

PORTAFOLIO DE EVIDENCIAS

2DA OPORTUNIDAD EXTRAORDINARIA

BACHILLERATO MIXTO A
DISTANCIA Y NO ESCOLARIZADO

VIDA COTIDIANA EN OTRO IDIOMA I

Nombre del estudiante: _____

Matrícula: _____ **Grupo:** _____

Docente: _____

El presente portafolio forma parte del 50% de tu calificación y debe cumplir con lo siguiente:

1. Escribe tus datos de identificación completos.
2. Adjunta el portafolio en la Plataforma NEXUS en formato PDF, el día y hora que el docente lo señale, en el apartado correspondiente a la segunda oportunidad; no olvides agregar tu nombre completo en cada hoja.
3. Verifica el envío correcto del portafolio.

SIGUE LAS INSTRUCCIONES BRINDADAS POR TU MAESTRO PARA EL
LLENADO DE ESTE PORTAFOLIO.

¡ADVERTENCIA!

**El plagio y comercio de material académico contenido en este portafolio
será sancionado en los términos de la Legislación Universitaria.**

**Portafolio de Oportunidades Extraordinarias
Vida Cotidiana en Otro Idioma I**

Lineamientos de llenado y entrega del Portafolio

- 1. Impresión del documento.**
- 2. Contestar a mano con tinta azul y buena letra.**
- 3. En caso de algún error utilizar corrector no se acepta con borrones ni rayones.**
- 4. Escribir iniciales del alumno en todas las hojas en la esquina superior derecha.**
- 5. Se entrega completo y en la fecha indicada por el docente.**

Etapas 1: My Friends, my family and I.

Propósito formativo: Emplea presentaciones personales para comunicar información personal y básica en el aula.

Competencias disciplinares básicas:

Programa de curso

10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

Elementos de competencia:

- Expresa frases básicas de presentación personal para la interpretación y comunicación de información.
- Emplea el vocabulario correspondiente a información personal básica y relaciones familiares para la comunicación de datos personales.
- Usa el vocabulario y las estructuras gramaticales del verbo “to be” para la descripción personal y de terceras personas con sus compañeros.

Contenido conceptual:

- Vocabulario relacionado con: el alfabeto, números cardinales, colores, países, continentes y nacionalidades, profesiones, miembros de la familia, deportes, relaciones interpersonales, lenguaje y objetos escolares.
- Estructuras Lingüísticas: pronombres personales, verbo “to be” en forma afirmativa, negativa e interrogativa, preguntas “Wh” con el verbo “to be”, preguntas “yes/no” con el verbo “to be”, adjetivos posesivos, Verbo “have” afirmativo, sustantivos plurales.

Dimensión 2

I. VOCABULARY

A. Write the words in the correct category.

gymnastics	receptionist	nurse	thirty	board
fifty	pink	tennis	white	ruler

COLORS	NUMBERS	SPORTS	CLASSROOM OBJECTS	OCCUPATIONS

Verb to be

Verb TO BE (La traducción al español del verbo BE es **SER** o **ESTAR**.)

AFFIRMATIVE FORM

Subject + V_{be} + Complement

I	—	am	a student.
He	➤	is	a nurse.
She	➤		
It	➤		
You	➤	are	good friends.
We	➤		
They	➤		

* Recuerda que estamos usando el verb to be en tiempo PRESENTE.

@edutec.01

II. Read carefully and complete the blanks using verb to be.

- I _____ very tired.
- The baby _____ hungry.
- Mila and John _____ from Brazil. They were born in Italy.
- _____ you at the supermarket?
- My mom _____ beautiful.

- a) is
- b) am
- c) are
- d) aren't

WH-Questions



WH QUESTIONS

Las WH QUESTIONS sirven para preguntar información específica.

WHEN?

Cuándo

When is your class? / ¿Cuándo es tu clase?

WHAT?

Qué / Cuál

What is this? / ¿Qué es esto?

WHO?

Quién

Who are you? / ¿Quién eres?

WHERE?

Dónde

Where is Danna? / ¿Dónde está Danna?

WHY?

