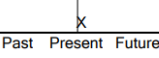
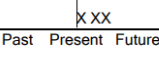
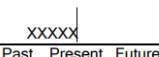
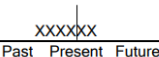
	GIMNASIO SABIO CALDAS (IED) Nuestra escuela: una opción para la vida PLAN ESCOLAR NO PRESENCIAL	Código	PENP - 01
		Versión	001
		Fecha	18/03/2020
		Proceso	Gestión Académica

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Fecha de envío	Febrero 8 de 2021		Fecha de entrega	Febrero 12 de 2021
Tiempo de ejecución de la actividad	Una hora			
TEMA	General review and icfes tes			

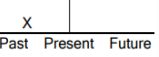
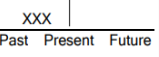
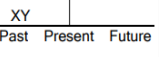
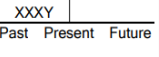
Contextualización

Verb Tenses - Present

TENSE	TIMELINE	TIMEFRAME	EXPLANATION	FORM VERB
Present tense I <u>talk</u> every day.		Now - present time	happening at the present time	you talk he, she talks we talk they talk third-person singular, + "s"
Present Continuous I <u>am talking</u> to you now.		Now - present time	happening at the present time, but there is movement or progress (continuing action)	use verb to be-plus "ing" form of verb Ex: you are talking he is talking we are talking they are talking
Present Perfect I <u>have talked</u> to her for several years.		Past, but continues to have importance to the present	action happened in the past, but there is some connection to the present - action may still be happening in the present	use "have or has" and past participle of verb Ex: you have talked he, she has talked we have talked they have talked
Present Perfect Continuous I <u>have been talking</u> to her for over an hour.		Past, but has connection to present, and there is movement or progress	action happened in past, but continues up to the present, and there is movement or progress (continuing action)	Use "have been or has been" plus "ing" form of verb Ex: you have been talking he, she has been talking we have been talking they have been talking

X = One Action
Y = Another Action

Verb Tenses - Past

TENSE	TIMELINE	TIMEFRAME	EXPLANATION	FORM VERB
Past Tense I <u>talked</u> to him yesterday.		Past - action is finished	action is over and has no connection to present	Use "ed" for regular verbs Ex: you talked he, she talked we talked they talked
Past Continuous I <u>was talking</u> to him yesterday.		Past	action is over, but there was movement or progress at that time	past tense of verb "to be" plus "ing" form of verb Ex: you were talking he, she was talking we were talking they were talking
Past Perfect I <u>had talked</u> to him before I went to work.		Past	two actions that happened in the past, one before the other	Use "had" plus the past participle of verb Ex: you had talked he, she had talked we had talked they had talked
Past Perfect Continuous I <u>had been talking</u> to him when the doorbell rang.		Past	two actions happening in the past, one before the other, but there was movement or progress	Use "had been" plus "ing" form of verb Ex: you had been talking he, she had been talking we had been talking they had been talking

X = One Action
Y = Another Action

Descripción de la actividad sugerida

1. Look at the pictures. What do you think your country spends money on? Put the pictures in order from 1 to 4.



Defence



Education



Health



Drinking water

2. Read the text. Which of the things in the last exercise does it mention?

HOW YOUR GOVERNMENT SPENDS YOUR MONEY

One of the most important jobs of a government is to decide how to spend money. Most nations spend billions of dollars each year on an enormous variety of things: education, health, transport, research, foreign aid and much more.

Politicians rarely agree about the best way to spend money. Some think that the most important thing is to have excellent public services, such as schools and hospitals. Other people think that rich countries should spend more money on helping poorer countries so that they can give their citizens basic services like clean drinking water. Others think that people should pay less tax. This means that people can keep more of the money that they earn, but the government then has less money to spend, and public services are usually more expensive.

Some countries are very lucky, and have natural resources like oil that they can sell. This gives them lots of money to spend and it means that their citizens don't need to pay so much tax. Other countries suffer from natural disasters like floods and hurricanes, and need to spend a lot to protect their citizens.

3. Complete the sentences from the text.

- Rich countries should spend _____ money on helping poorer countries.
- Others think that people should pay _____ tax.

4. Complete the sentences with more or less and the nouns in the box.

cars – time – energy – pollution

Example: *I've got my best friend has.*

a. I've got _____ moment because I'm

b. There are _____
The traffic is really bad.

c. I go running in the morning because I've got _____ then.

d. There's _____ in my city now. The air feels cleaner.

more people in my family than He's an only child.

to spend with my friends at the studying for exams.

_____ on the roads now.

5. Look at the items below. Write a report about what you think your country should

spend its money on.

- a. Number each item from 1 (most important) to 8 (least important). Add more items if you can think of them.
- b. Explain why you think your top three items are more important.
- c. Explain why your bottom three items are less important
 - *defence*
 - *health*
 - *education*
 - *research*
 - *foreign aid*
 - *the environment*
 - *social protection*
 - *transport*

• **Webgrafía/material fotocopiado (Anexo)**

https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep2.pdf

Criterios de Evaluación

- The student can understand and learn some information about how the government spends his/her money considering the most important several topics about it focus on the reading and writing skill.
- The student must develop error analysis exercises (sentences or paragraphs) to put in practice the grammar uses focus on the English competences for improving the reading and writing ability through some interesting and important topics for them.