



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

# GUÍA

**d e estudio para  
presentar ETS de la**

UNIDAD DE APRENDIZAJE Inglés II

TURNO Vespertino

Ciclo escolar 26-2



Área: Humanística	Nombre de la Unidad de Aprendizaje: Inglés II	Nivel/semestre: Segundo
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Instrucciones generales de la guía:

Aspectos a considerar por los alumnos antes de presentar el examen:

La presente guía no tiene valor porcentual en la calificación del ETS.

Es necesario que consultes tus dudas con un profesor.

Procedimiento para la revisión del ETS: El alumno deberá de asistir el área correspondiente para solicitar el formato de revisión de examen, en donde el jefe de área firmará para posteriormente informar al profesor asignado para realizar dicha revisión. El profesor tiene 72 h a partir de la aplicación del examen para subir calificaciones. De tal manera que el alumno puede solicitar la revisión a partir de que transcurra ese tiempo.

Presentación:

En esta guía se revisarán los temas vistos durante el semestre de manera general. Es importante que acudas a asesorías para mejorar tus resultados en el examen ETS.

Objetivos

Al resolver la guía, el alumno reforzará los aspectos esenciales de la asignatura Inglés II.

Justificación

El curso de inglés II es el segundo módulo de seis cursos de inglés en el nivel medio superior del Instituto Politécnico Nacional y pretende que el alumno sea capaz de comunicarse de forma simple sobre aspectos cotidianos de su vida diaria en contextos definidos.



Estructura y contenidos

Modal verbs to express obligation and advice  
Articles  
Past simple – verb to be, regular and irregular verbs  
Comparative adjectives  
Superlative adjectives  
Question tags

Evaluación

Sin valor

Materiales para la elaboración de la guía

Libro de texto For Real Plus Elementary  
Diccionario  
Internet

Actividades de estudio

Solicitar asesorías con los profesores de la academia de Inglés.

Información adicional



Bibliografía básica

For Real Plus Elementary (Student's book & Workbook)

<https://www.grammarbank.com/must-have-to-exercise.html>

[https://avi.cuaieed.unam.mx/uapa/avi/ing\\_4/U\\_2/ing4\\_u2\\_t1/index.html](https://avi.cuaieed.unam.mx/uapa/avi/ing_4/U_2/ing4_u2_t1/index.html)

<https://test-english.com/grammar-points/a1/a-an-the-no-article/>

<https://elt.oup.com/student/project/level2/unit3/grammar/exercise4?cc=mx&sellLanguage=es>

<https://test-english.com/grammar-points/b1/comparative-superlative-adjectives-adverbs/>

<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/question-tagswww->

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## Temario

- Modal verbs to express obligation and advice
- Articles
- Past simple – verb to be, regular and irregular verbs
- Comparative adjectives
- Superlative adjectives
- Question tags

## Contenido

### I. Talking about obligation

#### Explanation

#### Grammar reference

##### Modal verb *must* / *mustn't* and modal form (not) have to

Positive		
I/You/He/She/It/We/They	must	go home.
Negative		
I/You/He/She/It/We/They	mustn't	be late.

The verb *must* is a modal verb. Remember:

- it does not take -s when the subject is *he, she* or *it*
- it is followed by the base form of the verb
- use it in the positive and negative (see above) but not in questions and short answers.

Positive			
I/You/We/They	have to		help.
He/She/It	has to		
Negative			
I/You/We/They	don't have to		help.
He/She/It	doesn't have to		
Questions			
Do	I/you/we/they	have to	help?
Positive short answers			
Yes,	I/you/we/they	do.	
Yes,	he/she/it	does.	



**Negative short answers**

No,	I/you/we/they	don't.
No,	he/she/it	doesn't.

The verb *have to* means 'must'.

- Form the positive with:  
subject + *have to / has to* + base form
- Form the negative with:  
subject + *don't / doesn't + have to* + base form
- Form questions with:  
*Do / Does* + subject + *have to* + base form
- Form short answers with:  
*Yes*, + personal pronoun + *do / does*.  
*No*, + personal pronoun + *don't / doesn't*.

