



COLEGIOCOOPERATIVO DEAPARTADÓ “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: 8°
PERIODO: IV	FECHA: SEMANA DEL 15 DE OCTUBRE AL 22 DE 2025	NÚMERO DE HORAS: 5

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTO DE EVALUACIÓN
	<p><b>CULTURAL DIVERSITY</b></p> <p>Students will aware of the existence of a variety of cultural groups within a society.</p> <p>Respect other people characteristics such as culture, religion, ethnicity, language, nationality, sexual orientation, class, gender, age, disability, health differences, geographic location among others.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will remind the students to keep on coping with the strategies shared in previous classes to improve their English. Then after, the teacher will have the students to answer the following questions:</p> <ul style="list-style-type: none"><li>• <b>What is cultural diversity in simple words?</b></li><li>• <b>What is cultural diversity and why is it important?</b></li><li>• <b>What are examples of cultural diversity?</b></li></ul> <p>D. Later on, the teacher will set up the classroom in a round table to discuss about the answers to the questions given above. Next, the following video will be shown so that the students will have a better understanding about Cultural Diversity.</p> <p><a href="https://www.youtube.com/watch?v=zH6ax-rJ5aw">https://www.youtube.com/watch?v=zH6ax-rJ5aw</a></p> <p>Then after, the teacher will provide the students with a simple reading comprehension task, “Around the World” to make students aware of the way a couple managed to go through different countries and cultures.</p>	<p>Internet P.C. Notebook Pens / pencils Videos</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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## AROUND THE WORLD

On 10th March, 1999, George and Alice Callaway sold their possessions and began a two-year journey around the world. It wasn't easy. During their trip, they climbed steep mountains and crossed arid deserts and shallow swamps. George used to run while Alice rode a motorbike.

Why did they begin this adventure? Well, they wanted to write a book and it was a big challenge for them. Of course, they trained a lot before starting the journey. However, George became ill when they were in Morocco and the doctors advised him to stop running because he had some problem in one of his knees. They spend a few months in this beautiful country. There they made a lot of friends and then a French couple decided to join them. It was a successful journey.

Sylvia and Henry were the other couple. They were journalist so they helped them when writing the book. Sylvia was also a painter.

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They finished the book and they appeared on British television. George and Alice were happy and they said they were thinking of going to tour through South America to raise money for poor children in the



### ANSWER THE QUESTIONS

1.- What did George and Alice do on 10th March 1999?

2.- What happened to George in Morocco?

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3.- Who joined them?

4.- What are they planning to do in the future?



Dictionary exercise

Find the meaning of these adjectives:

Shallow .....	Empty .....
Sandy .....	Great .....
Rocky .....	Depressed .....
Steep .....	Crowded .....
Arid .....	Flat .....
Painful .....	Tiring .....

C. Finally, the answers of this reading will be socialized by the end of this lesson. Any feedback will be given after each question is done if necessary.

CULTURAL DIVERSITY

Students will aware of the existence of a variety of cultural groups within a society.

Respect other people characteristics such as culture, religion, ethnicity, language, nationality, sexual orientation, class, gender, age, disability, health differences, and geographic location among others.

I. After welcoming the students and checking the attendance list, the teacher will display the following slide on the TV. So that the students will match the given words with their definitions.

Ethnicity	<input type="text"/>	the grouping of humans based on shared or physical societal qualities, which are usually viewed as "distinct" to society.
Prejudice	<input type="text"/>	evaluating other people and cultures based on the standards of one's own culture
Stereotype	<input type="text"/>	an over-generalized belief about a particular category of people
Race	<input type="text"/>	values, beliefs, ideas, customs, and characteristics passed down from one generation to the next
Bias	<input type="text"/>	a preference that prevents someone's clear judgement on something or someone
Ethnocentric	<input type="text"/>	the classification of people based on their national origin and/or culture
Culture	<input type="text"/>	a preconceived opinion that has been formed without any real reason or actual experience

Internet  
P.C.  
Notebook  
Pens / pencils  
Videos  
Slide  
Flashcards

Availability to take part actively in the class.

Being respectful to others opinion and take turn when participating.

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D. Later on, the teacher will ask the students to socialize the previous activity. Moreover, the students will be shown some slides to reinforce the concepts shared before at the following link:

<https://quizlet.com/23017634/cultural-diversity-vocabulary-flash-cards/>

C. Then, the teacher will provide the students with a reading as a homework which is going to be socialized within the next class.