Por qué

Why are you sad? / ¿Por qué estás triste?

HOW?

Cómo

How are you? / ¿Cómo estás?



Puedes ver la lección completa con ejercicios en:

www.AprenderInglesRapidoYFacil.com

III. Complete the following sentences using Wh Questions.

1. _____ is your favorite school subject?

My favorite school subject is Math.

2. _____ do you live?

I live in Guadalupe, Nuevo Leon.

3. _____ are you?

I am fine, thanks.

4. _____ is your best friend?

My best friend is Valeria.

5. _____ time is it?

It is 8:00 o'clock.

- a) Who
- b) How
- c) What
- d) Where

There is-there are

There is/are

Positive

There	is	a table.
	are	two desks.

Negative

There	isn't	a table.
	aren't	any desks.

Yes/No Questions

Is	there	a table?
Are		any desks?

Short Answers

Yes, **there is**. / No, there isn't.

Yes, **there are**. / No, there aren't.

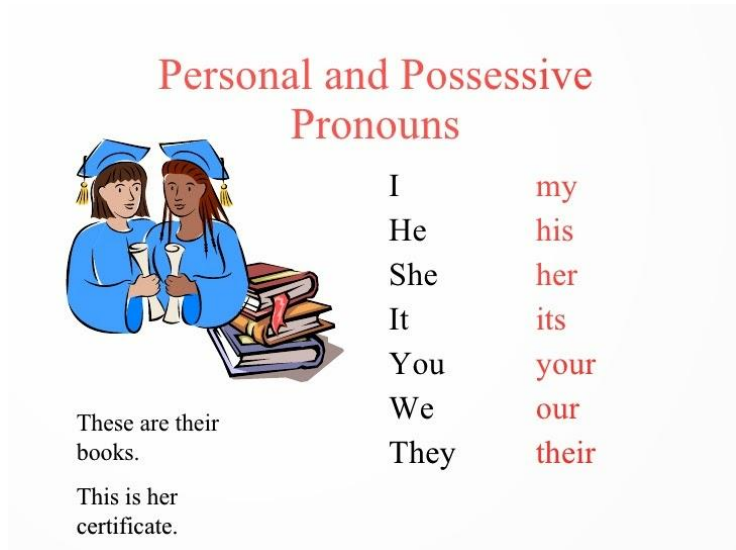
[Esta foto](#) de Autor desconocido está bajo licencia [CC BY-NC](#)

IV. Choose the correct sentences written with There is or There are.

- There is four cats outside.
- There are two chairs in the kitchen.
- There is two chairs in the kitchen.
- There are a chair in the kitchen.
- Is there a teacher in the classroom?
- Are there a teacher in the classroom?
- Is there teachers in the classroom?
- Are there one teacher in the classroom?
- There aren't a student at school.
- There is students at school.
- There isn't students at school.
- There aren't students at school.
- There is books in my backpack.
- There are books in my backpack.
- There are a book in my backpack.
- There is two books in my backpack.
- Is there twenty teachers at school?
- Is there teachers at school?
- Are there teacher at school?
- Are there twenty teachers at school?

Dimensión 3

Possessive pronouns



V. Complete with the correct possessive adjective.

1. A: What's _____ name?

B: I am Mary Steal.

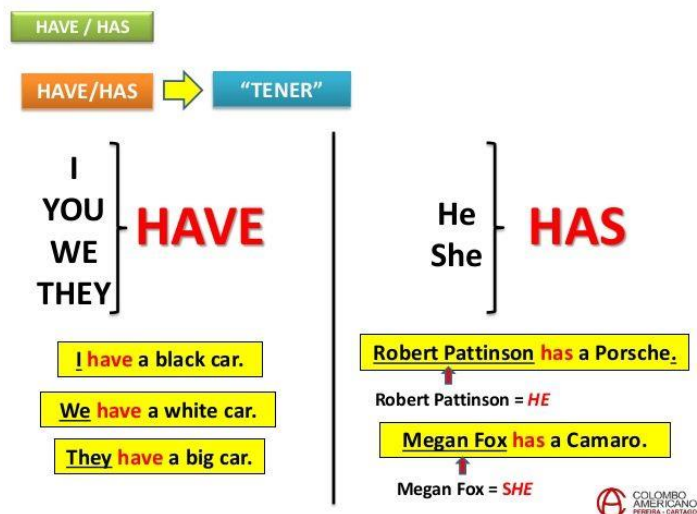
2. _____ name is Diego. I'm from Brazil.

