



ÁREA ACADÉMICA:
PROGRAMA EDUCATIVO:

PERIODO: SEPTIEMBRE-DICIEMBRE 2025

PORTAFOLIO

INGLÉS IX

DOCENTE: Mónica Loana Luengas Arroyo

ALUMNO: Alejandro Hernández Negrete

NÚMERO DE CONTROL: 1222100417

GRUPO: GIDS5103

CALIFICACIÓN

UNIDAD I	UNIDAD II	PROMEDIO FINAL
9	—	

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ENGLISH

BASIC INFORMATION

ENGLISH

Unit 1

Unit 2

SCHEDULE:

Instructor's name: Mónica Loana Luengas Arroyo

Phone Number: 418 117 06 81

Email Address: monica.luengas@utng.edu.mx

COURSE OBJECTIVES

Students would have the chance to communicate in English their feelings, thoughts, ideas, reflections and opinions about public, personal, and educational matters in their lives and their careers.

REQUIRED STUDENT RESOURCES

Students need to register in the school platform to be able to turn in their assignments. They also need to be part of an exclusive for English WhatsApp group to be notified of any activity.

COURSE SCHEDULE/OUTLINE/CALENDAR OF EVENTS

The course has two units

Unit 1 INDIRECT SPEECH

Unit 2 ARGUMENTATION WITH CONJUNCTIONS

In case you need to present a second opportunity "R1", you must contact the teacher. Take under consideration that you must have tutoring (asesoría) before you can take the test.

For those of you presenting "R2", you must contact your teacher. It is your grade so it is YOUR responsibility (not the teacher's). Please keep a good record of your due dates to avoid further complications in the system.

PLANEACIÓN DE LA MATERIA



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:	SEP - DIC 2025
ASIGNATURA:	INGLÉS I*		SEMESTRE:	80			
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 A TRAVÉS DEL REPORTE DE MENSAJES PREVIAMENTE RECIBIDOS Y DE LA EXPRESIÓN DE OPINIONES Y JUICIOS DE VALOR PARA COTRIBUIR A SU DESARROLLO EN EL ÁMBITO PROFESIONAL.						
FACILITADOR:	LUZGAS ARROYO MONICA LOANA					GRUPO:	GDSS103-E
UNIDAD	NOMBRE DE LA UNIDAD	HRS. UNIDAD	FECHA DE INICIO Iniciencia	FECHA DE TÉRMINO Terminación	FECHA DE ENTREGA DE RESULTADOS DE EVALUACIÓN A DIFUSIÓN Iniciencia - Terminación	NOMBRE(S) DE INSTRUMENTOS	OBJETO DE LA UNIDAD
1	I. El discurso	30.0	P 01-09-25 RA 01-09-25	P 11-10-25 RA 11-10-25	P 01-10-25 - 24-10-25	Ejercicios prácticos Lista de Cotejo	El alumno intercambiará información sobre mensajes recibidos o enviados para reportar hechos, sucesos y acciones relativos a su ámbito profesional.
2	II. La argumentación	30.0	P 25-10-25 RA 25-10-25	P 05-12-25 RA 05-12-25	P 05-12-25 - 15-12-25	Ejercicios prácticos Lista de Cotejo	El alumno intercambiará opiniones defendiendo puntos sobre los puntos de vista de diversos interlocutores para el establecimiento de los proyectos en los que se involucra.
OBSERVACIONES GENERALES:		1. El alumno es 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 al tiempo programado, los 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, revisando todos los avances en la parte pertinente. 4. Será de carácter obligatorio para los alumnos que no cumplieren alguna unidad temática asistir a sesiones para tener derecho a devolución de las asignaturas.					
IP	Fecha planeada						
MD	Fecha real capturada por el docente						
RA	Fecha real capturada por el jefe de grupo						

UNIDAD 1

Contenido del programa

Unit 1
direct and indirect speech
30 horas

Connectors

Firstly, furthermore, moreover, also, on the other hand, however, though, etc.

News reports

Introduction, text, conclusion

Reported speech

direct and indirect speech
reported orders
“say”, “tell” and “talk”.

