



PORTAFOLIO DE EVIDENCIAS

2DA OPORTUNIDAD EXTRAORDINARIA VIDA COTIDIANA EN OTRO IDIOMA

II

Nombre del estudiante: _____

Matrícula: _____ **Grupo:** _____

Docente: _____

Fecha: _____

El presente portafolio forma parte del 50% de tu calificación. Este valor se obtendrá siempre y cuando cumpla con los siguientes requisitos:

1. Escribe tus datos de identificación completos.
2. Adjunta el portafolio en la Plataforma Ms Teams en formato PDF, el día y hora que el docente asigne la tarea 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.

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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 2

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 algun 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 Let's get some food:

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

Competencias disciplinares básicas: 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:

Expresa frases básicas de interacción en restaurantes para la interpretación y comunicación de información.

- ☐ Emplea el vocabulario correspondiente a comida, bebida y adjetivos que los describen para la comunicación de información.
- ☐ Usa el vocabulario y las estructuras gramaticales del sustantivos contables y no contables para la descripción de alimentos.

Contenido conceptual:

Vocabulario relacionado con: Comidas y bebidas, contenedores, unidades de medida, adjetivos que describen la comida.

- ☐ Estructuras Lingüísticas: Sustantivos contables y no contables, cuantificadores (some, any, how much, how many, a lot of, lots of).

Dimensión 2

VOCABULARY

A. Match.

- | | | |
|-------------|-----------------------|-----------|
| 1. calm | <input type="radio"/> | a. wishes |
| 2. grocery | <input type="radio"/> | b. lost |
| 3. check | <input type="radio"/> | c. tour |
| 4. main | <input type="radio"/> | d. back |
| 5. call | <input type="radio"/> | e. pass |
| 6. best | <input type="radio"/> | f. city |
| 7. get | <input type="radio"/> | g. in |
| 8. boarding | <input type="radio"/> | h. store |
| 9. capital | <input type="radio"/> | i. down |
| 10. guided | <input type="radio"/> | j. course |

B. Complete the sentences with the correct form of the words/phrases in the box.

scarf explore statue vegetarian angry ancient appetizer advice take part experience


1. My brother doesn't eat any meat. He's a(n) _____.
2. Let's get some _____, first. Then we can have our main dish.
3. It's very cold outside. You should take a(n) _____ with you.
4. Are you going to _____ in the parade this year?
5. I went skydiving last week, and it was an amazing _____.
6. My parents are really _____ with me. I took their car without asking.
7. I always go to my sister for _____. She is never wrong.
8. This is a(n) _____ town with lots of places of interest.
9. Today we are going to _____ the forest.
10. There is a(n) _____ of the president in the town's main square.

Dimensión 3

GRAMMAR

English Grammar

A - An - Some - Any



A / AN + singular countable nouns

A + CONSONANT SOUND There is **a** bottle on the table.

AN + VOWEL SOUND There is **an** apple on the table.

SOME / ANY + plural countable nouns & uncountable nouns

+ affirmative **SOME** There is **some** cheese in the fridge.

- negative **ANY** There isn't **any** cheese in the fridge.

? questions * **ANY** Is there **any** cheese in the fridge?

		Countable SINGULAR	Countable PLURAL	UNCOUNTABLE
+	affirmative	A / AN	SOME	SOME
-	negative	A / AN	ANY	ANY
?	questions *	A / AN	ANY	ANY



*** EXCEPTIONS**

		Countable PLURAL	UNCOUNTABLE
?	questions 1. offer Would you like some ... ?	SOME	SOME
?	questions 2. ask for Can I ... some ... ?	SOME	SOME
?	questions 3. suggest Why don't we ... some ... ?	SOME	SOME

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

A. Complete the sentences with **some**, **any** or **a(n)**.

1. Would you like _____ sugar in your tea?
2. There's _____ piece of cheese in the refrigerator.
3. My grandfather always has _____ eggs for breakfast.
4. I need _____ money from the bank.
5. There aren't _____ French fries with my burger.
6. Is there _____ bread?

