pens / pencils  
Slides  
Video

Availability to take part actively in the class.

Being respectful to others opinion and take turn when participating.

Talking about experiences.



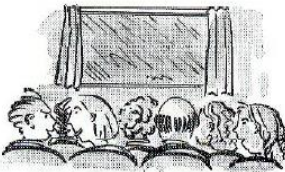





COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."  
"De la mano de Dios, marcamos la diferencia"  
PLANEACIÓN DIDÁCTICA DE CLASES 2025

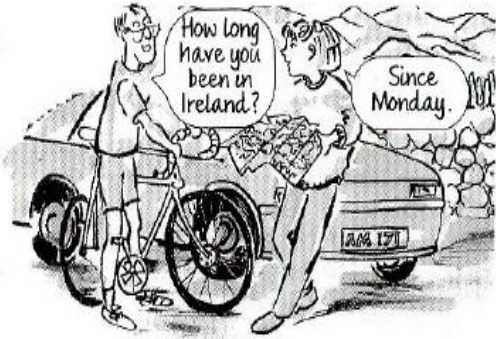
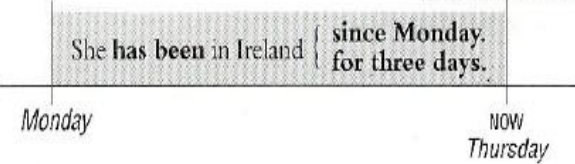


	<p>Complete the sentences with a verb from the list.</p> <p><b>break buy decide finish forget go go invite see not/see take tell</b></p> <p>1 'Can I have this newspaper?' 'Yes, I've <u>finished</u> with it.'</p> <p>2 I ..... some new shoes. Do you want to see them?</p> <p>3 'Where is Liz?' 'She ..... out.'</p> <p>4 I'm looking for Paula. .... you ..... her?</p> <p>5 Look! Somebody ..... that window.</p> <p>6 'Does Lisa know that you're going away?' 'Yes, I ..... her.'</p> <p>7 I can't find my umbrella. Somebody ..... it.</p> <p>8 I'm looking for Sarah. Where ..... she ..... ?</p> <p>9 I know that woman but I ..... her name.</p> <p>10 Sue is having a party tonight. She ..... a lot of people.</p> <p>11 What are you going to do? ..... you ..... ?</p> <p>12 'Where are my glasses?' 'I don't know. I ..... them.'</p> <p>C. At the end of this class, students must share the answers of this grammar exercise as well as their own examples. So, they have to add at least 10 more sentences using Present Perfect.</p> <p>I. After greeting and welcoming the students, the teacher will invite his students to define the following adverb of time as well as giving one example with each. This must be socialized as soon as they finish.</p> <ul style="list-style-type: none"><li>• JUST</li><li>• EVER</li><li>• NEVER</li><li>• ALREADY</li><li>• SINCE</li><li>• FOR</li><li>• YET</li></ul>		
--	--	--	--

<p>9°B</p>		<p><b>D.</b> Afterwards, the teacher will introduce the usage of the adverb of time previously given by using Present Perfect. For this, the teacher will support himself on the following slides:</p> <div data-bbox="794 415 1530 1472"> <p><b>I've just ...</b></p>  <p>They <b>have just arrived</b>.</p> <p><b>just</b> = a short time ago</p> <ul style="list-style-type: none"> <li>A: Are Diane and Paul here?</li> <li>B: Yes, they've <b>just arrived</b>.</li> <li>A: Are you hungry?</li> <li>B: No, I've <b>just had</b> dinner.</li> <li>A: Is Tom here?</li> <li>B: No, I'm afraid he's <b>just gone</b>. (= he <b>has</b> just gone)</li> </ul> <p><b>I've already ...</b></p>  <p><b>already</b> = before you expected / before I expected</p> <ul style="list-style-type: none"> <li>A: What time are Diane and Paul coming?</li> <li>B: They've <b>already arrived</b>. (= before you expected)</li> <li>It's only nine o'clock and Ann <b>has already gone</b> to bed. (= before I expected)</li> <li>A: John, this is Mary.</li> <li>B: Yes, I know. We've <b>already met</b>.</li> </ul> <p><b>I haven't ... yet / Have you ... yet?</b></p> <p><b>yet</b> = until now          You can use <b>yet</b> in negative sentences and questions. <b>Yet</b> is usually at the end.</p>  <p>The film <b>hasn't started yet</b>.</p>  <p><b>yet</b> in negative sentences:</p> <ul style="list-style-type: none"> <li>A: Are Diane and Paul here?</li> <li>B: No, they <b>haven't arrived yet</b>. (but B expects Diane and Paul to arrive soon)</li> <li>A: Does John know that you're going away?</li> <li>B: No, I <b>haven't told him yet</b>. (but B is going to tell him soon)</li> <li>Margaret has bought a new dress but she <b>hasn't worn it yet</b>.</li> </ul> <p><b>yet</b> in questions:</p> <ul style="list-style-type: none"> <li>A: <b>Have</b> Diane and Paul <b>arrived yet</b>?</li> <li>B: No, not yet. We're still waiting for them.</li> <li>A: <b>Has</b> Linda <b>started</b> her new job <b>yet</b>?</li> <li>B: No, she starts next week.</li> <li>A: This is my new dress.</li> <li>B: Oh, it's nice. <b>Have you worn it yet</b>?</li> </ul> </div>		
------------	--	--	--	--



