

	REINFORCEMENT AND IMPROVEMENT PLAN			I.E.D. SERREZUELA	
	EVALUATION Y PROMOTION COMMITTEE 2014			MADRID - CUND LOVE - DIGNITY - AUTONOMY - EXCELLENCE	
SEDE:		WORKDAY	GRADE/ LEVEL		
VERSION:	PRINCIPAL AFTERNOON		TENTH		CODE:
TEACHER	OLGA LILIANA RAMOS GIL		SUBJECT	ENGLISH	PERIOD FOURTH
STUDENT				GRADE 1001-1002-1003	DATE NOV 4th

I. DESCRIPTION OF THE ACADEMIC SITUATION - PRESENTED DIFFICULTY:					
COGNITIVE		PROCEDURAL		ATTITUDE	
A1	Identify adjectives and adverbs in different grammar structures	B1	Present activities according to the structures learned.	C1	Spend necessary time to learn new vocabulary
A2	Use Word meanings in different kind of texts	B2	Develop necessary activities to show knowledge	C2	Present every activity on time and in a complete way
A3	Build sentences using different structures and useful vocabulary using adjectives and adverbs to describe.	B3	Use in the correct way the different structures learned.	C3	Participate in class apporping necessary instruments to Work in the same.
A4	Write short stories using everything learned in class	B4	Take list of vocabularies in order to use new words in written texts.	C4	Use diccionario in every class

II. REINFORCEMENT STRATEGIES: ACTIVITIES TO DO:	
D1	Present written job reading, translating and writing a sentence with each adverb from the list and choose 50 adjectives to write a sentence with each one.
D2	Present notebook with every subject of the fourth period
D3	Written examination about adjectives and adverbs vocabulary
D4	

III. SUPPORT: CONDITIONS		IV. VALUATION	
E1	The written job will be presented in White letter paper and giving it according to the Schedule and programed activities by the institution	<input checked="" type="checkbox"/> Every activity has the same value and at the end they will be divided into three <input checked="" type="checkbox"/> The grade will be between 1.0 and 3.9	
E2	After presented the written job, every student will show his/her notebook in order and complete		
E3	After presented the notebook, every student will present the written examination		
E4	.		

DESPRENDIBLE

Yo _____ Padre de Flia del estudiante _____
 _____ del curso _____ jornada _____ estoy enterado del plan de
 refuerzo correspondiente al **SEGUNDO PERIODO** académico en la asignatura de English para presentar y
 sustentar el día: _____ mes _____ de 2014.

ESTUDIANTE	PADRE DE FAMILIA	DOCENTE DE LA ASIGNATURA
D.I.	C.C.	

Adverbs

An adverb is a modifying part of speech. It describes verbs, other adverbs, adjectives, and phrases. They are used to describe how, where, when, how often and why something happens. Here are a few examples:

Verb- *The cat climbed quickly up the tree.* (quickly describes how the cat climbed)

Adverb- *Mike worked very carefully on his paper.* (very shows how carefully he worked) Adjective- *She is nearly ready to go.* (nearly tells to what extent she is ready)

Adverbs of manner describe how something happens. Where there are two or more verbs in a sentence, adverb placement affects the meaning. Some commonly used adverbs of manner include:

carefully
correctly
eagerly
easily
fast
loudly
patiently
quickly
quietly
and well.

Consider the following example:

She decided to write her paper. (no adverbs)

She quickly decided to write her paper. (her decision was quick)

She decided to write her paper quickly. (her writing was quick)

Adverbs of place describe where something happens. Most adverbs of place are also used as prepositions. Some commonly used examples include the following:

abroad
anywhere
downstairs
here
home
in
nowhere
out
outside
somewhere

there
underground
upstairs.

I wanted to go upstairs.

She has lived in the city since June. (in the city – prepositional phrase)

Adverbs of purpose describe why something happens. Here are some common examples:

so
so that
to
in order to
because
since
accidentally
intentionally
and purposely.

Jenny walks carefully to avoid falling.

Bob accidentally broke the vase.

Adverbs of frequency describe how often something happens. The following adverbs are commonly used in this way:

always
every
never
often
rarely
seldom
sometimes
and usually.

Mackenzie gets a ride from her brother every day.

The fish usually swims near the top of its tank.

