

ÁREA ACADÉMICA:
PROGRAMA EDUCATIVO:
PERIODO:

PORTAFOLIO

INGLÉS VII

DOCENTE: OCAMPO MÁRQUEZ ANA KAREN

ESTUDIANTE: SALDAÑA GODINEZ JOSE ISRAEL

NÚMERO DE CONTROL: 1220100579

GRUPO: GIDS4082

CALIFICACIÓN

UNIDAD I	UNIDAD II	PROMEDIO FINAL
8	8	8

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SYLLABUS



Universidad Tecnológica
del Norte de Guanajuato
Órgano Público Descentralizado del Gobierno del Estado

"Educación y progreso para la vida"

INGLÉS 7 (ENERO – ABRIL 2023)

Materiales sugeridos para extraer la sección de gramática para cada unidad, de acuerdo con la Hoja de Asignatura actual.

UNIDAD 1 SITUACIONES DIPLOMÁTICAS (Indirect questions & futuro continuo) Unidad 1 = 30 horas

- ✓ Indirect questions
 - Can you tell me...? Do you know...? I wonder if...? Don't you know...? Could you tell me...?
- ✓ Futuro continuo
 - Reconocer estructura y uso del futuro.
 - Presente continuo.
 - Identificar la estructura y función del futuro continuo en sus formas afirmativa, interrogativa y negativa.

BOOK	UNIT	LESSON
World link 1	Unit 12	Lesson B
World link 2	Unit 6	Lessons A & B
World link 3	Unit 2	Lessons A & B
World link 3	Unit 5	Lesson B
	Unit 8	Lesson B



ANEXO 1

CUATRIMESTRE: SEGUNDO DE INGENIERIAS
VALOR EVALUACIÓN ORAL: 3 PUNTOS

UNIDAD: 1
INGLÉS: SIETE (VII)

INSTRUCTIONS: In pairs, the students will talk about their activities scheduled in a fictitious agenda using future continuous, and then his – her partner will also ask him-her questions about their plans using indirect questions.

Valor	Holistic Scale for Assessing Speaking (S)
3.0	Excellent – Communicative; reflects total awareness of sociolinguistic aspects; well-organized and coherent; contains a range of grammatical structures with minor errors that do not impede comprehension; good vocabulary range.
2.7	Very good – Clear; high awareness of sociolinguistic aspects; sufficient organization and coherence; sufficient use of grammatical structures with very few major and minor errors that do not impede comprehension; sufficient vocabulary range.
2.4	Good – Comprehensible; some awareness of sociolinguistic aspects; adequate organization and coherence; adequate use of grammatical structures with some major errors that do not impede comprehension; somehow limited vocabulary range.
2.1	Average – Somewhat comprehensible; little awareness of sociolinguistic aspects; very few problems with organization and coherence; basic use of grammatical structures with limited range and some errors that rarely impede comprehension; limited vocabulary range.
1.8	Fair – Barely comprehensible; very little awareness of sociolinguistic aspects; some problems with organization and coherence; reflects basic use of grammatical structures with very limited range and major errors that at times impede comprehension; basic vocabulary range.
1.5	Poor – Almost not comprehensible; no awareness of sociolinguistic aspects; lacks organization and coherence; basic use of grammatical structures with many minor and major errors that often impede comprehension; basic to poor vocabulary range.

Versión: Mayo -Agosto 2019 programa 2014

ANEXO 2

Rúbrica para evaluación del SABER SER para TSU e Ingeniería



Note: The teacher will assign the value for each criterion according to the needs and characteristics of each specific group and every unit, if needed.

SABER SER			
Criterion	Values		
	Satisfactory	Fair	Insufficient
Punctuality Value: _____	Student was punctual in 100% of the classes	Student was punctual in 90 to 80% of the classes	Student was punctual in 70% of the classes
Attendance Value: _____	Student attended 100% of the classes	Student attended 90% of the classes	Student attended 80% of the classes
Class Materials Value: _____	Student brought 100% of the material needed in class (book, handouts, etc.)	Student brought 90-80% of the material needed in class (book, handouts, etc.)	Student brought 70% of the material needed in class (book, handouts, etc.)
Homework Value : _____	100% of the homework was delivered correct and on time.	90 to 80% of the homework was delivered correct and on time.	70% of the homework was not delivered correct or on time.
Other: _____ Value: _____	100% of _____	90 to 80% of _____	70% _____
PORTFOLIO OF EVIDENCE			
THE PORTFOLIO OF EVIDENCE DOES NOT HAVE A GRADE, BUT IT <u>MUST</u> BE HANDED IN TO RECEIVE THE GRADE OF THE ORDINARY AND <u>MAKE UP EVALUATIONS</u> . IT MUST BE HANDED IN COMPLETE AND ON TIME.			