Simple past, present perfect, past perfect.

News report vs. Story.

Nominalization.

- Verbs ending with -ing
- Adjectives ending with -ed and -ing

Writing: Review coherence and cohesion.

Desglose de calificación de unidad 1	
Reading	1
Listening	9
Grammar	1
Writing	9
Oral evaluation	9
Saber Ser	10

Rúbricas unidad 1

INGLÉS IX ANEXO 1

CUATRIMESTRE: Inglés IX, Ingeniería

UNIDAD: 1

VALOR

EVALUACIÓN ORAL: 3 PUNTOS

INSTRUCTIONS: The students will give an oral presentation about some world news. They will present it in a Role Play based on the topics given by the teacher.

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.
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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.

INGLÉS IX

ANEXO 2

Rúbrica para evaluación del SABER SER para TSU e Ingeniería

Cuatrimestre: Inglés IX ingeniería

Unidad: 1

Valor: 1 punto.

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.			

INGLÉS IX ANEXO 3

CUATRIMESTRE: Inglés IX, Ingeniería

UNIDAD: 1

VALOR EVALUACIÓN ESCRITA: 3 PUNTOS

INSTRUCTION: The students will write a 350 word report based on a news report performed by them in their oral presentation.

Directions: The report must include: headline, byline, placeline, lead, and body. Also it must include direct and indirect speech voice and connectors. The sequence of events has to be clear.

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.

Requisitos:

1.- El reporte escrito no será evaluado si no son las palabras propias del alumno (Copiado, plagado o traducido).

- 2.- Un texto de menos de 320 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

Introduction

I listen to the news every day. Headlines are very important because they tell us about global events fast. I will write about two news stories that I heard on the audio. The first headline is about a cure for baldness . The second headline is about a stolen painting . They are two very different topics, but they are both important news items.

Development

News Story 1: Health and Science

The first news story is about science. This is a big headline for many people. Researchers from a big university said they found a cure for baldness. The news was so important that it caused excitement on the stock exchange .

The new medicine is made from something surprising: banana leaves . The pictures show the lab and the leaves. The news says this product will be on sale in pharmacies next year. This is very good news for people who read the health headlines and want to have more hair.

News Story 2: Art and Crime

The second news story is about art and crime. The police found a very important stolen painting. The painting is by the famous artist Picasso. This was a bad headline when the painting disappeared. It was stolen from the National Museum in January.

But yesterday, the police found it! They found the art for sale in a city art shop. The picture shows the police next to the painting. The police arrested two art dealers. They were charged because they stole the painting. This headline shows that the police work hard to find and protect important things.