**ACTIVITY A** – Read the text below and decide which answer A, B, C, or D, best fits each gap.  
Circle the right option.

## Stirring the Melting Pot: How globalisation through cities heats up cultural aggression



By 2050, 70% of the world's 9 billion people ...<sup>1</sup> in cities. Globalisation is creating a series of melting pots around the world. These are places where ancient cultures can build ...<sup>2</sup> each other or collide. New York, London, Sydney and Melbourne: these are places of liberty and 'free speech'. But these are also places of ...<sup>3</sup> cultural tension.

This kind of tension is demonstrated in many forms. Aggressive comments whispered or filmed on the train. Astronomical suicide rates among teens. The phrase 'I'm not racist, but...' and 'shock jocks' spreading cultural ignorance through the airwaves.

People direct ...<sup>4</sup> towards that foreigner who prays to an unknown god or 'stole' an Aussie job to make the ...<sup>5</sup> clothes they buy. But are these people in the vocal minority, or outspoken representatives of the majority?

Globalisation unites diverse cultures under one shared flag, encourages once oppressed groups to ...<sup>6</sup> and blurs the borders between micro-communities. This makes it is easy for underlying prejudice to simmer and erupt. When a 'minority' group causes the melting pot to spill over, the city's western middle-class, news media spins a story ...<sup>7</sup> for the highest ratings, exacerbating this ...<sup>8</sup>.

<http://vibewire.org/2013/06/>

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1.	a. are going to live	b. will live	c. are living	d. live
2.	a. beside	b. besides	c. each side	d. on the side
3.	a. heating	b. heat	c. heated	d. heater
4.	a. hates	b. hatred	c. hated	d. hating
5.	a. priceless	b. pricing	c. under-priced	d. overpriced
6.	a. speak up	b. speak out	c. speak for	d. speak with
7.	a. hidden	b. unplanned	c. unsuitable	d. tailored
8.	a. pride	b. animosity	c. prejudice	d. privilege

**Activity B** –You are going to read a text about globalisation and multiculturalism. Use the words in the box on the right to form a word that fits in on the same line. Write it there.

A viable alternative model of multiculturalism is seemingly **(9)**\_\_\_\_\_ in the United Kingdom. Here, multiculturalism allowed spaces for the assertion of cultural rights of minorities to such an extent that the cultural rights of the Western civilisation are compromised.

Recently, Dr Rowan Williams, the Archbishop of Canterbury, proposed that the U. K. incorporate the Sharia in its legal system so that the Muslims in that country do not have to choose between their cultural right and their right as citizens. This model is similar to the **(10)**\_\_\_\_\_ legal model that India inherits from its **(11)**\_\_\_\_\_ past. This model may be **(12)**\_\_\_\_\_ as in India but generates considerable cultural tensions as it arouses patriotic fervour of the cultures that have been ‘othered’ in the process (that is, from the **(13)**\_\_\_\_\_ of the members of

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such cultures, treated in an **(14)** \_\_\_\_\_ manner) besides providing grist to their mills of cultural phobias. A right wing cultural 'backlash' from the 'othered' cultures would result in sharpening cultural identities and transforming them into assertions of self- determination that may undermine our accepted notions of nation state and **(15)** \_\_\_\_\_. Such a model of multiculturalism proves to be

counterproductive because it only aggravates cultural tensions and **(16)**\_\_\_\_\_.

The French have adopted a **(17)**\_\_\_\_\_ of British multiculturalism. The state is strictly defined as a space that is neutral to all religions, including Roman Catholicism that is **(18)**\_\_\_\_\_ in France.

<http://e08.cgpublisher.com/proposals/80/index.html>

## WORD BANK:

**Emerge plural colonies work perceive fair**  
**Citizen secure vary dominate**

## CULTURAL DIVERSITY

Students will aware of the existence of a variety of cultural groups within a society.

Respect other people characteristics such as culture, religion, ethnicity, language, nationality, sexual

I. After welcoming the students and checking the attendance list, the teacher will encourage his students to socialize the questions of the reading set up during the previous class.

