

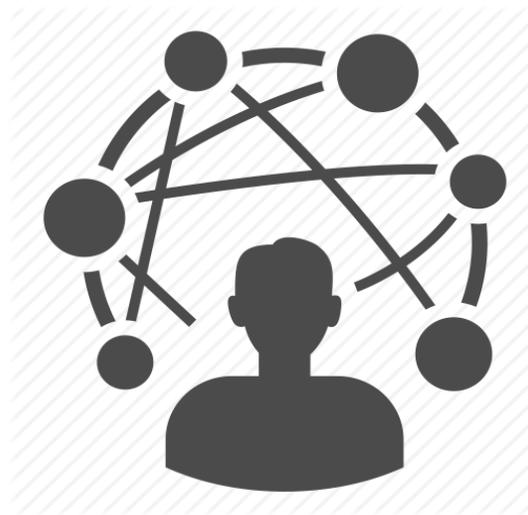


UANL

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN



2nd Opportunity



Communicative English 1

Student name:

ID:

Group:

Teacher:

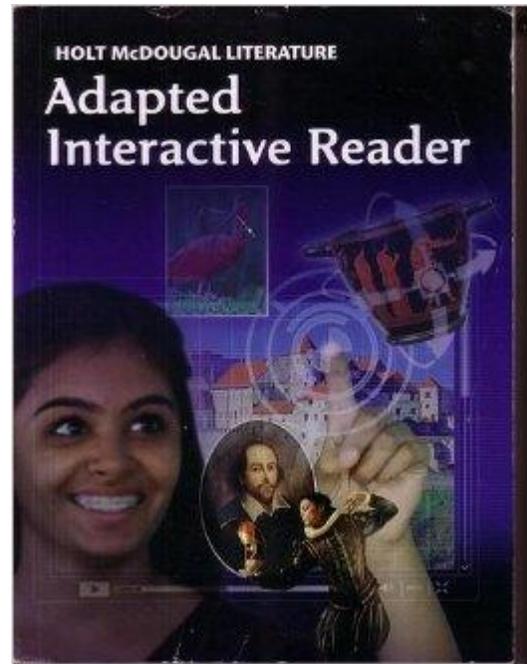
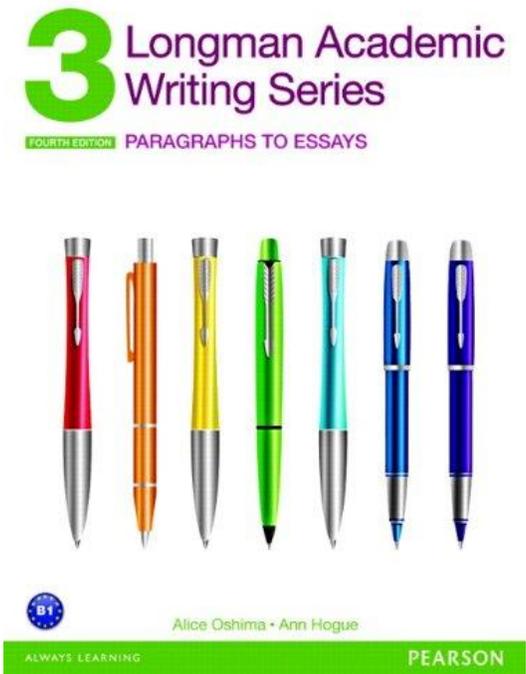
This paper is part of the 50% of your score. The score will be obtained in relation with the following statements:

1. It must be handwritten (writing clarity and spelling).
2. It must be completely and correctly answered.
3. Identification data.
4. It must be turned at the beginning of the exam to the established teacher .
5. THE TASKS MUST BE COMPLETED WITH BLUE PEN.

NOTE:

Plagiarism and Trade related to the academic contents of this portfolio will be sanctioned in accordance to the Academic Legislature.

You'll need these books to answer the portfolio



CHAPTER 1 QUIZ

A. Find the errors in capitalization. Make corrections.

1. There was a terrible earthquake in haiti on tuesday, january 12, 2010.
2. Earthquake victims received help from famous people such as bill clinton.
3. There was also a lot of support from hollywood actors such as sean penn.
4. The united nations is an international organization with headquarters in new york city.
5. The un can be seen in one of my favorite movies, north by northwest.
6. Next semester, i will take english, math, and biology 101.
7. The university that i attend is located in eastern canada.
8. Many of the students from africa speak french with the local residents.