<h1>Much</h1>	<h1>Many</h1>
<p style="background-color: #e0e0ff; padding: 5px;">Uncountable nouns.</p> <p style="color: #000080;">A large amount.</p>  <p>For example:</p> <ul style="list-style-type: none"> • The party was so much fun. • I didn't get much sleep last night. • How much money do you have? 	<p style="background-color: #e0e0ff; padding: 5px;">Countable nouns.</p> <p style="color: #000080;">A large amount.</p>  <p>For example:</p> <ul style="list-style-type: none"> • She has many friends. • There aren't many people here. • How many properties do you own?

B. Complete the sentences with *How much* or *How many*.

- _____ months are there in a year?
- _____ ketchup do you want on your French fries?
- _____ players are there on a basketball team?
- _____ lemonade is there in the bottle?

C. Complete the dialogues. Use *much* / *many* / *a lot of*.

- Kathy:** How _____ milk is there in the refrigerator?

Mary: There isn't _____ milk in the refrigerator. Get some from the supermarket.
- Lyn:** How _____ dresses are there in your closet?

May: There are _____ dresses. About fifty.
- Brian:** How _____ money do you have?

Steve: I don't have _____ money. We can't buy that computer game.
- Mrs. Miles:** How _____ sugar do you take in your coffee, sir?

Mr. Carlson: I take _____ sugar in my coffee. I love sugar.

Grammar

A. Read the rules and the examples.

Much / Many / A lot of / Lots of

- **many** + plural countable nouns

*There aren't **many** potatoes in the bag.*

- **much** + uncountable nouns

*There isn't **much** milk in the refrigerator.*

- **a lot of / lots of** + uncountable and plural countable nouns

*Martin drinks **a lot of / lots of** coffee.*

*I have **a lot of / lots of** friends.*

D. Choose a, b or c.

1. There are _____ books on my desk. It's really messy.
a. many b. much c. lots
2. She doesn't have _____ money.
a. many b. lots c. much
3. There are _____ of beautiful buildings in this city.
a. much b. many c. a lot
4. _____ my classmates walk to school.
a. Lots of b. Lot of c. Much
5. Come on! We don't have _____ time.
a. much b. some c. many
6. Jack reads _____ of books. He loves reading.
a. many b. lots c. much

E. Choose a, b or c.

1. There are _____ of animals in this forest.
a. lots
b. many
c. some
2. Would you like _____ rice with your steak?
a. a
b. some
c. a lot
3. We don't have _____ orange juice.
a. some
b. many
c. much
4. Do we have _____ onions? I want to make a salad.
a. any
b. much
c. lots
5. How _____ cups of coffee do you drink?
a. much
b. many
c. any

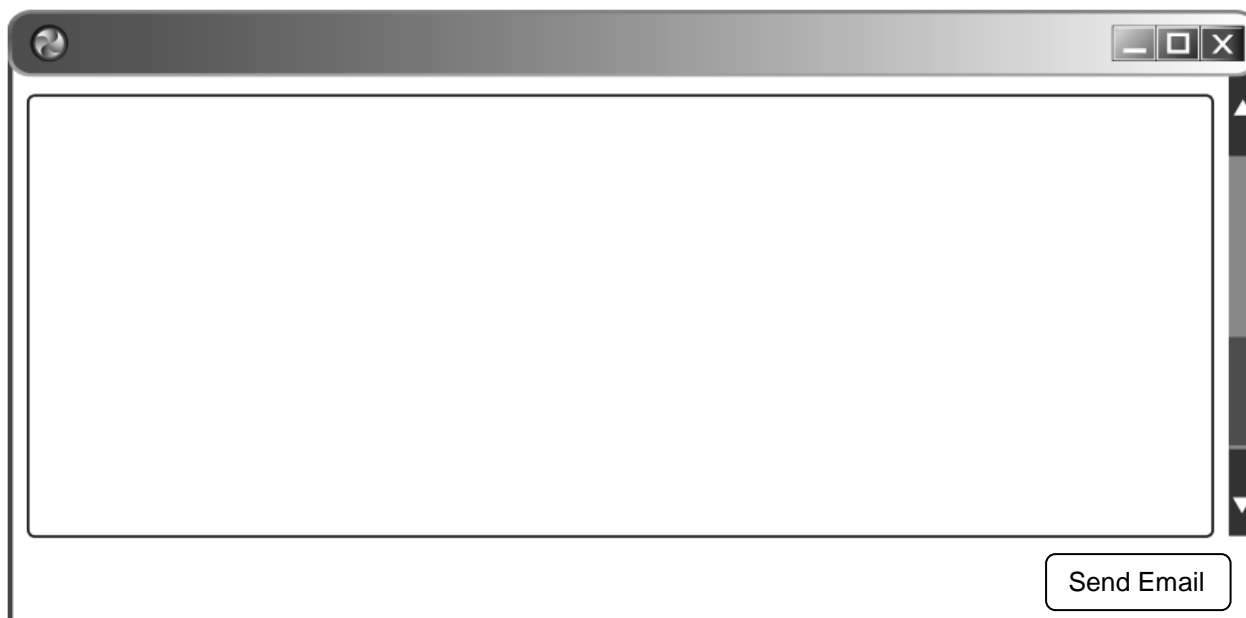
score		5
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Dimensión 4