	<p><b>SIMPLE PRESENT: REVIEW</b></p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>We use the <i>present perfect</i> (<b>have been</b> / <b>have had</b> / <b>have played</b> etc.) when we talk about a time from the past until now – for example, a person's life:</p> <p><b>past</b> <span style="float: right;"><b>NOW</b></span></p> <ul style="list-style-type: none"> <li>● <b>'Have you been</b> to France?' (<i>in your life</i>) 'No, I <b>haven't</b>.'</li> <li>● I<b>'ve been</b> to Canada but I <b>haven't been</b> to the United States.</li> <li>● Mary is an interesting person. She <b>has had</b> many different jobs and <b>has lived</b> in many places.</li> <li>● I<b>'ve seen</b> that woman before but I can't remember where.</li> <li>● How many times <b>has</b> Brazil <b>won</b> the World Cup?</li> <li>● <b>'Have you read</b> this book?' 'Yes, I<b>'ve read</b> it twice.' ( <b>twice</b> = two times)</li> </ul> <p><i>present perfect</i> + <b>ever</b> (in questions) and <b>never</b>:</p> <ul style="list-style-type: none"> <li>● <b>'Has Ann ever been</b> to Australia?' 'Yes, once.' (<b>once</b> = one time)</li> <li>● <b>'Have you ever played</b> golf?' 'Yes, I often play golf.'</li> <li>● My mother <b>has never travelled</b> by air.</li> <li>● I<b>'ve never ridden</b> a horse.</li> <li>● 'Who is that man?' 'I don't know. I<b>'ve never seen</b> him before.'</li> </ul>	<p>Pens / pencils Markers Board Scripts</p>	<p>Usage of DO-DOES (Present simple) to describe permanent situations.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Creativity.</p>
--	---	--	---	---

	<p><b>SIMPLE PRESENT: REVIEW</b>  <b>Adverbs of frequency and sequency.</b></p> <p>Say how often someone does an activity or something happens by keeping a chronological order.</p>	<p>Jill is on holiday in Ireland. She is there now.          She arrived in Ireland on Monday.          Today is Thursday.          How long <b>has she been</b> in Ireland?          She <b>has been</b> in Ireland { since Monday.          for three days.</p>  <p>Compare <b>is</b> and <b>has been</b>:</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p>She <b>is</b> in Ireland now.</p> </div> <p><b>is</b> = present</p> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p>She <b>has been</b> in Ireland { since Monday. for three days.</p> </div> <p><b>has been</b> = present perfect</p> </div>  <p><b>C.</b> Finally, the students must create their own sentences by using these adverbs of time and Present Perfect. This activity will be socialized within the next class.</p> <p><b>I.</b> After welcoming the students and checking the attendance list, the teacher will give his students the final tips and advise to perform their dialogue which has been getting done since last week. <b>Students will be reminded the importance of listening their peers carefully and respectfully.</b> This will be highly taken into account during their performance.</p>	<p>TV set          Speakers          Internet          Notebook          Pens / pencils          Markers          Board</p>	<p>Usage of the adverbs of frequency and sequency to describe both a process and how often it happens.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>
--	--	--	---	--



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



	<p><b>D.</b> Then, the teacher will again illustrate on the board the requirements needed for the dialogue as well as giving individual feedback after each group performing.</p> <ul style="list-style-type: none"><li>• Pair work</li><li>• Yes/No and Wh-questions with DO-DOES</li><li>• 5 minutes length</li><li>• No Reading will be allowed</li><li>• Creativity</li></ul> <p><b>C.</b> After giving the general feedback, the teacher will guide the students to autoevaluate their performing so that they will improve their speaking abilities with a topic previously prepared. Besides, students will be given the chance to provide the teacher with other ways to enlarge this skill.</p> <p><b>I.</b> 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.</p> <ul style="list-style-type: none"><li>• Seldom      Finally      Rarely      Second      Then</li><li>• Usually      Next      Later      Hardly ever      Before</li><li>• When      Often      Scarcely      Third      While</li><li>• Almost never      Twice a day      After      Firstly      Lastly      Never</li></ul>		
--	---	--	--