B. Use what you know about subject-verb patterns and prepositional phrases in sentences. Circle the correct noun or verb form.

1. Volunteers (realization / realize) the importance of helping others.
2. I read about the (development / develop) of a volunteer music program.
3. Members of the Chicago symphony orchestra regularly (participation / participate) in
The program.
4. The musicians (entertainment / entertain) people in schools and even prisons.
5. The (beauty / beautify) of music can be part of everyone's life.
6. An (organizer / organize) of the volunteer program is cellist yo-yo ma.

C. Find errors in noun and verb forms, subject-verb agreement, fragments, and capitalization. Make corrections.

1. I was born on september 21, 1994 in the city of san juan, puerto rico.
2. My father a performer with the san juan symphony. Is a violinist.
3. He often travel with the orchestra to europe and asia.
4. I currently a student at the peabody conservatory of the johns hopkins university in Baltimore.
5. The educate at this school is excellent. All of the professors is wonderful.
6. My father and mother will come to my graduate next year.

CHAPTER 2 QUIZ

A. Read the sentences. Number them to create a time-order narrative. Then check (✓) the box that gives the writer's purpose.

___ By lunchtime, I had a long shopping list.

___ It was about 25% less money than I expected.

___ At the end of the workday, I opened the envelope and took out my paycheck.

___ In short, I learned a lesson that everyone should know—the government gets its tax money first, and workers get what remains.

___ My first payday at my first job was very surprising.

___ I couldn't believe it when I looked at the amount of the check.

___ Early that morning, I started thinking about all the things I could buy.

What is the writer's purpose? " to inform " to persuade " to entertain

B. Complete the narrative paragraph. Use the words from the box. Capitalize and punctuate them correctly. Use each word once.

after our last class	at first	so
and	finally	then

My classmates and I had an incredible experience as we were leaving school yesterday.

_____ 1. _____ we got on the elevator. _____ 2. _____

we were on the elevator alone. _____ 3. _____ the doors opened on the

8th floor _____ 4. _____ a serious looking man in a business suit got

on. It was the president of the university! There were several seconds of total silence.

_____ 5. _____ the president started talking. He knew we were nervous

_____ 6. _____ he asked us a few questions about our classes. When the

elevator doors opened on the first floor, we felt like we had a new "friend."

C. Read the sentences. Add commas as needed

1. I love any celebration that has crowds music and fireworks.
2. I go to the New Year's Eve celebration in my hometown every year.
3. Last year it was raining but the celebration was still fantastic.
4. First there was music and dancing in the street.
5. There was jazz and rock music so the atmosphere was lively.
6. At midnight the fireworks started and everyone in the crowd cheered.
7. After the fireworks my friends and I were hungry so we went to a restaurant.

CHAPTER 3 QUIZ

A. Check (✓) the good topic sentences. What is wrong with the others? Write *TS* (too specific) or *TG* (too general).

- 1. Studying vocabulary is part of learning a new language.
- 2. *Alphabet* and *telephone* are English words with Greek origins.
- 3. Electronic dictionaries have several advantages over paper dictionaries.
- 4. In addition to word definitions, English dictionaries have information about grammar and pronunciation.
- 5. There are fast food restaurants in countries around the world.
- 6. A typical meal at a fast food restaurant has more than 700 calories.
- 7. Dairy Queen and Pizza Hut are popular fast food restaurants.
- 8. Americans continue to eat at fast food restaurants for three reasons.

CHAPTER 3 QUIZ *(continued from previous page)*

C. Find errors in signal words, and in adjective and adverb forms. Do not change punctuation. Make corrections.

It takes a lot to be a marathon runner. To begin with, marathoners need great physical and mental strength to complete their 26.2-mile races successful. Next, running a marathon requires great commitment and discipline. Amateur runners active begin their long hours of training months before a race. They run three to four days a week. They also work out in the gym and pay close attention to parts of their daily routine for example their diet and sleep schedule. In addition, marathoners need emotional support. Such as, they find a running partner or join a group of runners to help them through the long hours of training. On the day of the race, marathoners feel energized when they hear the loudly cheers of their family and friends. It is clearly that there are many requirements for marathon success.