Versión: Mayo - Agosto 2019 programa 2014

ANEXO 3



**INGLES VII
UNIDAD I**

CRITERIOS DE EVALUACION:

**Instrumento 1
ENSAYO**

1. El alumno responderá a un ejercicio práctico sobre la información contenida en un audio (V. 1pt.).
2. El alumno responderá a ejercicios gramaticales (V. 1pt.).
3. El alumno responderá un cuestionario escrito sobre la información contenida en un texto (V. 1pt.).

CRITERIOS DE EVALUACIÓN			
No.	Criterio	Saber	Saber hacer
1	Redacción	1.0	2.0
VALOR DEL INSTRUMENTO		1.0	2.0

**Instrumento 2
LISTA DE COTEJO**

1. El alumno realizará una presentación oral frente a grupo (V. 3pts.).
2. El alumno será evaluado con respecto al Saber Ser con el anexo rúbrica 2 (V. 1pt.).
3. Evaluación escrita (V. 3pts.).

CRITERIOS DE EVALUACIÓN			
No.	Criterio	Saber	Saber hacer
1	CUMPLIMIENTO DE TAREAS	3.0	3.0
2	SER	0.0	1.0
VALOR DEL INSTRUMENTO		3.0	4.0

PLANEACION DE LA MATERIA



Universidad Tecnológica
del Norte de Guanajuato
Organismo Público Descentralizado del Gobierno del Estado

PLANEACIÓN Y CONTROL DE AVANCES

ÁREA ACADÉMICA:	TECNOLOGÍAS DE LA INFORMACIÓN Y COMUNICACIÓN	PROGRAMA EDUCATIVO:	INGENIERÍA EN DESARROLLO Y GESTIÓN DE SOFTWARE			PERIODO(CUATRIMESTRE/AÑO):	ENE - ABR 2024
ASIGNATURA:	INGLÉS VII	HRS CUATRIMESTRE:	60				
COMPETENCIA A DESARROLLAR:		COMUNICAR SENTIMIENTOS, PENSAMIENTOS, CONOCIMIENTOS, EXPERIENCIAS, IDEAS, REFLEXIONES, OPINIONES, EN LOS ÁMBITOS PÚBLICOS, PERSONAL, EDUCACIONAL Y OCUPACIONAL, PRODUCTIVA Y RECEPTIVAMENTE EN EL IDIOMA INGLÉS DE ACUERDO AL NIVEL B1, USUARIO INDEPENDIENTE, DEL MARCO DE REFERENCIA EUROPEO PARA CONTRIBUIR EN EL DESEMPEÑO DE SUS FUNCIONES EN SU ENTORNO LABORAL, SOCIAL Y PERSONAL.					
OBJETIVO DE LA ASIGNATURA:		EL ALUMNO INTERCAMBIARÁ INFORMACIÓN DE FORMA DIPLOMÁTICA SOBRE ACTIVIDADES QUE PLANEAS LLEVAR A CABO EN UN TIEMPO DETERMINADO EN EL FUTURO, ASÍ COMO DE HÁBITOS Y ACTIVIDADES QUE CONCLUYERON EN EL PASADO PARA DESARROLLARSE DENTRO DE SU ENTORNO LABORAL.					
FACILITADOR:	OCAMPO MÁRQUEZ ANA KAREN					GRUPO:	GIDS4082-E
UNIDAD	NOMBRE DE LA UNIDAD	HRS. UNIDAD	FECHA DE INICIO dd/mm/aa	FECHA DE TÉRMINO dd/mm/aa	FECHA DE ENTREGA DE RESULTADOS DE EVALUACIÓN A DIRECCIÓN dd/mm/aa - dd/mm/aa	NOMBRE(S) DE INSTRUMENTO(S)	OBJETIVO DE LA UNIDAD
1	I. Situaciones diplomáticas	30.0	P 08-01-24 RD 08-01-24 RA	P 23-02-24 RD RA	P 26-02-24 - 01-03-24	Ensayos, Lista de Cotejo	El alumno solicitará y proporcionará información de manera formal sobre actividades que se estarán realizando en un momento determinado en el futuro para interactuar en su entorno profesional.
2	II. Discutiendo sobre el pasado	30.0	P 26-02-24 RD RA	P 19-04-24 RD RA	P 22-04-24 - 26-04-24	Ensayos, Lista de Cotejo	El alumno intercambiará información sobre situaciones repetitivas que realizó y de actividades que concluyeron en el pasado, previas a otra, para relacionarse con su entorno profesional.
OBSERVACIONES GENERALES:		1.- El alumno se hará responsable de la generación, manejo y custodia del portafolio de evidencias impreso y/o electrónico. 2.- De no cumplir con los contenidos (de las unidades temáticas) el tiempo programado, las horas se cubrirán con actividades extra clase que los alumnos desarrollarán. 3.- Esta planeación y control de avances se le dará a conocer a los alumnos, firmando todos de enterados en la parte posterior. 4.- Será de carácter obligatorio para los alumnos que no acrediten alguna unidad temática asistir a asesorías para tener derecho a evaluación de recuperación					
P	Fecha planeada						
RD	Fecha real capturada por el docente						
RA	Fecha real capturada por el jefe de grupo						

