



UANL



PORTAFOLIO DE EVIDENCIAS

OPORTUNIDAD EXTRAORDINARIA

INGLÉS EN ACCIÓN I

Nombre del estudiante: _____

Matrícula: _____ Fecha: _____

Docente: _____

Señala la oportunidad correspondiente:

3° 4° 5° 6°

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.
3. Verifica el envío correcto del portafolio.

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

ATENCIÓN

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



UANL



Departamento de Tutorías
ENERO - JUNIO 2026

Sesiones Oportunidades Extraordinarias

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OP. EXTRAORDINARIAS



**PORTFOLIO OF ACTIVITIES
EXTRAORDINARY OPPORTUNITIES**

ENGLISH IN ACTION I

Student's name: _____

Student's number: _____

Date: _____

Teacher: _____

Please point out the corresponding opportunity

3°

4°

5°

6°

It is a requirement to present at least 2 lectures, it is necessary for your integral formation and it is reflected in your learning process for the Learning Units:

The present portfolio is part of 50% of your grade. This value will be obtained as long as it complies with the following requirements:

1. Write your complete identification data.
2. Attach the portfolio in MS Teams in PDF format, on the day and time indicated by the teacher, in the Assignments section of the team corresponding to the subject (Do not forget to add your full name on each sheet).
3. Verify the correct submission of the portfolio.

WARNING

Plagiarism and trade of academic material contained in this portfolio will be sanctioned according to the terms of the University Legislation.

Course Policies and Guidelines

- Portfolio work is obligatory.
- The use of Apps for the translation of sentences and/or words in the portfolio will not be allowed.
- The portfolio must be worked on at home and individually. Copying is not allowed, otherwise the activity will be invalidated.
- In case the teacher asks you to upload any evidence, the identification data must be in blue pen or red.
- Incomplete evidence will not be allowed to be uploaded to Nexus.
- The activities must be submitted in due time and form, as requested by the teacher's request.

**PORTFOLIO
3rd OPPORTUNITY
ENGLISH IN ACTION I**

Name: _____ Date: _____

**Stage 1. First Conversations
Dimension 2. Comprehension
Complete the definitions.**

Sentence - Phrase - Fragment - Simple Sentence

- 1.- _____ has one subject and a verb combination.
- 2.- When you leave out either the subject or the verb, if your sentence is incomplete –this is a _____.
- 3.- A _____ is a group of words that does not have a subject + verb combination. A common type of phrase is a prepositional phrase.
- 4.- _____ is a group of words that contains at least one subject and verb and expresses a complete thought.

Dimension 3. Analysis

Read the following sentences and categorize them as fragments, phrases, and simple sentences.

	Fragments	Phrases	Simple Sentences
1.- She didn't expect a surprise party.			
2.- Was outside when everything happened.			
3.- The music very loud.			
4.- Under the bed.			
5.- Her mother made dinner for Melinda's friends.			
6.- On the table			

Read the sentences and choose the correct simple sentence pattern for each.

(SV, SVV, SSV, SSVV)

- 1.- George Lucas wrote the story and planned the special effects. _____
- 2.- At the end of the film, moviegoers applauded the defeat of the evil Empire. _____
- 3.- Star Wars is an amazing movie. _____
- 4.- Lucas and his team designed and built an imaginary world of good and evil. _____
- 5.- Darth Vader represents the evil Empire and always wears black. _____

Correct each sentence by writing it with the correct words capitalized.

1. crocodiles are dangerous animals that can found in africa.
2. i went to california with my italian friends.
3. my neighbour, mrs. parker, is an old lady.
4. My favourite book is harry potter and the deathly hallows by j. k. rowling.
5. did you know that katie was born on november 14th, 2011?
6. As james said, "she is the devil".
7. When my grandma got sick, my mother took her to see dr. stephens.
8. On friday i'll go to the cinema with miss. jessie.
9. I drank a pepsi when i was waiting my friend peter.
10. I wanted to visit south america but finally I will visit some countries in the north.

Dimension 4. Application

Choose the correct preposition. (ON, IN, AT)

- 1.- Jane went home _____ lunchtime.
2. - In England, it often snows _____ December.
3. - Do you think we will go to Jupiter _____ the future?
- 4.- There should be a lot of progress _____ the next century.
- 5.- Do you work _____ Mondays?