WRITING

Write an email to your new e-pal. Tell him/her about:

- your eating habits
- your favorite food, drink, dessert
- popular dishes in your country
- an easy-to-make recipe



The image shows a stylized web browser window. It has a title bar at the top with a refresh icon on the left and minimize, maximize, and close buttons on the right. The main body of the window is a large, empty rectangular text area for writing. At the bottom right of the window, there is a button labeled "Send Email".

Autoevaluación Etapa 1

Elementos a evaluar	Si	No
Se entendió el tema de a , an some.		
Se entendió el tema how many , how much.		
Se entendió el tema a lot of lots of.		
Respuestas completas y correctas.		

Etapa 2 What's going on?

Propósito formativo: Relatar sucesos culturales importantes a través de la demostración de prácticas de países angloparlantes.

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 el clima, ropa, celebraciones y partes del cuerpo.
- ☐ Distingue la idea general e información específica en textos cortos para la descripción de celebraciones en el mundo.
- ☐ Aplica las estructuras lingüísticas adecuadas ofreciendo y otorgando información básica sobre deportes extremos.
- ☐ Utiliza el vocabulario y las estructuras gramaticales del presente simple y presente progresivo a través de la descripción festividades

Contenido conceptual:

Vocabulario relacionado con: clima, ropa, accesorios, palabras sobre celebraciones, partes del cuerpo y deportes extremos.

- ☐ Estructuras Lingüísticas: Aplicar el "Presente progresivo" en su forma afirmativa, negativa e interrogativa; la diferencia entre el "presente simple" y el "presente progresivo"; utilizar el presente progresivo con sentido futuro.

Dimensión 2

A. Write the words in the correct category.

parasailing	jacket	pants	cloudy	sunny
snowboarding	skateboarding	windy	sweater	

EXTREME SPORTS	WEATHER	CLOTHES

B. Match.

- | | | |
|-----------------|-----------------------|------------------------|
| 1. decorate | <input type="radio"/> | a. snacks |
| 2. get | <input type="radio"/> | b. a card |
| 3. take part in | <input type="radio"/> | c. a fireworks display |
| 4. make | <input type="radio"/> | d. ready |
| 5. watch | <input type="radio"/> | e. the house |
| 6. prepare | <input type="radio"/> | f. a parade |

Dimensión 3

PRESENT CONTINUOUS



	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I	am playing	am not playing	Am I playing?
You	are playing	aren't playing	Are you playing?
He/She/It	is playing	isn't playing	Is he playing?
We	are playing	aren't playing	Are we playing?
You	are playing	aren't playing	Are you playing?
They	are playing	aren't playing	Are they playing?

AN ACTION WHICH IS HAPPENING NOW

I am eating an ice - cream now

A. Choose a, b or c.

- I'm sorry, I can't play basketball with you.
I _____ my homework at the moment.
a. do
b. am doing
c. is doing
- Where _____?
a. you are going
b. you go
c. are you going
- What _____ in the afternoons?
a. do you do
b. you do
c. are you doing
- Cows _____ meat.
a. eat not
b. are not eating
c. do not eat
- Listen! Someone _____ the guitar.
a. plays
b. is playing
c. is play
- We _____ this exercise.
a. are not understanding
b. do not understand
c. do not understanding

B. Complete the sentences with the Present Progressive of the verbs in parentheses.

- The boys _____ (play) soccer right now. They _____ (not do) their homework.
- A:** _____ Kelly _____ (read) comic books?
B: No. She _____ (make) a birthday card for her sister.
- Look! Adam _____ (buy) a present for Tony.
- The party is great. Matt and Jessica _____ (dance) and Tom _____ (sing).