UNIDAD 1

Contenido del programa

UNIDAD 1 SITUACIONES DIPLOMÁTICAS (Indirect questions & futuro continuo)

Unidad 1 = 30 horas

- ✓ Indirect questions
 - Can you tell me...? Do you know...? I wonder if...? Don't you know...? Could you tell me...?
- ✓ Futuro continuo
 - Reconocer estructura y uso del futuro.
 - Presente continuo.
 - Identificar la estructura y función del futuro continuo en sus formas afirmativa, interrogativa y negativa.
 -

FECHA DE EVALUACIÓN:

12/02/24

Desglose de calificación de **unidad 1**

Reading	
Listening	
Grammar	
Writing	
Oral evaluation	
Saber Ser	

Rúbricas unidad 1

INGLÉS VII ANEXO 1

CUATRIMESTRE: séptimo (7º) Ingeniería

UNIDAD: 1

VALOR EVALUACIÓN ORAL: 3 PUNTOS

INSTRUCTIONS: In pairs, the students will talk about their activities scheduled in a fictitious agenda using future continuous, and then his – her partner will also ask him-her questions about their plans using indirect questions.

Valor	Holistic Scale for Assessing Speaking (S)
3.0	Excellent -- Communicative; reflects total awareness of sociolinguistic aspects; well- organized and coherent; contains a range of grammatical structures with minor errors that do not impede comprehension; good vocabulary range.
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2.1	Average – Somewhat comprehensible; little awareness of sociolinguistic aspects; very few problems with organization and coherence; basic use of grammatical structures with limited range and some errors that rarely impede comprehension; limited vocabulary range.
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1.5	Poor -- Almost not comprehensible; no awareness of sociolinguistic aspects; lacks organization and coherence; basic use of grammatical structures with many minor and major errors that often impede comprehension; basic to poor vocabulary range.

Versión: Enero-Abril 2019 programa 2014

INGLÉS VII ANEXO 2

Rúbrica para evaluación del SABER SER para TSU e Ingeniería

Cuatrimestre: séptimo (7º) Ingeniería
1 punto.

Unidades: 1

Valor:

SABER SER			
Criterion	Values		
	Satisfactory	Fair	Insufficient
Punctuality Value: _____	Student was punctual in 100% of the classes	Student was punctual in 90 to 80% of the classes	Student was punctual in 70% of the classes
Attendance Value: _____	Student attended 100% of the classes	Student attended 90% of the classes	Student attended 80% of the classes
Class Materials Value: _____	Student brought 100% of the material needed in class (book, handouts, etc.)	Student brought 90-80% of the material needed in class (book, handouts, etc.)	Student brought 70% of the material needed in class (book, handouts, etc.)
Homework Value : _____	100% of the homework was delivered correct and on time.	90 to 80% of the homework was delivered correct and on time.	70% of the homework was not delivered correct or on time.
Other: _____ Value: _____	100% of _____	90 to 80% of _____	70% _____
PORTFOLIO OF EVIDENCE			
THE PORTFOLIO OF EVIDENCE DOES NOT HAVE A GRADE, BUT IT <u>MUST</u> BE HANDED IN TO RECEIVE THE GRADE OF THE ORDINARY AND <u>MAKE UP EVALUATIONS</u> . IT MUST BE HANDED IN COMPLETE AND ON TIME.			

Note: The teacher will assign the value for each criterion according to the needs and characteristics of each specific group and every unit, if needed.

Versión: Enero - Abril 2019 programa 2014

INGLÉS VII

ANEXO 3

CUATRIMESTRE: séptimo (7º) Ingeniería

UNIDAD: 1

VALOR EVALUACIÓN ESCRITA: 3 PUNTOS

INSTRUCTIONS: The student will write a 250 word formal letter asking for information or help using indirect questions, future continuous, and present continuous.

Valor	Holistic Scale for Assessing Writing (W)
3.0	Excellent -- Communicative; reflects total awareness of sociolinguistic aspects; well- organized and coherent; contains a range of grammatical structures with minor errors that do not impede comprehension; good vocabulary range.
2.7	Very good -- Clear; high awareness of sociolinguistic aspects; sufficient organization and coherence; sufficient use of grammatical structures with very few major and minor errors that do not impede comprehension; sufficient vocabulary range.
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1.5	Poor -- Almost not comprehensible; no awareness of sociolinguistic aspects; lacks organization and coherence; basic use of grammatical structures with many minor and major errors that often impede comprehension; basic to poor vocabulary range.

Versión: Enero–Abril 2019 programa 2014

Requisitos:

- 1.- El reporte escrito no será evaluado si no son las palabras propias del alumno (Copiado, plagiado o traducido).
- 2.- Un texto de menos de 200 palabras no podrá ser evaluado.
3. Para los cuatrimestres que realicen párrafos, es requisito que los párrafos del escrito contengan topic sentence, supporting sentences y concluding sentence para ser evaluados.