**Exercise 1.** Complete the sentences with *have to*, *don't have to*, *must* and *mustn't*.

1. You \_\_\_\_\_ take pictures in here. It isn't allowed.
2. We \_\_\_\_\_ wear suits. We do it because we like wearing them.
3. I \_\_\_\_\_ leave now. I need to arrive on time to my next class.
- You \_\_\_\_\_ apologise. It isn't necessary.
- She \_\_\_\_\_ add much sugar to the tea. The doctor said she can't eat sugar.
6. We \_\_\_\_\_ complete this work by next Monday.
7. I \_\_\_\_\_ call my mom to tell her I'm OK.
- You \_\_\_\_\_ drive this fast. We have plenty of time.
- She \_\_\_\_\_ wear a uniform to school. She can wear whatever she wants.
- He \_\_\_\_\_ clean his bedroom before her mom get home from work.

**Exercise 2.** Choose the correct option.

1. You *have to / mustn't* write on the walls. The police can arrest you for it!
2. Marcela is a doctor. She *have to / has to* see a lot of patients every day.
3. You *must / don't have to* go to work if you don't feel well.
4. We *must / don't have to* worry about cooking. We can go out for dinner.
5. Charles and I *mustn't to / have to* do our homework before we can watch TV.



## II. Talking about advice.

### Explanation

#### Modal verb *should / shouldn't*

*Should* is a modal verb. Remember:

- it has the same form for all persons
- it is followed by the base form

#### Usage

- Use *should* and *shouldn't* to ask for and give advice or to express opinions.  
*I'm really tired. – You should go to bed.*  
*What should we do to help protect the Earth?*
- Use *should* to say that something is the right thing to do, or to make suggestions and give advice. Compare:  
*This is a dangerous road. You should drive slowly.* (= It's a good idea.)  
*Look at that sign. You must drive slowly.*  
(= It's compulsory.)
- Use *shouldn't* to say that something is not the right thing to do.  
*You shouldn't eat too much fast food.* (= It isn't a good idea.)

#### Modal form *ought (to)*

The semi-modal verb *ought* to is different from other modal verbs.

- like other semi-modal verbs, it has the same form for all persons
- unlike other semi-modal verbs, it is followed by *to + base form*
- it is usually used in positive sentences
- it is not used much in the negative (*oughtn't to*) and questions (*ought I to...?*)

#### Usage

- Use *ought to* to say that it is a good idea to do something.  
*You ought to buy a new computer.*
- You can use *should* and *shouldn't* instead of *ought to* and *oughtn't to*.  
*I've got one week to finish this. It ought to / should be enough. You oughtn't to / You shouldn't tell him.*

### Exercise 1. Read carefully and answer the questions below.

1. Which sentence is correct?

- We should to leave soon.
- We should leaving soon
- We should leave soon.

2. Which word goes in the space?  We \_\_\_\_\_ visit Eric when we are in London.

- Didn't ought to
- Ought
- Should

3. Which question is correct?

- Do we should call the police?
- Should we call the police?
- We should call the police?



4. Choose the best sentence.
- a. We ought have a party to celebrate Miriam's birthday.
  - b. We ought to have a party to celebrate Miriam's birthday.
  - c. We should to have a party to celebrate Miriam's birthday.
5. Which word goes in the space?  You \_\_\_\_\_ ride a motorbike without a helmet.
- a. Ought
  - b. Shouldn't
  - c. Ought not
6. Which question is correct?
- a. We ought to tell Jane the news?
  - b. Should we to tell Jane the news?
  - c. Ought we to tell Jane the news?
7. Which question is NOT correct?
- a. When should we telephone you?
  - b. Where ought we to park our car?
  - c. Who should he to write to?
8. Which sentence is NOT correct?
- a. Jenny should happy about the news.
  - b. You ought to invite your grandparents.
  - c. People shouldn't park their cards here.
9. Complete the sentence  You \_\_\_\_\_ do that. It's rude!
- a. Don't ought to
  - b. Don't should
  - c. Shouldn't
10. Complete the sentence  We \_\_\_\_\_ invite Cassie and Jack to dinner.
- a. Ought to
  - b. Should to
  - c. Ought



Exercise 2. Complete the sentences with should or shouldn't and the verbs in brackets.

