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CENTRO DE ESTUDIOS CIENTÍFICOS Y TECNOLÓGICOS No. 13  
"RICARDO FLORES MAGÓN"



# GUÍA

de estudio para  
presentar

**ETS** de la UNIDAD DE  
APRENDIZAJE

**INGLÉS V**

**Semestre 2022-2**

**AMBOS TURNOS**

Integrantes de la academia:

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## FORMATO DE LA GUÍA DE ESTUDIO

Área:	Nombre de la Unidad de Aprendizaje:	Nivel/semestre:
<b>Humanística</b>	<b>Inglés V</b>	<b>Quinto</b>

### Instrucciones generales de la guía:

- Esta guía **no** tiene valor.
- No es necesario entregar esta guía, ya que solo sirve como referencia para estudio.
- Para revisión de resultados de ETS es necesario entregar esta guía completa.
- La fecha de revisión de examen será llevada a cabo según las instrucciones de las autoridades del CECyT debido a la contingencia sanitaria.



### **Presentación:**

La unidad de aprendizaje Inglés V pertenece al área de formación Científica, Humanística y Tecnológica Básica del Bachillerato Tecnológico perteneciente al Nivel Medio Superior del Instituto Politécnico Nacional. Se ubica en el quinto nivel del plan de estudios y se imparte de manera obligatoria en el quinto semestre en las tres ramas del conocimiento: Ciencias Físico-Matemáticas, Ciencias Sociales y Administrativas y Ciencias Médico-Biológicas.

El propósito principal de la unidad de aprendizaje consiste en desarrollar en los estudiantes las cuatro habilidades básicas de la competencia comunicativa: comprensión auditiva, comprensión lectora, expresión oral y escrita para el uso del idioma inglés, el cual se ha convertido en la lengua franca de la mayoría de las áreas del conocimiento.

### **Objetivos**

- Utilizará el estilo directo e indirecto, tiempos futuro continuo y futuro perfecto, describe diferentes contexto utilizando los pronombres relativos. Utiliza las preguntas indirectas. Expresa deducciones utilizando verbos modales.

### **Justificación**

Satisface necesidades comunicativas en lengua inglesa para hacer predicciones y deducciones, comentar lo dicho por otros, mostrar coincidencias y desacuerdos, así como hablar sobre servicios requeridos, en forma oral y escrita, en contextos sociales, formales e informales.



### **Estructura y contenidos**

- Direct speech, reported speech
- Tiempo futuro continuo
- Tiempo futuro perfecto
- Orden de los adjetivos
- So, neither, too
- Adjetivos comparativos y superlativos
- Pronombres relativos
- Tag questions.
- Preguntas indirectas (indirect questions)
- Need + "ing"
- Auxiliares modales (must, can, could, may, might) para deducciones.
- Full infinitive, bare infinitive and gerunds

### **Evaluación**

Sin evaluación.

El Examen ETS se contará al 100 % para su calificación

### **Materiales para la elaboración de la guía**

- Libro de texto "SURE" preinter e Intermediate Student's
- Guía impresa
- Los materiales que el/la alumno(a) considere pertinentes para contestar esta guía.

### **Actividades de estudio**

- Buscar ejercicios en páginas web que complementen los ejercicios de la guía.
- Buscar tutoriales en youtube para comprender mejor los temas.
- Tomar nota de los aspectos relevantes en un cuaderno en orden.



### Información Adicional

- Se recomienda elaborar un cuadro sinóptico, mapa conceptual o infografía con ejemplos de cada estructura gramatical de la sección
- Estructura y contenidos a manera de auto estudio.

### Bibliografía Básica

- Evans, V. Dooley, J. (2012). Prime Time. UK: Express Publishing.
- Oxenden, C. & Latham-Koenig, C. (2013). *English File Intermediate*. Oxford: Oxford University Press.

## Direct Speech - Reported Speech

**Direct Speech:** son las palabras exactas que alguien dijo. Se reproduce el mensaje de un modo literal. El mensaje se coloca entre comillas y va precedido por un verbo declarativo o de comunicación, del tipo “decir”, “indicar”, “contar”, “afirmar”, “declarar”, “escribir”, “explicar”, “manifestar”, etc. (said, told, indicate, ask, etc)

e.g. Juan me dijo: “tengo una deuda pendiente con Hacienda”.

*John told me “I have a pending debt with the Treasury”.*

**Reported Speech:** es el significado exacto de lo que alguien dijo, pero **no** las palabras exactas. no usamos comillas en el discurso informado. La palabra **that** se puede usar u omitir después del verbo introductorio (**say, tell**, etc.)

e.g. Juan me dijo **que él tenía** una deuda pendiente con Hacienda.