EVALUACIÓN ESCRITA

Questions no one knows the answers

GRUPO: G1054082

13 02 24 Scribe

José Israel Saldaña Godínez

My classmates they will be enjoying their life to the fullest.

My friend Sergio will be working in company in to 3 years.

I will be living in other city.

In 2-3 years I will be meeting with my friends to organize one fest

Antonio in to 4-5 years he will be living with his girlfriend.

In 4 years I will be working in my own business.

Sergio a personal level, he will be prioritizing your physical and mental well-being. He will be living authentically and fully.

He will be enjoying and taking advantage of his life. living together and drinking beer with your friends if you have girlfriend enjoying with her and he will have a family.

He work will be making significant contributions to his field.

Omar he will be playing football in a great league overcoming and enjoying every moment, well be celebrating important moments.

Cesar will finally be conquering the girl he likes will be improving his english so he will not having problems in his future with work.

Listening activity

edpuzzle

← Vídeo Lección

Indirect questions (or embedded questions) - for when you need to be polite

De Ana Karen Ocampo Márquez. Fecha de entrega: 15 ene., 11:59pm

Indirect questions (or embedded questions) - for when yo...

Copy link

embedded indirect questions

YouTube

Video completado

100%

Respuestas correctas

4/5

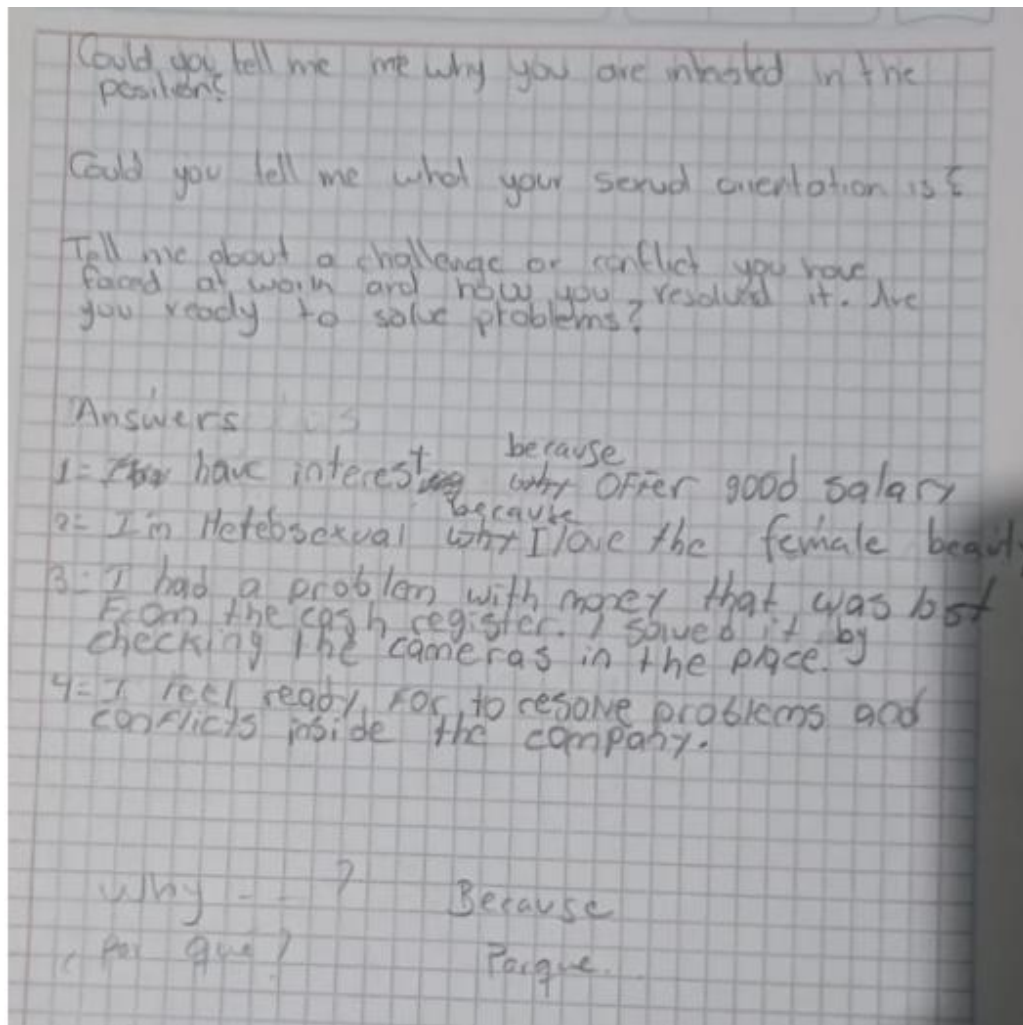
Curso

79 sobre 100

Speaking activity



Writing activities.



