



PORTAFOLIO DE EVIDENCIAS

2DA OPORTUNIDAD EXTRAORDINARIA INGLÉS PROGRESIVO II

Nombre del estudiante: _____

Matrícula: _____ **Grupo:** _____

Docente: _____

Fecha: _____

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

SIGUE LAS INSTRUCCIONES BRINDADAS POR TU MAESTRO 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.

Purpose of the Learning Unit: Progressive English II

In Progressive English II you develop linguistic competencies in a second language to communicate effectively in daily life situations in a respectful and tolerant manner. Progressive English II is part of the Communication and Language area of the Progressive Bilingual Program, which contributes to the development of communicative skills in a second language. These abilities are vital for your academic life and contribute to the internationalization and innovation plans of the UANL's Educational Model. This learning unit allows you to develop listening, reading, writing and speaking skills, as well as the sub-skills of grammar and vocabulary that fulfill the complete language practice.

Progressive English II addresses the development of generic and disciplinary competencies for Progressive English III. Through the teaching and learning strategies within the competency-based model, you make use of a second language in daily life situations, encouraging self – learning, and respect to your own context and that of others. Progressive English II develops the four language skills and sub-skills throughout the different stages that compose the learning unit. This allows an increasing use of language through a number of topics, areas of interest, and other communicative situations. This subject also develops teamwork, creativity, respect, tolerance and responsibility among class members.

In Stage 1, you practice grammar to talk about study, career fields, and employment. In Stage 2, you practice the past tense, gerunds and infinitives to talk about education and jobs. In Stage 3, you practice grammar structures such as would rather, had better, zero conditional, first conditional, and another, and vocabulary to talk about fields of study, majors, job skills, career, and schools. In Stage 4, you practice present perfect, for, since, both...and, always, ever, never, yet, still and phrases of agreement to express ideas about taking time off, traveling, making decisions, and studying abroad.

This learning unit allows the development of general, generic and disciplinary competencies that contribute to the achievement of the Upper Middle Level Graduate Profile.

Course and academy guidelines

- 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.

Stage 1. Plans

Dimension 1. Retrieval

I. Read the following items and choose the correct answer.

1. I am _____ my grandparents next weekend.
 - a) Visit
 - b) Visiting
 - c) To visit
2. Ivana _____ a very interesting job.
 - a) Has
 - b) Have
 - c) having
3. They _____ a new computer.
 - a) Buy
 - b) Buying
 - c) To buy
4. We must _____ very hard to finish the project on time.
 - a) Working
 - b) Work
 - c) To work
5. Corinna and Tamara _____ to our party this weekend.
 - a) May come
 - b) May to come
 - c) May coming

Dimension 2. Comprehension

II. Match the questions with the appropriate responses.

- | | |
|--|---|
| 1. Why are you going to college? () | a. Because I want to be a chef. |
| 2. Do you have any experience? () | b. No, I'm taking a gap year. |
| 3. Why are studying culinary arts? () | c. Yes, the interview is tomorrow. |
| 4. Are you going to college in the fall? () | d. To get a good job. |
| 5. Are you applying for that job? () | e. Yes, I worked at a restaurant for two years. |

Dimension 3. Analysis

III. Read the following sentences. If the sentence is in simple present tense, write SP. If the sentence is in present continuous, write PC.

1. I am having dinner with my classmates tomorrow night. _____
2. Erick works at the library 3 days a week. _____
3. We sometimes have lunch in the university cafeteria. _____
4. The music is loud! My roommate is listening to her favorite band. _____
5. My dorm neighbors usually have cookies when I visit them. _____

IV. Complete the following sentences with the verbs in simple present or present continuous tense. Use the verbs in parentheses.

1. My sister _____ (work) at the student center. She loves her job so much.

2. The students _____ (take) an exam right now.
3. I _____ (go) to the stadium next weekend.
4. Javier usually _____ (take) the bus to school.
5. I can't answer WhatsApp messages now. I _____ (study).
6. The professor always _____ (arrive) to class on time.
7. My brothers _____ (go) to the gym three times a week.
8. We never _____ (arrive) to class on time.
9. They _____ (have) an exam on Monday.
10. Kassia is part of the orchestra. She _____ (play) the flute.

Dimension 4. Application

V. Put the words in order to make sentences and questions.

1. is / right / sleeping / Mindy / now

_____.

2. study / to / I'd / medicine / like

_____.

3. you / cookies / are / why / baking

_____?

4. so / raining, / it's / inside / staying / we're

_____.

5. because / have / interview / I'm / a / nervous / I / job

_____.

CHECKLIST PERFORMANCE EVALUATION STAGE 1			
Performance indicator	YES	NO	OBSERVATIONS

Comprehends and answers according to the instructions of each exercise.			
Uses vocabulary (concepts) properly.			
Uses grammar structures accurately.			
Answers all the exercises of this stage showing knowledge about the topic.			
Delivers this portfolio on time using the platform (Ms Teams) asked by the teacher.			