*John told me (**that**) he had a pending debt with the Treasury.*



## Say - Tell

- **say + no personal object** ⇒ Lisa **said (that)** she was hungry.  
(Lisa dijo que ella tenía hambre).
- **say + to + personal object** ⇒ Lisa **said to me (that)** she was hungry.  
(Lisa me dijo que ella tenía hambre)
- **Tell + personal object** ⇒ Lisa **told me (that)** she was hungry.  
(Lisa me dijo que tenía hambre)
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.  
She **said to meet** her at the station.  
He **told her/spoke/talked about** his new idea.

## Reported Statements

In *reported speech*, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.

⇒ James said "I've booked my ticket" (Direct Statement)

⇒ James said (that) he had booked his ticket. (Reported Statement)



The **introductory verb** is in the **past simple** and the tenses change as following:

DIRECT SPEECH	REPORTED SPEECH
Present simple ⇒ Past simple	
I go <b>jogging everyday</b> .	He said (that) he <b>went</b> jogging every day.
Present continuous ⇒ Past Continuous	
<b>She</b> is cooking <b>lunch</b> .	He said (that) she <b>was cookin</b> lunch.
Present perfect ⇒ Past perfect	
I have bought a <b>new PC</b> .	She said (that) she <b>had bought</b> a new PC.
Past simple ⇒ Past Perfect	
We <b>moved</b> to a new house	They said (that) they <b>had moved</b> to a new house.
Past continuous ⇒ Past Perfect continuous	
I <b>was watching</b> TV.	He said (that) he <b>had been watching</b> TV.
Will ⇒ Would	
I <b>will rent</b> a suit.	He said (that) he <b>would rent</b> .



Certain words and time expressions change according to the meaning as follows: now ⇒ then/immediately, today ⇒ that day, yesterday⇒ the day before/the previous day, tomorrow ⇒ the next/following day, this week ⇒ that week, last week⇒ the week before/the previous week, next week⇒ the week after/the following week, ago⇒ before, here ⇒ there.

(For further information check: <https://www.perfect-english-grammar.com/reported-speech.html>)

**Practice. Complete the sentences in reported speech. Note the change of pronouns in some sentences.**

1. She said, "Go upstairs."  
→ She told me \_\_\_\_\_
2. "Close the door behind you," he told me.  
→ He told me \_\_\_\_\_
3. "Don't be late," he advised us.  
→ He advised us \_\_\_\_\_
4. "Stop staring at me," she said.  
→ She told him \_\_\_\_\_
5. "Don't be angry with me," he said.  
→ He asked her \_\_\_\_\_
6. "I'll send you a postcard" he said.  
→ He told me \_\_\_\_\_
7. "We've bought a new car" they said.  
→ They told me \_\_\_\_\_
8. "I don't speak German" she said.



→ She told John \_\_\_\_\_

9. "You failed your art exam" Jenny said.

→ Jenny told her \_\_\_\_\_

10. "They weren't listening to me" he said.

→ He told me \_\_\_\_\_

### **Futuro perfecto y futuro continuo.**

El "future perfect" está compuesto por dos elementos:

el "simple future" del verbo "to have" (will have) + el "past participle" del verbo principal.

#### **subject + will have + past participle verb**

e.g. Maria will have cooked by noon.

Rob will have finished his homework by this time next week.

Won't they have arrived by 5:00?

El "future perfect" se refiere a una acción que se completará en el futuro.

Example:

Afirmativa	Negativa	Interrogativa
I will have eaten	I won't have eaten	Will I have eaten?
You will have eaten	You won't have eaten	Will you have eaten?
She will have eaten	She won't have eaten	Will she have eaten?
They will have eaten	They won't have eaten	Will they have eaten?
We will have eaten	We won't have eaten	Will we have eaten?



## Practice

### Make future perfect sentences.

1. I \_\_\_\_\_(leave) by six.
2. \_\_\_\_\_(you/finish) the report by the deadline?
3. When \_\_\_\_\_(we/do) everything?
4. She \_\_\_\_\_(finish) her exams by then, so we can go out for dinner.
5. You \_\_\_\_\_(read) the book before the next class.
6. Patt \_\_\_\_\_(not/finish) work by seven.
7. My parents \_\_\_\_\_(arrive) by dinner time.
8. When \_\_\_\_\_(you/complete) the work?
9. We \_\_\_\_\_(be) in London for three years next week.
10. \_\_\_\_\_(she/ get) home by lunch time?

## Future continuous

El futuro continuo lo usamos para expresar una acción en proceso en un momento específico en el futuro. Se forma a partir del verbo auxiliar will junto al infinitivo simple del verbo to be y el verbo principal en la forma -ing. Se utiliza para hablar de una acción que estará ocurriendo en un momento determinado del futuro.

(+) Subject + will/won't + be (bare infinitive) + main verb ING form

(?) (Wh word) Will + subject + be + verb ING + question mark

e.g. They won't be selling tickets during the concert.