Conclusion

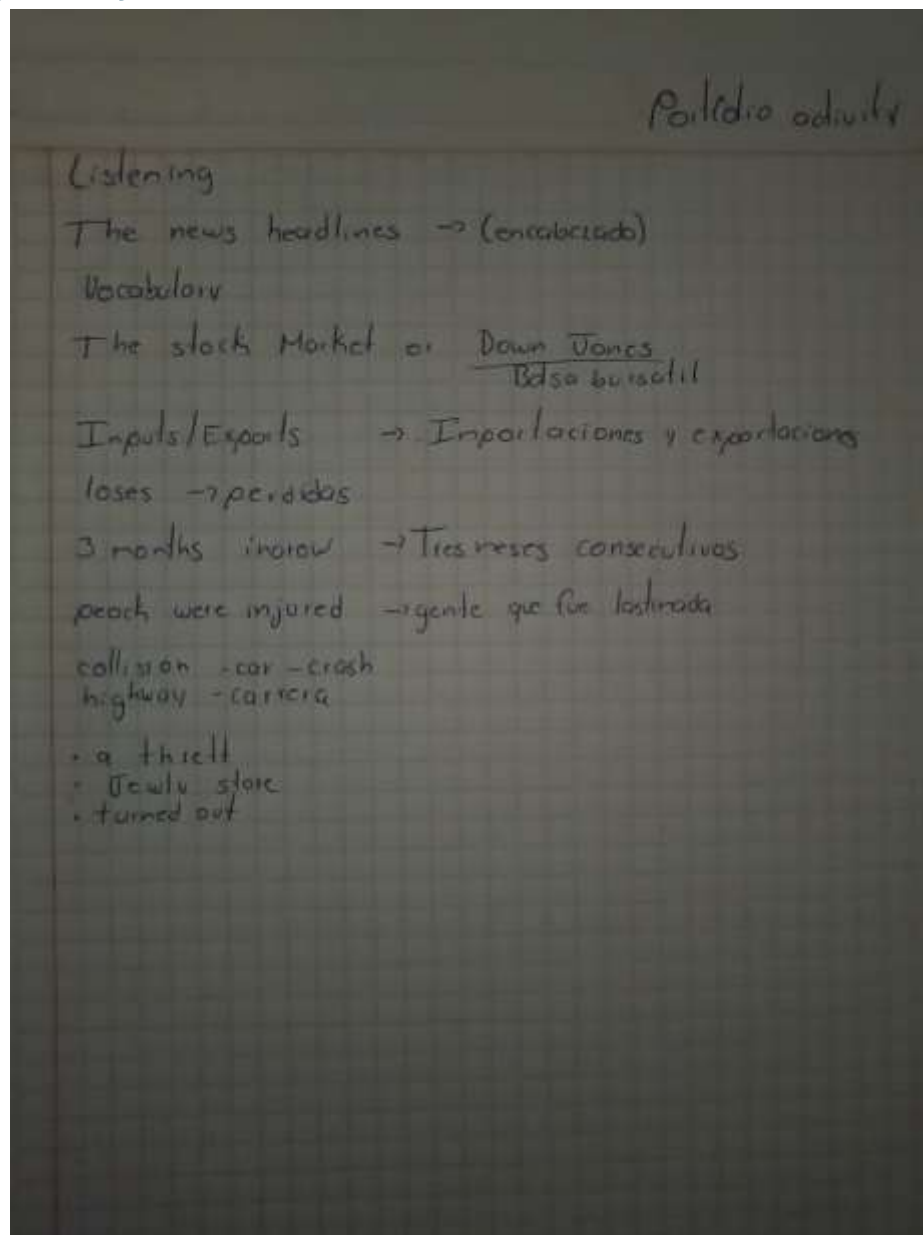
I think both news stories are very interesting and important for the world. The headlines tell us different things about life.