Grammar

A. Read the rule and the example.

Present Progressive with future meaning

We use the **Present Progressive** for actions we have arranged to do in the near future and we mention when.

I'm visiting my grandparents next weekend.

Time Expressions

tomorrow/tonight

next month/year/week/Tuesday, etc.

soon

B. Put the words in the correct order to make sentences.

1. not / going / Chris / is / tonight / to the movies / .

2. they / having / birthday party / home / are / at / a / tomorrow / ?

3. Thursday / his / camera / new / brother / getting / on / my / is / .

4. to / going / Kim / is / Miami / tomorrow / ?

PRESENT CONTINUOUS



PRESENT SIMPLE



C. Complete the sentences with the Present Simple or the Present Progressive of the verbs in parentheses.

- Patrick _____ (wear) his favorite sneakers today.
- My mom _____ (buy) new boots every winter.
- Helen _____ (not wear) skirts. She hates them.
- Sandra and Lou _____ (eat) chocolate cake right now.
- A:** Why _____ you _____ (make) a card for Steven?
B: Because it's his birthday tomorrow.
- My teacher _____ (give) us lots of homework.

score		6
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Dimensión 4

WRITING

Imagine it's your birthday and you want to have a party. Write an email to a friend of yours and tell him/her what you're doing right now and what else you want to do for this party.

Autoevaluación Etapa 2

Elementos a evaluar	Si	No
Se entendió el tema present progressive, present progressive, with future meaning.		
Se entendió el tema de present progressive con simple present.		
Respuestas completas y correctas.		

Etapa 3 I was there!

Propósito formativo: Emplear estructuras lingüísticas del idioma inglés a través de una publicación en una red social o blog acerca de un lugar turístico de su comunidad.

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.

Elementos de Competencia:

- ☐ Interpreta la idea general e información específica en textos cortos en la descripción de actividades que sucedieron en el pasado.
- ☐ Emplea el vocabulario correspondiente en la interpretación y comunicación de acontecimientos del pasado.
- ☐ Aplica las estructuras lingüísticas a través de una publicación o escrito sobre una experiencia turística del pasado.

Contenido Conceptual:

- ☐ Vocabulario relacionado con: adjetivos que describen sentimientos, lugares de entretenimiento, vistas públicas, años, equipo de campamento.
- ☐ Estructuras Lingüísticas: Pasado simple en formas positiva, negativa e interrogativa, verbos regulares e irregulares.
- ☐ Lectura comprensiva: "Puebla, the Angelopolis".

Dimensión 2 VOCABULARY

A. Match.

- | | | |
|--------------|-----------------------|-----------|
| 1. amusement | <input type="radio"/> | a. a fire |
| 2. bowling | <input type="radio"/> | b. knife |
| 3. Internet | <input type="radio"/> | c. bag |
| 4. get | <input type="radio"/> | d. park |
| 5. make | <input type="radio"/> | e. café |
| 6. pocket | <input type="radio"/> | f. alley |
| 7. sleeping | <input type="radio"/> | g. dark |