Lucy will be teaching this time next year.

Will he be signing autographs this month?

What will you be doing this time next year?



**Practice.**

**Complete the sentences using future continuous.**

1. Paul and Rob \_\_\_\_\_ (fix) the car this time on Friday.
2. Martha \_\_\_\_\_ (prepare) lunch for all the family next Sunday.
3. Franny and I \_\_\_\_\_ (enjoy) our holidays this time next year.
4. What \_\_\_\_\_ you \_\_\_\_\_ (do) when I come back from school?
5. I \_\_\_\_\_ (not/cook) breakfast.
6. At this time tomorrow we \_\_\_\_\_ (fly) to Paris.
7. At 11 pm, the kids \_\_\_\_\_ (sleep)
8. Carl \_\_\_\_\_ (give) a speech at my parent's party on Friday at nine.

**Adjective order.**

Cuando más de un adjetivo se encuentra antes de un sustantivo, los adjetivos tienen un orden particular:

Determiner	Opinion	Size	Shape	Age	Colour	Origin	Material	Purpose	Noun
A	nice			old					man.
	tasty					Italian			food
The				new	blue				car
This	beautiful		round				wooden	kitchen	table



**Practice.**

**Order the following adjectives in each sentence.**

1. Lorna was wearing a \_\_\_\_\_ dress. (green, silk, long)
2. Paul arrived in \_\_\_\_\_ car. (red, a/an, new, amazing)
3. She bought \_\_\_\_\_ sofa (cosy, red, big, a)
4. There are \_\_\_\_\_ monuments. (old, English, great)
5. Do you have \_\_\_\_\_ plans? (exciting, new)
6. He sat behind a \_\_\_\_\_ desk.
  - a) big wooden brown
  - b) big brown wooden
  - c) wooden big brown
7. It's in the \_\_\_\_\_ container.
  - a) large blue metal
  - b) blue large metal
  - c) blue metal large
8. She is a \_\_\_\_\_ supermodel.
  - a) beautiful slim Brazilian
  - b) Brazilian beautiful slim
  - c) slim Brazilian beautiful
9. This is a \_\_\_\_\_ movie.
  - a) new Italian wonderful
  - b) wonderful Italian new
  - c) wonderful new Italian
10. He was wearing a \_\_\_\_\_ shirt.
  - a) dirty old flannel
  - b) flannel old dirty
  - c) old dirty flannel



## So, neither y too

Los adverbios *so*, *neither* y *too* son construcciones concretas que se utilizan para mostrar coincidencia con aquello que ha expresado otra persona. En español, dichas secuencias son traducidas como *yo también*, *yo tampoco*, *a mí también*, etc.

### ME TOO / SO (AM) I

Yo también / a mí también

### ME NEITHER / NEITHER (AM) I

 <p>- Charlie: I love chocolate! - Charlie: ¡Me encanta el chocolate!</p>	 <p>- Greg: <b>Me too.</b> - Greg: A mí también.</p>
 <p>- Donald: I'm not hungry. - Donald: No tengo hambre.</p>	 <p>- Sally: <b>Me neither.</b> - Sally: Yo tampoco.</p>



## ¿Cómo se utilizan *so*, *neither* y *too*?

### ME TOO / ME NEITHER (*yo también - a mí también / yo tampoco - a mí tampoco*)

- **Too** es utilizada cuando el enunciado anterior es una oración afirmativa.
- **Neither** es utilizada cuando se trata de una oración negativa. *Yo tampoco / a mí tampoco*

### SO (*am*) / y NEITHER (*am*) /

Al utilizar **So (*am*) / o Neither (*am*) /** debemos considerar el tiempo y el verbo modal o auxiliar que aparece en el enunciado mencionado por la persona que ha hablado primero.

#### Oraciones afirmativas:

*so* + (*be, have, do, can*) en forma afirmativa + sujeto (el pronombre personal *I*).

	SENTENCE	ANSWER
TO BE (present)	I am a bit cold. <i>Tengo un poco de frío.</i>	So am I. <i>Yo también.</i>
TO BE (past)	I was busy yesterday. <i>Ayer estaba ocupado.</i>	So was I. <i>Yo también.</i>
HAVE GOT (present)	I have got a dog. <i>Tengo un perro.</i>	So have I. <i>Yo también.</i>
PRESENT SIMPLE	I live in a big house. <i>Vivo en una casa grande.</i>	So do I. <i>Yo también.</i>
PRESENT CONTINUOUS	I am having lunch. <i>Estoy almorzando.</i>	So am I. <i>Yo también.</i>
GOING TO	I'm going to Susan's party. <i>Voy a la fiesta de Susan.</i>	So am I. <i>Yo también.</i>
CAN	I can play the violin. <i>Sé tocar el violín.</i>	So can I. <i>Yo también.</i>



**Oraciones negativas:**

*neither* + auxiliar/verbo modal + sujeto (I).