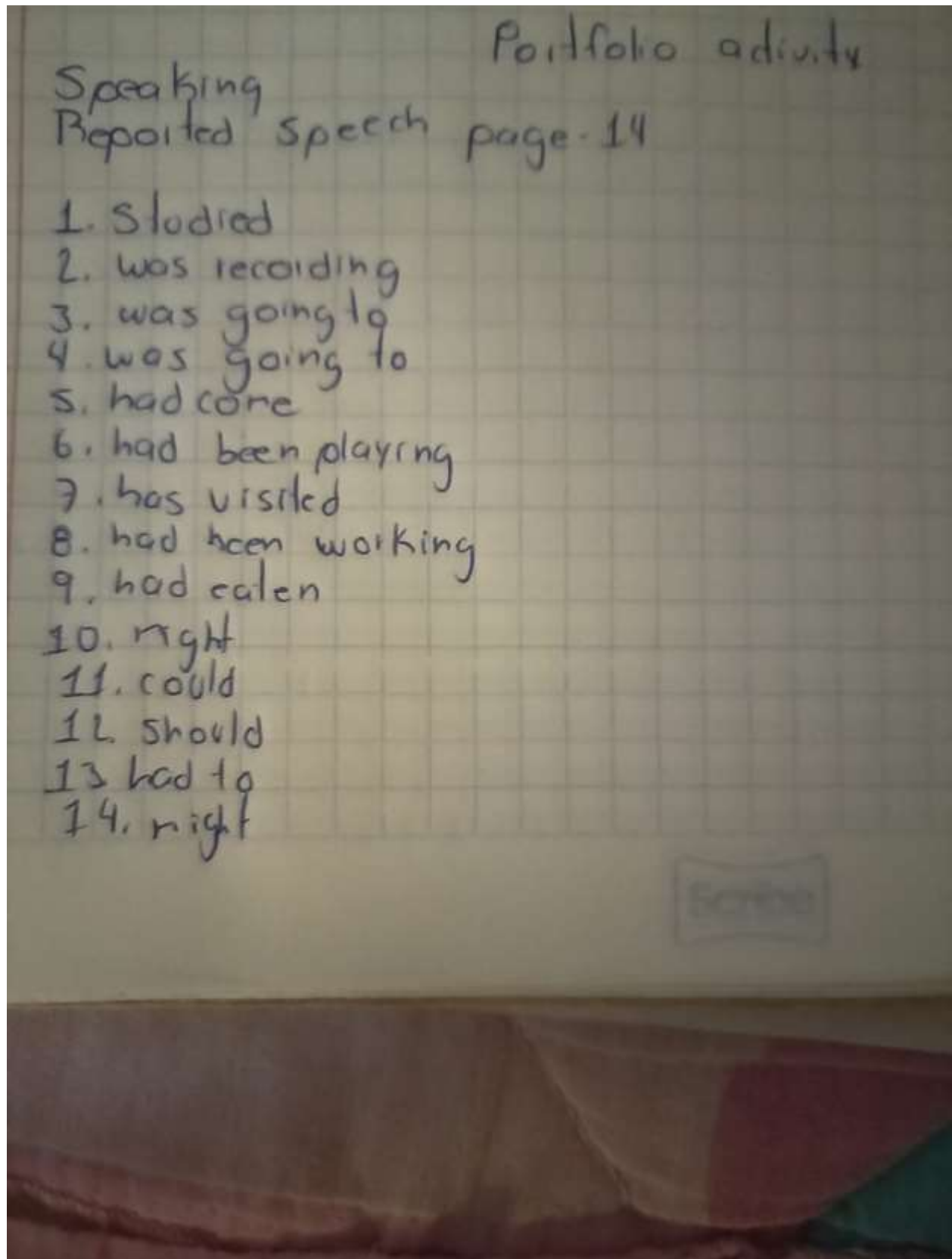
The first headline about the cure for baldness is very positive news because it is about a discovery in science. It gives hope to many people. This type of headline shows that researchers are working hard to help us.

The second headline about the stolen Picasso is also important. It tells us about a serious crime that the police solved successfully. This headline shows that the police and the government protect important things like art.

In conclusion, reading the news headlines every day is very useful. I can learn about new things in health, science, and global events like crime. The headlines give me quick information so I can understand what is happening in the world. It is important to know the news every day!