¿Cómo te fue en tu actividad de discusión en inglés?
 I didn't enjoy it much since I started making a video for an assignment and I didn't have much time to watch the serie.

¿Qué que contribuyó a alguno de tus habilidades comunicativas?
 I started the day excited, however I remembered that I had a video pending to record and I thought I would finish it soon, however it was not like that and I spent most of the day doing the activity to be able to record the video.

¿Qué actividad comunicativa practicaste?
 Of the few chapters that I managed to see, I strengthened my ability to listen and read a little and added subtitles to be able to understand more.

¿Qué palabras o expresiones nuevas aprendiste?
 For now I don't remember the words but there were several.

¿Qué otro aprendizaje tuviste?
 I learned the pronunciation of several words, I even learned how to say the word deception in English, I thought it meant disappointment since it was similar.

Now after watching some chapters in English, I will be able to understand a little more.

¿Cuál será tu siguiente actividad en inglés?
 I will finish ~~the~~ watching the serie since I only have 3 chapters left.

Reading activity

Grammar activities

Resibidos (3,347) - israel@idn... x 9-01 - josasa293@gmail.com... x 1.2 Grammar & Writing, Indirec... x Indirect questions quiz (multipl... x

e-grammar.org/indirect-questions-multiple-choice-test/

Check test Answer key Clear test

Going to
Irregular verbs
Modal verbs
If-conditional
Passive voice
Reported speech
Time clauses
Relative clauses
Indirect questions
Question tags
Imperative sentence
Gerund and infinitive
Direct | indirect object
Nouns

Would you mind telling me [who your boyfriend is] ? Right

I'd like to know [what time it started] . Right

I was wondering [if you could support us] Right

Do you know [where your classmates are] ? Right

Could you tell me [what time it is] ? Right

Do you have any idea [how long the film will be] ? Right

I'd like to know [when it happened] . Right

Can you remember [where it was] ? Right

I want to know [what their real names are] . Right

Can you tell me [what I should do] ? Right

I wonder [how long he's been here] . Right

Do you know [why I'm so upset] ? Right

Check test Answer key Clear test

► BACK to online [indirect questions](#) multiple choice exercises, gap-filling and grammar rules.

Do you know where Marion lives?
Where does Marion live?

Check test Answer key Clear test

Would you mind telling me how old Jane is?
[how old is Jane] ? Right

I was wondering if Joe could help me.
[could Joe help] me? Right

I wonder what the weather will be like next week.
[what will the weather be like] next week? Right

Can you tell me where you have been so long?
[where have you bee] so long? Right

Do you know what Greg does?
[what does Greg d] ? Right

I'd like to know whether they agree.
[do they agree] ? Right

Could you tell me why you did not come?
[why did you not com] ? Right


Do you have any idea how much it cost?
[how much did it cost] ? Right

Do you know when it started?
[when did it start] ? Right


I wonder what you think about it.
[what do you think] about it? Right

I'd like to know if Mary will join us.
[will Mary join] us? Right


Could you let me know where Ben was?
[where was Be] ? Right

 Ver todos los informes

QUIZIZZ



 Nombre del cuestionario
Direct to Indirect Questions


 Fecha jugada
ene 17, 2024 5:31 PM


 Organizado por
Ana Karen Ocampo Márquez


Precisión
80%




Precisión de clase
73%



Preguntas
calificadas
13


Correcto
13


Incorrecto
0



Promedio tiempo
27.4s


Repite este cuestionario con tu hijo

Jugar ahora

Encuentra cuestionarios similares

Reporte detallado

 13 preguntas

UNIDAD 2

Contenido de programa

UNIDAD 2 DISCUTIENDO SOBRE EL PASADO (Pasado perfecto & would para pasado)

Unidad 2 = 30 horas

- ✓ Pasado perfecto
 - Reconocer la forma en pasado participio de los verbos.
 - Identificar la estructura del pasado perfecto en sus formas afirmativa, negativa e interrogativa.
 - Identificar las expresiones de tiempo utilizadas en el pasado perfecto: after, before, as soon as, by the time.
 - Distinguir usos del pasado simple y el pasado perfecto.
- ✓ Would para pasado
 - Estructura gramatical del auxiliar would.
 - Uso del auxiliar would para expresión de hábitos del pasado.
- Discriminar entre el uso del used to vs. Would.

FECHA DE EVALUACIÓN:

04/03/2024 to 19/04/2024

Desglose de calificación de **unidad 2**

Reading	
Listening	
Grammar	
Writing	
Oral evaluation	
Saber Ser	

Rúbricas unidad 2

INGLÉS VII ANEXO 1

CUATRIMESTRE: séptimo (7º) Ingeniería

UNIDAD: 2

VALOR EVALUACIÓN ORAL: 3 PUNTOS

INSTRUCTIONS: The student will tell the professor about an activity s/he did in the past to state later five activities he or she had already done by the time using the past perfect tense.

