



INSTITUTO POLITÉCNICO NACIONAL
SECRETARÍA ACADÉMICA
DIRECCIÓN DE EDUCACIÓN MEDIA SUPERIOR
CENTRO DE ESTUDIOS CIENTÍFICOS Y TECNOLÓGICOS No. 13
"RICARDO FLORES MAGÓN"

GUÍA

de estudio para
presentar ETS de la
INGLÉS IV
CICLO ESCOLAR 2026 - 2
TURNO VESPERTINO

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Área: HUMANÍSTICA	Nombre de la Unidad de Aprendizaje: INGLÉS IV	Nivel/semestre: CUARTO
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Instrucciones generales de la guía:

La presente guía es solamente un instrumento para ayudarte a repasar los temas vistos durante el semestre, no tiene ningún valor para el examen, se recomienda resolver la guía asesorada/o por un profesor de la academia de inglés.

Presentación:

La unidad de aprendizaje **Inglés IV** pertenece al área institucional del Bachillerato Tecnológico perteneciente al Nivel Medio Superior del Instituto Politécnico Nacional. Se ubica en el cuarto nivel del plan de estudios y se imparte de manera obligatoria en el tercer semestre en las tres ramas del conocimiento: Ciencias Físico – Matemáticas, Ciencias Sociales y Administrativas y Ciencias Médico – Biológicas.

Objetivos

Desarrollar en los estudiantes las habilidades básicas de la competencia comunicativa en una segunda lengua (inglés)

Justificación

El aprendizaje del idioma inglés abrirá a los alumnos un sinnúmero de posibilidades para desarrollar sus habilidades en el manejo de las tecnologías para la información y la comunicación, a través del uso del audio, video, televisión, foros de discusión, chat, etc., tanto para adquirir conocimientos del idioma como para desarrollar las habilidades que éste requiere para su dominio; además de transferir estos conocimientos a otras áreas o a las actividades que a futuro el egresado requerirá para su desarrollo profesional y laboral, al tiempo que habilita a los estudiantes para integrarse al aprendizaje a lo largo de la vida.



Estructura y contenidos

1. Reported speech

El Reported speech o estilo indirecto) en inglés se usa para contar lo que otra persona dijo sin citar sus palabras textuales, retrocediendo generalmente un tiempo verbal al pasado. Se cambia el presente por pasado, el pasado por pasado perfecto y los verbos modales como will a would, o can a could.

A continuación, se muestran los cambios que deben hacerse al utilizar Reported Speech:

ESTILO DIRECTO - DIRECT SPEECH	ESTILO INDIRECTO - REPORTED SPEECH
Presente Simple: "I am very glad to see you again" Miguel said.	Pasado Simple: Miguel said that he was glad to see me again.
Presente Continuo: "Sabrina is working in Buenos Aires" he said.	Pasado Continuo: He said Sabrina was working in Buenos Aires.
Pasado Simple: "Did you finish the test?" she asked.	Pasado Perfecto Simple: She asked me if I had finished the test.
Pasado Continuo: They said, "We weren't going to cinema today"	Pasado Perfecto Continuo: They said that they hadn't going to cinema today.
Presente Perfecto Simple: Mario said, "I've already gone out"	Pasado Perfecto Simple: Mario told me that he'd already gone out.
Presente Perfecto Continuo: "I've been playing piano for ten years" she said.	Pasado Perfecto Continuo: She said that she'd been playing piano for ten years.
Pasado Perfecto Simple (Este tiempo verbal se mantiene igual para el direct o reported speech): "I'd been to my home before the college" she said.	Pasado Perfecto Simple: She said that she'd been in her home before the college.
(Exactamente lo mismo, el tiempo verbal se mantiene igual para el direct o reported speech): He said "I'd been working here for years before quit".	Pasado Perfecto Continuo: He said that he'd been working here for years before quit.

ESTILO DIRECTO - DIRECT SPEECH VERBOS MODALES	ESTILO INDIRECTO - REPORTED SPEECH
Will: "Will you marry me?" he asked.	Would: He asked me if I would marry him.
Can: Mónica said, "Mateo can come here tomorrow".	Could: Mónica said Mateo could come here tomorrow.
Must: "You must finish your homework", dad said.	Had to: Dad said I had to finish my homework.
Shall: "Shall we dance tonight at the ballroom?", he asked.	Should: He asked me if we should dance tonight at the ballroom.
May: "May I speak now, please?" the little girl asked.	Might: The Little girl asked if she might speak now.