Listening activity





Writing activities

Introduction

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Conclusion

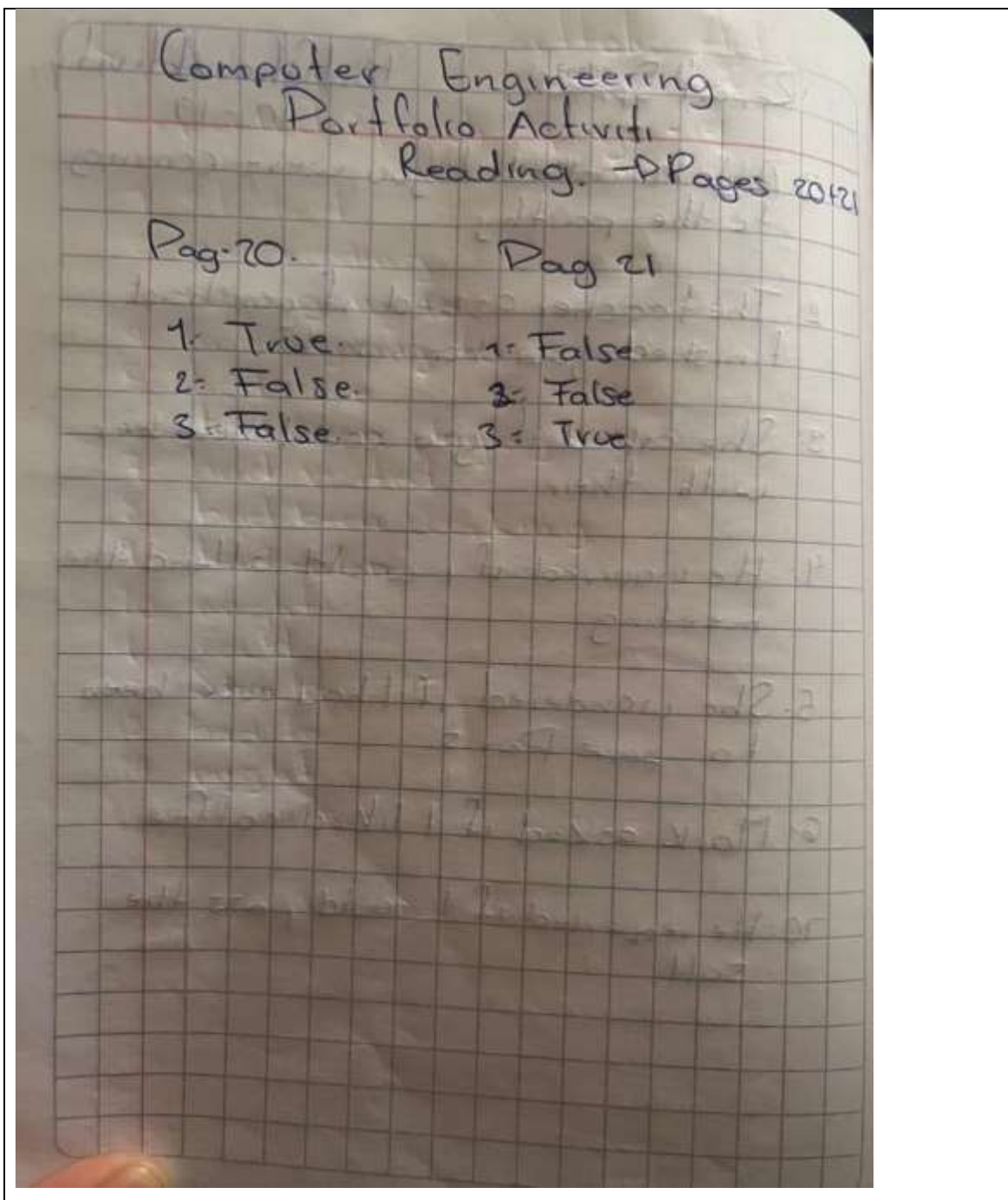
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The first headline about the cure for baldness is very positive news because it is about a discovery in science. It gives hope to many people. This type of headline shows that researchers are working hard to help us.

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In conclusion, reading the news headlines every day is very useful. I can learn about new things in health, science, and global events like crime. The headlines give me quick information so I can understand what is happening in the world. It is important to know the news every day!

Reading activity



Grammar activities

1. Are you coming to the party?
John asked if you ~~were~~ coming to the party.
2. Did you finish your homework?
The teacher asked if you ~~did~~ ^{had} finished your homework.
past participle
3. Can you help me with this?
She asked if you could help me with this.
4. Will you attend the meeting?
He inquired if you ~~will~~ ^{would} attend the meeting.
5. Have you ever been to Paris?
She wondered if you had ever been to Paris?
6. ~~Do~~ you like coffee?
Mark asked if you ~~did~~ liked coffee. ~~X~~
10. Could you pass the salt?
He request if you could pass the salt.

UNIDAD 2

Contenido de programa

UNIT 2 Arguments

30 horas

Beginnings and endings giving your opinion (Opinion phrases)

In my opinion ... if

I ...

I believe ...

I think ...

As I see It ...etc.

Connectors

Firstly, furthermore, moreover, also, on the other hand, however, though, etc.

Conjunctions

So, too, either, neither.

Writing: Review any necessary topic.