3. George is a doctor. _____ phone number is 555-6381.

4. We love science. The science teacher, Mr. Edwards, is _____ favorite teacher.

5. They are married. _____ last name is Jenkins.

Have-has



VI. Choose the best option

1. Kelly **has / have** a sister. **His / Her** sister is my classmate.
2. We **have / has** a cat. **Our / Your** cat is black.
3. We **have / has** a new math teacher. **His / Her** name is Mr. Adams.
4. **This is / It is** Peter. **He's / His** my best friend.
5. I **have / has** two new classmates at school. **They're / Their** good at math.
6. A: Alice **have / has** two dogs.
B: I **have / has** two dogs, too.
7. A: Tony and Sally **have / has** three **children / child**.
8. The **man / men** in the taxi are my **uncle / uncles**.

Dimensión 4

READING

VII. Read the text and choose *a* or *b*.

Hi, Kelly!

How are you? Thanks for your email. My new school is great and my new classmates are great, too. My best friend's name is Rosa. She's Spanish. She's from Madrid. She's very good at volleyball and she's on the school team. I'm a big basketball fan and I'm on the basketball team.

Mrs. Ramon is my new geography teacher, and she's Spanish too. Geography isn't my favorite subject, but she's a great teacher. My favorite subject is Spanish. That's right! I speak Spanish too.

1. Who is Rosa?
a. Nancy's friend b. Nancy's teacher
2. Is Rosa good at volleyball?
a. Yes, she is. b. No, she isn't.
3. Who is from Spain?
a. Mrs. Ramon b. Nancy
4. What's Nancy's favorite subject?
a. geography b. Spanish

Autoevaluación Etapa 1

Elementos a evaluar	Si	No
Se entendió el tema de los adjectives pronouns		
Se entendió el tema del there is – there are		
Se entendió el tema del verbo to be		
Se entendió el tema Wh questions		
Se entendió el tema has-have		
Respuestas completas y correctas		

Etapas 2: My neighborhood.

Propósito formativo: Explicar la ubicación de lugares y objetos utilizando normas gramaticales de adverbios de lugar y vocabulario en inglés intercambiando información de manera oral y escrita.

Competencias disciplinares básicas:

10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

Elementos de competencia:

- Interpreta el vocabulario correspondiente en la comunicación de información básica sobre lugares públicos.
- Distingue la idea general e información específica en textos cortos para la descripción de lugares públicos.
- Aplica las estructuras lingüísticas adecuadas ofreciendo y otorgando información básica sobre determinado entorno como el hogar y el vecindario.
- Usa el vocabulario y las estructuras gramaticales a través de la descripción de lugares y entornos cotidianos.

Contenido conceptual:

- Vocabulario relacionado con: artículos personales, artículos para el hogar, habitaciones y partes de la casa, lugares públicos, direcciones y accesorios.
- Estructuras Lingüísticas: adjetivos demostrativos, "Where...?", artículos definidos e indefinidos, preposiciones de lugar, there is/there are, forma imperativa afirmativa y negativa
- Lectura comprensiva: "New York City", "Graceland" y "What a house".

Dimensión 2

I. Vocabulario

I. Read the sentences and complete them with the correct word from the box.

a) movie theater b) art gallery c) washing machine d) living room

1. There is an _____ with many paints in honor to Pablo Picasso in New York.
2. I went to the _____ to watch The Little Mermaid. I ate a lot of popcorns.
3. On Sundays, my family and I stay together in the _____ watching TV.
4. I don't have clean clothes. I have to wash it in the _____.

Dimensión 3

Topic: Imperatives

Examples

Open your books.