1. It isn't cold. You \_\_\_\_\_ a sweater. (wear)
2. My friend is always tired. She \_\_\_\_\_ to bed late every night. (go)
3. The students \_\_\_\_\_ their mobile phones during the class. (use)
4. We \_\_\_\_\_ the teacher to help us because we don't understand. (ask)
5. All people \_\_\_\_\_ fruits and vegetables every day. (eat)



### III. Articles Explanation

#### Articles

##### **Indefinite article a / an**

Use the indefinite article *a / an* with singular countable nouns:

- the first time something is mentioned  
*I saw a boat today.*
- to talk about one thing or person among many possible ones  
*Has your dad got a car?*
- to describe something or someone  
*It is a big house with a red door.*

##### **Definite article the**

Use the definite article *the* with singular and plural countable nouns:

- the second time something is mentioned.  
*I saw a boat. The boat was green.*
- to talk about a single thing or person in a particular context.  
*Do you want to visit the new museum in town?*  
*The teacher wants to see you.*
- with the words *morning, afternoon, evening*, but NOT *night*.  
*I can study in the afternoon, but not at night.*
- with the names of musical instruments.  
*Can you play the piano?*
- with place names that contain the word *Republic, State or Union / United*.  
*The United Kingdom*  
*The Republic of Ireland*  
*The United States*

##### **No article**

Don't use an article:

- in front of institutions.  
*Mum is at work and the children are at school.*  
NOT *at the work, at the school*
- usually in front of place names.  
*I want to go to Paris.* NOT *to the Paris*
- in front of possessive adjectives.  
*your parents* NOT *the your parents*
- in front of sports, activities, school subjects, languages and colours.  
*He loves football.* NOT *He loves the football.*  
*I love English!*  
*Red is my favourite colour.*
- in front of days of the week, months, seasons and years.  
*See you on Saturday.*  
*Winter is quite cold in northern Italy.*
- with abstract nouns.  
*It is difficult to describe love.*
- with plural nouns that denote a whole category.  
*I love trees.*



Exercise 1. Fill in the sentences with the articles a, an or the. Choose X where no article is needed.

1. Look at \_\_\_\_\_ moon!
2. Who is \_\_\_\_\_ lady in \_\_\_\_\_ picture?
3. She visited \_\_\_\_\_ Italy last month.
4. The movie is about \_\_\_\_\_ man who lives on \_\_\_\_\_ small village.



5. My dad works as \_\_\_\_\_ only Spanish teacher at this school.
6. My brother fixed \_\_\_\_\_ car, so we can go to \_\_\_\_\_ beach.
7. She goes to school by \_\_\_\_\_ bike.
8. Sarah likes \_\_\_\_\_ music, she plays \_\_\_\_\_ guitar.
9. Mario enjoys \_\_\_\_\_ cooking.
10. We have \_\_\_\_\_ flat in \_\_\_\_\_ neighborhood in \_\_\_\_\_ Cuernavaca.



#### IV. Using past simple (verb to be – regular – irregular verbs).

##### Explanation

###### Past simple of be

Positive	
I	was
You	were
He/She/It	was
We/You/They	were

  

Negative full form	
I	was not
You	were not
He/She/It	was not
We/You/They	were not

  

short form	
I/He/She/It	wasn't
We/You/They	weren't

  

Questions	
Was	I/he/she/it...?
Were	we/you/they...?

  

Short answers	
positive	negative
Yes, I/he/she/it was.	No, I/he/she/it wasn't.
Yes, we/you/they were.	No, we/you/they weren't.

###### Past simple regular

Positive		
I/You/He/She/It/We/You/They		walked.

  

Negative		
I/You/He/She/It/We/You/They	did not / didn't	walk.

  

Questions		
Did	I/you/he/she/it/we/you/they	walk?

  

Positive short answers		
Yes,	I/you/he/she/it/we/you/they	did.

  

Negative short answers		
No,	I/you/he/she/it/we/you/they	didn't.

###### Past simple irregular

Positive		
I/You/He/She/It/We/You/They		went.

  

Negative		
I/You/He/She/It/We/They	did not / didn't	go.

  

Questions		
Did	I/you/he/she/it/we/they	go?

  

Positive short answers		
Yes,	I/you/he/she/it/we/they	did.

  

Negative short answers		
No,	I/you/he/she/it/we/they	didn't.



**Exercise 1.** Complete the text with the correct past simple form of the verb to be (was, wasn't, were, weren't).

Two friends meet after a party.

Robin: We \_\_\_\_\_ sad that you \_\_\_\_\_ at the party.

Morgan: I \_\_\_\_\_ sorry to miss it too. \_\_\_\_\_ it a good one?

Robin: Yes, it \_\_\_\_\_. There \_\_\_\_\_ a lot of old friends. \_\_\_\_\_ you and the family there?