B. Circle the correct options.

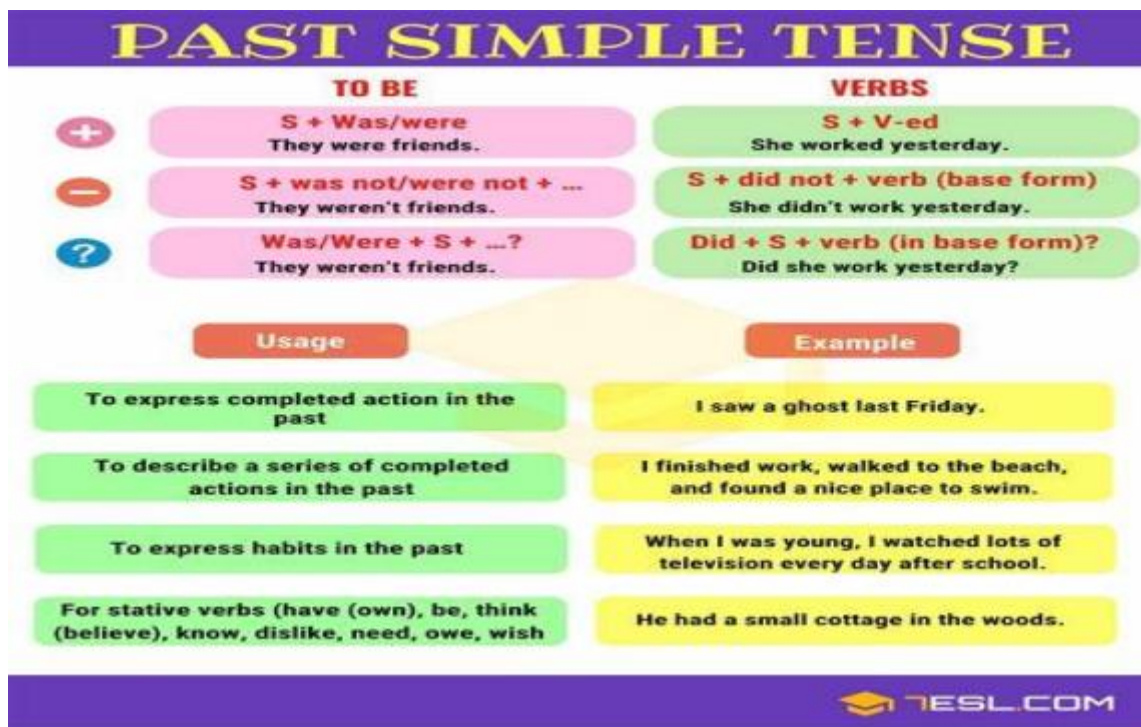
1. What **happened / wrong**? You look so sad! How can I help you?
2. The door was open and the prisoners **escaped / survived**.
3. It is **brave / impossible** to talk with him. He is a very busy man.
4. Thanks **for / to** Kyle, the animals found a new home.
5. I was there when the car **accident / attack** happened.

C. Complete the sentences with the words in the box.

angry safe products explore concert traditional faint statue

1. There is a beautiful _____ in the town's main square.
2. She wore a(n) _____ dress.
3. Mom was really _____ at Bob because he broke the souvenirs she got from China.
4. Fay's idea to _____ the forest was exciting, but I was too scared!
5. It was an amazing _____ ! All their new songs were fantastic!
6. Did Mary _____ when she saw the snake?
7. This supermarket sells lots of fresh _____.
8. After the big fire in the house, I was happy to see that everyone was _____ and sound.

Dimensión 3



A. Complete the dialogue with the Past Simple of the verbs in parentheses.

Ann: Hi, Lisa. (1) _____ (you go) anywhere on the weekend?

Lisa: Well, on Saturday morning I (2) _____ (help) my mother with the housework, and in the evening I (3) _____ (go) to the movies with some friends. We (4) _____ (watch) Ryan Reynold's latest movie.

Ann: (5) _____ (be) it good?

Lisa: Oh, yes. I (6) _____ (love) it, but Charlie (7) _____ (not like) it.

Ann: What about Sunday? What (8) _____ (you do)?

Lisa: Nothing much. I (9) _____ (stay) at home and (10) _____ (watch) TV. (11) _____ (you have) a nice weekend?

Ann: Oh, yes. On Saturday morning Kelly and I (12) _____ (ride) our bikes to a beach, not very far from here. We (13) _____ (take) some food and our sleeping bags with us, and we (14) _____ (not come) back until Sunday afternoon. We (15) _____ (have) a great time!

B. Complete the sentences with the Past Simple of the verbs in the box.

watch be go arrive drop hear do not buy break meet

1. I _____ so tired yesterday because I _____ shopping after work.
2. Grandma's here! She _____ ten minutes ago!
3. _____ you _____ the new *James Bond* movie?
4. I'm so sorry, Ron! I just _____ the bad news. Are you OK?
5. That coat was really expensive. I _____ it in the end.
6. We _____ Mary last night. She is really beautiful!
7. _____ your sister _____ all the cleaning? That's very kind of her!
8. I'm sorry, Mom. I _____ the glasses and they _____.