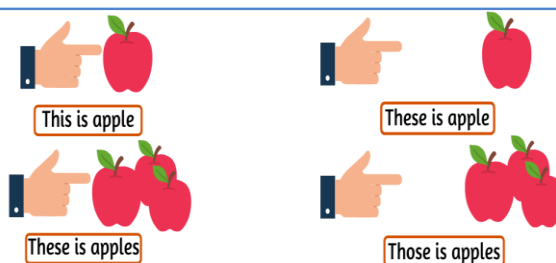
Don't play inside the house!

II. Complete the following sentences using the correct imperative.

1. _____ the radio, please.
2. _____ the door.
3. _____ attention to the class.
4. _____ for the exam.

a) Pay
b) Turn on
c) Open
d) Study

Topic: Demonstrative Pronouns



Example

1. A: Who are **this / these** men?

B: **This / These** is my father and **this / these** are his friends.

I. Choose the best option using Demonstrative Pronouns.

1. : What's **those/that**?

B: My new watch. I have twelve watches.

2. A: What are **that / those**?

B: They're shelves with books.

3. **This/ These** is my collection of CDs.

4. **This/ Those** is my brother Jack and **that/ those** are his sunglasses.

II. Complete the sentences using Demonstrative Pronouns.

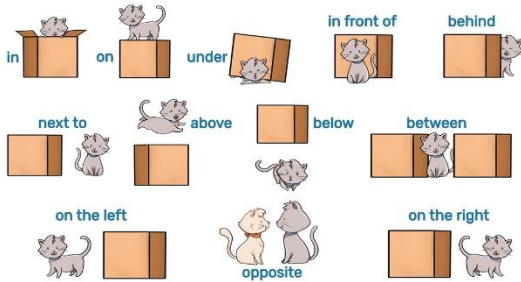
1. _____ is my chair. (near)

- that
- **this**
- those
- these

2. _____ books are interesting. (far)

- that
- this
- **those**
- these

Preposition of place



III. Circle the correct prepositions of place.

1. The rug is in / on the floor.
2. Turn left to / onto Second Street.
3. The cat is under / next the table.
4. There are two armchairs in / under the living room.
5. Don't stand in front / next of the TV.
6. The post office is between / at the bank and the supermarket.

Dimensión 4

WRITING

Write a few sentences about your house and more about your bedroom. Answer the questions:

- How many rooms are there in your house?
- Where's your bedroom?
- What's in your bedroom?

There are rooms in my house _____

My bedroom is next to....

There is a bed in my room, there

Autoevaluación Etapa 2

Elementos a evaluar	Si	No
Se entendió el tema de las preposition of place		
Se entendió el tema de Demonstrative Pronouns.		
Se entendió el tema de Imperatives		
Respuestas completas y correctas		

Etapa 3: Daily routines.

Competencias disciplinares básicas:

10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

Elementos de competencia:

- Interpreta la idea general e información específica en textos cortos en la descripción de actividades que suceden en determinado momento.
- Emplea el vocabulario correspondiente en la interpretación y comunicación de acciones momentáneas.
- Aplica las estructuras lingüísticas a través de un intercambio de información sobre sus actividades en curso.

Contenido conceptual:

- Vocabulario relacionado con: actividades diarias, tiempo (horas), días de la semana, actividades de tiempo libre, saludos, estaciones del año, quehaceres del hogar, rutinas.
- Estructuras Lingüísticas: presente simple en sentidos positivo, negativo e interrogativo, preposiciones de tiempo, palabras Wh en interrogación en presente simple.
- Lectura comprensiva: "The life of a typical american teenager".

Dimensión 1

VOCABULARY

I. Write two more words in each category.

DAYS	MONTHS	SEASONS	GREETINGS
Tuesday	October	spring	good morning

Dimensión 2

Simple present

Simple Present Tense		
Affirmative	Interrogative	Negative
I work	Do I work?	I don't work
You work	Do you work?	You don't work
He works	Does he work?	He doesn't work
She works	Does she work?	She doesn't work
It Works	Does it Work?	It doesn't work
We work	Do we work?	We don't work
You work	Do you work?	You don't work
They work	Do they work?	They don't work

II. Choose the sentences in Simple Present

1.