ADVERBIOS DE TIEMPO ESTILO DIRECTO - DIRECT SPEECH	ADVERBIOS DE TIEMPO ESTILO INDIRECTO - REPORTED SPEECH
Today / Tonight	That day / That night
This day / week / month / year	That day / week / month / year
Tomorrow	The next day
Next day / week / month / year	The following day / week / month / year
Yesterday	The previous day / The day before
Last week / month / year	The previous week / month / year or the previous week / month/year
Now	At that moment / then
Here	There

Reported Speech Questions:

El reported speech de preguntas (preguntas indirectas) se usa para relatar qué preguntó alguien sin usar sus palabras textuales. Se cambia la estructura interrogativa a afirmativa, se añaden verbos como asked, y los tiempos verbales suelen retroceder un paso al pasado. Se elimina el signo de interrogación.

Laura: What did you eat in the morning? → She asked (me) what I had eaten in that morning.

John: Have Joan visited Madrid? → She asked IF Joan had visited Madrid.

Reported Speech Commands.

El reported speech para órdenes (commands) y peticiones se forma cambiando el imperativo directo a un infinitivo con "to" (to + verb), precedido por un verbo de reporte (como tell o ask) y el objeto. Para órdenes negativas, se usa "not to" + infinitivo.

"Don't shout!" She said → She ordered NOT to shout.

"Give me a second" Mario said → Mario said to give him a second.



Ejercicio:

Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell'.

1. "Don't do it!" She _____
2. "I'm leaving tomorrow" She _____
3. "Please get me a cup of tea" She _____
4. "She got married last year" She _____
5. "Be quick!" She _____
6. "Could you explain number four, please?" She _____
7. "Where do you live?" She _____
8. "We went to the cinema and then to a Chinese restaurant" She _____
9. "I'll come and help you at twelve" She _____
10. "What are you doing tomorrow?" She _____

2. Second Conditional

El second conditional (segundo condicional) en inglés se usa para hablar de situaciones hipotéticas, imaginarias o muy improbables en el presente o futuro. Su estructura clave es:

➔ If + Pasado Simple, would/could + verbo base form. ⬅

Se traduce al español con el modo subjuntivo (ej: si tuviera, haría).

Ejemplos:

- If I were multi millionaire, I would quit my job to travel around the world. (Si fuese multimillonario dejaría mi trabajo para viajar por el mundo).
- If I had enough time, I would visit my friends every week. (Si tuviese tiempo, visitaría a mis amigos cada semana).
- I would pick you up at the airport if you flew to the closest to me. (Te recogería en el aeropuerto si volases al más cercano a mi)



- If I were you, I would go and apologize right away. (Si fuera tú, iría a pedir perdón ahora mismo).

Ejercicio:

Put the verb into the correct tense to make the second conditional.

1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not / be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.
5. If she _____ (not / be) always so late, she _____ (be) promoted.
6. If we _____ (win) the lottery, we _____ (travel) the world.
7. If you _____ (have) a better job, we _____ (be) able to buy a new car
8. If I _____ (speak) perfect English, I _____ (have) a good job.
9. If we _____ (live) in Mexico, I _____ (speak) Spanish.
10. If she _____ (pass) the exam, she _____ (be) able to enter university.

3. Wish + past simple

Se utiliza wish + past simple para expresar deseo en el presente.

Ejemplo: I wish I travelled more. (Ojalá viajara más)

My mom wishes I were taller. (Mi madre desearía que yo fuera más alto.)

Ejercicio:

Make sentences using 'wish' + past simple about the things I don't like.

You can put in 'that' if you want, or leave it out.

For example:

0. 'I'm cold'. 'I wish (that) I wasn't cold'.

1. I don't have a car. _____



2. I can't play the piano. _____
3. I'm at work. _____
4. It's winter. _____
5. I'm ill. _____
6. I don't have new shoes. _____
7. I can't afford to go on holiday. _____
8. I don't have time to read lots of books. _____
9. I can't drive. _____

4. Third conditional

El tercer condicional (third conditional) en inglés se utiliza para hablar de situaciones hipotéticas del pasado que no sucedieron, expresando arrepentimiento o consecuencias imaginarias.

