

PORTAFOLIO DE EVIDENCIAS

OPORTUNIDAD EXTRAORDINARIA

ENGLISH IN ACTION III

Nombre del estudiante: _____

Matrícula: _____ **Grupo:** _____

Docente: _____

Fecha: _____

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 oportunidad extraordinaria; no olvides agregar tu nombre completo en cada hoja.
3. Verifica el envío correcto del portafolio.

SIGUE LAS INSTRUCCIONES BRINDADAS 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.



DEPARTAMENTO DE TUTORÍAS OPORTUNIDAD EXTRAORDINARIA

**ESCANEA EL QR
PARA INGRESAR A
LAS SESIONES DE
APRENDIZAJE DE
OPORTUNIDAD
EXTRAORDINARIA
CON SUS
ACTIVIDADES**



**Recuerda acudir al
Depto. de Tutorías a
sellar las
actividades en las
fechas establecidas.**



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.**

Purpose: The learning unit English in Action III, which belongs to the third semester core group of subjects in the Bilingual Program, contributes to the development of communicative skills in a second language. This learning unit allows students to develop listening, reading, writing, and speaking skills, as well as the sub-skills of grammar and vocabulary that fulfill the complete language practice. In this learning unit, you work with basic grammar structures to improve your writing skills to create paragraphs of different types. You also develop reading skills through the analysis of articles from different websites and magazines that will increase your stock of vocabulary. All these practices enable you to have an effective oral and written communication.

PORTFOLIO THIRD CHANCE

**ENGLISH IN ACTION III
3RD SEMESTER**

STUDENT'S NAME: _____ GROUP: _____

STUDENT'S NUMBER: _____ DATE: _____

Stage 1

"Essential Planning"

DIMENSION 1. RETRIEVAL

I.- READ EACH DEFINITION AND UNDERLINE THE CONCEPT THAT CORRESPONDS TO IT.

1.- It is a piece of writing that expresses a person's point about a particular topic.

A) Introduction B) Body paragraph C) Essay D) Conclusion

2.- It guides the reader into the paper.

A) Introduction B) Body paragraph C) Essay D) Conclusion

3.- Support the main ideas of the thesis statement.

A) Introduction B) Body paragraph C) Essay D) Conclusion

4.- It is a brief summary of your essay.

A) Introduction B) Body paragraph C) Essay D) Conclusion

DIMENSION 2. COMPREHENSION

I.- 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.

DIMENSION 3. ANALYSIS

I.- READ THE NEXT SENTENCES AND IDENTIFY THE USE OF EACH MODAL VERB USED IN EACH STATEMENT. LOOK AT THE EXAMPLE

0.- I used to practice gymnastics since I was child, that`s the reason I **CAN** jump so high.

A= ability

1.- My mom has a lot of activities to do, she has to take care of us, cleans the house, cooks for us, so I think we **should** give her a gift card from a Spa, so she will take a relax.

A =

2.- If we save enough money, we **might** go to Disneyland. We have to make an extra effort working and selling some things.

A=

3.- Your results are so bad. You **must** work more in classes and study for your exams, because you can lose the first opportunity.

A=

5.- When there's a competition we **have to** train a lot because we always want to win.

A=

DIMENSION 4. APPLICATION

I.- READ THE SENTENCES AND USE THE CORRECT TRANSITION WORD GIVEN IN THE BOX.

A) HOWEVER B) LIKE C) IN THE OTHER HAND D) FINALLY E) IN CONCLUSION

1.- The expository essay needs investigation. _____, we have the argumentative one which also needs investigations but it needs to be controversial.

2.- When public speaking you speak but also need body language _____ moving your hands, speaking clearly, eye contact, etc.

3.- If you are good in some subject maybe you will get a good result, _____ you need to practice a little before an exam.

4.- In order to improve your speech first you need to write it on a paper, then practice in front of a mirror or to someone, _____ you can be sure about the information you will say.

5.- _____ in this semester we learned how to write different kinds of essays.

DIMENSION 5. METACOGNITION

I.- MAKE A BROCHURE IN ORDER TO COMPLETE THE INFORMATION WITH THE DO'S AND DON'TS WHEN YOU HAVE TO GIVE AN SPEECH. USE THE NEXT TEMPLATE, YOU CAN ADD IMAGES. look at the examples

POSTURES	
DO S  shutterstock.com · 1088905937	DON'T S 

- Eye contact - - - -	- Rubbing your hands - - - -
--	---

CHECKLIST			
PERFORMANCE EVALUATION			
STAGE 1			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly.			
Applies the content correctly.			
Uses grammar structures accurately.			
Answers all the dimensions in this stage.			
Delivers on time.			
Points obtained by the student in the Stage			

Stage 2

"CONVINCING ARGUMENTS"

DIMENSION 1.- RETRIEVAL

I.-CHOOSE THE CORRECT PASSIVE VOICE OF EACH ACTIVE VOICE SENTENCE.

1.- The hunter killed the lion.

- A) The hunter was killed the lion
- B) The lion was killed by the hunter
- C) The lion were killed.

