




Academic Reinforcement 3rd Partial – 1st Quimester School Year 2017-2018

<b>Student:</b>				<b>GRADE</b>    <b>10</b>
<b>Year:</b>	<b>SEVENTH BASIC</b>	<b>Section:</b>	A – B- C – D -E	
<b>Subject:</b>	<b>Language Arts</b>	<b>Date:</b>	<b>August 21<sup>st</sup>, 2017</b>	
<b>Teacher:</b>	José Daniel Merchán			

**Spelling (2 PTS):**

**Read the following text and circle the words with an incorrect spelling. Then write them in the correct order using the Word Bank (2 PTS):**

Doing – Placed – Falling – Closely – Thinking – Paid- Running- Spying – Discovered – Rushing

I was broshying my hair when I saw an apple faling from a tree. I payd attention to it and discoverd that a cat was spiing on me! I got out to scold the cat. I was runying fast and then I found him. I scolded him and placeed a net around him, so he doesn't escape. I was thinkking that was going to work, but it didn't. The cat quickly cut the net and closeely ran towards the door. I was dooing the same to catch him back.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Vocabulary:**

- I. Choose the meaning the best defines each vocabulary word used on the sentence (0,20 x 10= 2PTS).

Prairie – Fetch – Clattered – Sniff – Rough – Batted – Buzzing – Rustle – Thump – Slick

1. The children stopped to \_\_\_\_\_ the eucalyptus trees that had a nice smell.
2. This place has no trees and is full of grass, this is a \_\_\_\_\_.
3. Farmers take buckets to \_\_\_\_\_ water for the animals to drink.
4. Yesterday the birthday boy \_\_\_\_\_ the piñata and gave us a lot of candy!
5. The \_\_\_\_\_ sound of bees, mosquitoes and wasps can be annoying.
6. The trunk of a tree has a \_\_\_\_\_ surface.
7. Be careful! Ice has a \_\_\_\_\_ surface and it's easy to slip.
8. The carriage and the horses \_\_\_\_\_ by, making a loud noise.
9. Walking through piles of rivers makes a soft \_\_\_\_\_.
10. When you learn to dance you usually \_\_\_\_\_ your feet.

**Reading:**

1. Read the following text. Then answer the questions (0,50 x 5 = 2PTS)

***THE OREGON WEATHER FORECAST***

**Weather Forecaster:** Good afternoon and welcome to the weather forecast. Let's take a look at the weather outside now. What's it like? Well, it's currently raining and cloudy in southern Oregon while northern Oregon is cold and clear. The sun is shining, but it's rather cold up here in the North! The temperature is currently 45 degrees in the southern Oregon and only 30 degrees in the North.



Let's see what the weather will be like tomorrow. Well, it will be rainy in the morning in southern Oregon and windy in northern Oregon. In the afternoon, The South will see cloudy weather with some rain later in the day. Northern Oregon will also see rain turning to snow and quite windy, with winds coming from the North-East.

That's the weather forecast for this afternoon. Have a good day!

**FORECAST:** to predict how the weather will be in the future.

- a. **Where is the forecaster talking about?**
  1. Arizona
  2. Texas
  3. Oregon
- b. **In Southern Oregon, the weather is:**

1. Windy and with thunder.
  2. Raining and cloudy.
  3. Snowy and foggy.
- c. **In Northern Oregon, the weather is:**
1. Very hot and sunny.
  2. Rainy and wet.
  3. Cold, clear and sunny.
- d. **Tomorrow in Southern Oregon, the weather will be:**
1. Rainy in morning, cloudy and with some rain in the afternoon.
  2. Stormy in morning, windy in the afternoon.
  3. All of the above.
- e. **Tomorrow in Northern Oregon, the weather will be:**
1. Windy in morning, snowy and windy in the afternoon.
  2. Sunny in morning, snowy and windy in the afternoon.
  3. None of the above.

**Grammar and Writing (4 PTS):**

**Produce a 75- word text using past simple, past participle and adjectives and adverbs that compare about the following topic:**

*Describe a Special Day in Your Life*

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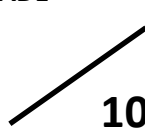


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CRITERIA					POINTS
	1	0,75	0,50	0,49 – 0,00	
<b>Organization</b>	Student presents information in a logical sequence which the reader can follow.	Student sometimes presents information in logical sequence which reader can follow.	Reader has difficulty following the sequence of ideas because student abruptly jumps around topics.	It is very difficult to follow information because there is a complete lack of logical sequencing.	_____
<b>Content</b>	Student focuses on the assigned topic in a complete manner. 75-word count.	Student sometimes focus on the content but fails to elaborate sufficiently. 55-word count.	Student is uncomfortable with content and is only able to demonstrate basic concepts. 40-word count.	There is no discernible or relevant content in the whole paragraph. 30-word count.	_____
<b>Grammar and Spelling</b>	Presentation has no more than two misspellings and/or grammatical errors using past simple and participle.	Presentation has no more than four misspellings and/or grammatical errors using past simple and participle.	Presentation has five misspellings and/or grammatical errors using past simple and participle.	Work has six or more spelling and/or grammatical errors using past simple and participle.	_____
<b>Vocabulary</b>	Student includes a minimum of two adjectives and/or adverbs that compare.	Student includes one adjective and adverb that compares.	Student incorrectly uses adjectives and adverbs that compare.	Student doesn't include adjectives or adverbs that compare.	_____
<b>TOTAL SCORE</b>					_____