- Priscila wakes up early in the morning.
- Priscila wake up early in the morning.
- Priscila is wakes up early in the morning.
- Priscila does wakes up early in the morning.

2.

- Do the teachers checks the homework?
- Do the teacher check the homework?
- Does the teacher check the homework?
- Does the teachers check the homework?

3.

- I does speak French.
- I doesn't speak French.
- I don't speaks French.
- I don't speak French.

III. Complete the sentences with the Present Simple of the verbs in parentheses.

1. Mary _____ (do) household chores after breakfast.
2. _____ you _____ (like) playing computer games?
3. We _____ (not watch) DVDs.
4. _____ Brian _____ (climb) the climbing wall?
5. My mother _____ (hate) the new couch.
6. Brenda _____ (not play) ping-pong.
7. I _____ (read) comic books every day.
8. We _____ (relax) after school.

Frequency adverbs

ADVERBS OF FREQUENCY

100%	ALWAYS	He's always very punctual. I'll see if he's here yet.
90%	USUALLY	We usually go to the restaurant on Sundays.
80%	GENERALLY	We generally go to the sea for our holidays.
70%	OFTEN	They often went caroling at Christmas.
50%	SOMETIMES	Sometimes , I just need someone to talk to.
30%	OCCASIONALLY	We occasionally meet for a drink after work.
15%	SELDOM	I have seldom seen such brutality.
5%	RARELY	She is old and rarely goes out.
0%	NEVER	If you don't aim high you will never hit high.

www.eslforums.com

IV. Choose the correct option to complete the sentences.

1. My mother _____ horror movies.

- never watch
- watches never
- never watches
- nevers

2. Jake doesn't _____ go out with his friends, only once a week.

- never
- always
- often
- nevers

V. REWRITE THE SENTENCES USING THE ADVERB OF FREQUENCY IN BRACKETS IN ITS CORRECT POSITION.

1.- What do you do in the afternoons? (*usually*)

_____.

2.- They don't go to the movies. (*often*)

_____.

3.- He reads the local newspaper. (*sometimes*)

_____.

4.- I drink coffee. (*sometimes*)

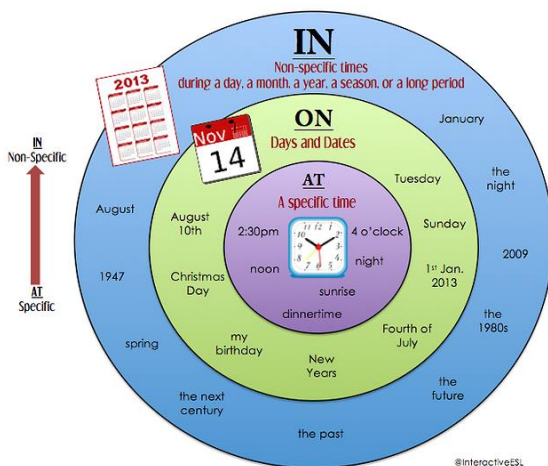
_____.

5.- What is something you do in your free time? (*usually*)

_____.

Dimensión 3

Prepositions of Time



VI. Choose the correct preposition of time to complete the sentences.

1. My birthday is _____ October 21st.
2. Betty and Joe travel to Africa _____ the summer. They love Africa. A
3. The class starts _____ 7 am.
4. I go to the movies _____ Saturdays.
5. Jack goes to bed _____ midnight.
6. Cindy plays volleyball _____ the weekend.
7. My birthday is _____ April 15th.
8. I get up early _____ the morning every day.
9. Betty and Joe travel to Africa _____ the summer. They love Africa.

10. The store closes _____six o'clock.
11. My father washes his car Sunday_____mornings.
12. Every year,_____ August, Luke works at a restaurant.
13. I don't hang out with my friends_____weekdays

Topic: The Time



VII. Choose the correct written form for the time.

1. It's 7:15 pm.

- It's quarter after seven.
- It's quarter to seven.
- It's quarter to eight.
- It's seven fifty.