C. Choose a, b or c.

1. **A:** Did Kate do the dishes yesterday after lunch?
B: _____. I helped her a bit.
a. Of course she didn't.
b. No, he didn't.
c. Yes, she did.
2. _____ an old bridge near the castle in the past?
a. Were there
b. Was there
c. There was
3. **A:** Did you go to the gym yesterday?
B: _____.
a. Yes, I went.
b. Yes, you did.
c. Yes, I did.
4. **A:** Did you see Alex at school?
B: No, _____.
a. I wasn't
b. I didn't
c. I did
5. _____ many flowers and plants in the garden?
a. Were there
b. There were
c. Was there
6. **A:** Where did Martha go last weekend?
B: _____ to the zoo and after that to the park.
a. Yes, she did
b. She went
c. Yes, she went
7. **A:** Did they go to Monica's party last Saturday?
B: Yes, _____.
a. they did
b. they didn't
c. did
8. **A:** Was there a statue in the middle of the square?
B: Yes, _____.
a. there was
b. there wasn't
c. was there
9. **A:** Did you visit your cousins last summer?
B: Yes, _____.
a. we did
b. we were
c. we didn't
10. **A:** Did Keith come on the trip?
B: No, _____.
a. he came
b. he didn't
c. he did

Dimensión 4

WRITING

Write a short paragraph about something that happened to you which made you feel sad, happy, angry, scared or excited. It can be a true or an imaginary story. Use these questions to help you:

- When did it happen? • Who was with you? • How did you feel?
- Where did it happen? • What happened? • What did you do? • What happened in the end?

_____ Autoevaluación Etapa 3

Elementos a evaluar	Si	No
Se entendió el tema de simple past.		
Respuestas completas y correctas.		

Etapa 4 Where should we go?

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.

Elementos de Competencia:

- ☐ Interpreta la idea general e información específica en textos cortos donde se describen planes a futuro.
- ☐ Utiliza el vocabulario correspondiente interpretando y proporcionando información sobre preferencias vacaciones, propiedades geográficas de lugares o malestares.
- ☐ Aplica las estructuras lingüísticas del futuro para expresar planes en contextos de actividades recreativas.
- ☐ Emplea las estructuras lingüísticas necesarias para dar sugerencias de remedios a malestares comunes.

Contenido Conceptual:

Vocabulario relacionado con tipos de características geográficas, actividades de vacaciones, también de posibles enfermedades.

Estructuras Lingüísticas: “future be going to”, “want to- would like to” y el verbo “should”. Lectura comprensiva: Traveling to New Zealand.

Dimensión 2 VOCABULARY

A. Write the words/phrases in the correct category.

forest	hiking	mountain	sightseeing	river
backache	the flu	sunbathing	sore throat	

AILMENTS	VACATION ACTIVITIES	GEOGRAPHICAL FEATURES
toothache	fishing	ocean

B. Match. Then use the phrases to complete the sentences.

- | | | |
|-------------|-----------------------|-------------|
| 1. pack | <input type="radio"/> | a. tickets |
| 2. book | <input type="radio"/> | b. bags |
| 3. exchange | <input type="radio"/> | c. a taxi |
| 4. call for | <input type="radio"/> | d. by plane |
| 5. travel | <input type="radio"/> | e. money |

- Did you _____ for our trip? What's our flight number?
- I want to _____ my _____ today, because I don't want to forget anything.
- I never _____, because I'm afraid of flying. I usually take my car.
- Can you _____ for me, please? I'd like to go to the airport. My sister is coming in about an hour.
- We need to _____ for our trip. Where is the bank?

Dimensión 3



BE GOING TO

 To form the future with *be going to*, use **am, is,** or **are + going to + the base form of the verb.**

Subject	Be Verb	going to	Base Form Verb + Other Words
I	am	going to	study Chinese.
Sandy	is	going to	visit museums.
They	are	going to	travel to Beijing.



source: English corporation, <http://www.englishshare.net/grammar/>

Check your writing online: www.grammarcheck.net/editor

A. Put the words in the correct order to make sentences.

- have / lesson / going / you / are / to / a / music / now / ?

Are you going to have a music lesson now?

- isn't / dinner / to / Carl / going / cook

3. going / a / my / parents / Mexican / restaurant / eat / to / are / at

4. you / when / room / clean / going / are / to / your / ?

5. new / we / car / buy / to / going / aren't / a

B. Complete the sentences with the Future *be going to* of the verbs in the box.

travel	eat	write down	arrive	meet	not buy	go	take
--------	-----	------------	--------	------	---------	----	------

1. **A:** Where are you going?