Morgan: Dad \_\_\_\_\_ away on business, and mum \_\_\_\_\_ very well, so she couldn't go. And my brothers \_\_\_\_\_ back from holiday. They \_\_\_\_\_ still away.

**Exercise 2.** Complete the text with the correct past simple form of the verbs in the box.

Arrive – ask – fly – go – pay – say – stop – take – tell – think – want

Two summers ago, we \_\_\_\_\_ on a trip to New York. We \_\_\_\_\_ from Manchester to John F. Kennedy International Airport. The journey was long, but we were very excited; we are from a little village and we really \_\_\_\_\_ to visit a megacity like New York. When we \_\_\_\_\_ at our destination, we \_\_\_\_\_ a taxi to our hotel in Manhattan. The taxi driver was very nice and told us lots of things about New York and Manhattan.

"How much is it?" I asked the taxi driver when he \_\_\_\_\_ his car in front of the hotel. When he \_\_\_\_\_ that it was 52 dollars, I \_\_\_\_\_ that it wasn't possible, but it was! For the first –and I hope the last– time in my life, I \_\_\_\_\_ 52 dollars for a taxi. I guess that's one of the problems of big cities, they are really expensive.



## V. Using comparative adjectives

### Explanation

#### Comparative adjectives

##### One-syllable adjectives

- To form the comparative of adjectives, add *-er* to most one-syllable adjectives.  
*tall – taller    old – older    young – younger*
- If the adjective ends in *-e*, add only *-r*.  
*wide – wider    safe – safer    nice – nicer*
- If the adjective ends in a single vowel + a single consonant (except 'r', 'w' or 'x'), double the consonant and add *-er*.  
*big – bigger    slim – slimmer    hot – hotter*

##### Two-syllable adjectives

- To form the comparative of most two-syllable adjectives add *more* before the adjective.  
*polite – more polite*  
*famous – more famous*
- If the adjective ends in *-ow, -er, -le, -et*, we add *-er* or *-r*.  
*narrow – narrower    clever – cleverer*  
*simple – simpler    quiet – quieter*
- If the adjective ends in *-y*, change the *-y* to *-ier*.  
*easy – easier    happy – happier    tidy – tidier*

##### Adjectives with more than two syllables

- To form the comparative of all adjectives with more than two syllables, add *more* before the adjective.  
*beautiful – more beautiful*  
*important – more important*

##### Irregular adjectives

- These adjectives and comparatives are irregular:  
*good – better    bad – worse*  
*far – further / farther*
- Remember to always use *than* after a comparative to compare two things, animals or people.  
*Theo is taller than Josie.*  
*I think Maths is more difficult than French.*
- Sometimes you understand the second thing, animal or person and don't use *than*.  
*I think this house is nicer. (you understand 'than the last house / than the other houses')*  
*I want this book. It looks more interesting. (you understand 'than the other books')*

#### Making comparisons

- To say that two things, animals or people are the same, use:
  - as + adjective + as* (NEVER with a comparative)  
*This laptop is as expensive as that one.*  
(= equal comparison)
- To say that two things are not the same, use:
  - the comparative of the adjective + *than*  
(= a greater comparison)  
*Lydia is more beautiful than Maya.*  
*Maya is nicer than Lydia.*
  - less + adjective + than* (NEVER with a comparative) (= a lesser comparison)  
*Maya is less beautiful than Lydia.*
  - not as + adjective + as* (NEVER with a comparative) (= equal comparison in the negative)  
*This is not as interesting as the lesson we had yesterday.*  
*Lydia is not as nice as Maya.*



Exercise 1. Write the comparative form of the adjectives in the left.

tall	
long	
nice	
happy	
sunny	
big	
hot	
expensive	
good	
bad	

Exercise 2. Write the comparative form of the adjectives in brackets.

1. Dolphins are \_\_\_\_\_ (intelligent) than dogs.
2. My sister is \_\_\_\_\_ (old) than me.
3. Japan is \_\_\_\_\_ (far) than Spain.
4. Listening to podcasts is \_\_\_\_\_ (boring) than watching a series.
5. Guanajuato has \_\_\_\_\_ (narrow) streets than Puebla.
6. My mom is \_\_\_\_\_ (busy) than my dad.
7. Mice are \_\_\_\_\_ (quiet) than cats.
8. I am \_\_\_\_\_ (intelligent) than my peers.
9. These paintings are a lot \_\_\_\_\_ (colorful) than those ones.
10. My chair is a bit \_\_\_\_\_ (comfortable) than yours.