CHAPTER 4 QUIZ

A. Complete the paragraph with transition signals from the box. Capitalize and punctuate them correctly. Use each signal once.

a second kind of shopper	finally	however
all in all	first of all	such as

There are three types of shoppers that you will commonly see in shopping malls. _____ there is the *recreational shopper*. These individuals
1. spend a lot of time at the mall. _____ they make few
2. purchases. They spend most of their time looking at the merchandise, looking at other shoppers, and looking for ways to have fun. _____
3. is the *power shopper*. Power shoppers enter the mall empty handed but leave with bags full of items _____ shoes, jewelry, and cosmetics.
4. _____ shoppers in the *in-and-out* category do just what their
5. name suggests. They go in the mall, buy what they need, and leave as quickly as possible. _____ the different kinds of shoppers add to the atmosphere of
6. _____

B. Read each sentence. Write X if there is a run-on or comma splice error. Then correct each sentence that you marked. There may be more than one possible correction.

- ___ 1. Emails are fast and easy, so they have replaced letters for many people.
- ___ 2. Text messages are popular social networking sites are another common way of communicating.
- ___ 3. Americans used to visit the post office regularly. However, a trip to the post office is rare these days.
- ___ 4. Some people pay their credit card bills by mail, others pay online.
- ___ 5. The post office has mailing supplies you can buy envelopes and boxes, for example.
- ___ 6. The postal worker weighs your package, then you pay the shipping cost.
- ___ 7. I want to return a pair of pants that I bought online, therefore, I need to go to the post office.
- ___ 8. The post office has beautiful stamps. I plan to get some to add to my stamp collection.

- C. Find errors in unity, coherence, pronoun consistency, and noun consistency. Make corrections.**

An animal living in a modern zoo enjoys several advantages over an animal in the wild. The first advantage is that a zoo animal is separated from their natural enemies. Many zoos have free admission. Another advantage is that zoo employees feed the animal regularly. As a result, they will never have to hunt for food or suffer in times when food is hard to find. The animal is protected, so it lives without risk of being attacked. A third advantage of living in zoos is that veterinarians give the animals regular checkups and any special medical care it needs. Opponents of zoos feel that animals should live in their natural environment. In short, zoos have a number of benefits.

Name _____

Date _____

THE GIFT OF THE MAGI

COPY MASTER

Text Analysis

IRONY

The contrast between what is expected to happen and what exists or actually happens is called **irony**. One kind of irony is **situational irony**, which occurs when a character—or the reader—expects one thing to happen, but something entirely different occurs.

Directions: Use the chart to explore situational irony in “The Gift of the Magi.” For each character, write what is expected to happen and what actually does happen.

Situational Irony	
1. What Della Plans:	2. What Actually Happens:
3. What Jim Plans:	4. What Actually Happens:

Name _____

Date _____

THE GIFT OF THE MAGI

COPY MASTER

Vocabulary Study

CONTEXT CLUES

Directions: As your teacher reads each item, listen for the boldfaced word. Circle the words and/or phrases in each sentence that provide clues to the word's meaning. Then discuss possible meanings of the word based on context clues in the sentence.

1. Della's graceful movements were as **agile** as those of a dancer.
2. Della was reassured when she heard Jim's loving **assertion**.
3. The author's **chronicle** of what took place touches the heart.
4. The beautiful combs were **coveted** items that Della could only hope to own.
5. Della **faltered**, uncertain about whether to proceed.
6. Daily hardships can **instigate** the notion that life is unfair.
7. Della was an impulsive person, but she also showed **prudence**.
8. Shoppers **ransacked** the stores and left them a messy jumble of goods.
9. Della did what she could to fix the **ravages** of Madame Sofronie's scissors.
10. As people entered the building, they walked through a **vestibule**.

B. Directions: Based on your discussion of the sentences in Exercise A, write a definition for each word.

1. **agile:** _____
2. **assertion:** _____
3. **chronicle:** _____
4. **coveted:** _____
5. **faltered:** _____
6. **instigate:** _____
7. **prudence:** _____
8. **ransacked:** _____
9. **ravages:** _____
10. **vestibule:** _____

Name _____ Date _____

THE GIFT OF THE MAGI

COPY MASTER

Reading Check

Directions: Recall the events in O. Henry's short story. Then answer the questions in phrases or sentences.