Stage 2. Getting a Job

Dimension 1. Retrieval

I. Read the following items and choose the correct answer.

1. Now it's your turn. Please introduce _____

- a) You
- b) Yourselves
- c) itself

2. Mary has a lot of work. Please help _____

- a) she
- b) him
- c) her

3. I _____ my car keys in the shopping center yesterday.

- a) Lost
- b) Lose
- c) losing

4. Let's _____ the concepts before the exam.

- a) Get on
- b) Fill out

c) Go over

5. You look very stressed. You should _____ it easy.

- a) Taking
- b) To take
- c) Take

Dimension 2. Comprehension

II. Put the words in order to make sentences.

1. getting / train / is / on / Benji / the

_____.

2. suggest / I / early / arriving

_____.

3. wear / people/ work / at / shorts / shouldn't

_____.

4. know / quitting / department head / is / know / I / that

_____.

5. myself / I'll / begin, / we / before / introduce

_____.

Dimension 3. Analysis

III. Read the following text and fill in the blanks with the correct object or reflexive pronouns. Choose the pronouns from the box.

Yourselves	Me	Myself	You	It
You	Yourself	Herself	It	Them

Welcome to the Job-Search Orientation Meeting!

Let me introduce _____. My name is Chris Roberts, Director of the Career Center. I am here to help _____ in anything you need. This is Judy Williams, my assistant. I would like her to introduce _____.

After a few minutes...

First of all, I'd like you to fill out an ID card. You can find _____ in the folder you were given as you entered this room. There are some questions you will need to answer. Please answer _____ completely. In case we get some job postings that match your interests. We'll let you know.

Now I would like to give _____ some advice:

1. Ask _____ what do I want to do? And think about the position you would like to apply for.
2. Prepare your résumé. Include information about your education and experience. Take time to write _____.
3. Write a cover letter. Make it sure it is interesting. Let the employers know that you are a good candidate and that you are prepared to accept challenges.
4. Prepare a copy of your transcript.
5. Have several references.
6. Submit your application on time.

Before we finish, we would like to take some time to answer questions.

After some minutes...

Well, if you have questions as you consider different choices, do not hesitate to ask _____ or Mrs. Williams. I wish you the best and I hope you to get the job you are interested in.

See you all. Take care of _____!

Dimension 4. Application

IV. Fill in the blanks with the correct words from the box. Two words will not be used.

hear from	relocate	salary	benefit	memorize	respond	teamwork
-----------	----------	--------	---------	----------	---------	----------

1. This position offers a yearly _____ of \$56,000.
2. I'm trying to _____ the names and titles of all my new coworkers.
3. Thanks for your e-mail. It's always nice to _____ you!
4. If you accept the job, you have to _____ to Hong Kong.
5. Doing group projects taught me that _____ is very important.

CHECKLIST PERFORMANCE EVALUATION STAGE 2			
Performance indicator	YES	NO	OBSERVATIONS
Comprehends and answers according to the instructions of each exercise.			
Uses vocabulary (concepts) properly.			
Uses grammar structures accurately.			
Answers all the exercises of this stage showing knowledge about the topic.			
Delivers this portfolio on time using the platform (Ms Teams) asked by the teacher.			

Stage 3. Changes at School

Dimension 1. Retrieval

I. Read the following items and choose the correct answer.

1. I would rather stay at home than _____ to the stadium.
 - a) to go
 - b) go
 - c) going
2. I want to eat _____ cookie.

a) other

b) else

c) another

3. If you heat ice, it _____

a) melts

b) melt

c) melted

4. If you don't eat well, you _____ sick.

a) would have gotten

b) will get

c) got

5. You look very tired. You had better _____ for a while.

a) to rest

b) resting

c) rest

Dimension 2. Comprehension

I. Read the following statements and say if they are True or False.

1. The *if* clause expresses the result. _____

2. The *if* clause expresses the condition. _____

3. In zero conditional sentences, you use present tense in both clauses. _____

4. Zero conditional sentences express possible results in the future. _____

II. Match a clause from the left column and a clause from the right column to make zero conditional sentences. Write the letter in the parentheses. Use each letter only once.