B: I _____ my friends in the park.

2. She _____ a taxi to the port.

3. I _____ my doctor's phone number for you. He's really good.

4. **A:** So, _____ you _____ by plane?

B: No, we decided that we _____ on a cruise.

5. **A:** What time _____ he _____?

B: At 7:30 p.m.

6. They _____ souvenirs from that store. They're not nice.

7. **A:** _____ we _____ snake soup?

B: I don't think so.

Grammar

A. Read the examples.

Want to - Would like to

A: *Would you like to have dinner with me tonight?*

B: *Yes, I'd love to.*

C: *I'm sorry, I can't.*

*I'd like to go out tonight.
Let's go to the movies.*

I'm going shopping. I want to buy a shirt. Do you want to come with me?

C. Write sentences using the prompts.

1. Jack / want / visit / castle / .

2. I / would like / go to / Chinese restaurant / .

3. They / want / go / guided tour / island / .

4. We / would like / do / water sports / .

5. She / not want / travel / by plane / .

6. Would / like / go / movies / with me / ?

SHOULD

We use 'should' for giving advice.

He should see a doctor.

We use 'should' to give an opinion or recommendation.

We should invest more in Asia.

'should' expresses a personal opinion and is much weaker and more personal than 'must' or 'have to', it is often introduced by 'I think...'

I think they should replace the chef.



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D. Complete the sentences with *should* / *shouldn't* and the verbs in the box.

visit eat get listen be book go stay buy

- I'm very tired. I _____ some sleep.
- You have bad teeth. You _____ chocolate every day.
- My parents want to go to Boston. They _____ tickets soon.
- The street is very busy. You _____ careful.
- Colin has a headache again. He _____ a doctor.
- You're studying for an exam. You _____ to music.
- You have the flu. You _____ in bed.
- It's a dangerous place. You _____ there alone.
- Michael is going camping. He _____ a sleeping bag.

COMMUNICATION

Match.

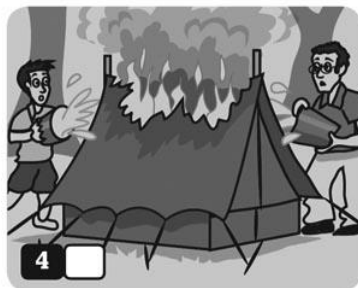
- | | | |
|---|-----------------------|------------------------------------|
| 1. Is that all? | <input type="radio"/> | a. No, I'd also like some soup. |
| 2. What's wrong? | <input type="radio"/> | b. Are you crazy? |
| 3. I'm going skydiving! | <input type="radio"/> | c. Congratulations! |
| 4. I won the race! | <input type="radio"/> | d. I have the flu. |
| 5. It's really hot today! | <input type="radio"/> | e. You should drink some warm tea. |
| 6. Did you fall and break your leg? | <input type="radio"/> | f. Yes, I can't wait! |
| 7. Are you excited about going to France? | <input type="radio"/> | g. Not exactly. |
| 8. I have a sore throat. | <input type="radio"/> | h. No kidding! |

READING

Read the story and check (✓) or cross (×) the pictures.

My First Camping Trip

Last June, I went camping with my dad in the mountains. When we arrived, my dad put our tent up by a lake, and we both went for a swim. I didn't have my swimsuit, so I swam in my shorts. The next morning I didn't want to go swimming, so I went for a bike ride in the forest. My dad put some chicken sausages on the barbecue and went for a swim. When I got back, I saw lots of smoke behind our tent. My dad came out of the lake, but all we found were a few black chicken sausages! The next day we didn't cook. We ate pizza at a restaurant in the town!



Dimensión 4
WRITING

Write a short paragraph about your vacation plans. Answer the questions:

- Where are you going to go?
- When are you going to leave and come back?
- Who are you going to go with?
- What are you going to take with you?

Autoevaluación etapa 4

Elementos a evaluar	Si	No
Se entendió el tema de be going to.		
Se entendió el tema de should.		
Respuestas completas y correctas.		

Realizó: MF. Yesika Atenea Rosas Sandoval (Coordinadora)

Aprobó: Miembros de Academia de Inglés

Verificó: Área de Apoyo y Desarrollo de Clase

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