



**UANL**

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN



# 2<sup>nd</sup> Opportunity



## Communicative English 3

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**Student name:**

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**ID:**

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**Group:**

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**Teacher:**

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This paper is part of the 50% of your score. The score will be obtained in relation with the following statements:

1. It must be handwritten (writing clarity and spelling).
2. It must be completely and correctly answered.
3. Identification data.
4. It must be turned at the beginning of the exam to the established teacher .
5. THE TASKS MUST BE COMPLETED WITH BLUE PEN.

**NOTE:**

*Plagiarism and Trade related to the academic contents of this portfolio will be sanctioned in accordance to the Academic Legislature.*

## BILINGUAL COMMUNICATIVE ENGLISH 3

### SECOND OPPORTUNITY

STUDENT'S NAME: \_\_\_\_\_ GROUP: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

#### INSTRUCTIONS:

- ✓ WRITE YOUR FULL NAME, THE GROUP YOU ARE AND YOUR TEACHER'S NAME.
- ✓ YOU HAVE TO MAKE A MAP (LIKE THE EXAMPLE IN THE NEXT PAGE) **FOR EACH STORY** (TOTAL 5 MAPS), YOU CAN USE AS MANY PAGES AS YOU NEED. YOU CAN MAKE EACH BOX AS BIGG AS NECESSARY.

#### READINGS:

- *HARRISON BERGERON*
  - *THE INTERLOPERS*
  - *THERE WILL COME SOFT RAINS*
  - *AND OF CLAY ARE WE CREATED*
  - *I ACKNOWLEDGE MINE*
- 
- ✓ ANSWER THE EXERCISES RELATED TO GRAMMAR.
  - ✓ YOU HAVE TO DELIVER THIS PORTFOLIO WHEN YOY TAKE THE SECOND CHANCE EXAM TO THE TEACHER WHO WILL BE IN THE CLASSROOM.

REMMEMBER, IT IS THE 50% OF YOUR FINAL SCORE.

# MAPPING THE STORY

STORY'S NAME: \_\_\_\_\_

STORY TITLE

\_\_\_\_\_  
\_\_\_\_\_

AUTHOR

\_\_\_\_\_

SETTING

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MAIN CHARACTERS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER CHARACTERS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROBLEMS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MAIN EVENTS (WHAT HAPPENS)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCLUSION / WHAT DID YOU LEARN FROM THE READING?

**REWRITE THE NEXT ACTIVE VOICE SENTENCES IN PASSIVE VOICE TENSE.**

1.- Harry ate six shrimp at dinner. (active)

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2.- Beautiful giraffes roam the savannah. (active)

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3.- Sue changed the flat tire. (active)

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4.- We are going to watch a movie tonight. (active)

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5.- I ran the obstacle course in record time. (active)

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**READ EACH STATEMENT AND IDENTIFY TO WHICH PART OF AN ESSAY BELONGS. WRITE AN “I” FOR INTRODUCTION. “B” FOR BODY AND “C” FOR CONCLUSION.**

1. \_\_\_\_ It includes two or three sentences to tell the reader what you are going to inform them about.

2. \_\_\_\_ It can summarize the previous paragraphs of your informative essay.

3. \_\_\_\_ In this part, there is a paragraph for each of your 3 – 5 details.

4. \_\_\_\_ Topic is stated clearly.

5. \_\_\_\_ It includes transitions that make the reader move from one paragraph to the next.

6. \_\_\_\_ May restate the topic of the informative essay.

7. \_\_\_\_ It includes the thesis statement.

8. \_\_\_\_\_ Includes details in each of your paragraphs to support the topic.
9. \_\_\_\_\_ Include enough information to leave the reader satisfied, well informed and with a sense of closure.
10. \_\_\_\_\_ It organizes supporting facts and ideas to make the reader understand the development of the topic

**COMPLETE THE SENTENCES WITH: HOW MUCH AND HOW MANY.**

- 1.- \_\_\_\_\_ time do we have to finish the test?
- 2.- \_\_\_\_\_ money did you spend?
- 3.- \_\_\_\_\_ sugar would you like in your coffee?
- 4.- \_\_\_\_\_ days are there in January?
- 5.- \_\_\_\_\_ cousins do you have?
- 6.- \_\_\_\_\_ books did you buy?

**\*\*STUDY THE CHARACTERISTICS OF EACH ESSAY WE LEARNED IN CLASS.**