



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: 7°
PERIODO: I	FECHA: SEMANA DEL 20 DE ENERO AL 30 DE 2026	NÚMERO DE HORAS: 24

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> <ol style="list-style-type: none"> 1. ALWAYS respect others 2. ALWAYS be on time to class 3. Follow the instructions given by the teacher. 4. Enter class quietly. 5. ALWAYS do homework on time. 6. Keep your desk organized... <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"> • Yes / No questions • routines • Family members • Singular and plural nouns • Numbers 1 to 100 	<p>TV set Speakers Internet</p>	<p>Conversation: making Yes/No and Wh-questions written and orally.</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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		Later on, the teacher will check the prior knowlegde related to "Daily Routines Actions". For this, the teacher will ask some students to mime		
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	<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>some daily activities so that the rest of the class will guess which action has been mimed. After checking the prior knowledge, 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 academics performance fits the goals proposed. For further practice, students must log on:</p> <p><u>Present Simple and Plural Activities</u></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, family members as well as their spelling. The teacher will ask the students to make 4 groups.</p> <p>D. Then, the teacher will illustrate on the board the way YES/NO QUESTIONS with DO/DOES are made as shown below:</p>	<p>Flyswatter Worksheet</p>	<p>Conversation: making Yes/No and Wh-questions written and orally.</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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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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5. The bus leaves in an hour.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
6. His brother likes to swim at the beach.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
7. It snows in the winter.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
9. Michelle knows the answer.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
10. David drives very carefully.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.

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>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 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.</p> <p>UNSCRAMBLE THE FOLLOWING QUESTIONS:</p> <ul style="list-style-type: none"> • 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? <p>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</p> <table border="1" data-bbox="687 984 1649 1141"> <tr> <td>WH-WORD</td> <td>DO DOES</td> <td></td> <td>BASE FORM VERB</td> <td>OBJECT</td> <td>PLACE</td> <td>TIME?</td> </tr> </table> <p>Students will be illustrated again on the meaning and usage of the most common WH-WORDS as it is shown on the slide below. The teacher will also invite them to compare it to the YES/NO QUESTION pattern.</p> <p>Right after this, the teacher will provide a worksheet to make the student to take over this topic.</p>	WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?	<p>Worksheet</p>	<p>Grammar: making Yes/No and Wh-questions orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others ideas.</p> <p>Creativity.</p>
WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?					



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.

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

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.



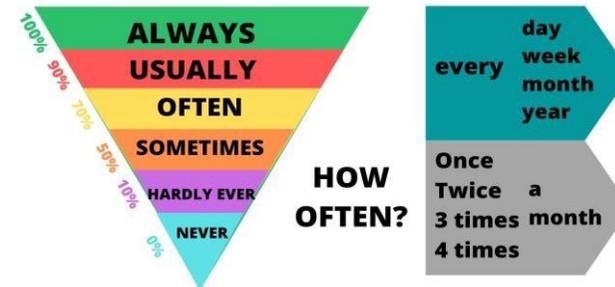
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	<p>HOW OFTEN DOES YOUR MOTHER RECYCLE?</p> <p>Say how frequency they do an activity or something happens as well as describe a process chronologically.</p>	<p>I. After welcoming the students, the teacher will ask them to classify the following words into the categories: Adverbs of Frequency and Adverbs of Sequency. To do so, students have to draw the chart below on their notebooks.</p> <ul style="list-style-type: none"> • 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 <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Frequency Adverbs</th> <th style="width: 50%;">Sequency Adverbs</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>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:</p> <p>Adverbs of frequency: https://www.youtube.com/watch?v=VAWo65QwP2c</p> <p>Adverbs of sequency: https://www.youtube.com/watch?v=sFrHK7cHzkA</p> <p>After playing each video, the teacher will guide the students to get acquainted with the way adverbs of frequency must be used when</p>	Frequency Adverbs	Sequency Adverbs							<p>TV set Speakers Inernet Slides</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>
Frequency Adverbs	Sequency Adverbs											

describing permanent situations by taking into account the Wh-word: **HOW OFTEN**. For this, the teacher will support himself on the slide given below:

ADVERBS & EXPRESSIONS OF FREQUENCY



ADVERBS OF FREQUENCY

Answer the questions using the adverbs of frequency always, usually, often, sometimes, rarely and never.

