



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: 6°
PERIODO: IV	FECHA: SEMANA DEL 14 DE OCTUBRE AL 22 DE 2025	NÚMERO DE HORAS: 50

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">• Use adverbs of frequency to indicate how often an event or action happens.• Exchange information about their routines and others, indicating the chronological order of the events. <p>Later on, the teacher will check the prior knowledge related to “Daily Routines Actions”. For this, the teacher will ask some students to mime</p>	<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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		<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' academic 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>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 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 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>



		<div><div>DO DOES</div><div></div><div>BASE FORM VERB</div><div>OBJECT</div><div>PLACE</div><div>TIME?</div></div>					
		<p>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.</p> <p>● <i>Fill in the blanks below to complete the sentences. Study the above boxes.</i></p> <p>1. Mr. Stevens works at a bank. Question: <u>Does Mr. Stevens work at a bank</u> ? Answer: Yes, <u>he does</u> . Answer: No, <u>he doesn't</u> .</p> <p>2. Mary gets up at six o'clock. Question: _____ ? Answer: Yes, _____ . Answer: No, _____ .</p> <p>3. It rains a lot in that country. Question: _____ ? Answer: Yes, _____ . Answer: No, _____ .</p> <p>4. Sam and Kelly live in Australia. Question: _____ ? Answer: Yes, _____ . Answer: No, _____ .</p>					






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	<p>5. The bus leaves in an hour.</p> <p>Question: _____?</p> <p>Answer: Yes, _____.</p> <p>Answer: No, _____.</p> <p>6. His brother likes to swim at the beach.</p> <p>Question: _____?</p> <p>Answer: Yes, _____.</p> <p>Answer: No, _____.</p> <p>7. It snows in the winter.</p> <p>Question: _____?</p> <p>Answer: Yes, _____.</p> <p>Answer: No, _____.</p> <p>9. Michelle knows the answer.</p> <p>Question: _____?</p> <p>Answer: Yes, _____.</p> <p>Answer: No, _____.</p> <p>10. David drives very carefully.</p> <p>Question: _____?</p> <p>Answer: Yes, _____.</p> <p>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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	<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><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?	Worksheet	<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.

what who where when why how
how long how often how much how old
how tall how many how far 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?	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 <u>a 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.