Valor	Holistic Scale for Assessing Speaking (S)
3.0	Excellent -- Communicative; reflects total awareness of sociolinguistic aspects; well- organized and coherent; contains a range of grammatical structures with minor errors that do not impede comprehension; good vocabulary range.
2.7	Very good – Clear; high awareness of sociolinguistic aspects; sufficient organization and coherence; sufficient use of grammatical structures with very few major and minor errors that do not impede comprehension; sufficient vocabulary range.
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2.1	Average – Somewhat comprehensible; little awareness of sociolinguistic aspects; very few problems with organization and coherence; basic use of grammatical structures with limited range and some errors that rarely impede comprehension; limited vocabulary range.
1.8	Fair -- Barely comprehensible; very little awareness of sociolinguistic aspects; some problems with organization and coherence; reflects basic use of grammatical structures with very limited range and major errors that at times impede comprehension; basic vocabulary range.
1.5	Poor -- Almost not comprehensible; no awareness of sociolinguistic aspects; lacks organization and coherence; basic use of grammatical structures with many minor and major errors that often impede comprehension; basic to poor vocabulary range.

Versión: Enero-Abril 2019 programa 2014

Inglés VII Anexo 2

Rúbrica para evaluación del SABER SER para TSU e Ingeniería

Cuatrimestre: séptimo (7º) Ingeniería
1 punto.

Unidad: 2

Valor:

SABER SER			
Criterion	Values		
	Satisfactory	Fair	Insufficient
Punctuality Value: _____	Student was punctual in 100% of the classes	Student was punctual in 90 to 80% of the classes	Student was punctual in 70% of the classes
Attendance Value: _____	Student attended 100% of the classes	Student attended 90% of the classes	Student attended 80% of the classes
Class Materials Value: _____	Student brought 100% of the material needed in class (book, handouts, etc.)	Student brought 90-80% of the material needed in class (book, handouts, etc.)	Student brought 70% of the material needed in class (book, handouts, etc.)
Homework Value : _____	100% of the homework was delivered correct and on time.	90 to 80% of the homework was delivered correct and on time.	70% of the homework was not delivered correct or on time.
Other: _____ Value: _____	100% of _____	90 to 80% of _____	70% _____
PORTFOLIO OF EVIDENCE			
THE PORTFOLIO OF EVIDENCE DOES NOT HAVE A GRADE, BUT IT <u>MUST</u> BE HANDED IN TO RECEIVE THE GRADE OF THE ORDINARY AND <u>MAKE UP EVALUATIONS</u> . IT MUST BE HANDED IN COMPLETE AND ON TIME.			

Note: The teacher will assign the value for each criterion according to the needs and characteristics of each specific group and every unit, if needed.

Versión: Enero-Abril 2019 programa 2014

INGLÉS VII ANEXO 3

CUATRIMESTRE: séptimo (7º) Ingeniería

UNIDAD: 2

VALOR EVALUACIÓN WRITING: 3 PUNTOS

INSTRUCTIONS: The student will write a 250-word report.

DIRECTIONS: Using past perfect, past tense, expressions of time, used to, and would, the student will write a report expressing ideas or events that started and concluded in the past one before another about their weekend.

Valor	Holistic Scale for Assessing Writing (W)
3.0	Excellent -- Communicative; reflects total awareness of sociolinguistic aspects; well- organized and coherent; contains a range of grammatical structures with minor errors that do not impede comprehension; good vocabulary range.
2.7	Very good -- Clear; high awareness of sociolinguistic aspects; sufficient organization and coherence; sufficient use of grammatical structures with very few major and minor errors that do not impede comprehension; sufficient vocabulary range.
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Versión: Enero-Abril 2019 programa 2014

Requisitos:

- 1.- El reporte escrito no será evaluado si no son las palabras propias del alumno (Copiado, plagiado o traducido).
- 2.- Un texto de menos de 200 palabras no podrá ser evaluado.
3. Es requisito que los párrafos del escrito contengan topic sentence, supporting sentences y concluding sentence para ser evaluados. Para los cuatrimestres que realicen párrafos.

EVALUACIÓN ESCRITA

In Altamirano Guerrero, my grandmother Hilda Orrostieta was a loved and respected person. Her entire childhood was deeply rooted in the customs and traditions they had in that city.

Every morning she went to the kitchen, she always made a very good sauce, she used to use her stone molcajete, inherited from generation to generation, she used to make traditional food, among them, the so-called pipián or green mole, among other exquisite dishes.

In the afternoons, the market was her favorite place. She used to browse the stalls, choosing the freshest ingredients for her recipes. Every time I went to the market I used to visit her sisters who had businesses in that market.

On Saturdays, along with her other neighbors, my grandmother used to go to the river to wash clothes. They shared the news of the day and helped each other with household chores.

At home, the afternoons were my grandmother's time of distraction, as she usually knitted sweaters, my grandmother shared stories from the past with the neighborhood children, transmitting the legacy from generation to generation.