- How often do you read a book?
- How often does Helen go to the cinema?
- How often does Joe go to bed late?
- How often do you do your homework?
- How often do your parents go on holiday?
- How often do *Anny* and *Fanny* meet after school?
- How often does your father wash the car?
- How often does your mother go shopping?
- How often do you play computer games?
- How often does Mr. Ronalds take the bus?

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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 Video</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>
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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:

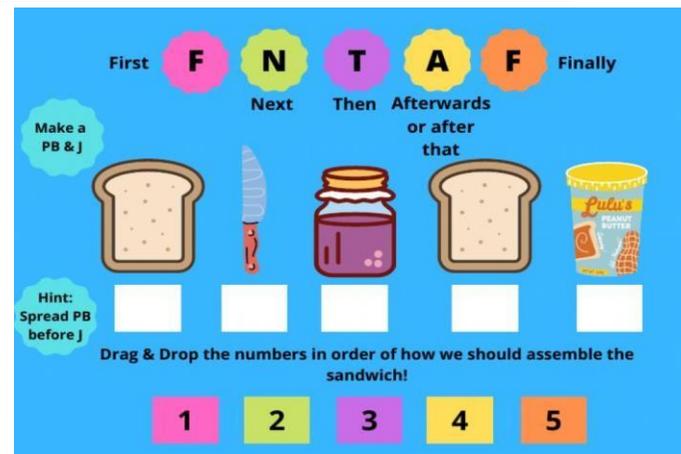
www.englishexercises.org

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 Slides

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 ideas.

Writing: 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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ASIGNATURA: ENGLISH	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 7
PERIODO: I	FECHA: SEMANA DEL 02 FEBRERO AL 13 DE 2026	NÚMERO DE HORAS: 24

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p>HOBBIES</p> <p>Identify and use basic vocabulary related to hobbies through speaking and writing activities to express personal interests.</p> <p>Create simple sentences using verbs such as <i>like, love, and enjoy</i> to talk about their own hobbies and those of others clearly and correctly.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will explain the hobbies terms: Students will work with vocabulary related to hobbies and free time activities (in and outdoors). First, they will identify and recognize the meaning of each hobby using the vocabulary list.</p> <p>D. Then, students will use the infinitive form of the verbs (for example: <i>to read, to play, to go, to listen</i>) to say and practice hobbies in a short dialogue.</p> <p>They will practice speaking by repeating and creating simple sentences, using the dialogue as a model, always using verbs in the infinitive form.</p> <p>Finally, students will practice pronunciation and comprehension by reading the dialogue aloud and matching the hobbies with their meanings.</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>



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Actividades en el interior de un lugar / <u>Indoor activities</u>	
Reading books / magazines /comics	Leer libros, revistas o comics
Going to the theater	Ir al teatro
Go to the movies – see movies	Ir al cine – ver películas
Read books – magazines – comics	Leer libros – revistas – cómics
see a play	ver una obra de teatro
Play instruments	Tocar instrumentos
Sing karaoke	Cantar karaoke
Surf the net	Navegar por Internet
Do exercise – work out	Hacer ejercicio
Go dancing	Ir a bailar
Drawing	Dibujo
Listen to music	Escuchar música
Play videogames	Jugar video juegos
Take a nap	Tomar una siesta
Eat at a restaurant	Comer en un restaurante
Go to museums	Ir a museos
Go shopping	Ir de compras
Paint – draw	Pintar – dibujar
Practice sports	Practicar deportes
Cook – bake cakes	Cocinar – hornear pasteles



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Hobbies en inglés al aire libre / outdoor activities

Go hiking	Caminar – hacer senderismo
Go camping	Ir a acampar
Walk the dog	Pasear al perro
Have a picnic	Hacer un picnic
Painting	Pintura
Go cycling – ride a bike	Hacer ciclismo – montar en bicicleta
Collect	Coleccionar
Go fishing	Ir a pescar
Carpentry	Carpintería
Go swimming	Ir a nadar
Pottery	Cerámica
Have a barbecue	Hacer una barbacoa
Go to amusement parks	Ir a los parques de diversiones
Play soccer	Jugar fútbol



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Dialogue: Talking about Hobbies

A: Hi! What do you do in your free time?
B: I like indoor activities. I read books and listen to music.
A: Nice! Do you play videogames?
B: Yes, I play videogames after school. What about you?
A: I enjoy outdoor activities. I go cycling and play soccer.
B: That sounds fun. Do you go camping?
A: Yes, I go camping with my family on weekends.