1. What does Della do to get more money to buy a Christmas gift for her husband?

2. What does Della buy for Jim?

3. What does Jim do to get money for Della's present?

4. What does Jim give to Della?

5. Why are Jim and Della's gifts to each other no longer useful?

Name _____

Date _____

THE NECKLACE

COPY MASTER

Text Analysis

CHARACTER MOTIVATION

Motivation is the reason behind a character's behavior. It is what drives a character to think and act in a certain way.

Directions: Consider what you know about the characters' feelings and goals in "The Necklace." For each action described in the chart, write a sentence or two that describes the character's motivation.

Action	Motivation
Mme. Loisel weeps when she receives the invitation. (line 60)	
Mme. Loisel borrows jewelry rather than wear flowers. (line 109)	
Monsieur Loisel advises his wife not to tell her friend about the lost necklace. (line 166)	

Name _____

Date _____

THE NECKLACE
MASTER

COPY

Vocabulary Study

STORY PREDICTIONS

A. Directions: As your teacher reads each sentence, listen for the boldfaced word and clues to its meaning. Together discuss possible meanings of the word.

1. In a class society, a person's **prospects** for the future depend on the class into which he or she is born.
2. Madame Loisel felt **vexation** about having to marry someone of her own class. Why couldn't it be otherwise?
3. Sometimes she felt **disconsolate**. At other times, she was more bitter than sad.
4. She wished **incessantly** for a better life. She never stopped wishing.
5. When she was invited to a ball, she did not consider the **gamut** of possibilities for what could happen. Instead, she thought only of the possibility of being admired.
6. Wanting the **adulation** of the other guests, Madame Loisel hoped to wear things that everyone would admire.
7. When an unexpected event occurred, she and her husband were **aghast**.
8. The unhappy surprise brought them **privation** and suffering.
9. Would Madame Loisel drop from the middle class and become a **pauper**?
10. Indeed, soon her clothes changed from neat and orderly to worn and **askew**.

plot	character	Character motivation	conflict	theme
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B. How might each boldfaced word in Part A relate to the words in the box? Write your predictions on the lines below.

Name _____ Date _____

THE NECKLACE
MASTER

COPY

Reading Check

Directions: Recall the events in Guy de Maupassant's short story. Then answer the questions in phrases or sentences.

1. What does Madame Loisel do when she sees the invitation to the reception?

2. What does Monsieur Loisel buy for his wife?

3. What do the Loisels discover about the necklace when they return from the reception?

4. What do the Loisels do in order to pay their debts?

5. What surprises Madame Loisel when she tells her friend the truth?

Name _____

Date _____

THE SCARLET IBIS

COPY MASTER

Vocabulary Study

WORDS IN CONTEXT

Directions: As your teacher reads each item, listen for the boldfaced word. Discuss possible meanings of the word, and write on the chart what you think the word means. After reading “The Scarlet Ibis,” confirm or adjust your definitions.

1. The boys approached the task with **doggedness** and did not give up.
2. They worked hard in an **exotic** setting of swamp grasses and reeds—a setting with which most of today’s readers would be unfamiliar.
3. As they focused on their task, unrelated thoughts and feelings would **evanesce**. Nothing else seemed to exist.
4. Was it **heresy** to think they could accomplish what no one else could do?
5. Their progress had increased steadily; so after many weeks, they felt that success was **imminent**.
6. Bringing about a cure gave Brother a sense of **infallibility**. He thought that he could do anything.
7. Had there been moments when Doodle was **precariously** close to hurting himself? Should they have avoided those moments?
8. Twice, they shouted “Success!” It was a word they wanted to **reiterate**.

Vocabulary Word	Predicted Meaning	Meaning in Selection
1. doggedness		
2. exotic		
3. evanesce		
4. heresy		
5. imminent		
6. infallibility		
7. precariously		
8. reiterate		

Name _____ Date _____

THE SCARLET IBIS

COPY MASTER

Reading Check

Directions: Recall the events in James Hurst's short story. Then answer the questions in phrases or sentences.