- | | | |
|---|-------|---|
| 1. If you want a university degree, | () | a) you do well on the exams. |
| 2. If you want to choose the right major, | () | b) you need to think carefully about your interests and career opportunities. |
| 3. If you want to go to college, | () | c) you need to do some practices or internships. |
| 4. If you want to choose the best university for you, | () | d) you don't do well in school. |
| 5. If you study hard, | () | e) you need to graduate from high school. |
| 6. If you want to go to college and work at the same time | () | f) you have more job opportunities. |
| 7. If you want to get a job, | () | g) you need to apply for it. |
| 8. If you speak another language, | () | h) you have to be disciplined. |
| 9. If you want to have experience before graduating from college, | () | i) you need to review the study plans, the enrollment process, and the costs. |
| 10. If you don't study, | () | j) you need to study at least three years. |

Dimension 3. Analysis

III. Match the words with the correct definitions.

- | | |
|-----------------|---|
| 1. downtown | a. not much; not many |
| 2. warning | b. all the things that are around a person |
| 3. access | c. to be accepted into a program |
| 4. satisfaction | d. a happy feeling; a feeling that something is right |
| 5. enroll | e. to register as a student of a school |
| 6. intense | f. the center of a city |
| 7. limited | g. to not be successful at something |

8. environment

9. get into

10. fail

h. permission to use something

i. stressful

j. advice to be careful about something

Dimension 4. Application

IV. Put the words in order to make sentences and questions.

1. take / better / you / notes / had

_____.

2. think / I / fascinating / cultures / that / other / are

_____.

3. has / to / chance / to / go / Africa / Laura / a

_____.

4. want / job, / filling out / you / if / applications / a / keep

_____.

5. don't / why / us / join / you

_____?

CHECKLIST PERFORMANCE EVALUATION STAGE 3			
Performance indicator	YES	NO	OBSERVATIONS
Comprehends and answers according to the instructions of each exercise.			
Uses vocabulary (concepts) properly.			
Uses grammar structures accurately.			
Answers all the exercises of this stage showing knowledge about the topic.			

Delivers this portfolio on time using the platform (Ms Teams) asked by the teacher.			
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Stage 4. A Break from School

Dimension 1. Retrieval

I. Read the following items and choose the correct answer.

- We have _____ in this city for 5 years.
 - lived
 - lives
 - living
- Donna has been married _____ 2005.
 - for
 - since
 - yet
- I'm sure you will like _____ the beach _____ the nightlife.
 - neither/nor
 - either/nor
 - both/and
- In my class there are _____ girls than in your class.
 - less
 - fewer
 - few

5. A: I don't speak French.

B: _____ do I.

a) Either

b) So

c) Neither

Dimension 2. Comprehension

II. Complete the following conversations with the words for, since, always, ever, never, yet or still.

Conversation 1:

A: Guess what? I went to New York last summer!

B: Oww! That's amazing. I've _____ wanted to go to New York.

Conversation 2:

A: How long have you had a part-time job?

B: I've had a part-time job _____ January.

Conversation 3:

A: Have you decided what you are going to study in college?

B: No, I haven't. I _____ haven't decided.

Conversation 4:

A: Come on, hurry! It's time to go.

B: I'm sorry. I'll go with you next time. I haven't finished my homework _____

Conversation 5:

A: Ann, have you _____ been to Morocco?

B: No, I haven't. I have _____ been there. They say it's a wonderful country to visit.

Conversation 6:

A: How long have you lived in the dorms?

B: I have lived here _____ 3 months.

Dimension 3. Analysis

III. Match the questions with the appropriate responses.

- | | |
|--|---------------------------------------|
| 1. Are you homesick? () | a. Yes, but there are subtitles. |
| 2. Can I skip class today? () | b. No, but they're affordable. |
| 3. Is the movie in a foreign language? () | c. No, there might be a quiz. |
| 4. Are the tickets free of charge? () | d. Yes, there's great food and music. |
| 5. Does this city have good nightlife? () | e. Yes, I miss my friends. |

Dimension 4. Application

IV. Read and circle true or false.

Hi Mom and Dad,

Last week, I mentioned I planned to spend the summer at home. But now I'm staying put. I've found a summer job! I'll be a waitress at a restaurant on campus. I hope you don't mind. I'm dying to earn some money so that you don't have to pay for everything. They were happy to hire me because I have experience.

The dorm is closed during the summer. But that's okay. I've found a place to live, too. Regina and I are getting a 2-bedroom apartment off campus. (Do you remember my

friend Regina? You met her on Parents' Day.) We haven't moved there yet. We'll do that next week, when classes are over. Some guys from our department are helping us. I miss you! Let's figure out a day for you to come visit me.

Love,
Sofia

- | | | |
|--|------|-------|
| 1. Sofia is looking forward to earning money. | true | false |
| 2. She has never worked as a waitress before. | true | false |
| 3. She and two friends will live together. | true | false |
| 4. Sofia's parents have not met her new roommate yet. | true | false |
| 5. A few of their male classmates will help them move. | true | false |

CHECKLIST PERFORMANCE EVALUATION STAGE 4			
Performance indicator	YES	NO	OBSERVATIONS
Comprehends and answers according to the instructions of each exercise.			
Uses vocabulary (concepts) properly.			
Uses grammar structures accurately.			
Answers all the exercises of this stage showing knowledge about the topic.			
Delivers this portfolio on time using the platform (Ms Teams) asked by the teacher.			

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