My grandmother had studied at a boarding school in Michoacán. During the entire time she was at the boarding school, my grandmother did not visit her family, since they were low-income and there were no resources to leave her. She even told me that most of the time some of her colleagues helped her.

After leaving the town of Altamirano, my grandmother would arrive in Dolores Hidalgo. Having finished her degree in pedagogy, she used to teach her classes in a town in Dolores Hidalgo called Arrollo Seco. She traveled by bus every day of the week. She always maintained her enthusiasm for teaching, knowing the impact she could have on the lives of her students.

During her stay in Dolores Hidalgo, my grandmother used to remember her days in Altamirano. She would share stories of her life in the city of Altamirano, the festivals and the delicious foods.

On weekends, my grandmother sometimes returned to Altamirano to visit family and friends. She spent time catching up with her siblings. These visits were a valuable opportunity for her to reconnect with her roots and strengthen her ties with her family.

Through her actions and teachings, she sought to honor Altamirano's legacy while accepting the opportunities and challenges of her new environment in Dolores Hidalgo.

My grandmother had told me that living in Altamirano is very dangerous, even some of her relatives had moved to another city because of the insecurity in that city.

My grandmother met her husband, my grandfather, in the town where she was a teacher, as she tells me that there were many dances in that place and she was ashamed to leave it, until one day my grandfather invited her to leave it. . They had already seen each other before, because my grandmother was renting at the house of one of my grandfather's brothers.

They had decided to move a long time after meeting each other, they left the town where my grandfather was from and went to live in the center of the city.

Listening activity

1. It was obvious that he had made a mistake.
2. She said she hasnt slept all night. (negative)
3. They lived in California for six years before they realized their mistake in moving there.
4. Jim never caught such a large fish before.
5. Alice wanted everyone to try the dessert she had for the party.
6. It seemed as though I metted her somewhere else.
7. My teacher admitted that he had forgoten about the assignment.
8. They weren't certain if the test had been successful.
9. We would have bought the furniture if it had costed a little less.
10. Many children died because they hadnt vaccinated. (negative)

Speaking activity



2.0 What is Love?

Ana Karen Ocampo Márquez • 13 feb (Editado: 12:58 p.m.)

100 puntos

Fecha límite: 14 feb, 8:00 p.m.

Please upload a two-to-three-minute audio file that explains what love means to you.

Comentarios de la clase

[Agregar comentario de la clase](#)

Tu trabajo

Entregada fuera de plazo



Que-es-el-amor.mp3
Audio

[Anular la entrega](#)

No se puede entregar el trabajo después de la fecha límite

Comentarios privados

[Agregar un comentario a Ana Karen](#)

[Ocampo Márquez](#)



Writing activity

When I was a child, I used to go to the park near my house. I would often bring my backpack filled with candles and toys. I would eagerly find the surroundings, searching for hidden nooks to explore. Every time I stumbled upon a particularly intriguing spot, I would pause and let my imagination run wild. I would envision myself as a brave explorer, charting uncharted territories and uncovering hidden treasures. Sometimes, I would go with my friends, and together we would embark on daring missions through the park's labyrinthine trails. We would laugh and talk excitedly as we made thrilling discoveries along the way. At sunset, when it was time to go home, I would bid farewell to the park reluctantly, already counting the hours until my next adventure. And as I drifted off to sleep, I would dream of the countless adventures that awaited me in the park's enchanted realm.

Despite the occasional scrapes and bruises, I would eagerly return to the park day after day, fueled by an insatiable thirst for adventure.

Many times my mother would ask me to do my chores, and if I didn't do that, she would scold me and wouldn't let me go to the park.



2.5 Writing. Backwards Adventure Story

Ana Karen Ocampo Márquez • 29 feb (Editado: 12:59 p.m.)

2.5/3

Fecha límite: 4 mar, 11:59 p.m.

The story moves in time from a point in the past to previous events (in the past perfect).

Example:

Teenagers Lost and Found

By the time I got home that Monday night I was cold, tired, and hungry. I had spent the previous night huddled by a fire with two friends. We had gotten lost while exploring in the woods near town, and we had not been able to make it home. Our parents had called their friends and the police to search for us, and eventually, they had found us and brought us home safely. When it was over, we were sorry, but we couldn't help feeling that the adventure had been just a little bit fun.

10 sentences in past perfect.

PROMPTS

Write a backwards adventure story. Start by writing a sentence about how you felt at the end of the adventure. Then use the past perfect to go back in time and tell the story that explains why you felt the way you did.

A time the weather surprised you
A time you got lost
A time you were brave
A time you helped someone
A time you had an accident
A time you were surprised by an animal

Length 300 to 400 words.