Aunque la respuesta será **negativa**, el auxiliar o verbo modal estará en forma **afirmativa**.

	SENTENCE	ANSWER
TO BE (present)	I am <b>not</b> interested in football. <i>No me interesa el fútbol.</i>	Neither am I. <i>A mí tampoco.</i>
TO BE (past)	I <b>wasn't</b> at home this morning. <i>Esta mañana no estaba en casa.</i>	Neither was I. <i>Yo tampoco.</i>
HAVE GOT (present)	I <b>haven't got</b> a car. <i>No tengo un coche.</i>	Neither have I. <i>Yo tampoco.</i>
PRESENT SIMPLE	I <b>don't</b> smoke. <i>No fumo.</i>	Neither do I. <i>Yo tampoco.</i>
PRESENT CONTINUOUS	I am <b>not watching</b> TV. <i>No estoy viendo la televisión.</i>	Neither am I. <i>Yo tampoco.</i>
GOING TO	I'm <b>not going to</b> buy this CD. <i>No voy a comprar este CD.</i>	Neither am I. <i>Yo tampoco.</i>
CAN	I <b>can't</b> ride a horse. <i>No sé montar a caballo.</i>	Neither can I. <i>Yo tampoco.</i>



**So, neither y too** se utilizan para mostrar coincidencia con aquello que ha expresado otra persona.

	STRUCTURE	EXAMPLES	
AFFIRMATIVE	Me too	- I'm sleepy. - <i>Tengo sueño.</i>	- <b>Me too.</b> - <i>Yo también.</i>
	So + auxiliar + I	- I love sushi. - <i>Me encanta el sushi.</i>	- <b>So do I.</b> - <i>A mí también.</i>
NEGATIVE	Me neither	- I wasn't at the party. - <i>No estaba en la fiesta.</i>	- <b>Me neither.</b> - <i>Yo tampoco.</i>
	Neither + auxiliar + I	- I don't drink. - <i>No bebo.</i>	- <b>Neither do I.</b> - <i>Yo tampoco.</i>

## Practice

### What's the correct response?

1. I'm a student. \_\_\_\_\_
2. I'm not Chinese. \_\_\_\_\_
3. I went on vacation last year. \_\_\_\_\_
4. I'll wake up early tomorrow. \_\_\_\_\_
5. I've studied English. \_\_\_\_\_
6. I won't go to work on Saturday. \_\_\_\_\_
7. I didn't go to the movie theater. \_\_\_\_\_
8. I haven't been to Paris. \_\_\_\_\_
9. I don't speak Japanese. \_\_\_\_\_
10. I have been to New York. \_\_\_\_\_



## Comparativos y Superlativos.

Los comparativos y los superlativos son grados del adjetivo. Cuando queremos comparar un sustantivo con otros sustantivos, necesitamos usar comparativos y superlativos. Para utilizar un comparativo tenemos que estar hablando de dos o más sustantivos y compararlos entre sí con objeto de decidir cuál de ellos es mejor (*better*), más alto (*taller*), más interesante (*more interesting*), etc. (mira las frases a y b más arriba). A la inversa, utilizamos el superlativo para seleccionar solo un sustantivo dentro de un grupo porque es el mejor (*the best*), el más alto (*the tallest*), el más interesante (*the most interesting*), etc.

La formación del comparativo y del superlativo depende del número de sílabas del adjetivo base:

Número de sílabas del adjetivo base	Ejemplo	Forma comparativa	Forma superlativa
Tipo 1: una sílaba	<i>fast</i>  (o <i>high</i> , <i>small</i> , etc.)	<i>A cat is faster than a turtle</i> (Un gato es más rápido que una tortuga).  (Regla: adjetivo + "-er" + <i>than</i> )	<i>Usain Bolt is the fastest runner in the world</i> (Usain Bolt es el corredor más rápido del mundo).  (Regla: <i>the</i> + adjetivo + "-est")



<p>Tipo 2: dos sílabas (cuando la segunda termine en "y")</p>	<p><i>heavy</i>  (o <i>happy, busy, etc.</i>)</p>	<p><i>A melon is heavier than a grape</i> (Un melón es más pesado que una uva).  (Regla: eliminar la "y", poner el adjetivo + "-ier" + <i>than</i>)</p>	<p><i>The heaviest man in the world weighs almost 600 kilos!</i> (El hombre más pesado del mundo pesa casi ¡600 kilos!).  (Regla: eliminar la "y", poner <i>the</i> + adjetivo + "-iest")</p>
<p>Tipo 3: más de dos sílabas (a excepción de los del tipo 2)</p>	<p><i>important</i>  (o <i>intelligent, careful, etc.</i>)</p>	<p><i>Good health is more important than money</i> (La salud es más importante que el dinero).  (Regla: <i>more</i> + adjetivo + <i>than</i>)</p>	<p><i>Happiness is the most important thing in life</i> (La felicidad es la cosa más importante de la vida).  (Regla: <i>the</i> + <i>most</i> + adjetivo)</p>



