



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



ASIGNATURA: ENGLISH	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 8
PERIODO: IV	FECHA: SEMANA DEL 26 DE OCTUBRE AL 03 DE 2025	NÚMERO DE HORAS: 5

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p><b>CAN AND CAN'T</b></p> <p>Students will be able to describe something or somebody by taking into account the connotation of any given adjectives.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will explain the verb can in the 3 forms.</p> <p><b>Affirmative</b> <b>Negative</b> <b>And interrogative.</b></p> <p><b>Modals – 'can' and 'can't'</b> We can use can and can't to talk about abilities in the present.</p> <p><b>Activity: “What Can You Do?” Game</b> <b>Objective: Practice using can for abilities.</b></p> <p><b>Start (Warm-up):</b></p> <p>The will Ask: “What can you do?” and answer himself: “I can speak English. I can play soccer.”</p> <p><b>Right after the teacher will write the structure on the board:</b> <b>Subject + can + verb (base form)</b></p> <p><b>Development (Activity):</b></p>	<p>Internet P.C. Pictures</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Describing people.</p>



		<p>1. the teacher will put the students in small groups.</p> <p>2. Give them slips of paper with different actions (sing, dance, run, draw, cook, swim, jump, whistle, play guitar...).</p> <p>3. Each student picks one and makes a sentence: “I can draw” / “I can’t cook”.</p> <p>4. The others guess: “Can you swim?” → “Yes, I can” / “No, I can’t.”</p> <p>Closure:</p> <p>Ask some students to share: “I can _, but I can’t _.”</p> <p>Finish with a quick chant: “I can jump, I can run, I can dance, it’s so fun!”</p> <p>D. Right after the socialization of the previous activity, the teacher will encourage the students to pay attention so that they can understand successfully the topic.</p> <p><i>I <b>can</b> swim.</i></p> <p><i>They <b>can</b> speak</i> <span>English.</span></p> <p><i>He <b>can't</b> ride a bike.</i></p> <p><b>How to use them</b></p> <p>Use the infinitive without <i>to</i> after <i>can</i> and <i>can't</i>.</p> <p><i>I <b>can</b></i> <span><i>swim.</i></span></p>		
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		<p><i>You <b>can</b></i></p> <p><i>She <b>can</b></i></p> <p><i>We <b>can't</b></i></p> <p><i>They <b>can't play</b> the guitar</i></p> <p><i>ride a</i></p> <p><i>run fast.</i></p> <p><i>bike.</i></p> <p><i>speak Japanese.</i></p>		
		<p><b>For questions, change the order of can and the person.</b></p> <p>Can you swim? <b>Yes, I can.</b></p> <p>Can she play the piano? <b>No, she can't.</b></p> <p>What languages can you speak?</p> <p><b>Finally, the teacher will open a link where the will put into practice what they have learned so far.</b></p> <p><a href="https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice/modals-can-cant">https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice/modals-can-cant</a></p> <p><b>they will also be given a worksheet to master the topic.</b></p>		

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**Modals - 'can' and 'can't'**  
 We can use *can* and *can't* to talk about abilities in the present.

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1. True or false?  
 Read and circle true or false for these sentences.

I know lots of sports. I **can** swim and I **can** play football. I **can** play basketball too because we practise at school! But I **can't** play tennis. What else **can** I do? Well, I **can't** speak German or French but I **can** speak English and Arabic!

a. She can swim.	<u>true</u>	false
b. She can't play football.	true	false
c. She practises basketball at school.	true	false
d. She can play tennis.	true	false
e. She can't speak Arabic.	true	false

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2. Choose the answer!



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		<div>2. Choose the answer!</div> <div>Read the sentence. Circle the correct answer.</div> <div>a. I can _____, <b>to swim / swim / swimming</b></div> <div>b. She _____ ride a bike. <b>can / cans / know</b></div> <div>c. Can you _____ tennis? <b>plays / to play / play</b></div> <div>d. He _____ speak Spanish. <b>isn't / can'ts / can't</b></div> <div>e. _____ run fast? <b>They can / Can they / Are they</b></div> <div>f. He can't _____ five pizzas! <b>eat / ate / to eat</b></div> <div>g. We _____ dinner. <b>can to cook / can cook / can cooking</b></div> <div>h. What sports _____ play? <b>you can / are you / can you</b></div> <div><a href="http://www.britishcouncil.org/learnenglishkids">www.britishcouncil.org/learnenglishkids</a> <small>© British Council, 2017 The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.</small></div>		
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		<div><div><div><div><div><div></div><div></div><div><div>LearnEnglish Kids</div></div></div></div><div><div>3. Make it right!</div><div>Find the mistake in each sentence and correct it.</div><div><div>a. She can't <del>driving</del> a car. <u>She can't drive a car.</u></div><div>b. I can't to play chess. _____</div><div>c. He cans make a cake. _____</div><div>d. They can't to sing very well. _____</div><div>e. Can you eating with chopsticks? _____</div><div>f. She can'ts ride a horse. _____</div><div>g. He can speaking three languages. _____</div><div>h. How many musical instruments you can play? _____</div></div></div></div></div></div>		
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- g. He can speaking three languages. \_\_\_\_\_  
h. How many musical instruments you can play? \_\_\_\_\_

4. Write and draw!

What sports can you play? What languages can you speak? What else can you do? Write about yourself like in exercise 1 and draw a picture!



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