



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: III	FECHA: SEMANA DEL 14 DE JULIO AL 18 DE 2025	NÚMERO DE HORAS: 50

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN								
	<p>SIMPLE PRESENT: Adverbs of frequency and sequency.</p> <p>Say how often someone does an activity or something happens by keeping a chronological order.</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> <div><div><ul style="list-style-type: none">• Seldom• Usually• When• Almost never</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><div>Never</div></div></div> <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> <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>	Frequency Adverbs	Sequency Adverbs							<p>TV set Speakers Inernet 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>
Frequency Adverbs	Sequency Adverbs											



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	<p>Interchange information about their and others routine by making Yes/No and Wh-questions.</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 necessary to use the adverbs of frequency. 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>C. Socialization and checking of the previous activity as well as find out if the students' academic performance fits the goals proposed. For further practice, students must log on:</p> <p>Adverbs of Frequency Grammar Quiz. https://www.quiz.biz/quizz-760331.html</p> <p>Sequencing Quiz. http://www.softschools.com/quizzes/language_arts/sequencing/quiz1335.html</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 daily routines, environment issues as well as their spelling. The teacher will ask the students to make 4 groups.</p> <p>D. The teacher will hand out a worksheet related to Yes/No and Wh-questions in order to encourage students to review how questions are</p>	<p>Fly Swatter Worksheet Pens /Pencil Notebook Marker</p>	<p>Making Yes/No and Wh-questions orally. Availability to take part actively in the class. Being respectful to others ideas.</p>
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made when using Simple Present (DO-DOES). Students must work in group of two organized by the teacher.

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?



		<p>PRACTICE 2: Write on the blank: how, when, what or where and make questions.</p> <p>For example : 1. Derrick runs <u>quickly</u> to his desk. How How 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 today</u>.</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> <p>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 describe a process during the next class.</p>	
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	<p>Say how often someone does an activity or something happens by keeping a chronological order.</p>	<p>I. After giving some tips about the way students must design their process proposed during the previous class, students must gather themselves in group of two.</p> <p>D. Students must choose a process given by the teacher or pick out one by themselves to describe its steps by supporting themselves on adverbs of sequence to give a chronological order.</p> <p>At the same time the teacher will illustrate on board the leads and an example the way this task must be done and perform. The teacher will walk around the classroom to support and guide and reinforce students' ideas.</p> <p style="text-align: center;">Teacher Proposal Process</p> <ul style="list-style-type: none">• How to make a hamburger/pizza/hot dog• How to send an E-mail• How to study English• How to change a flat tire• How to conquer a girl• How to make a long distance phone call• How to play chess/any given video game <p>C. Each group must socialize the activity before the class and the teacher will make corrections if necessary by making his students aware of the importance of keeping a chronological order when describing a process. For mastering this topic, the teacher will again encourage his students to log on: http://www.softschools.com/quizzes/language_arts/sequencing/quiz1335.html</p>	<p>Pens /Pencil Notebook Markers</p>	<p>Availability to take part actively in the class.</p> <p>Being respectful to others ideas.</p> <p>Proper usage of adverbs of sequence.</p> <p>Creativity.</p>
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OBSERVACIONES.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.