## Excepciones y variantes

Adjetivo base	Forma comparativa	Forma superlativa
<i>good</i> (bueno)	<i>Tim is better than Steve at tennis</i> (Tim es mejor que Steve en tenis).	<i>Serena Williams is one of the best tennis players in the world</i> (Serena Williams es una de las mejores jugadoras de tenis del mundo).
<i>bad</i> (malo)	<i>This winter is worse than last year's winter</i> (Este invierno es peor que el del año pasado).	<i>At school, I was the worst in the class at Geography</i> (En el colegio yo era el peor de la clase de geografía).



<i>far*</i> (lejos)	<i>Mars is further than the Moon from planet Earth</i> (Marte está más lejos que la Luna del planeta Tierra).	<i>In our solar system, Neptune is the furthest planet from the sun</i> (En nuestro sistema solar, Neptuno es el planeta más lejano respecto al sol).
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Para comparar adjetivos de igual grado utilizamos la estructura:

**as + adjective + as**

e.g. Peter is as happy as Mary. (Peter es tan feliz como Mary)

**Practice.**

**Complete with the comparative or superlative of the adjective in brackets and *than, the* or *as* if necessary.**

1. I think swimming is \_\_\_\_\_ horse – riding. (easy)
2. This is \_\_\_\_\_ car we've ever bought. (expensive)
3. Of all my family, my dad is \_\_\_\_\_ driver. (good)
4. The traffic was \_\_\_\_\_ we expected. I didn't imagine it was going to be like this. (bad)
5. My brother is \_\_\_\_\_ my mum. (tall)
6. Dany is \_\_\_\_\_ at dancing as his girlfriend. (good)



7. Reading novels is \_\_\_\_\_ watching films. (interesting)

8. Chinese is \_\_\_\_\_ as Japanese. (difficult)

### Relative pronouns

Los pronombres relativos (relative pronouns) son utilizados para unir dos oraciones que tienen el mismo sustantivo o sujeto. Los pronombres relativos forman el inicio de una cláusula relativa (relative clause). Cuando utilizamos un pronombre relativo para conectar dos oraciones lo llamamos "relative clause".

who	Refers to people	that	Refers to people, things and animals	why	Refers to reasons
whose	Refers to possessions	where	Refers to places	what	Refers to things
which	Refers to animals and objects	when	Refers to time		

Existen dos tipos de **relative clauses**: (1) Defining relative clauses. (2) Non-defining relative clauses.

1. Defining relative clauses: se usan generalmente los pronombres relativos who, which y that (que, quien, el cual, la cual, los cuales). Son frases que se unen a una oración principal y sirven para dar información sobre una persona, objeto o lugar que se ha mencionado previamente en la oración principal. Proporciona información necesaria.

e.g. The boy was playing. The boy is my brother ⇒ The boy WHO was playing is my brother

I bought a new car. The car is very fast ⇒ I bought a new car THAT/WHICH is very fast.



2. Non-defining relative clauses: están compuestos de un pronombre relativo, un verbo y otros elementos opcionales como el sujeto u objeto del verbo. Las comas o paréntesis siempre se usan para separar las cláusulas relativas no definitorias (non-defining relative clauses) del resto de la oración. Proporcionan información extra no necesariamente importante/relevante y se presenta entre comas.

e.g. Jack, who is retired now, spends a lot of time with his grandchildren.

*My sister, whose dog I'm looking after, is visiting a friend in Australia.*

Lily, who is my neighbor, lives next door.

Observa como la información escrita entre comas es información extra y puede ser omitida sin que la oración pierda coherencia.

Para mayor información sobre el tema consulta: [https://www.perfect-english-grammar.com/relative-clauses.html#:~:text=A%20defining%20relative%20clause%20tells,know%20which%20woman%20!%20mean\).](https://www.perfect-english-grammar.com/relative-clauses.html#:~:text=A%20defining%20relative%20clause%20tells,know%20which%20woman%20!%20mean).)