Adverbs of time describe when something happens. These examples are commonly used:

after
already
during
finally
just
last
later

next
now
recently
soon
then
tomorrow
when
while
and yesterday.

He came home before dark.

It will be too dark to play outside soon.

Jessica finished her supper first.

Andy left school early.

Some adverbs often get overused, such as very, extremely, and really. Using there is/are or it is at the beginning of a sentence adds nothing. Sentences with these adverb phrases become wordy, boring, and less clear. Look at some examples:

* There are many bird species living in the sanctuary. Many bird species live in the sanctuary.

* It is important to hold hands when crossing the street. Holding hands when crossing the street is important.

* There may be more than one way to solve the problem. The problem may be solved in more than one way.

Well, did you catch all that? Recognizing the various adverbs used in the English language can take practice. Using them properly can make writing and speaking far more interesting.

Now you have a list of adverbs because you read this article carefully and thoroughly...

Adverbs of Completeness

Everywhere

here

there

Adjectives

An **adjective's job is to modify a noun or pronoun**. They are always near the noun or pronoun they are describing. Be careful how you use adjectives such as interesting, beautiful, great, wonderful, or exciting. Many adjectives like these are overused and add little definition to a sentence. Instead, show your reader or listener what you are talking about by using verbs and nouns creatively. Sprinkle fewer well-chosen adjectives for interest.

Adjectives are often used to describe the degree of modification.

The adjective forms are positive, comparative, and superlative.

This tree is tall. (positive)

That tree is taller. (comparative)

The last tree in the row is the tallest. (superlative)

A handful of adjectives have irregular forms of positive, comparative, and superlative usage.

These include good/better/best, bad/worse/worst, little/less/least, much-many-some/more/most, far/further/furthest.

My lunch was good, hers was better, and yours was the best.

Proper adjectives are derived from proper nouns. They commonly describe something in terms of nationality, religious affiliation, or culture. Like proper nouns, proper adjectives have their first letter capitalized. Some examples of proper adjectives include:

American

French

Japanese

Latino

Asian

Australian

Catholic

Lutheran

Jewish

Appearance Adjectives

adorable

beautiful

clean

drab

elegant

fancy

glamorous

handsome

long

magnificent

old-fashioned

plain

quaint

sparkling

ugliest

unsightly

wide-eyed

Color Adjectives

red

orange

yellow

green

blue

purple

gray

black

White

Condition Adjectives

alive

better

careful

clever

dead

easy

famous

gifted

helpful

important

inexpensive

mushy

odd

powerful

rich

shy

tender

uninterested

vast

wrong

Feelings (Bad) Adjectives

angry

bewildered

clumsy

defeated

embarrassed

fierce

grumpy

helpless

itchy

jealous

lazy

mysterious

nervous

obnoxious

panicky

repulsive

scary

thoughtless

uptight

worried

Feelings (Good)

Adjectives

agreeable

brave

calm

delightful

eager

faithful

gentle

happy

jolly

kind

lively

nice

obedient

proud

relieved

silly

thankful

victorious

witty

zealous

Shape Adjectives

broad

chubby

crooked

curved

deep

flat

high

hollow

low

narrow

round

shallow

skinny

square

steep

straight

wide

Size Adjectives

big

colossal

fat

gigantic

great

huge

immense

large

little

mammoth

massive

miniature

petite

puny

scrawny

short

small

tall

teeny

teeny-tiny

tiny

Sound Adjectives

cooing

deafening

faint

hissing

loud

melodic

noisy

purring

quiet

raspy

screeching

thundering

voiceless

whispering

Time Adjectives

ancient

brief

early

fast

late

long

modern

old

old-fashioned

quick

rapid

short

slow

swift
Young

Taste/Touch Adjectives

bitter
delicious
fresh
greasy
juicy
hot
icy
loose
melted
nutritious
prickly
rainy
rotten
salty
sticky
strong
sweet
tart
tasteless
uneven
weak
wet
wooden
yummy

Touch Adjectives

boiling
breeze
broken
bumpy
chilly
cold
cool

creepy
crooked
cuddly
curly
damaged
damp
dirty
dry
dusty
filthy
flaky
fluffy
freezing
hot
warm
wet

Quantity Adjectives

abundant
empty
few
full
heavy
light
many
numerous
sparse
substantial