FECHA DE EVALUACIÓN:

Desglose de calificación de unidad 2	
Reading	1
Listening	1
Grammar	1
Writing	
Oral evaluation	
Saber Ser	10

Rúbricas unidad 2

INGLÉS IX ANEXO 1

CUATRIMESTRE: Inglés IX, Ingeniería

UNIDAD: 2

VALOR EVALUACIÓN ORAL: 3 PUNTOS

INSTRUCTIONS: In teams, students will carry out a debate about a topic given (according to their BA) by the professor.

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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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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.

Inglés IX Anexo 2

Rúbrica para evaluación del SABER SER para TSU e Ingeniería

Cuatrimestre: inglés IX, ingeniería

Unidad: 2

Valor: 1 punto.

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
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INGLÉS IX ANEXO 3

CUATRIMESTRE: Inglés IX, Ingeniería

UNIDAD: 2

VALOR EVALUACIÓN ESCRITA: 3 PUNTOS

INSTRUCTION: The students will write a 350 words summary based on a reading given by the professor

Directions: The summary must include: Title, introduction, body and conclusion, conjunctive adverbs must be used to connect ideas.

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	
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- 2.- Un texto de menos de 320 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

22nd English Language Awareness Day

Hello my name is Alejandro Hernández Negrete. I'm studying at the UTNG, software Engineering. I like my classes. Now, I have six different classes.

It's very funny, and this period I have known a lot of friends. There are many activities in this university, sports for example soccer, dance, and other academic activities and the English Awareness Day !!!

I'm going to describe this activity. It's for all students, and in this activity there are English teachers. The purpose is to practice English with games with our friends and with new people. It's good to share experiences and learn another language.

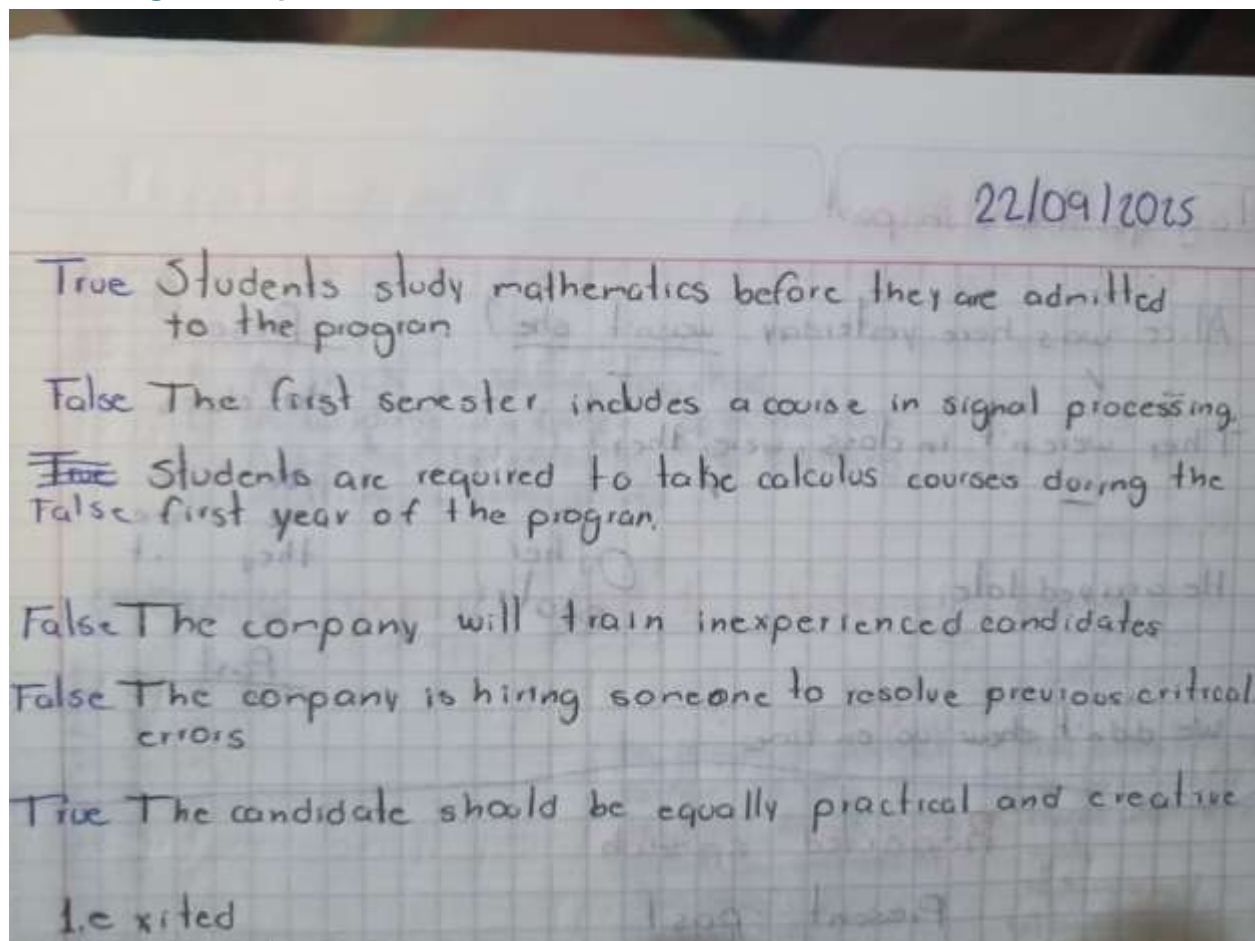
On the English Language Awareness Day, there are many Stands with different activities, a description of the stands follows:

1. Halloween Bingo: In this activity you play bingo, with other people I enjoyed this play. I liked it because this game was easier.
2. Simon says: In this activity listening was very important. I listened body to body parts and I touched my nose, and I won.
3. The stand, The picture me was more difficult this year. Last year, the activity was easier, take a photo and win. In this year, the problem was to share the photo in the facebook, or in WhatsApp or Instagram. In the end, my friend Alejandro shared our photo and the game finished. I liked this activity because. I shared this game with friends of line building A. Then, I shared my knowledge with new people and I talk in line very interesting. I learned many things in these lines.
4. In the stand Tongue Twister was the best stand for me, in this stand. I utilized my body, my force, my velocity, I fought with my friends for my place. The sound of the words was confusing and I tried not to lose. In conclusion, the best stand.

In conclusion, it's very interesting to learn with games, very dynamic. In my opinion, I don't like to be with many people. I prefer activities with few people. More private, it's interesting to know other people.

So, I liked it because. I met a girl in a game. She was very beautiful. A good event. Thank you for read my opinion.

Listening activity



Portfolio Activity

Unit 2
Speaking

Nov 11
(observed) 23

Conversation Manager
Engineer

1. Verifying
2. Specifications
3. Good news
4. No unexpected
5. No so far
6. Different file formats

Writing activity

22nd English Language Awareness Day

Hello my name is Alejandro Hernández Negrete. I'm studying at the UTNG, software Engineering. I like my classes. Now, I have six different classes.

It's very funny, and this period I have known a lot of friends. There are many activities in this university, sports for example soccer, dance, and other academic activities and the English Awareness Day !!!

I'm going to describe this activity. It's for all students, and in this activity there are English teachers. The purpose is to practice English with games with our friends and with new people. It's good to share experiences and learn another language.