## Practice

**A** Add the phrase in brackets to the sentence using "that" or "who" and a relative clause:

1. She worked for a man (the man used to be an athlete)

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2. They called a lawyer (the lawyer lived nearby)

---

3. I sent an email to my brother (my brother lives in Australia)

---

4. We broke the computer (the computer belonged to my father)

---

5. The man is in the garden (the man is wearing a blue jumper)

---



**B** Combine the sentences using non-defining relative pronouns.

1. Valencia is a great place. Valencia is due east of Madrid.

\_\_\_\_\_

2. Jimbo is living in Thailand now. Jimbo got divorced last year.

\_\_\_\_\_

3. Claire is a good teacher. I don't like Clare very much.

\_\_\_\_\_

4. "The Flaca" pub rocks. I met my girlfriend in "The Flaca". (use WHERE)

\_\_\_\_\_

5. Almeria is very dry, The beaches of Almeria are wonderful.

\_\_\_\_\_

**Tag questions**

Una "tag question" es lo que comúnmente se conoce como muletilla y se coloca al final de un enunciado, ya sea negativo o afirmativo. Esta muletilla siempre se va a poner en pregunta y lo que hará es convertir el enunciado previo en un enunciado interrogativo.

Una "tag question" **puede formarse** con los verbos auxiliares "**have**" y "**be**" (presente y pasado) o también con los auxiliares (**do, does, did**) y modales (**should, might, can, must, etc**)

Las tag questions llevan un patrón de uso es decir, **cuando el enunciado anterior es negativo**, la tag question **se usará de manera afirmativa** y viceversa, si hay un enunciado afirmativo, la tag question usará de manera negativa. Está última deberá hacerse siempre en contracción.



También es importante considerar el tiempo verbal. Si el enunciado previo está en pasado simple, la tag question deberá ser colocada únicamente con el auxiliar del pasado simple. Si el enunciado previo es presente perfecto, entonces la tag question se deberá usar con el verbo auxiliar "have" o "has", según sea el caso.

Por último, el sujeto del enunciado original, siempre es la persona de la question tag.

Ejemplos:

1 Today is it a good day, **isn't** it?

Enunciado original afirmativo con verbo be como auxiliar y sujeto es it.

Question tag negativa en contracción con verbo auxiliar be y mismo sujeto, it.

2 You **haven't** seen the new action film, **have** you?

3 They **will** be late if they don't hurry, **won't** they?

4 She **played** very well, **didn't** she?

**Practice.**

**Choose the correct answer "a, b or c"**

1 There are no books on the desk,

- a) are there?
- b) aren't there?
- c) are they?

2 These are my pictures,

- a) isn't it?
- b) aren't there?
- c) aren't they?



3 Chris is going to help us,

- a) isn't he?
- b) is he?
- c) don't he?

4 You haven't finished packing,

- a) haven't you?
- b) are you?
- c) have you?

5 He won't be late,

- a) won't he?
- b) will he?
- c) don't he?

6 We can put some things in the car,

- a) can we?
- b) doesn't we?
- c) can't we?

7 We don't need any more boxes,

- a) do we?
- b) don't we?
- c) aren't we?

8 Anna kept the rest of the money,

- a) did she?



- b) didn't she?
- c) isn't she?

9 You don't have any brothers or sisters,

- a) have you?
- b) do you?
- c) haven't you?

10 He hasn't got any dogs,

- a) hasn't he?
- b) has he?
- c) doesn't he?

### **Preguntas indirectas (indirect questions)**

Las *preguntas directas* (*direct questions*) son preguntas normales que se les pueden hacer a amigos, miembros de la familia y gente que conocemos bien.

Las *preguntas indirectas* (*Indirect questions*) son un poco más formales, las utilizamos cuando hablamos con personas que no conocemos muy bien o en situaciones profesionales.

La forma de las **preguntas indirectas** es un poco diferente, empiezan por el verbo auxiliar, y es esta parte de la oración la que tiene forma de pregunta, mientras el resto se mantiene como una afirmación. Por ejemplo:

- Do you know what time it is? (¿Sabe qué hora es?)
- Could you tell me where the bathroom is? (¿Me puede decir donde esta el baño?)



Frases que se utilizan para iniciar una pregunta indirecta (introductory phrase):

- ★ Could you tell me...
- ★ Do you know...
- ★ I was wondering...
- ★ Do you have any idea...
- ★ I'd like to know...
- ★ Would it be possible...
- ★ Is there any chance...

Estructura de las preguntas indirectas:

Introductory phrase + **question word** (what/when/where/why/which) + subordinate clause  
 (positive sentence structure)

**Example:**

- **Direct question:** Where can I find "El Prado Museum"?
- **Indirect question:** Could you tell me **where** I can find "El Prado Museum"?

**Practice**

**A. Change the direct questions into indirect questions. Use 'can you tell me'.**

1. Where does she play soccer? \_\_\_\_\_
2. Does she live in London? \_\_\_\_\_
3. Is he hungry? \_\_\_\_\_
4. What is this? \_\_\_\_\_
5. Do they work in Paris? \_\_\_\_\_



**B. Change direct questions into indirect questions.**

1. Why did she cry?                      Can you tell me \_\_\_\_\_?
2. Does she speak Greek?              I'd like to know \_\_\_\_\_ Greek.
3. Where is Joe?                            Do you know \_\_\_\_\_?
4. Will they be all right?                I wonder \_\_\_\_\_ all right.
5. What did he want?                      Would you mind telling me \_\_\_\_\_?