Su estructura es:

➔ If + Sujeto + had + verbo pasado participio, Sujeto + would/could/might + have + Verbo past part. ←

Ejemplos:

- If she had studied more, she would have graduated. (Si hubiera estudiado más, se hubiera graduado.)
- If you hadn't spoken so loudly, she wouldn't have found out. (Si no hubieras hablado tan fuerte, ella no se hubiera dado cuenta.)

Ejercicio 1

If they _____ (drive) faster, they _____ (arrive) on time.

My friend _____ earned a prize, if she _____ (participate) in the competition.

My dog _____ (win) the first place, if it _____ (skip) two obstacles.

Respuestas:

1. had driven/ would have arrived
2. would have/ had participated



3. would have/ hadn't skipped

Ejercicio 2

If John _____ (not come) to the exposition, he _____ (not meet) his wife.

If she _____ (know) about the party, do you think she _____ (come)?

What would you ____ (do) if you _____ (have) more free time?

I _____ (not be) a baker, if I _____ (not study) for 5 years.

Respuestas:

hadn't come / wouldn't have met

had known / would have come

have done / had had

wouldn't have been / hadn't studied

5. Wish + past perfect

Se utiliza **wish + past perfect** para decir que lamentas algo que no sucedió en el pasado.

Ejemplo:

- I wish I had spoken to him earlier. (Ojalá hubiera hablado con él antes.)
- Pete wishes he had bought a new car. (Pete desearía haber comprado un coche nuevo.)

Ejercicio:

Read the sentence and choose the option which best expresses a past regret.

1. I shouted at my little sister this morning. I feel bad about it now.

- a. I wish I had shouted at my little sister
- b. I wish I hadn't shouted at my little sister

2. I didn't go to the library yesterday. It's closed today.

- a. I wish I had gone to the library
- b. I wish I hadn't gone to the library



3. I took no notice of the teacher, and I did really badly in the test.
- a. I wish I had taken more notice
 - b. I wish I hadn't taken more notice
4. They stayed up really late, and they are very tired, so the boss is most displeased.
- a. The boss wishes they had stayed up
 - b. The boss wishes they hadn't stayed up
5. Jack didn't tell his wife he was going to be late, and she got really angry with him.
- a. Jack wishes he had told his wife
 - b. Jack wishes he hadn't told his wife
6. Mary told her brother she was going to be late, so he didn't wait for her.
- a. Mary wishes she had told her brother
 - b. Mary wishes she hadn't told her brother

Match the beginnings of the sentences to the correct endings.

1.	I hate the food at that restaurant...
2.	It's raining...
3.	It was freezing in the park...
4.	I've got a horrible stomach ache...
5.	My brother isn't speaking to me...
6.	I'm really lonely...
7.	I'm hungry...
8.	I hated every minute of that holiday...

a.	I wish I'd brought my umbrella.
b.	I wish I hadn't shouted at him.
c.	I wish I'd eaten a proper breakfast.
d.	I wish we'd gone to Paris.
e.	I wish I'd worn a coat.
f.	I wish I hadn't eaten so much popcorn.
g.	I wish we'd eaten somewhere else.
h.	I wish I hadn't broken up with my boyfriend.



6. The passive

La voz pasiva (passive voice) en inglés se utiliza para dar énfasis al objeto que recibe una acción, en lugar de a quien la realiza, invirtiendo el orden de la frase activa.

Se estructura:

⇒ Objeto directo + verbo "to be" conjugado + pasado participio + (by + sujeto)

Es ideal cuando el agente es desconocido o poco relevante.

Tipo de oración	Sujeto	Verbo	Objeto
Voz activa	<i>The tourists</i>	<i>took</i>	<i>pictures</i>
Voz pasiva	<i>Pictures</i>	<i>were taken</i>	<i>by tourists</i>

El objeto de la voz activa pasa a ser sujeto de la voz pasiva.

El sujeto de la voz activa pasa a ser objeto de la voz pasiva y viene acompañado de un complemento agente, la preposición **by**.

El cambio más importante ocurre cuando queremos transformar el verbo a la voz pasiva.

El verbo principal de la voz activa se convierte en participio pasado precedido por verbo to be:

The tourists took the pictures. (los turistas tomaron las fotos.)