## VI. Using superlative adjectives.

### Explanation

#### One-syllable adjectives

- To form the superlative of adjectives, add *the* before the adjective and *-est* to most one-syllable adjectives.

*tall – the tallest*

*old – the oldest*

*young – the youngest*

- If the adjective ends in *-e*, add *-st*.

*wide – the widest*

*safe – the safest*

*nice – the nicest*

- If the adjective ends in a vowel and a consonant, double the consonant and add *-est*.

*big – the biggest*

*slim – the slimmest*

*hot – the hottest*

#### Two-syllable adjectives

- To form the superlative of most two-syllable adjectives add *the most* before the adjective.

*polite – the most polite*

*famous – the most famous*

*common – the most common*

- If the adjective ends in *-y*, the *-y* becomes *-iest*.

*easy – the easiest*

*happy – the happiest*

*tidy – the tidiest*

- If the adjective ends in *-ow*, *-er*, *-le*, *-et*, add *-est* or *-st*.

*narrow – the narrowest*

*clever – the cleverest*

*simple – the simplest*

*quiet – the quietest*

#### Adjectives with more than two syllables

- To form the superlative of all adjectives with more than two syllables add *the most* before the adjective.

*beautiful – the most beautiful*

*important – the most important*

*attractive – the most attractive*

#### Irregular adjectives

- These adjectives and superlatives are irregular:

*good – the best*

*bad – the worst*

*far – the furthest / the farthest*



Exercise 1. Choose the correct superlative adjective.

- I have three colors. The blue one is the \_\_\_\_\_.
  - Littlest
  - Most little
  - Most littlest
- This series is the \_\_\_\_\_ series I have ever watched.
  - Most
  - Best
  - Goodest
- Alice has four cats. The \_\_\_\_\_ is her favorite.
  - Oldest
  - Most old
  - Old
- She is the \_\_\_\_\_ girl in the class.
  - Smart
  - Smarter
  - Smastest
- Mount Everest is the \_\_\_\_\_ mountain in the world.
  - Most high
  - Higher
  - Highest

Exercise 2. Fill in the blanks to complete the sentences.

- My brother is \_\_\_\_\_ (tall) person in his family.
- Which sport do you think is \_\_\_\_\_ (extreme)?
- I think math is \_\_\_\_\_ (difficult) subject.
- Which country is \_\_\_\_\_ (hot) on earth?
- My dad is \_\_\_\_\_ (interesting) person I know.
- We bought \_\_\_\_\_ (expensive) computer in the store.



7. Jupiter is \_\_\_\_\_ (big) planet in the solar system.
8. This café serves \_\_\_\_\_ (good) coffee in the town.
9. What is \_\_\_\_\_ (long) word that you know.
10. My baby brother is \_\_\_\_\_ (happy) person in the family.

## VI. Using question tags

### Explanation

#### Question tags

- Use a question tag at the end of a sentence to ask for confirmation.
- If the sentence is positive, the question tag is negative.
- If the sentence is negative, the question tag is positive.
- Match the verb tense and type of verb or auxiliary in the question tag with those in the main clause.

Main clause Positive	Question tag Negative
We are near the station,	aren't we?
They know this game,	don't they?
She's got a guitar,	hasn't she?
You're singing today,	aren't you?
You were late this morning,	weren't you?
She went to the party,	didn't she?
I can try to do the same,	can't I?

Main clause Negative	Question tag Positive
You aren't Italian,	are you?
I don't know him,	do I?
He hasn't got a dog,	has he?
He isn't playing today,	is he?
He wasn't at school,	was he?
She didn't buy this car herself,	did she?
They shouldn't work so hard,	should they?



Exercise 1. Select the correct auxiliary from the box to complete the question tags below.

Aren't – isn't – didn't – do – don't – should – did – are – is – shouldn't

1. We often have dinner together, \_\_\_\_\_ we?
2. She is travelling to France, \_\_\_\_\_ she?
3. We should do homework, \_\_\_\_\_ we?
4. This isn't the best program, \_\_\_\_\_ it?
5. I'm intelligent, \_\_\_\_\_ I?
6. They cancelled the party, \_\_\_\_\_ they?
7. They aren't coming, \_\_\_\_\_ they?
8. Mom didn't call you, \_\_\_\_\_ she?
9. You shouldn't say those things, \_\_\_\_\_ you?
10. I don't know your name, \_\_\_\_\_ I?