2. It's 9:45 pm.

- It's quarter after nine.
- It's quarter to nine.
- It's quarter to ten.
- It's quarter after ten.

Dimensión 4

WRITING

VIII. Write a short paragraph about what you do every week. Write about:

- your schedule
- activities you do after school and on weekends

Autoevaluación Etapa 3

Elementos a evaluar	Si	No
Se entendió el tema de las preposition of time		
Se entendió el tema de simple present.		
Se entendió el tema de telling the time		
Respuestas completas y correctas		

Etapas 4: Likes and dislikes.

Propósito formativo: Utilizar vocabulario sobre gustos y preferencias, así como las estructuras gramaticales de adverbios de frecuencia y otros, explicando sus gustos de manera oral y escrita.

Competencias Disciplinarias Básicas:

10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

11. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

Contenido Conceptual:

-Vocabulario relacionado con tipos de música e instrumentos musicales, tipos de películas, ocupaciones y descripción de estas, habilidades y talentos, medios de transporte y hobbies.

-Estructuras Lingüísticas: : let's..., Why don't we...?, How about...?, What about ...?; like, love, hate, enjoy, can't stand, don't mind; adverbios de frecuencia; verbo modal "can" y pronombres personales.

-Lectura comprensiva: "Answer in a minute", "That's not work, that's fun", "Job interview", "My favorite day", Dialogues.

Dimensión 2

Vocabulary

I. COMPLETE THE SENTENCES WITH THE WORDS FROM THE BOX.

twice rock kind spend surf musical fiction actress

1. In my spare time I _____ the Net.
2. There's a great _____ on at the Royal Theatre. I think it's *The Lion King*.
3. Do you _____ time with your children?
4. We go to the movies _____ a month.
5. His wife is very famous. She's an _____.
6. Lucy hates science- _____ movies but loves comedies.
7. What's your favourite _____ of music?
8. I'm a big fan of _____ music.

Dimensión 3

Topic: Can/ Can't

II. Choose can or can't according to the sentence.

a) Can b) Can't

- 1.- The letters are very small. I _____ read anything.
- 2.- A baby _____ drive a car.
- 3.- I _____ finish my homework, it's too difficult.
- 4.- _____ you help me?
- 5.- A cheetah _____ run very fast.
- 6.- I am very hungry. I _____ eat everything right now.
- 7.- You _____ park your car here, it's forbidden.
- 8.- It's dark here, I _____ see anything.
- 9.- Jorge doesn't want to go swimming with us because he _____ swim.
- 10.- Fish _____ breathe outside the water.

Topic: Object Pronoun

III. Choose a), b) or c) to find the correct answer.

1.- The teacher always gives the students homework.

- a) It b) Them c) Their

2.- I am reading the book to my little sister.

- a) Her b) She c) It

3.- The boys are riding their bikes.

- a) It b) Their c) Them

4.- I don't know the answer.

- a) It b) Them c) Their

5.- My father is writing a letter to Jesús.

- a) Her b) Him c) It

6.- Can you help my sister and me, please?

- a) We b) Them c) Us

7.- The books are for Peter.

- a) Him b) It c) Their

8.- Can you tell the people the way to the airport, please?

- a) We b) Them c) Us

9.- Open the window, please.

- a) It b) She c) Their

10.- Sandra is going to see Adilene.

- a) Her b) Him c) It

WRITING

IV. WRITE A PARAGRAPH (AT LEAST FIVE LINES) ABOUT WHAT YOU DO ON THE WEEKEND. ANSWER THE QUESTIONS:

- What do you always/usually do?
- What do you like/enjoy doing?
- What do you hate doing?

Autoevaluación Etapa 4

Elementos a evaluar	Si	No
Se entendió el tema object pronouns		
Se entendió el tema de can-can't		
Respuestas completas y correctas		

Realizó: MF. Yesika Atenea Rosas Sandoval (Coordinadora)

Aprobó: Miembros de Academia de Inglés

Verificó: Lic. Alondra Abigail Rodríguez Ambriz (Área de Apoyo y Desarrollo de Clase)

Validó: ME. Nancy Elvira Tenorio Garza (Secretaria Académica)