D. Afterwards, the students will be invited to watch the video " Between two Worlds" at

<https://learnenglishteens.britishcouncil.org/study-break/video-zone/between-two-worlds>

**This must be repeated and paused as many times as required.**

Internet  
P.C.  
Notebook  
Pens/ pencils  
Video

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orientation, class, gender, age, disability, health differences, and geographic location among others.

Next, the teacher will give the students some copies related to some situations shown on the video to be answered. This must be done individually.

## ARE THESE SENTENCES TRUE OR FALSE

1. Tillie lives in Leeds, in the north of England.

☐ True ☐ False

2. Tillie's dad is English and her mum is Ghanaian.

☐ True ☐ False

3. It's impossible for Tillie to tie her hair up with a small hairband.

☐ True ☐ False

4. Tillie had to miss PE because she didn't have her sports clothes.

☐ True ☐ False

5. Some people don't believe that Tillie is mixed race because she has a light complexion.

☐ True ☐ False

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## 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.

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: **Present, Simple Past & Past Participle**. The teacher will emphasis on the 3rd form which the ine needed to work with Present Perfect.

<https://wordwall.net/en-gb/community/irregular-verbs>

<https://wordwall.net/es/resource/362160/irregular-verbs-past-participle>

D. Afterwards the teacher will introduce the topic, Present Perfect by supporting himself on the following slides:

6. Tillie likes eating plantain.

☐ True ☐ False

7. She likes the fact that Jamestown in Ghana is different from Leeds.

☐ True ☐ False

8. Tillie feels that she has the same problems as when she was six.

☐ True ☐ False

Internet  
P.C.  
Notebook  
Pens / pencils  
Slides  
Video

Availability to take part actively in the class.

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His shoes are dirty.



He is cleaning his shoes.



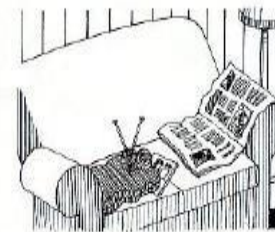
He **has cleaned** his shoes.  
(= his shoes are clean *now*)



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?	

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*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:

*the same:*    buy → I **bought** / I have **bought**    have → he **had** / he has **had**

*different:*    break → I **broke** / I have **broken**    see → you **saw** / you have **seen**  
                   fall → it **fell** / it has **fallen**    go → they **went** / they have **gone**

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>

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## 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.

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.

For this, students must complete the given grid:

PRESENT	SIMPLE PAST	PAST PARTICIPLE	MEANING
ARE			
	DRANK		
		RIDDEN	
			ESCRIBIR
SLEEP			
	WORE		
		BITE	

Then after, students must add 5 more verbs by their own and socialized before the whole class.

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:

[https://www.youtube.com/watch?v=o1\\_0Gz4uRko](https://www.youtube.com/watch?v=o1_0Gz4uRko)

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

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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 .....

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Complete the sentences with a verb from the list.

break buy decide finish forget go go invite see not/see take tell

- 1 'Can I have this newspaper?' 'Yes, I've finished with it.'
- 2 I ..... some new shoes. Do you want to see them?
- 3 'Where is Liz?' 'She ..... out.'
- 4 I'm looking for Paula. .... you ..... her?
- 5 Look! Somebody ..... that window.
- 6 'Does Lisa know that you're going away?' 'Yes, I ..... her.'
- 7 I can't find my umbrella. Somebody ..... it.
- 8 I'm looking for Sarah. Where ..... she ..... ?
- 9 I know that woman but I ..... her name.
- 10 Sue is having a party tonight. She ..... a lot of people.
- 11 What are you going to do? ..... you ..... ?
- 12 'Where are my glasses?' 'I don't know. I ..... them.'

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.

## 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.

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 socialize as soon as they finish.

- JUST
- EVER
- NEVER
- ALREADY
- SINCE
- FOR
- YET

Internet  
P.C.  
Notebook  
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Being respectful to others opinion and take turn when participating.

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D. 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:

I've just ...



They have just arrived.

**just** = a short time ago

- A: Are Diane and Paul here?  
B: Yes, they've **just arrived**.
- A: Are you hungry?  
B: No, I've **just had** dinner.
- A: Is Tom here?  
B: No, I'm afraid he's **just gone**.  
(= he **has** just gone)

I've already ...