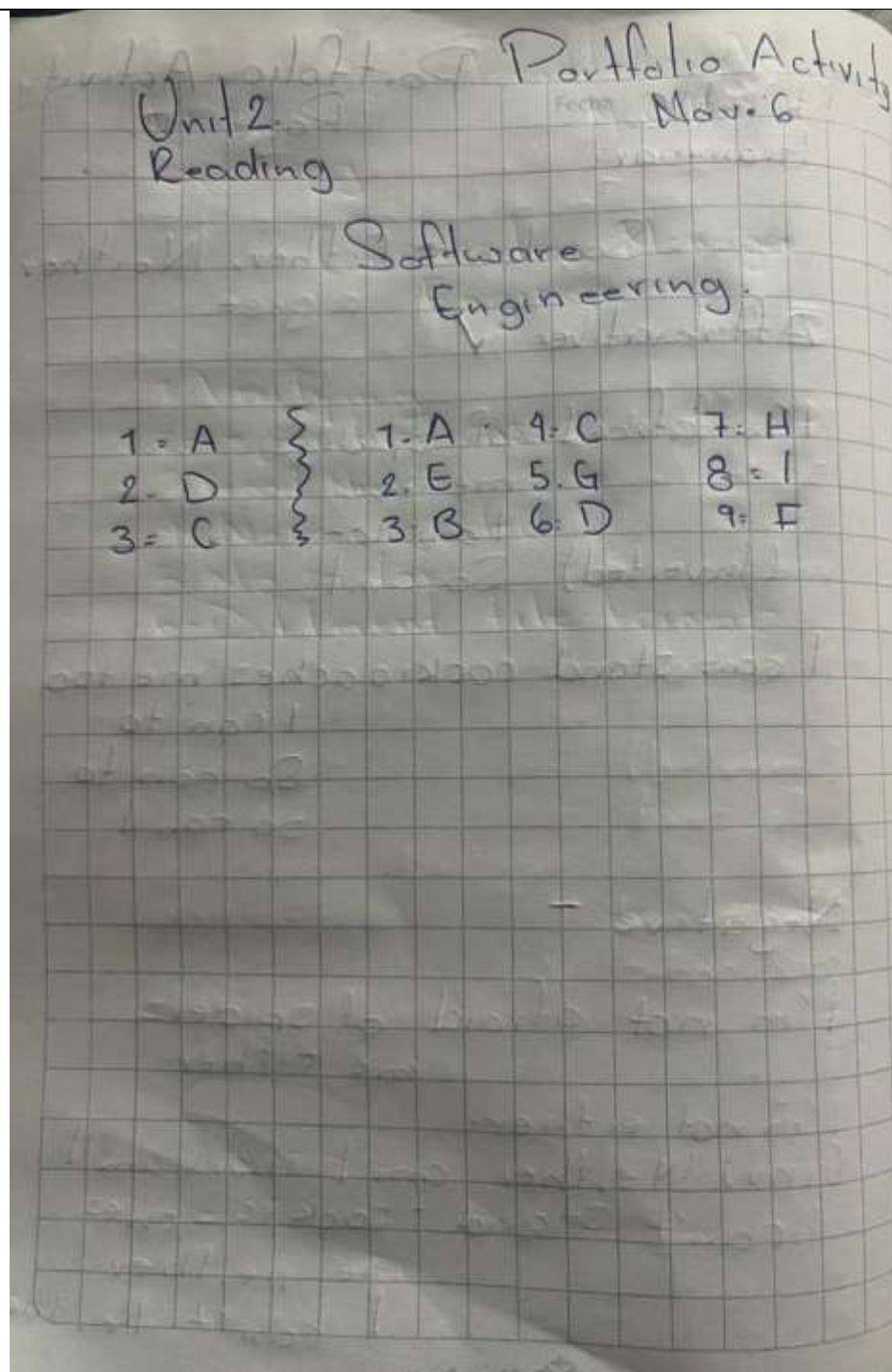
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So, I liked it because. I met a girl in a game. She was very beautiful. A good event. Thank you for read my opinion.

Reading activity



So, too, either, neither

13/11/2025

I agree

Positive ☒

I'm afraid of spiders

me too

I am too

(inverted) so am I

I can stand cockroaches

me too

I can too

So can I

☐ Negative

I am ~~not~~ afraid of spiders.

me neither.

I'm ~~not~~ either

(inverted) Neither am I

Nor am I

I can't stand cockroaches

me neither

I can't either

Neither can I

Nor can I

1. have
2. am I
3. will scottly
4. either
5. so do I
6. so was do
7. will her sister
8. did you
9. did I
10. would I

1. Do I ✓
2. do too ✓
3. ~~have~~ I ✓
4. I have too ✓
5. Will I ✓
6. ~~I was did~~ ✓
7. was I ✓
8. ~~did was~~ ✓
9. am I ✓
10. do ✓
11. am I ✓