Complete the sentences with the correct form of the verbs from the box.

finish	go	live	watch	play
--------	----	------	-------	------

- 1.- David _____ table-tennis.
- 2.- They _____ to school on foot.
- 3.- Carol _____ in Paris.
- 4.- School _____ at 6.30.
- 5.- We _____ T.V. in the evening.

CHECKLIST PERFORMANCE EVALUATION STAGE 1			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly and applies it correctly.			
Uses grammar structures accurately.			
Writes the thesis statement, the body's topic sentences and the concluding statement coherently.			
Writes a proper conclusion.			
Expresses idea with coherence and clarity.			
Produces an argumentative text with correct structure.			
Points obtained by the student in the Stage			

Stage 2. You're a student

Dimension 3. Analysis

Read the paragraph. Choose the correct coordinating conjunction to complete each sentence.

for	and	nor	but	or	yet	so
-----	-----	-----	-----	----	-----	----

Example:

I don't have any eggs for the cake, so I need to go to the store.

My sister asked me to babysit my two nieces last Monday from 1:00 p.m. to 4:00 p.m.,
_1. _____ I wasn't sure I wanted to (or could!) watch the girls for four hours. I love
my nieces, 2. _____ they're very close in age (4 and 2), 3. _____ they're
also very active! I knew I'd have to find a fun activity for us to do for those four hours. We
had two choices—we could stay home and watch videos, 4. _____ we could go to the
park and play on the slide and swings. It wasn't a very nice day, _5. _____
was the sun shining. I knew the girls loved books, 6. _____ I decided we'd go to
the library. I'm glad we did, 7. _____ the storyteller arrived ten minutes after we
did. She amused the children for the next hour and a half, 8. _____ she amused
me, too! I didn't want to babysit, 9. _____ I had fun. I can't wait until the next time!

Read and write SS for simple sentence and CS for compound sentence

1. Sitting on a branch, the monkey gibbered. _____
2. The boys sang and the girls danced. _____
3. You should either sit quietly or go out. _____
4. The little girl was carrying a basket on her head. _____
5. The boys are singing. _____
6. He is famous, yet he is very humble _____

Dimension 4. Application

Present and Past Continuous. Choose the correct answer

1. _____ they coming over for dinner?
 - a) Is
 - b) Am
 - c) are
2. Snow _____ lightly. Suddenly a reindeer appeared.
 - a) Fell
 - b) Was falling
 - c) Is falling
3. My brother and sister _____ playing tennis at 11am yesterday.
 - a) Was
 - b) Were
 - c) Are
4. We _____ at a fancy restaurant tonight. Jason decided this yesterday.
 - a) Eat
 - b) Are eating
 - c) Eats
5. I _____ a movie when the lights went out
 - a) Am watching
 - b) Is watching
 - c) Was watching

Dimension 5. Metacognition

Search through the Animal Olympic article to find answers to these questions.

1. Which is the fastest running mammal on earth?

2. Is that True or false that the pronghorn runs to hunt?

3. Which mammal has the longest annual migration?

4. How much time is the sperm whale able to stay under the ocean?

5. Which animal jumps higher, the red kangaroo or a white-tailed deer?

6. How much can the strongest animal on earth transport on its body?

CHECKLIST PERFORMANCE EVALUATION STAGE 2			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly and applies it correctly.			
Uses grammar structures accurately.			
Writes the thesis statement, the body's topic sentences and the concluding statement coherently.			
Writes a proper conclusion.			
Expresses idea with coherence and clarity.			
Produces an argumentative text with correct structure.			
Points obtained by the student in the Stage			

Stage 3. From School to Home

Dimension 3. Analysis

Types of speech. Choose the correct type according to the definition.

1. To inform	3. To persuade
2. To entertain	4. To call into action

1. Recipients need to receive information or data that contributes to the construction of concepts (define, describe, explain processes).

2. To convince them about the emissary's point of view; to change the recipient's way of thinking or acting.

3. Humans need to live in group, relate with others and share their ideas and feelings in order to adapt successfully to their environment.

4. To drive the recipient to act in a specific direction through motivational elements. _____

Write the simple past of these verbs.