Comentarios de la clase

[Agregar comentario de la clase](#)

Tu trabajo

Calificada

[+ Agregar o crear](#)

[Volver a enviar](#)

No se puede entregar el trabajo después de la fecha límite

Comentarios privados

[Agregar un comentario a Ana Karen Ocampo Márquez](#)

Reading activity



2.3 Reading. Past Perfect

Ana Karen Ocampo Márquez • 27 feb (Editado: 12:59 p.m.)
60/100

Fecha límite: 27 feb, 11:59 p.m.



Reading Past Perfect

<https://docs.google.com/forms/d/i/>

3/5

Score

3/5



Comentarios de la clase

Agregar comentario de la clase

Tu trabajo

Calificada

+ Agregar o crear

Volver a enviar

No se puede entregar el trabajo después de la fecha límite



Comentarios privados

Agregar un comentario a Ana Karen

Ocampo Márquez

Grammar activity

The image displays three screenshots of Quizizz player reports for grammar quizzes. Each report shows the quiz title, date, organizer, and performance metrics.

Quiz 1: Past Perfect & Past Simple (Find the error)

- Nombre del cuestionario: Past Perfect & Past Simple (Find the error)
- Fecha jugada: mar 12, 2024 8:22 PM
- Organizado por: Ana Karen Ocampo Márquez
- Precisión: 50%
- Precisión de clase: 63%
- Preguntas calificadas: 10
- Correcto: 5
- Incorrecto: 5
- Promedio tiempo: 8.3s
- Repite este cuestionario con tu hijo: [Jugar ahora](#) [Encuentra cuestionarios similares](#)
- Reporte detallado: 10 preguntas
- Question 1: Incorrecto (4s, 0 points)

Quiz 2: Grammar. Used to

- Nombre del cuestionario: would - used to
- Fecha jugada: mar 11, 2024 8:22 PM
- Organizado por: Ana Karen Ocampo Márquez
- Precisión: 36%
- Precisión de clase: 68%
- Preguntas calificadas: 14
- Correcto: 5
- Incorrecto: 9
- Promedio tiempo: 6.5s
- Repite este cuestionario con tu hijo: [Jugar ahora](#) [Encuentra cuestionarios similares](#)
- Reporte detallado: 14 preguntas
- Question 1: Incorrecto (17s, 0 points)

Quiz 3: Participle Verbs

- Nombre del cuestionario: Past Participle Verbs
- Fecha jugada: feb 29, 2024 8:07 PM
- Organizado por: Ana Karen Ocampo Márquez
- Precisión: 50%
- Precisión de clase: 64%
- Preguntas calificadas: 20
- Correcto: 10
- Incorrecto: 10
- Promedio tiempo: 20.6s
- Repite este cuestionario con tu hijo: [Jugar ahora](#) [Encuentra cuestionarios similares](#)
- Reporte detallado: 20 preguntas
- Question 1: Correcto (20s, 1 points)

Past Perfect Simple

Name: Jose Isidoro Saldorá Godínez 16.5
Sergio Abisay Carvajal Sánchez Result: 16/17 Date: 14/03/2024

1. I had not noticed the fact before. (not/notice)
2. He had held her in his arms. (hold)
3. Had he betrayed himself in any way? (he/betray/?)
4. In an instant he had recognized him. (recognize)
5. I had forgotten that you knew him. (forget)
6. She hadn't left her room for a month. (not/leave)
7. It was worse than he had expected. (expect)
8. Had they been always just to him? (they/always/be/?)
9. He had done well with the horses. (do)
10. She was gone before he had finished. (finish)
11. But it hadn't worked at all. (not/work)
12. I hadn't seen him for years. (not/see)
13. I had used over a thousand feet. (use)
14. It was some time since they had spoke. (speak)
15. I told him what I had seen. (see)
16. They hadn't given him the opportunity. (not/give)
17. He had been there a long time. (be)
18. He went on as if he had not heard her. (not/hear)
19. had she sent him about his business? (she/send/?) ^{Sent} 1/2
20. The look in her eyes had changed. (change)

Past Perfect Simple

Name: _____

Result: 16 / 18 Date: 14/03/2024

1. Where had he seen that face before? (where/he/see/?)
2. Here was a thing she had not thought of. (not/think)
3. By this time another man had reached the ground. (reach)
4. She had not seen it for years. (not/see)
5. She had grown very dear to my heart. (grow)
6. You know you had lost your head. (lose) 1/2
7. She turned as if he had struck her. (strike) 1/2
Why hadn't I stayed
8. had I not stayed at home? (why/I/not/stay/?) 1/2
9. He had known she would be so. (know)
10. It appeared she had not told him. (not/tell)
11. In a moment, he had gone. (go)
12. It was incredible that she had not married. (not/marry)
13. Apparently he had not heard her question. (not/hear)
14. He had not rewarded her with his confidence. (not/reward)
15. I had been without it very long. (be)
16. It was the first time he had used the name. (use)
17. They had gone too far up the river. (go)
18. She was happy for she had found a home. (find) 1/2
19. Yet they had not discovered the presence. (not/discover)
20. In a minute he had joined us. (join)