Fill in the blanks – Hobbies (Infinitive Form)

Complete the dialogue using the correct **infinitive form** of the verbs from the box.

Verb box:

to read – to listen – to play – to go – to enjoy

A: Hi! What do you do in your free time?
B: I like indoor activities. I like _____ books and _____ to music.
A: Nice! Do you like _____ videogames?
B: Yes, I like _____ videogames after school. What about you?
A: I like _____ outdoor activities. I like _____ cycling and _____ soccer.
B: That sounds fun. Do you like _____ camping?
A: Yes, I like _____ camping with my family on weekends.



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		<p>Answer key (for the teacher)</p> <ol style="list-style-type: none">1. to read2. to listen3. to play4. to play5. to enjoy6. to go7. to play8. to go9. to go		
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PERIODO: I	FECHA: SEMANA DEL 16 FEBRERO AL 27 DE 2026	NÚMERO DE HORAS: 24

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p>PERSONAL CARE ISSUES</p> <ul style="list-style-type: none"> • Identify and use vocabulary related to personal care to talk about hygiene, health, and daily routines in simple sentences. • Describe personal care habits using the present simple tense, showing awareness of healthy routines and responsible self-care. 	<p>I. After welcoming the students and checking the attendance list, the teacher will explain the terms: students will learn about a very important topic in our daily lives: personal care.</p> <p>This topic includes words and expressions that we use to talk about how we take care of our hygiene, our health, and our appearance. Learning this vocabulary will not only help you communicate in English, but also develop healthy habits and talk about your daily routines.</p> <p>D. Right after the socialization of the previous activity, the teacher will encourage the students to write down a dialogue using the vocabulary from above.</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>



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		<table border="1"><tbody><tr><td>Take a bath</td><td>Tomar un baño</td></tr><tr><td>Brushing</td><td>Cepillado</td></tr><tr><td>Comb my hair</td><td>Peinar mi cabello</td></tr><tr><td>Do your nails</td><td>Organiza tus uñas</td></tr><tr><td>Cut your hair</td><td>Cortar tu cabello</td></tr><tr><td>Wash your hands</td><td>Lavar tus manos</td></tr><tr><td>Go to the doctor</td><td>Ir al doctor</td></tr><tr><td>Eat healthy</td><td>Comer saludable</td></tr><tr><td>Do exercise</td><td>Hacer ejercicio</td></tr><tr><td>Sleep well</td><td>Dormir bien</td></tr><tr><td>Meditation</td><td>Meditación</td></tr><tr><td>Do your hair</td><td>Organiza tu cabello</td></tr><tr><td>wash your hair</td><td>Lava tu cabello</td></tr><tr><td>Wear warm clothes</td><td>Usar ropa cálida</td></tr><tr><td>Take your medicine</td><td>Tomar tu medicina</td></tr><tr><td>Sleep well</td><td>Dormir bien</td></tr></tbody></table>	Take a bath	Tomar un baño	Brushing	Cepillado	Comb my hair	Peinar mi cabello	Do your nails	Organiza tus uñas	Cut your hair	Cortar tu cabello	Wash your hands	Lavar tus manos	Go to the doctor	Ir al doctor	Eat healthy	Comer saludable	Do exercise	Hacer ejercicio	Sleep well	Dormir bien	Meditation	Meditación	Do your hair	Organiza tu cabello	wash your hair	Lava tu cabello	Wear warm clothes	Usar ropa cálida	Take your medicine	Tomar tu medicina	Sleep well	Dormir bien		
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Fill in the Blanks – Personal Care

Complete the sentences using the correct words from the box.