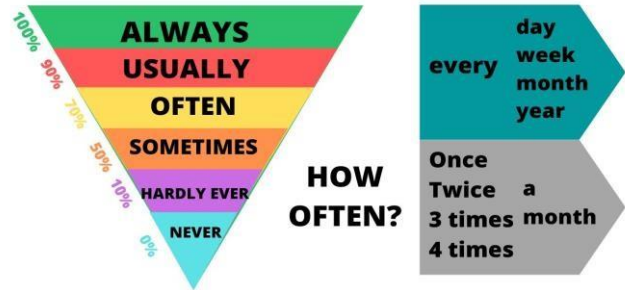
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<div>1 Hour</div> <div>8°A</div> <div>January 30th</div> <div>8°B</div> <div>January 31st</div>	<div>HOW OFTEN DOES YOUR MOTHER RECYCLE?</div> <div>Say how frequency they do an activity or something happens as well as describe a process chronologically.</div>	<div>I. After welcoming the students, the teacher will ask them to classify the following words into the categories: Adverbs of Frequency and Adverbs of Sequence. To do so, students have to draw the chart below on their notebooks.</div> <div><div><div><div>• Seldom</div><div>• Usually</div><div>• When</div><div>• Almost never</div></div><div><div>Finally</div><div>Next</div><div>Often</div><div>Twice a day</div></div><div><div>Rarely</div><div>Later</div><div>Scarcely</div><div>After</div></div><div><div>Second</div><div>Hardly ever</div><div>Third</div><div>Firstly</div></div><div><div>Then</div><div>Before</div><div>While</div><div>Lastly</div></div><div>Never</div></div></div> <div><table><tr><th>Frequency Adverbs</th><th>Sequence Adverbs</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></div> <div>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:</div> <div>Adverbs of frequency: https://www.youtube.com/watch?v=VAWo65QwP2c</div> <div>Adverbs of sequence: https://www.youtube.com/watch?v=sFrHK7cHzkA</div> <div>After playing each video, the teacher will guide the students to get acquainted with the way adverbs of frequency must be used when</div>	Frequency Adverbs	Sequence Adverbs							<div>TV set</div> <div>Speakers</div> <div>Internet</div> <div>Slides</div>	<div>Usage of the adverbs of frequency and sequence to describe both a process and how often it happens.</div> <div>Availability to take part actively in the class.</div> <div>Being respectful to others opinion and take turn when participating.</div>
Frequency Adverbs	Sequence 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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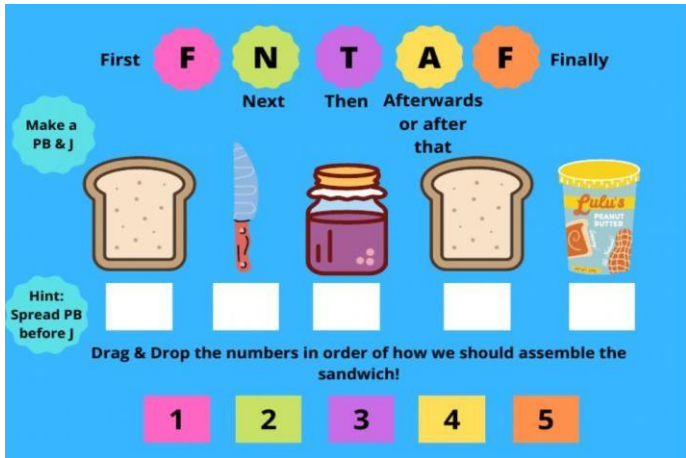


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	<p>HOW OFTEN DOES YOUR MOTHER RECYCLE?</p> <p>Say how frequency they do an activity or something happens as well as describe a process chronologically.</p>	<p>At this stage, students will be encouraged to propose their own situations. They must add 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:</p> <p>https://www.youtube.com/watch?v=hCg6-pnno6w</p>	<p>TV set Speakers Video</p>	<p>Usage of the adverbs of frequency and sequence 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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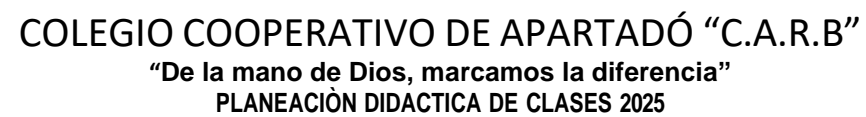
	<p>HOW OFTEN DOES YOUR MOTHER RECYCLE?</p> <p>Say how frequency they do an activity or something happens as well as describe a process chronologically</p>	<p>C.Finally, students will make both Yes/No and Wh- questions to the teacher and among themselves to check word order and understanding. For further practice, students must log on:</p> <p>www.englishexercises.org</p> <p>Grammar: Present simple and Verb to Be.</p> <p>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.</p> <p>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:</p> <p>https://www.youtube.com/watch?v=YGhkxmc5mpw</p> 	Fly Swatter Slides	<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 ideas.</p> <p>Writing: describe a process in a chronological order.</p>
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		<p>Later on, the strudents will organize the process given above to check their understanding. This might be done by pair to promote colaborative 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.</p> <p>Suggested processes:</p> <ul style="list-style-type: none">• How to make a tuna sándwich• How paper is made• How to senda n e-mail• How to plant a tree• How to study Maths /English• How to drive a car• How top lay chess• How a bike is ridden• How a penalty is kicked• How top lay volleyball <p>C. Finally, the teacher will give some guidelines to the students to desribe the chosen process during the class. Each group must socialize the activity before the class and the teacher will make corrections if necessary.</p>		
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