Infinitive	Simple past
Drink	
Go	
Look	
Play	
Sleep	
Work	
see	

Dimension 4. Application

Fill in the blanks with the correct form of the verbs in the box.

enroll, fail, revise, forget, call, make, pass

Our geography teacher _____ the previous lesson two hours ago. My desk mate was a successful freshman last year. He _____ any exams. In fact, he _____ all of them with distinction. Zhang _____ for the advanced cooking techniques course yesterday. Muhammed _____ a big mistake. He _____ to check his punctuation at the end of the writing exam. The teacher _____ the register five minutes ago. He should explain to him why he was late.

Complete the sentences with the correct form of the verb in simple past on parenthesis.

1. I _____ to the mall after school. (go)
2. I _____ my math's homework yesterday (do)
3. My brother _____ a bear an hour ago. (see)
4. Jenny and Peggy _____ help their brother. (not/help)
5. The children _____ at home last weekend. (be)

Read the sentences and put commas. Use red color.

1. Daisy Tomiko Keiko and Nina live near the college that they all attend.
2. Last week the girls decided to have a joint birthday party so they invited several friends for dinner.
3. They served Japanese tempura Mexican arroz con pollo Chinese stir-fried vegetables and American ice cream.

CHECKLIST PERFORMANCE EVALUATION STAGE 3			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly and applies it correctly.			
Uses grammar structures accurately.			
Writes the thesis statement, the body's topic sentences and the concluding statement coherently.			
Writes a proper conclusion.			
Expresses idea with coherence and clarity.			
Produces an argumentative text with correct structure.			
Points obtained by the student in the Stage			

Stage 4. Travel

Dimension 2. Comprehension

Read the definitions and choose the correct word from the box.

Narrative paragraph	-	Concluding sentence	- Story Message
Comma	-	Outline	- Paragraph
Topic sentence	-	Informative paragraph	- Time order signals

1. A _____ tells a story, either real or fictional, by introducing a topic, giving more details, and then ending with a reflection or transition to another paragraph.
2. _____ summarizes the main point of the paragraph. It often re-states the idea in the topic sentence using different words. Not all paragraphs have it.
3. _____ is used to divide or separate parts of a sentence in order to make the meaning clear and the sentence easier to read. It might be the most troublesome punctuation mark. This is largely due to the many different ways it is used. Sometimes, it indicates a pause that would occur if the sentence were spoken aloud. Other times, it separates grammatical components of the sentence.
4. An _____ speech is given for the purpose of providing information about a topic to the audience.
5. The _____ tells you BRIEFLY what the paragraph will be about.
6. An _____ is a diagram of the structure of the text. A good way to make sure you catch and understand the main points of a text is to _____ them as you read.
7. _____ is a group of sentences about one main idea. This means that each one has a topic (what you are writing about).
8. _____ is the way you put your information together into a standard presentation structure.
9. _____ are words or expressions that show the order in which events happen. They allow readers to understand a sequence of events.

Read the definition and choose the correct type of purpose from the box.

To entertain
action

To inform

To persuade

To call into
action

1. Humans need to live in group, relate with others and share their ideas and feelings in order to adapt successfully to their environment. _____

2. Recipients need to receive information or data that contributes to the construction of concepts (define, describe, explain processes). _____

3. To convince them about the emissary's point of view; to change the recipient's way of thinking or acting. _____

Dimension 3. Analysis

Choose a topic sentence. Look at the supporting sentences in these short paragraphs and choose the best topic sentence.

1." _____ . Mine is ten years old, and it is always breaking down when I need it. It costs a lot of money for repairs each year. Also, the heater doesn't work anymore, so it is cold in the winter. I really wish I could change it."

Choose the best topic sentence:

- a) My car costs a lot of money
- b) My car is very old
- c) I wish I could buy a new car

2." _____ . The teachers are all very old and boring. The courses are not good. The buildings are old and dirty, and there is no heating in them. Worst of all, it takes me two hours to get there. I wish I had gone to a different college."

- a) I don't like the teachers at my college
- b) I really hate my college
- c) My college is too old

Paragraph structure. Write the numbers 1- 3 to put the correct order of a paragraph

_____ The supporting sentence

_____ The supporting sentence(s)

_____ The topic sentence

CHECKLIST PERFORMANCE EVALUATION STAGE 4			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly and applies it correctly.			
Uses grammar structures accurately.			
Writes the thesis statement, the body's topic sentences and the concluding statement coherently.			
Writes a proper conclusion.			
Expresses idea with coherence and clarity.			
Produces an argumentative text with correct structure.			
Points obtained by the student in the Stage			

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