3.- Smithers painted "Red Sunset" in 1986.

- A) "Red Sunset" was painted by Smithers in 1986
- B) Red Sunset is painted by Smither
- C) "Red Sunset" will being painted by Smither in 1986

2.- They kipped the books.

- A) The books were kipped.
- B) The books are kipped by.
- C) Kipped by them the books.

4- Someone cooks the dinner.

- A) Dinner is doing by someone
- B) Someone does the dinner cooked
- C) The Dinner is cooked.

DIMENSION 2. COMPREHENSION

I.- COMPLETE THE SENTENCES IN PASSIVE VOICE TENSE. AT THE END OF EACH STATEMENT IS WRITTEN THE TENSE YOU HAVE TO USE IN ORDER TO COMPLETE THEM. LOOK AT THE EXAMPLE.

1.- This portfolio was designed by the teacher. (Simple past)

2.- I noticed that a window _____(Be) left open. PAST PERFECT

3.- A Hard Day's Night" _____ (write) by the Beatles. simple past

4.- This house _____ (build) by my father. simple past

5.- This store _____ (serve) by a kind person. simple present

DIMENSION 3. ANALYSIS

I.- READ THE NEXT STATEMENTS AND WRITE THE NAME OF THE READING THAT CORRESPONDS ACCORDING TO THE INFORMATION GIVEN IN EACH SENTENCE.

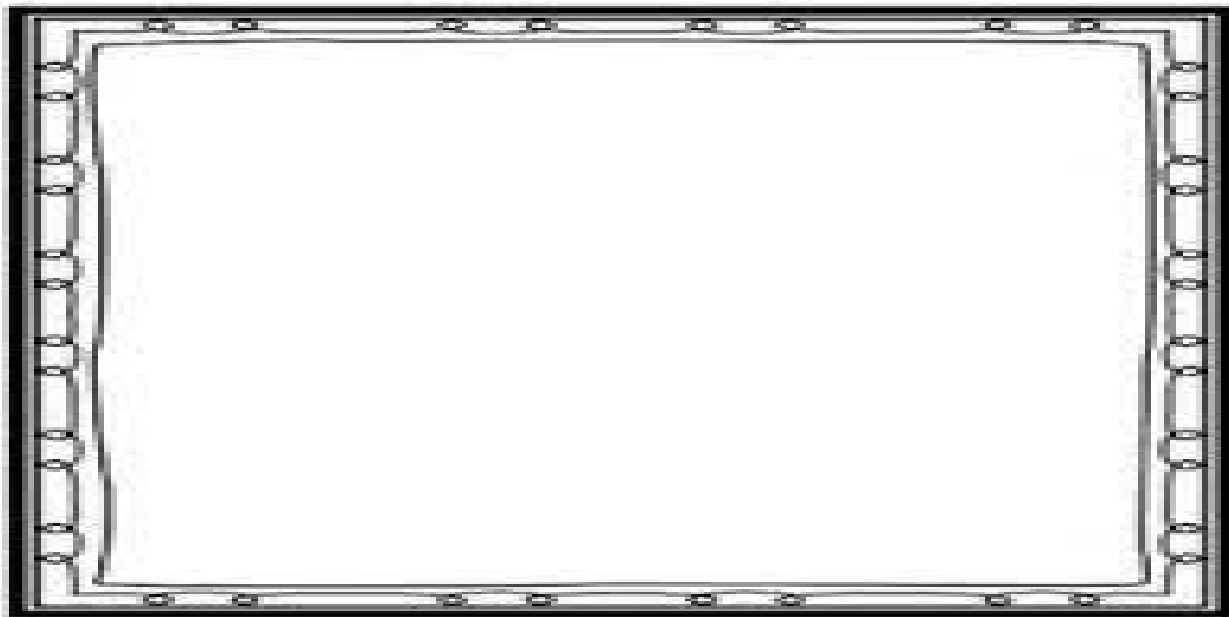
A) VIRTUAL ODORS

B) PITCH AND TIMBRE

- 1.- This reading says that sight and sounds are the 2 senses a movie can capture. _____
- 2.- 1920 was the year that a movie could capture the senses mentioned in the last sentence. ____
- 3.- Music is the one unifying characteristic of human life. _____
- 4.- The meaning of a word depends on the context, smells function a little bit like them. _____
- 5.- Timbre is the principal feature sound we use to recognize other`s voices. _____

DIMENSION 4 AND 5.- APPLICATION/ METACOGNITION

I.- ADD AN IMAGE IN THE SPACE PROVIDED BELOW IN ORDER TO GIVE AN EXAMPLE OF KINESTHETICS , THEN EXPLAIN WHERE IT IS APPLIED AND THE KIND OF KINESTHETIC IS (are).



CHECKLIST			
PERFORMANCE EVALUATION			
STAGE 2			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly.			
Applies the content correctly.			
Uses grammar structures accurately.			
Answers all the dimensions in this stage.			
Delivers on time.			
Points obtained by the student in the Stag			

Stage 3

"EFFECTIVE HOWS"

DIMENSION 1 .RETRIEVAL

I.- CHOOSE TRUE OR FALSE ACCORDING TO THE DEFINITION AND CHARACTERISTICS OF AN OPINION ESSAY.