1. How is Doodle different from other children?

2. Why is the narrator sometimes angry with and disappointed in Doodle?

3. How does the narrator teach Doodle to walk?

4. What happens to the scarlet ibis?

5. After leaving Doodle behind in the storm, what does the narrator find when he goes back to look for Doodle?

Name _____

Date _____

from ROSA PARKS / ROSA

COPY MASTER

Text Analysis

COMPARE ACROSS GENRES

Think about the similarities and differences you found in the way Rosa Parks is portrayed in the biography and the poem you have read. Write your notes in the chart.

Points of Comparison	In the Biography	In the Poem
What did you learn about Rosa Parks's appearance?		
What did you learn about her daily life?		
What did you learn about her personality, thoughts, and feelings?		
What did you learn about her values and what she thought was important?		
What genre techniques did the author use to portray Rosa Parks?		

Name _____

Date _____

from ROSA PARKS / ROSA
MASTER

COPY

Vocabulary Study

SELF-ASSESSMENT OF WORD MEANING

A. Directions: As your teacher reads each sentence, listen for the boldfaced word and clues to its meaning. Together discuss possible meanings of the word.

1. During their busy season, employees at the department store worked **frenetically** to keep up with customer requests.
2. Fred Gray was fortunate to be Clifford Durr's **protégé**, because he learned a great deal from the older lawyer.
3. Riding on the bus, Rosa Parks lost herself to pleasant **reverie**, daydreaming about other members of her family.
4. Parks was inspired by John Brown's **exhortation**: "What is needed is action!"
5. Even though she faced a stressful situation, Parks remained remarkably **serene**.
6. If Parks left her purse on the seat, someone would likely **retrieve** it for her.

B. Directions: Fill in the chart below. For each vocabulary term, identify if the word is new to you or if you have heard or seen it before. Then write a sentence using the word and write a possible definition.

Vocabulary Word	New	Seen Before	Sentence	Possible Meanings
1. frenetically				
2. protégé				
3. reverie				
4. exhortation				
5. serene				
6. retrieve				

Name _____ Date _____

from ROSA PARKS / ROSA

COPY MASTER

Reading Check

Directions: Recall the events in Douglas Brinkley's biography about Rosa Parks and the images from Rita Dove's poem about Rosa Parks. Then answer the questions in phrases or sentences.