**NEED + "ing"**

We can use this form when we want to talk about something that is necessary for someone to do. We don't have to say **who** is going to do it. For example, when the instructor said "**Dusty needs untacking**" she meant "The horse needs to be untacked by **you, Ellie**"

This is a **passive structure** where the usual **subject + verb + object** form changes to **object + need + verb+ing**.

We form this structure with:

<b>Object</b>	<b>need or needs</b>	<b>verb+ing</b>
The horse	needs	untacking
The house	needs	tidying
The car	doesn't need	washing
The plant	doesn't need	watering



## Practice

### Write the correct form of the verb using "need".

1. The grass \_\_\_\_\_ (to cut) because it's very high.
2. This bedroom hasn't been cleaned for months, it \_\_\_\_\_ (to clean) today.
3. Your hair is too dirty, it \_\_\_\_\_ (to wash) immediately.
4. Your dress is too long, it \_\_\_\_\_ (to take up)
5. These plants haven't been watered for a long time, they \_\_\_\_\_ (to water) as soon as possible.
6. Those screws are loose, they \_\_\_\_\_ (to tighten).

## MODALS OF DEDUCTION : (must, can, could, may, might) para deducciones.

### *Might / may (when you think something is possibly true)*

-Tony's phone is switched off. He **might** be on the plane now, or just boarding.

-Laura **might not** like that skirt. It's not really her style.

-I don't know where Kate is.

-She may be at work or at the gym.

-I'm not surprised that Ted isn't here. He **may not** know that the meeting is today.



***Can't (when you are sure something is impossible / not true)***

- Nigel **can't** earn much money in his job. He's still living with his parents
- That woman **can't** be Jack' wife. Jack's wife has dark hair.

***Must (when you are sure something is true)***

- The neighbours **must** be out. There aren't any lights on in the house.
- Your sister **must** have a lot of money if she drives a Porsche.

- We often use **might / may, can't, or must** to say how sure or certain we are about something (based on the information we have).
- We don't use **can** instead of **might / may**, NOT ~~He can be on the plane now.~~

In this context the opposite of **must** is **can't**.

*The neighbours must be out. There aren't any lights on in the house. The neighbours can't be out. All the lights are on in the house. NOT ~~The neighbour mustn't be out.~~*

- We can use **could** instead of **might** in positive sentences.

*Jack could (or might) be at the party - I'm not sure.*

- We often use **be + gerund** after **might / must / can't**.

*They must be having a party-theme very loud.*



## Practice

Match the sentences.

He might be American

1. He can't be a university student

2. He must be cold

3. He might be going to the gym

4. He could be lost.

5. He must be married

6. He must be a tourist

7. he can be enjoying the party

8. He may not have a job

9. he can't be a businessman

**D** A. He's carrying a sport bag.

\_\_\_ B. He's carrying a camera and a guide book.

\_\_\_ C. He's looking at a map.

\_\_\_ D. ~~He's wearing a baseball cap.~~

\_\_\_ E. He's looking at job adverts in the newspaper

\_\_\_ F. He isn't talking to anybody.

\_\_\_ G. He isn't wearing a suit.

\_\_\_ H. He's wearing a wedding ring

\_\_\_ I. He's not old enough.

\_\_\_ J. He isn't wearing a jumper.

## Full Infinitive, bare infinitive and gerund.

La forma infinitiva de un verbo es el verbo en su forma básica, con o sin la partícula "TO", es decir, la versión del verbo que aparece en el diccionario.

Tipos de infinitivo.

El infinitivo **sin** "TO" se le llama **bare infinitive**, o la forma base del verbo, por ejemplo:

- talk
- sleep
- eat
- swim



El infinitivo **con "TO"** se le llama **full infinitive**, por ejemplo:

- to talk
- to sleep
- to eat
- to swim

**Nota:** cuando usas "**full infinitive**" la partícula "**TO**" es parte del verbo, **NO** es una preposición.

### **BARE INFINITIVE.**

El **Bare infinitive** se utiliza:

- Después de verbos modales y auxiliares (can, could, will, would might, may, should, shall, etc) → I can play soccer well.
- Después de **make** y **let** → My teacher made us finish the work.
- Después de los verbos de percepción con un objeto directo (watch, hear, feel, smell, see, taste) → John usually tastes every dish he prepares.