The pictures were taken by the tourists. (Las fotos han sido tomadas por los turistas.)

Ejemplos:

- ⇒ Vaccination **had been** *applied* to many infants by nurses.
- ⇒ A house **is being** *built* near mine.
- ⇒ An exam **was** *taken* by my students.



Ejercicio:

A) Completa las siguientes oraciones en voz pasiva con los verbos entre paréntesis:

1 The wheel (to invent) _____ thousands of years ago. (La rueda fue inventada hace miles de años).

2 English (to speak) _____ in many countries all over the world. (El inglés es hablado en muchos países de todo el mundo).

3 América (to discover) _____ by Christopher Columbus in 1492. (América fue descubierta por Cristóbal Colón en 1492).

Respuestas: was invented, is spoken, was discovered

B) Pasa a su forma pasiva las siguientes oraciones activas

1 A gardener is watering the flowers.

2 We are going to announce the results on Monday.

3 The students are making arrangements for the party.

Respuestas: 1. Flowers are being watered by a gardener, 2. The results are going to be announced on Monday, 3. Arrangements for the party are being made by the students

7. Defining and non-defining relative clauses.

Defining relative clauses provide essential information to identify the noun, with no commas and allowing "that." Non-defining clauses add extra, non-essential information, requiring commas and using "who/which," never "that." Defining clauses are necessary for meaning; non-defining clauses can be removed without changing the sentence's core message.

Las **defining relative clauses** proporcionan información esencial para identificar el sustantivo, sin comas y permitiendo el uso de "that". Son necesarias para el significado

Las **Non-defining clauses** añaden información adicional no esencial, requieren comas y utilizan "who/which", nunca "that". Pueden eliminarse sin alterar el mensaje principal de la oración.



Study the situations and then decide whether the following relative clauses are defining or non-defining.

- ⇒ defining – no commas
- ⇒ non-defining – commas

1. I have three brothers.

- a. My brother who lives in Sidney came to see me last month.
- b. My brother, who lives in Sidney, came to see me last month.

2. I have one sister.

- a. My sister who is 25 years old spent her holiday in France.
- b. My sister, who is 25 years old, spent her holiday in France.

3. Bob's mum has lost her keys.

- a. Bob's mum who is a musician has lost her car keys.
- b. Bob's mum, who is a musician, has lost her car keys.

4. My friend Jane moved to Canada.

- a. My friend Jane whose husband is Canadian moved to Canada last week.
- b. My friend Jane, whose husband is Canadian, moved to Canada last week.

5. I am a shoe fanatic.

- a. The shoes which I bought yesterday are very comfortable.
- b. The shoes, which I bought yesterday, are very comfortable.

6. Mr Robinson is very famous.

- a. Mr Robinson whom I met at the trade fair is a famous inventor.
- b. Mr Robinson, whom I met at the trade fair, is a famous inventor.

7. Tamara has two cats. Both of them are black.

- a. Tamara's two cats which can play outside are black.
- b. Tamara's two cats, which can play outside, are black.



8. Kevin has four cats. Two of them are black.
 - a. Kevin's two cats which are black can play outside.
 - b. Kevin's two cats, which are black, can play outside.

9. We are on holiday. Yesterday we visited a church.
 - a. The church which we visited yesterday is very old.
 - b. The church, which we visited yesterday, is very old.

10. We are on holiday. Yesterday we visited a church.
 - a. St. Mary's Church which we visited yesterday is very old.
 - b. St. Mary's Church, which we visited yesterday, is very old.

¡Espero que esta guía te ayude a sentirte más seguro con el inglés! La clave es la práctica constante. ¡Sigue adelante!

Evaluación

Guía sin valor para el examen

Materiales para la elaboración de la guía

Cuaderno de apuntes, libro, lápiz y goma, bolígrafo

Actividades de estudio

Realizar la guía y consultar las dudas con los profesores de la academia.



Información adicional

Bibliografía básica

English File Pre-Intermediate (Fourth Edition) - **Christina Latham-Koenig & Clive Oxenden** (Oxford University Press)

Face2Face Elementary (Second Edition) - **Chris Redston & Gillie Cunningham** (Cambridge University Press)

Essential Grammar in Use (Third Edition or later) - **Raymond Murphy** (Cambridge University Press)

Grammarway 2 - **Jenny Dooley & Virginia Evans** (Express Publishing)

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