



UANL



# Portafolio de Evidencias Oportunidades Extraordinarias

## Inglés 2

Nombre del estudiante :

\_\_\_\_\_

Matricula: \_\_\_\_\_

Fecha: \_\_\_\_/\_\_\_\_/ 2017

Maestro: \_\_\_\_\_

**Señala la oportunidad correspondiente:**

3ª

4ª

5ª

6ª

El presente portafolio forma parte del 40% de tu calificación. Este valor se obtendrá siempre y cuando cumpla con los siguientes requisitos:

1. Escrito a mano con buena presentación (limpieza y ortografía)
2. Contestado en su totalidad y con las respuestas correctas.
3. Datos de identificación completos.
4. Se entregará únicamente al iniciar el examen al maestro que realice la guardia.
5. FAVOR DE CONTESTAR SOLAMENTE CON TINTA AZUL.

### **ADVERTENCIA**

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

**Module I. Can you compare people, objects and places?**

***Ask for and exchange information in relation to comparisons of people and places, in written and spoken discourse, in social, recreational or work contexts.***

- ***Comparative and Superlative Adjectives.*** Form the comparative and superlative forms of a one-syllable adjective by adding **-er than** for the comparative form and **the -est** for the superlative.

*1.- Write the comparative and superlative form of these adjectives:*

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>	<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
dirty			thin		
clean			fat		
safe			noisy		
large			quiet		
fast			small		
big			short		
tall			young		
old			long		

- For adjectives with two-syllables and more, you form the comparative with **more/less\_\_\_\_\_than** and the superlative with **the most/least\_\_\_\_\_**.

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
<i>dangerous</i>		
<i>popular</i>		
<i>expensive</i>		
<i>beautiful</i>		
<i>famous</i>		
<i>generous</i>		
<i>handsome</i>		

▪ *Irregular Adjectives.*

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>	<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
<i>good</i>		<i>many</i>			
<i>bad</i>		<i>little</i>			
<i>far</i>					

*II.- Classify the vocabulary into the categories.*

*oval, big, snub, bald (head), sensitive, round, small, tip-tilted, spiky cheerful, square, thin, pointed, friendly, touchy, heart-shaped, full-lipped, turned-up, smart, easy-going, freckled, lipless, aquiline, serious, talkative, lined, well-shaped, straight, shy, absentminded, wrinkled, flat, wavy, selfish, forgetful, bearded, curved, curly, stubborn, critical, pale, hooked, frizzy, hard-working, romantic.*

*Face:* \_\_\_\_\_

*Lips:* \_\_\_\_\_

*Nose:* \_\_\_\_\_

*Hair:* \_\_\_\_\_

*Eyes:* \_\_\_\_\_

*Personality:* \_\_\_\_\_

*III. – Categorize the next words.*

<i>potato chips</i>	<i>tomatoes</i>	<i>lemons</i>	<i>pickles</i>	<i>bacon</i>	<i>honey</i>
<i>olives</i>	<i>yoghurt</i>	<i>peaches</i>	<i>pistachios</i>	<i>mangos</i>	<i>grapefruits</i>

SALTY	SWEET	SOUR

*IV. - Complete the sentences:*

1.-John is \_\_\_\_\_ Glen.

- a) tallest than      b) the tallest      c) the taller      d) as tall as      e) as taller as

2.- Janet is \_\_\_\_\_ Jeniffer.

- a) the most beautiful    b) more beautiful than    c) as beautifuler as    d) beautifuler than    e) the least beautiful

3.- Vatican City is \_\_\_\_\_ country in the world.

- a) smallest than      b) the smallest      c) smaller than      d) the smaller      e) as small as

4.- Football is \_\_\_\_\_ sport in Brazil.

- a) more popular than    b) popularer than    c) as popular as    d) the most popular    e) most popular than

 **Workbook and Test Yourself**

**Module II. Can you talk about important moments of the past?**

**Ask for and exchange information in relation to own and often activities and situation in the past, in written and spoken discourse, in social, recreational or work contexts.**

▪ **Verb to be in the Past**

<p>I, He, She, It <u>was/wasn't</u>                  You, We, They <u>were/weren't</u></p>	<p>Short Answers to                  Were you/we/they...?                  Yes, we/they were. No, we/they weren't                  Was I/he/she/it...?                  Yes, I/he/she/it was. No, I/he/she/it wasn't.</p>
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*I.- Translate the next words:*

- |                    |                   |                       |
|--------------------|-------------------|-----------------------|
| <i>disguised:</i>  | <i>mud brick:</i> | <i>woven sticks:</i>  |
| <i>broke up:</i>   | <i>hut:</i>       | <i>worship:</i>       |
| <i>sweetheart:</i> | <i>bury:</i>      | <i>farmer:</i>        |
| <i>lantern:</i>    | <i>craftsman:</i> | <i>cash register:</i> |

▪ To give short answers to the questions in the Simple Past use:

<i>Yes, I/you/he/she/we/they did.</i>	<i>Did you celebrate Father's Day last year? Yes, I did.</i>
<i>No, I/you/he/she/we/they didn't</i>	<i>Did the Irish disguise themselves as fruits? No, they didn't</i>

*II.- Classify the description of the ancient culture into the categories.*

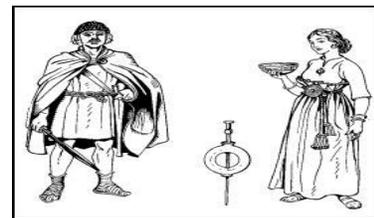
**Aztecs**



**Celts**



**Persians**



**Ancient Culture:** \_\_\_\_\_

**Live:** Palaces

**Trade:** Wool and Silver

**Construct:** Palaces.

**Ancient Culture:** \_\_\_\_\_

**Live:** Round houses

**Participate:** Warfare

**Raise:** Sheep:

**Ancient Culture:** \_\_\_\_\_

**Live:** Simple huts

**Hunt:** animals

**Worship:** Many Gods.

*III. - Complete the box:*

<i>IRREGULAR VERBS</i>	<i>SYNONYMS</i>
<i>became</i>	
<i>met</i>	
<i>was born</i>	
<i>began</i>	

*IV. – Write the simple past of the next verbs:*

sell:                      guess                      go                      know                      live  
sing :                      participate:                      play:                      see:                      watch:  
buy:                      be:                      write:                      die:                      have:  
begin:                      take:                      visit:

*V. – Choose the correct verb to fill the gaps:*

1.-John \_\_\_\_\_ at park yesterday.

- b) wasn't                      b) weren't

2.-My friends \_\_\_\_\_ at home last Sunday.

- a) was                      b) were

*VI. – Give short answers to these questions:*

1.- Did your cousins celebrate Valentine's day a year ago?

\_\_\_\_\_

2.- Did George travel last week?

\_\_\_\_\_



Workbook and Test Yourself

**Module III. How do you give instructions and explain rules?**

**Ask for and exchange information in relation to instructions, commands, suggestions and prohibitions, in written and spoken discourse, in social, recreational or work contexts.**

I.- Complete with the appropriate information (p.57 and 60).

- a) The modal verb "can" is used to express \_\_\_\_\_.
- b) "Cannot" or "can't" is used to express \_\_\_\_\_.
- c) Must is used to express \_\_\_\_\_.
- d) Must not/mustn't is used to express \_\_\_\_\_.
- e) Have to is used to express \_\_\_\_\_.
- f) Do not have to suggests \_\_\_\_\_.
- g) Have got to is used to express \_\_\_\_\_.
- h) Should/shouldn't is used to express \_\_\_\_\_.
- i) May is used to express \_\_\_\_\_.
- j) May not is used to express \_\_\_\_\_.

II.- Write five sentences with must/ mustn't.

Write five examples with have to/do not have to.

Write five examples with have got to.

Write five examples with can/can't.

Write five examples with should/shouldn't.

Write five examples with may/ may not.

- Imperatives are verbs used to give orders, commands, warnings or instructions. To form the imperative, use the base form of the verb. To form a negative imperative use "Don't" before the verb.

III. - Complete the sentences with the correct imperatives.

open watch put touch sit go be stand

- a) Don't \_\_\_\_\_ it! It's hot!
- b) Let's \_\_\_\_\_ shopping. The mall is open.
- c) \_\_\_\_\_ down! Let's start the lesson.
- d) \_\_\_\_\_ the book in your bag.
- e) \_\_\_\_\_ your books. Find page 62.

IV.- Translate the next words:

seaside town trendy hi-tech devices suburban area park driver's license honk the car horn make a fire correction fluid highlighter hole puncher water cooler trash can tape

 Workbook and Test Yourself

**Module IV. Can you make plans and predictions?**

***Ask for and exchange information in relation to your own and others activities and situations in the future, in written and spoken discourse, in social, recreational or work contexts.***

*I.- Write the structure of Be going to*

*Affirmative:* \_\_\_\_\_

*Negative:* \_\_\_\_\_

*Interrogative:* \_\_\_\_\_

*II.- Write the structure of Will*

*Affirmative:* \_\_\_\_\_

*Negative:* \_\_\_\_\_

*Interrogative:* \_\_\_\_\_

*III.- Correct the mistakes in these sentences.*

*a) My friends is going to study all afternoon.*

*b) Helen are going to move soon.*

*c) Sandy and I am to going swim in the pool.*

*IV.- Choose the correct meaning for these sentences.*

<i>Request</i>	<i>Prediction</i>	<i>Promise</i>
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*a) George thinks Paul will pass the semester. \_\_\_\_\_*

*b) I will help you with your activities. \_\_\_\_\_*

*c) Will you visit our grandpa next Sunday? \_\_\_\_\_*

*V.- Translate the next words:*

*mouse tent goggles suitcase paintbrush corkscrew racquet toothbrush*

*Weather: sunny partially sunny scattered showers cloudy windy rainy snowy foggy stormy*



**Workbook and Test Yourself**