### **FULL INFINITIVE.**

El **full infinitive** se utiliza:

- Después de adjetivos → I am happy to see you.
- Para expresar razón o propósito → Laura is studying to pass the exam.
- Después de algunos verbos (want, learn, need, (can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, would like) → I **want** to visit Spain.
- La forma negativa de **full infinitive** es: **not to + verb** → Paul is planning **NOT TO** fail his exam.



## Gerund (ING form)

El *gerund* se utiliza:

- Después de preposiciones y verbos frasales (phrasal verbs) → Jenn has given up **smoking**.
- Como sujeto de la oración → Drinking water is healthy.
- Después de algunos verbos (admit, avoid, advise, deny, dislike, enjoy, feel, like, finish, hate, keep, like, love, mind, miss, practise, prefer, recommend, spend time, stop, suggest, and phrasal verbs) → Katie love *watching* sitcoms.
- La forma negativa de *gerund* es: **not + verb + ing** → Rob hates **not being** here.

## Practice

**Full-infinitive, bare infinitive or gerund? Please complete the sentences below.**

1. A lot of people are worried about \_\_\_\_\_ their jobs. (lose)
2. He agreed \_\_\_\_\_ a new car. (buy)
3. The question is easy \_\_\_\_\_. (answer)
4. Not everybody can afford \_\_\_\_\_ to university. (go)
5. Stop \_\_\_\_\_ noise, please; I'm studying. (make)
6. She doesn't mind \_\_\_\_\_ the night shift. (work)
7. He advised me \_\_\_\_\_ so much money. (not spend)
8. I enjoy \_\_\_\_\_ pictures postcards. (write)



## Respuestas guía inglés V

### Direct Speech - Reported speech.

1. To go upstairs.
2. To close the door behind me
3. Not to be late
4. To stop staring at her
5. Not to be angry with him.
6. He told me he would send me a postcard.
7. They told me they had bought a new car.
8. She told John she didn't speak German.
9. Jenny told her she had failed her art exam.
10. He told me they hadn't been listening to him.

### Future Perfect

1. Will have left
2. Will you have finished
3. Will we have done
4. Will have finished



5. Will have read
6. Won't have finished
7. Will have arrived
8. Will you have completed
9. Will have been
10. Will she have got

### **Future continuous**

1. Will be fixing
2. Will be preparing
3. Will be enjoying
4. Will – be doing
5. Won't be cooking
6. Will be flying
7. Will be sleeping
8. Will be giving



### Adjective order

1. long green silk
2. an amazing new red
3. a cosy big red
4. great old English
5. exciting new
6. b
7. a
8. a
9. c
10. a

### So, Neither y Too

#### Exercise: What's the correct response?

1. So am I.
2. Neither am I.
3. So did I.
4. So will I.



5. So have I.
6. Neither will I.
7. Neither did I.
8. Neither have I.
9. Neither do I
10. So have I.

### Comparativos y Superlativos

Complete with the comparative or superlative of the adjective in brackets and *than, the* or as if necessary.

1. easier than
2. the most expensive
3. the best
4. worse than
5. taller than
6. as good
7. more interesting than
8. as difficult



## Relative clauses

### A

1. She worked for a man **who** used to be an athlete.
2. They called a lawyer who lived nearby.
3. I sent an email to my brother who lives in Australia.
4. We broke the computer that belonged to my father.
5. The man who is wearing a blue jumper is in the garden.

### B

1. Valencia, which is due east of Madrid, is a great place.
2. Jimbo, who got divorced last year, is living in Thailand now.
3. Claire, who I don't like very much, is a good teacher.
4. "The Flaca" pub, where I met my girlfriend, rocks.
5. Almeria, whose beaches are wonderful, is very dry.



## Tag questions

### Practice.

Choose the correct answer "a, b or c"

1. b
2. c
3. a
4. c
5. b
6. c
7. a
8. b
9. b
10. b

## Preguntas indirectas (Indirect questions)

### A. Change the direct questions into indirect questions. Use 'can you tell me'.

1. Can you tell me where she plays soccer?
2. Can you tell me if she lives in London?
3. Can you tell me if he is hungry?
4. Can you tell me what this is?
5. Can you tell me if they work in Paris?



**B. Change direct questions into indirect questions.**

1. why she cried
2. if she speaks/whether she speaks
3. where Joe is
4. if they will be/whether they will be
5. what he wanted

**Need + "ing"**

1. needs cutting
2. needs cleaning
3. needs washing
4. needs taking up
5. need watering
6. need tightening

**MODALS OF DEDUCTION : (must, can, could, may, might) para deducciones.**

**Practice**

1. I
2. J
3. A
4. C
5. H
6. B
7. F
8. E



9. G

### Practice

**Full-infinitive, bare infinitive or gerund? Please complete the sentences below.**

1. Losing
2. To buy
3. To answer
4. To go
5. Making
6. Working
7. Not spending
8. writing