- 1.- In an opinion essay you can give your opinion. A) True B) False
- 2.- You don't have to support your ideas (opinions). A) True B) False
- 3.- Present the opposite version of your idea in your opinion essay. A) True B) False
- 4.- It is not necessary to use connectors. A) True B) False

DIMENSION 2.- COMPREHENSION

I.- COMPLETE THE SENTENCE USING THE VERB IN PARENTHESES WITH THE CORRECT VERB PATTERN.

- 1.- I hope _____ (win) the lottery.
A) winning
B) To win
C) win
- 2.- My sister admitted _____ (take) my dress without my permission.
A) Taking
B) To take
C) Takes
- 3.- We are planning _____ (have) a big party
A) Have
B) Having
C) To have

DIMENSION 3. ANALYSIS

I.- READ THE NEXT QUOTATIONS AND WRITE ON THE LINE WHAT KIND OF QUOTATION IS (DIRECT OR INDIRECT)

44- Julia said that he was angry because of the results. _____

45.- Walters (2005) found “students are very Smart in this field”. _____

46.- The Universal declaration of human rights states that everyone has the right to see and enjoy other countries. (Balliet, 2003) _____

47.- George Washington believed that the world takes notice when you everyday actions are done well. _____

DIMENSION 4. APPLICATION

I.- WITH THE NEXT INFORMATION BUILD A REFERENCE. TAKE IN ACCOUNT THE ORDER YOU HAVE TO FOLLOW TO CONSTRUCT A REFERENCE.

WILL KENTON

<https://www.investopedia.com/terms/b/bubble.asp>

“What Is an Economic Bubble and How Does It Work, With Examples”

April 03, 2022

DIMENSION 5. METACOGNITION

I.- DESCRIBE THE ECONOMIC BUBBLE “TULIPOMANIA” . MENTION WHAT, WHERE AND HOW IT HAPPENED.

REMEMBER THAT:

“A bubble is an economic cycle that is characterized by the rapid escalation of market value, particularly in the price of assets. An economic bubble occurs any time that the price of a good rises far above the item's real value.” (Fontinelle, A., 2022)

CHECKLIST			
PERFORMANCE EVALUATION			
STAGE 3			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly.			
Applies the content correctly.			
Uses grammar structures accurately.			
Answers all the dimensions in this stage.			
Delivers on time.			
Points obtained by the student in the Stage			

Stage 4

“CREATIVE PERFORMANCES”

DIMENSION 1. RETRIEVAL

I.- MATCH THE CONCEPT WITH THE DEFINITION THAT FITS BETTER.

- | | |
|-----------------|---|
| 1.- GESTURES | A) It is a body language |
| 2.- EYE CONTACT | B) Gives feedback from the audience |
| 3.- POSTURE | C) The foundation of physical appearance. |
| 4.- KINESTHETIC | D) Can be some of the most direct body language signal. |

DIMENSION 2. COMPREHENSION

I.- COMPLETE THE CHART WITH THE READINGS STRATEGIES ACCORDING WITH THE EXAMPLE GIVEN IN EACH COLUMN.

- A) A prior knowledge/ previewing B) Identifying the main idea C) Making inferences
D) Predicting E) Questioning F) Visualizing

TYPE OF READING STRATEGIE	STRATEGY YOU CAN APPLY
	Asking and answering questions
	Determine what is important
	Preview text
	Illustrations
	Recognizing clues in the text
	Expectations

DIMENSION 3. ANALYSIS

I.- WRITE "T" IF THE STATEMENT IS TRUE OR "F" IF THE STATEMENT IS FALSE ACCORDING TO BLINK READING.

- 1.- The players were stressed by card number ten. _____
- 2.- When we get conclusions we are using our modes of thinking. _____
- 3.- The quality of a decision corresponds to the time and effort we went into making it. _____
- 4.- Our first impressions don't help us to make inferences. _____
- 5.- Our brain has two different ways to make decisions. The first one is the conscious and the other one is the adaptive unconscious. _____

DIMENSION 4. APPLICATION

I.- COMPLETE THE ANALOGIES.

A) Light B) Return C) Go D) Canvas

- 1.- Purchase is to keep as borrow is to _____.
- 2.- Red is to stop as green is to _____.
- 3.- Pencil is to paper as paint is to _____.
- 4.- Rock is to heavy as feather is to _____.

DIMENSION 5.- METACOGNITION

I.- EXPLAIN WHAT “WISDOM OF CROWDS” READING IS ABOUT AND THE CONCLUSION THE AUTHOR REACHED WITH THE SITUATION.

CHECKLIST			
PERFORMANCE EVALUATION			
STAGE 4			
Performance indicator	YES	NO	OBSERVATIONS
Uses vocabulary (concepts) properly.			
Organizes the content properly.			
Applies the content correctly.			
Uses grammar structures accurately.			
Answers all the dimensions in this stage.			
Delivers on time.			
Points obtained by the student in the Stage			

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