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



	<p><b>PRESENT SIMPLE: FINAL REVIEW</b></p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<table><tr><th>Frequency Adverbs</th><th>Sequency Adverbs</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Frequency Adverbs	Sequency Adverbs							Notebook Pens / pencils Markers Board	Making Yes/No and Wh-questions orally. Availability to take part actively in the class. Being respectful to others ideas.
	Frequency Adverbs	Sequency Adverbs										
<p><b>D.</b> Then, the teacher will illustrate how these part of the speech work and their usages. For this, the teacher will support himself on the following videos:</p> <p><b>Adverbs of frequency:</b> <a href="https://www.youtube.com/watch?v=VAWo65QwP2c">https://www.youtube.com/watch?v=VAWo65QwP2c</a></p> <p><b>Adverbs of sequency:</b> <a href="https://www.youtube.com/watch?v=sFrHK7cHzkA">https://www.youtube.com/watch?v=sFrHK7cHzkA</a></p> <p>After playing each video, the teacher will guide the students to get acquainted with the way these kind of adverbs must be used when describing permanent situations by taking into the Wh-word: HOW OFTEN. Next, students will be asked to describe a process in which it will be necesaaary to use the adverbs of sequency. At this stage, students will be encouraged to propose their own situations. The teacher will suggest a few of them to start the activity. Students have to write them down on their notebooks.</p>												
<p><b>C.</b> Socialization and checking of the previous activity as well as find out if the students academical performance fits the goals propused.</p>												



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



		<p>For further practice, students must log on:</p> <p><b>Adverbs of Frequency   Grammar Quiz.</b> <a href="https://www.quiz.biz/quizz-760331.html">https://www.quiz.biz/quizz-760331.html</a></p> <p><b>Sequencing Quiz.</b> <a href="http://www.softschools.com/quizzes/language_arts/sequencing/quiz1335.html">http://www.softschools.com/quizzes/language_arts/sequencing/quiz1335.html</a></p> <p><b>I.</b> 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 daily routines, environment issues as well as their spelling. The teacher will ask the students to make 4 groups.</p> <p><b>D.</b> The teacher will hand out a worksheet related to Yes/No and Wh-questions in order to encourage students to review how questions are made when using Simple Present (DO-DOES). Students must work in group of two organized by the teacher.</p>		
--	--	--	--	--





COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



WH QUESTIONS

PRACTICE 1: Fill in the blanks with What, When or Where

1. \_\_\_\_\_ is the name of the President of the United States of America?
2. \_\_\_\_\_ month is the Chinese new year?
3. \_\_\_\_\_ did Neil Armstrong say when he first landed on the moon?
4. \_\_\_\_\_ did he first land?
5. \_\_\_\_\_ did the Americans drop the atomic bomb on Hiroshima?
6. \_\_\_\_\_ is New York city?
7. \_\_\_\_\_ is that called in English?
8. \_\_\_\_\_ are the Hawaiian Islands?
9. \_\_\_\_\_ are you doing this afternoon?

C. Each group must socialize the activity before the class and the teacher will make corrections if necessary by encouraging the students. Then after, the teacher will give some guidelines to the students to get ready for next week vocabulary.



		<p><b>PRACTICE 2: Write on the blank: how, when, what or where and make questions.</b></p> <p><b>For example :</b>     1. Derrick runs <u>quickly</u> to his desk.     <b>How</b>  <b>How</b> does Derrick run to his desk?</p> <p>1. <u>Pamela</u> speaks slowly.     .....</p> <p>2. Janet is sitting <u>in front of André</u>.     .....</p> <p>3. Pat arrived <u>early</u> today.     .....</p> <p>4. Karen and Simon drive <u>dangerously</u>.     .....</p> <p>5. Sharon usually laughs <u>at my jokes</u>.     .....</p> <p>6. Monique <u>types</u> quickly.     .....</p> <p>7. I often go to <u>school</u> on my bike.     .....</p> <p>8. Nathalie is <u>beside Peter</u>.     .....</p> <p>9. He sometimes calls me <u>at home</u>.     .....</p> <p>10. <u>Your teacher</u> answers honestly.     .....</p>		
--	--	---	--	--



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



--	--	--	--	--



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