1. How was Rosa Parks involved with the NAACP?

2. What about the bus driver startled Parks?

3. What did the bus driver want Parks to do?

4. Whom was Parks thinking about when she decided not to give up her seat?

5. In the poem "Rosa," what is Parks doing?

Name _____

Date _____

I HAVE A DREAM

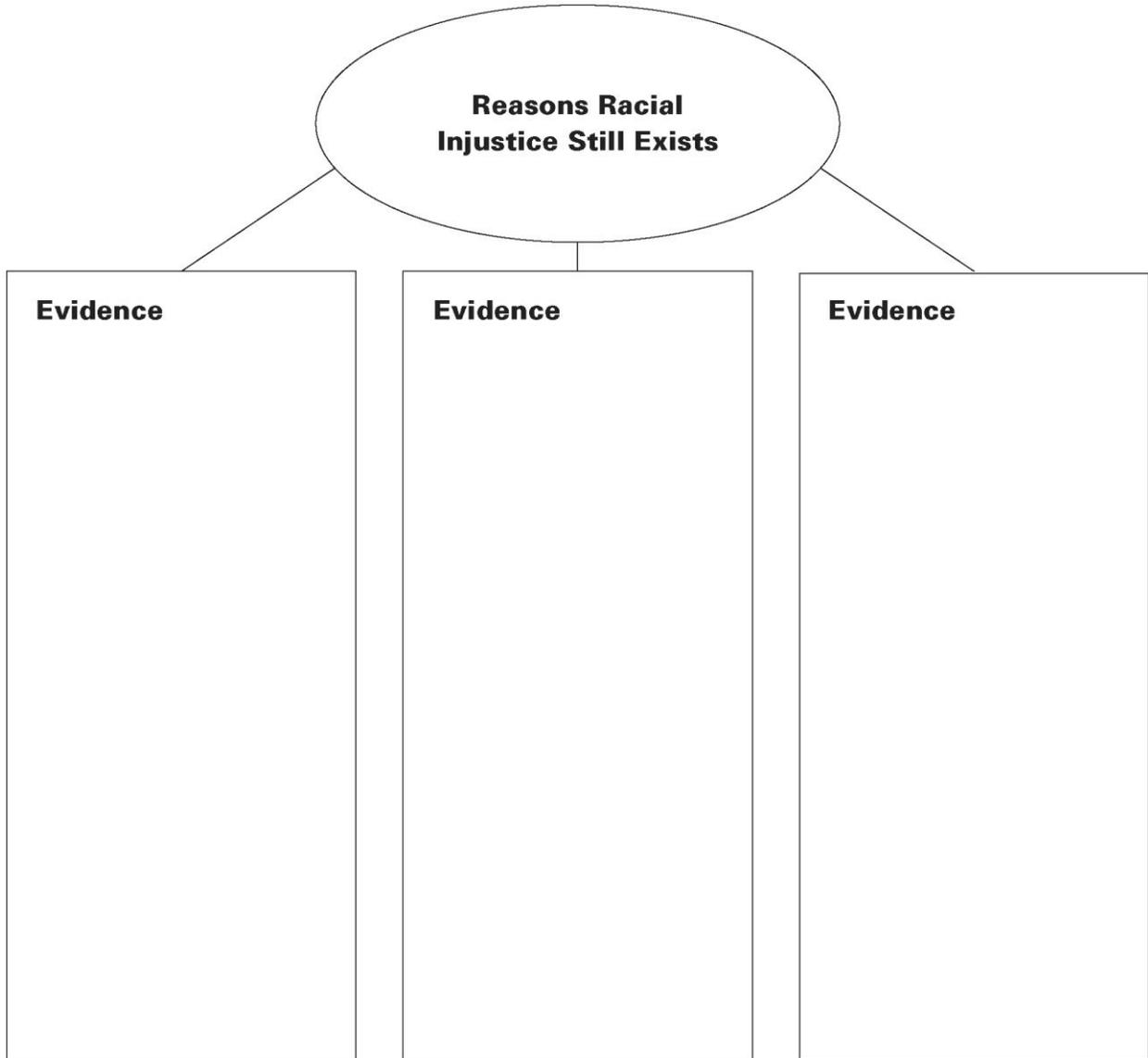
TEXT ANALYSIS

COPY MASTER

ARGUMENT

An **argument** takes a position on an issue or problem and provides support for this position that appeals strictly to reason. The writer's position is referred to as the **claim**. The support for this position may be **reasons, evidence,** or both.

Directions: In each box, write one example of racial injustice that King uses as support for his claim that African Americans are not free.



Name _____

Date _____

I HAVE A DREAM

COPY MASTER

Vocabulary Study

SELF-ASSESSMENT OF WORD MEANING

A. Directions: As your teacher reads each set of sentences, listen for the boldfaced word and clues to its possible meaning.

1. In his speech, King compared freedom for all to a promise to pay. A government will **default** on that promise if it does not give everyone freedom.
2. In America, the races are not separate. All Americans share in the same complex society. Their destiny, too, is **inextricably** linked.
3. King said that African Americans had **legitimate** complaints. Therefore, they had good reasons to keep trying to improve the world.
4. King did not criticize **militancy**. His methods, however, were characterized by peaceful actions, discipline, and dignity.
5. "I Have a Dream" is a **momentous** speech in American history. Almost everyone who has heard or read it has been quick to recognize its importance.

B. Directions: Fill in the chart. For each vocabulary term, identify if the word is new to you or if you have heard or seen it before. Then write a sentence using the word and write a possible definition. As you read the selection, revise your definitions as needed.

Vocabulary Word	New	Seen Before	Sentence	Possible Meanings
1. default				
2. inextricably				
3. legitimate				
4. militancy				
5. momentous				

Name _____ Date _____

I HAVE A DREAM

COPY MASTER

Reading Check

Directions: Recall the ideas in Dr. Martin Luther King Jr.'s speech. Then answer the questions in phrases or sentences.

1. When does King give his speech?

2. What great American does King refer to at the beginning of his speech?

3. What does King say about the condition of African Americans?

4. What vision does King have for his children?

5. What phrases does King repeat in the second half of his speech?
