

	<b>GIMNASIO SABIO CALDAS (IED)</b> <b>Nuestra escuela: una opción para la vida</b> <b>GUÍAS DE APRENDIZAJE – PLAN ESCOLAR</b>	Código	PENP - 01
		Versión	001
		Fecha	18/03/2020
		Proceso	Gestión Académica

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<b>ASIGNATURA</b>	English			
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<b>Periodo académico</b>	Third term			
<b>Tiempo de ejecución de la actividad</b>	<b>October 04-08.</b>			
<b>¿Qué competencia(s) debo alcanzar?</b>	Use previous knowledge in different contexts.			
<b>Temáticas mediadoras</b>	<ul style="list-style-type: none"> <li>General Review third term</li> </ul>			
<b>Metas</b>	Check and review the topics seen in class.			
	<b>Learning goals:</b> Using previous knowledge to produce new ideas.			

### CRITERIOS DE EVALUACIÓN:

What will you evaluate?	How will you evaluate?	When will you evaluate?
1. There is/ There are. 2. Daily Routine.	Writing activity.	October 04-08.

### Warming up

Read and pronounce.

1. There is/ There are.
2. Daily Routine.

There are frogs  
on the TV.

There are parrots  
on the door.

There's a cat on  
the cupboard.

There's a fish on  
the bookshelf.

There are rabbits  
on the floor.

There are mice  
on the table.

There's a mouse  
on the chair.

There is a penguin  
on the stairs.



### Daily routine



wake up



get up



have a shower



brush my teeth



get dressed



have breakfast



go to school



take the bus to  
school



have lunch



go home



have a snack



do my homework



play



have dinner



read



watch TV



go to bed

**ACTIVIDAD 1. There is/ There are.**

Anexo 1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

***What is in my bedroom?***



**Thing[s]**

doors

table

bed

chairs

pictures

***is/are                      Thing[s]***

1. There \_\_\_\_\_ a \_\_\_\_\_ in the bedroom.

2. There \_\_\_\_\_ two \_\_\_\_\_ in the bedroom.

3. There \_\_\_\_\_ five \_\_\_\_\_ in the bedroom.

4. There \_\_\_\_\_ a \_\_\_\_\_ in the bedroom.

5. There \_\_\_\_\_ two \_\_\_\_\_ in the bedroom.

## ACTIVIDAD 2. Daily Routine.

Anexo 2

Look and Choose the correct option.



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_



I \_\_\_\_\_

at \_\_\_\_\_