Word box:

take a bath – brush – wash – eat – do – sleep – go – take – comb

1. Every morning, I _____ my teeth.
2. I _____ my hands before eating.
3. At night, I _____ a bath.
4. I _____ healthy food every day.
5. I _____ exercise after school.
6. I _____ well to feel good the next day.
7. When I feel sick, I _____ to the doctor.
8. I _____ my medicine when I am ill.
9. In the morning, I _____ my hair.

Answer Key (for the teacher)

1. brush
2. wash
3. take a bath
4. eat
5. do
6. sleep
7. go
8. take
9. comb



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the teacher will use a website to put this vocabulary into practice in a funny way.

<https://www.baamboozle.com/classic/1231554>

C. Daily Routines Vocabulary

The teacher will write a list of the personal care activities we do each day. Then, you should write them in English, for example:

1. Brush my teeth.
2. I wash my face.
3. I take a shower.
4. I sleep well.

2. Vocabulary Flashcards

The teacher will prepare cards with pictures and words related to personal care (such as toothpaste, shampoo, lotion, etc.). classmates will match the correct word with the picture or describe what they do with each object.

Example: Picture of a toothbrush. "I brush my teeth with toothpaste."

3. Sentence Completion

The teacher will create incomplete sentences that classmates will fill in.



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ASIGNATURA: ENGLISH	PROFESOR (A): YUBER ARLEX BORJA OSORIO	GRADO: 7
PERIODO: I	FECHA: SEMANA DEL 02 DE MARZO AL 13 DE 2026	NÚMERO DE HORAS: 5

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p>PRESENT OF THE VERB LIKE</p> <ul style="list-style-type: none"> Identify and understand the use of the verb <i>like</i> in the present simple to express preferences, interests, and likes in everyday situations. Use the verb like correctly in affirmative, negative, and interrogative sentences to talk about personal tastes and hobbies. Communicate personal preferences by creating simple sentences and short dialogues using the verb <i>like</i> with common vocabulary. 	<p>I. After welcoming the students and checking the attendance list, the teacher will explain about one of the most important and useful verbs in English: "like." This verb is used to express likes, preferences, and things we enjoy doing. It's a verb we use all the time to talk about our favorite activities, food, music, and much more!</p> <p>For example, when we say "I like dogs," we're expressing that we like dogs. But we can also use "like" to talk about what other people like, or even to describe what we like to do in our free time.</p> <p>What do we use the verb "like" for?</p> <p>To talk about what we like: I like basketball.</p> <p>To talk about what other people like: She likes reading.</p> <p>To talk about actions we enjoy doing: They like swimming.</p> <p>Structure of the verb "like"</p> <p>Affirmative: Subject + like + noun/infinitive</p> <p>Example: I like soccer. (I like football.)</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>



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Example: She likes to dance.

Negative: Subject + do/does + not + like + noun/infinitive

Example: I don't like coffee.

Example: He doesn't like playing video games.

Question: Do/Does + subject + like + noun/infinitive?

Example: Do you like ice cream?

Example: Does she like hiking?

The verb "like" can be used with the -ing form (the gerund) to express that someone likes an action or activity in general. It's a way to talk about likes related to activities, hobbies, or actions we do regularly.

Using "like" + gerund (-ing):

When we use "like" followed by -ing, we are referring to activities or actions that we enjoy doing habitually or regularly.

Examples:

I like swimming.

She likes reading books.



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D. Right after the socialization of the previous activity, the teacher will encourage the students to make sentences using the following rule.

Verb + -ing form

We can use **-ing** form after:
like, don't like, dislike, love and hate.

I **like** **doing** crafts.
I **don't like** **doing** crafts.
You **dislike** **doing** crafts.
We don't **like** **doing** crafts. She **loves** **doing** crafts.
He **dislikes** **doing** crafts.
It **hates** **doing** crafts.
They **hate** **doing** crafts.

<https://en.islcollective.com/english-esl-worksheets/speaking-practice/warmer-filler-cooler/present-simple-tense/like-not-like/18766>

Students must socialize the previous activity before the whole class. Feedback will be given after each student's participation if necessary.



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