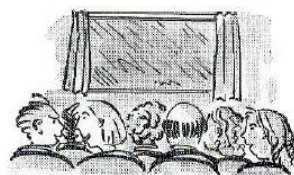
**already** = before you expected / before I expected

- A: What time are Diane and Paul coming?  
B: They've **already arrived**. (= before you expected)
- It's only nine o'clock and Ann **has already gone** to bed. (= before I expected)
- A: John, this is Mary.  
B: Yes, I know. We've **already met**.

I haven't ... yet / Have you ... yet?

**yet** = until now

You can use **yet** in negative sentences and questions. **Yet** is usually at the end.



The film **hasn't started yet**.

**yet** in negative sentences:

- A: Are Diane and Paul here?  
B: No, they **haven't arrived yet**.  
(but B expects Diane and Paul to arrive soon)
- A: Does John know that you're going away?  
B: No, I **haven't told him yet**.  
(but B is going to tell him soon)
- Margaret has bought a new dress but she **hasn't worn it yet**.

**yet** in questions:

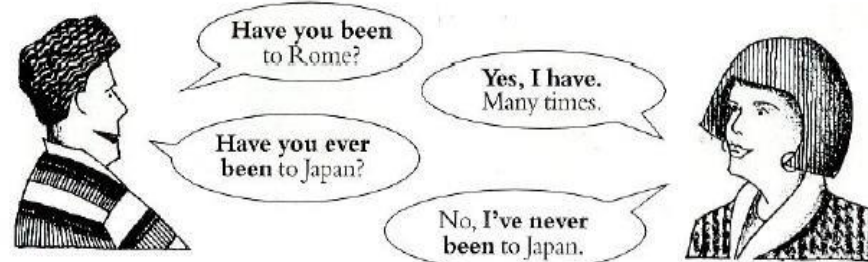
- A: **Have** Diane and Paul **arrived yet**?  
B: No, not yet. We're still waiting for them.
- A: **Has** Linda **started** her new job **yet**?  
B: No, she starts next week.
- A: This is my new dress.  
B: Oh, it's nice. **Have you worn it yet**?



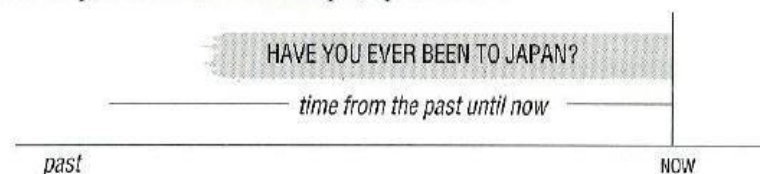
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We use the *present perfect* (**have been** / **have had** / **have played** etc.) when we talk about a time from the past until now – for example, a person's life:



- 'Have you **been** to France?' (*in your life*) 'No, I **haven't**.'
- I've **been** to Canada but I **haven't been** to the United States.
- Mary is an interesting person. She **has had** many different jobs and **has lived** in many places.
- I've **seen** that woman before but I can't remember where.
- How many times **has** Brazil **won** the World Cup?
- 'Have you **read** this book?' 'Yes, I've **read** it twice.' ( **twice** = two times)

*present perfect* + **ever** (in questions) and **never**:

- 'Has Ann **ever been** to Australia?' 'Yes, once.' (**once** = one time)
- 'Have you **ever played** golf?' 'Yes, I often play golf.'
- My mother **has never travelled** by air.
- I've **never ridden** a horse.
- 'Who is that man?' 'I don't know. I've **never seen** him before.'



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	<p>Jill is on holiday in Ireland. She is there now. She arrived in Ireland on Monday. Today is Thursday.</p> <p>How long <b>has she been</b> in Ireland?</p> <p>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="text-align: center;"> <p>She <b>is</b> in Ireland now.      <b>is = present</b></p> <hr style="width: 50%; margin: auto;"/> <p>Monday                          NOW Thursday</p> <p>She <b>has been</b> in Ireland { since Monday. for three days.      <b>has been = present perfect</b></p> </div> <p>C. 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>		
PRESENT PERFECT: REVIEW	<p>I. 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 to be made during this class. <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>	Pens / pencils Markers Board Scripts	Usage of HAVE-HAS to show a result.  Availability to take part actively in the class.  Being respectful to others opinion and take turn when participating.  Creativity.

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		<p>D. 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 HAVE-HAS</li><li>• 2 minutes length</li><li>• Creativity</li></ul> <p>C. After giving the general feedback, the teacher will guide the students to auto evaluate 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>		
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