<b>Designed by</b>	<b>Revised and Approved by English Coordinator</b>	<b>Developed by</b>
		
<b>José Daniel Merchán</b>	<b>Ec. Miguel Armijos</b>	<b>Student's name</b>

**Academic Reinforcement 3<sup>rd</sup> Partial – 1st Quimester School Year 2017-2018**

<b>Student:</b>				<b>GRADE</b>   <b>10</b>
<b>Year:</b>	<b>SEVENTH BASIC</b>	<b>Section:</b>		
<b>Subject:</b>	<b>Science</b>	<b>Date:</b>		
<b>Teacher:</b>	Ms. Monica Sud/Ms. Ana Cantos/Mr. José Daniel Merchán			

1. Match the words with their definitions using the word bank. (6 points. 1 point e/o)


**barometric pressure   weather   humidity   hail   precipitation   sleet**

- \_\_\_\_\_ the pushing force of the atmosphere
- \_\_\_\_\_ the amount of water vapor in the air
- \_\_\_\_\_ the state of the atmosphere
- \_\_\_\_\_ water leaving clouds in liquid and solid forms
- \_\_\_\_\_ frozen raindrops
- \_\_\_\_\_ ice that forms in layers and then falls to the ground

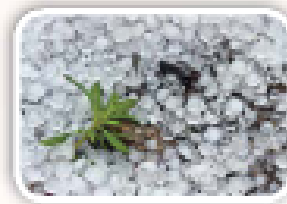
2. How do clouds and precipitation form. Read and circle the correct answer (1 point 0.50 e/o)

**Circle what clouds are made of.**  
 a) snowflakes or sleet   b) water droplets or ice crystals   c) water vapor or snow

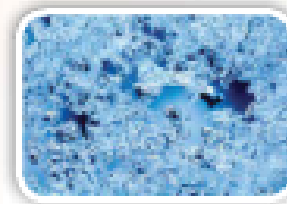
**Circle the type of precipitation that forms when ice particles get blown up through a thunderstorm cloud by a strong wind.**



**NOWFLAKE**



**HAIL**



**SLEET**

3. Read and match the headings to the paragraphs. Write 1, 2, 3, or 4. There is one extra heading. (3 points 1point e/o)

- a) Why technology doesn't work for weather prediction?
- b) Predicting the weather without the use of technology.
- c) Why people need weather forecast?
- d) Technology and weather prediction.

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## Predicting the Weather by Anna Banks



**A** \_\_\_\_\_

Weather forecasts tell us what the weather is going to be like in the next few days. For some people, this is very important. Farmers need to plan their work around precipitation. Rain is good in general, but snow isn't because it can damage plants. Sea travelers need to know wind speeds. It makes all the difference between a smooth and an unsafe trip.

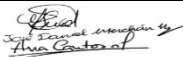
**B** \_\_\_\_\_

In the past, when there was no technology to help, people tried to use the sky and the behavior of animals to help them predict the weather. For example, birds flying high in the sky meant good weather would continue. People also used their senses. For example, if you could smell the soil in the air, a lot of moisture was coming soon.

**C** \_\_\_\_\_

Modern technology helps make weather forecasts more accurate. Scientists collect and study information about the weather, and use special methods to make their predictions. But, even with the use of technology, we can never be 100% sure.


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Designed by	Approved by English Coordinator	Developed by
Ms. Ana Cantos/Ms. Mónica Sud/Mr. José Daniel Merchán	Mr. Miguel Armijos	Student's name
		







Refuerzo Académico 3º parcial – 1er. Quinquemestre  
Año Lectivo 2017 – 2018

<b>Estudiante:</b>				<b>CALIFICACIÓN</b>   <b>10</b>
<b>Grado/año:</b>	Séptimo EGB	<b>Paralelo:</b>		
<b>Área/Asignatura:</b>	Estudios Sociales	<b>Fecha:</b>		
<b>Docente:</b>	Prof. Zoila Rojas G.			

- 1.- En un organizador gráfico describa las características generales del perfil costanero. (1.5ptos.)
- 2.- Escriba la definición de Acantilado, Ensenada, Estuario, Península y Golfo. (2ptos.)
- 3.- Dibuje o pegue la región Litoral o Costa ecuatoriana: Ubique y escriba el nombre de sus provincias y capitales. (2ptos.)
- 4- Patrimonio natural de la Costa norte: Explique ¿Por qué la Unesco ha propuesto que sea declarado Patrimonio Natural de la Humanidad al Parque Nacional Machalilla? Anote su ubicación (2ptos.)
- 5.- En un cuadro sinóptico escriba los principales productos de exportación no petrolera del Ecuador de enero-abril 2015. Dibuje dos productos de cualquiera de ellos (2ptos.)
- 6.- Dibuje el perfil del mapa del Ecuador, ubique y escriba sus límites. (0.5ptos.)

DESARROLLO

Elaborado por	Revisado por Directora de área	Aprobado por Coordinadora	Firma del Estudiante
			
MISS ZOILA ROJAS	MISS MAGDALENA CEPEDA	ADM. ED. SARA ESPINOZA	



