



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

UNIDAD DE APRENDIZAJE
INGLES III

Semestre: **TERCERO**
Ciclo escolar: 2023 B

Área:	Nombre de la Unidad de Aprendizaje:	Nivel/semestre:
Humanística	Inglés III	Tercero

1.- Integrantes de Academia:

No	Docente
2.	Cercle Perez Daniel Arfaxad
3.	Stransky Baca Jazmin Mireya
4.	Rojas Sánchez Luis Francisco
5.	Salazar Segura Isela

2.- Introducción

El alumno debe ser capaz de entender y expresarse en inglés mostrando una competencia pragmática y lingüística suficiente para que se lleve a cabo la comunicación exitosa bajo las siguientes situaciones:

- ❖ Utiliza el tiempo pasado simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a hábitos y hechos sucedidos en un tiempo determinado en el pasado.
- ❖ Usa los tiempos pasado simple y continuo, así como el vocabulario y las expresiones cotidianas pertinentes para describir actividades recreativas desarrolladas en periodos vacacionales.
- ❖ Emplea los tiempos presente continuo, futuro idiomático y futuro simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a planes y compromisos personales y para hacer predicciones en los contextos académico y laboral.

Maneja los tiempos presente perfecto y pasado simple, así como el vocabulario y las expresiones cotidianas pertinentes para explicar logros y experiencias propias y de otras personas

3.- Objetivos.

La siguiente guía tiene como propósito desarrollar en los alumnos las cuatro habilidades básicas de la competencia comunicativa, comprensión auditiva, lectora, expresión oral y escrita para el uso del idioma inglés.

4.- Justificación.

El idioma Inglés se ha convertido en la lengua franca de la mayoría de las áreas del conocimiento, principalmente en la científica y la tecnológica, por lo que hoy en día es una herramienta lingüística y comunicativa más común a nivel mundial.

5.- Estructura y contenidos

Estructura y contenidos	6.- Materiales para la elaboración de la guía
Unidad I.- RAP1:- Intercambia información personal sobre experiencias de la vida cotidiana en el pasado. RAP2:- Narra las actividades y condiciones de vida de diferentes personas en distintos momentos en el pasado.	Oxenden, Clive (2006), English File, Logman. Parsons, Jenny (2004), Energy 1 y 2, Longman. Prodomou, Luke (2013), Flash on English Pre-Intermediate, Eli.
Unidad II.- RAP1:- Intercambia información sobre actividades recreativas desarrolladas en periodos vacacionales, utilizando el tiempo pasado continuo. RAP2:- Narra las actividades realizadas por dos personas que hayan	Richards Jack; Rodgers Theodore (1986), Approaches and Methods in Language Teaching, Cambridge.

viajado al extranjero en el mismo periodo vacacional, utilizando el tiempo pasado continuo.	
Unidad III.- RAP1:- Expresa planes y compromisos personales en el ámbito académico y las condiciones para llevarlos a cabo. RAP2:- Intercambia información personal sobre planes y expectativas para la vida laboral.	www.britishcouncil.org www.elionline.com www.eltonline.com
Unidad IV.- RAP1:- Expresa logros y experiencias de un personaje de actualidad, utilizando los tiempos presente perfecto y pasado simple. RAP2:- Intercambia información sobre sus logros y experiencias personales, utilizando los tiempos presente perfecto y pasado simple.	www.focusenglish.com/dialogues/communication/com.index.html www.guia.com/shared/eng/ www.longman.com/energy

7.- Actividades de estudio.

La guía no tiene ponderación para la calificación final.

El alumno puede trabajar en ella de manera autónoma ya que contiene las respuestas a todos los ejercicios incluidos.

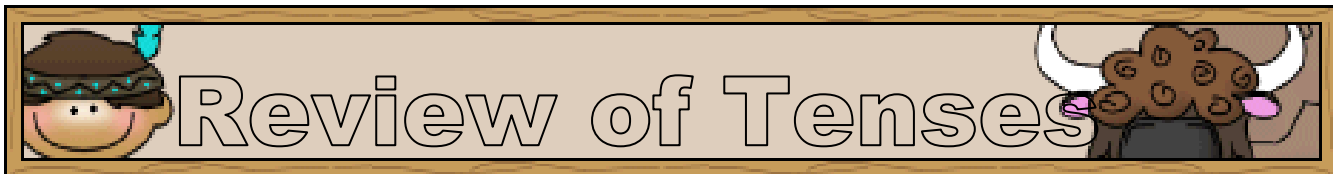
El alumno debe apoyarse en su libro de texto (SURE pre-intermediate) para la resolución de la misma.

El alumno debe realizar todas las lecturas de su libro de texto a manera de práctica.

El alumno puede también apoyarse de ejercicios en internet.

8.- Presidente de Academia.

Docente	
Isela Salazar Segura	Presidente de Academia



Review of Tenses

Present Simple	
USE	Example
For <u>habits</u> and <u>routines</u>	I always take the bus to go to work in the morning.
To discuss <u>permanent</u> situations	He lives in Rome.
For scientific and natural <u>facts</u>	The earth is the third planet from the sun.

Present Continuous	
USE	Example
For actions taking place <u>now</u>	My brother is taking a shower.
To talk about <u>temporary</u> situations	I'm studying English at the moment.
For <u>annoying</u> habits (with <i>always</i> , <i>forever</i> etc.)	He is always picking his nose.

Past Simple	
USE	Example
To talk about a <u>sequence</u> of actions that took place in the past (in <u>chronological order</u>)	I opened the door, stepped inside, and closed it again.
For <u>complete</u> past actions	She bought a coat and a hat.
For actions that took place in the past at a state or <u>definite time</u> (time expression)	He caught the train at 9.00 pm.
For past <u>habits</u> or general past <u>states</u>	I took the bus to school each morning. I was a very happy child.

Past Continuous	
USE	Example
To talk about an action <u>in progress</u> in the past <u>interrupted</u> by another (shorter) action.	She was cooking dinner when he walked in.
To talk about <u>two</u> actions that took place <u>at the same time</u> in the past	He was taking a shower while she was watching TV.



Present Perfect	
USE	Example
To talk about <u>past actions</u> that took place in the past at an unknown/not stated time	I have been to London.
For actions that started in the past but <u>relate to the present</u> .	They have lived in Rome for* years.
For actions that take place in an <u>unfinished</u> period of time.	She has rung me three times this week.

GOING TO	
USE	Example
We use <u>going to</u> to talk about intentions in the future.	I am going to travel Moscow.
We can use <u>going to</u> to talk about an action that we have already decided.	Anna is going to buy a new car.
We can also use <u>going to</u> to talk about predictions, when we say that something is going to happen in the future, in other words: predictions based on the evidence.	Joshep and Diane are going to fail. They haven't done any homework.

WILL	
USE	Example
It's possible to use <u>will</u> when the action is decided at the moment of speaking.	I will call an ambulance.
We can also use <u>will</u> to express predictions, but this case is different from going to. Will is used for general predictions.	In ten years, there won't be any teachers.
We use 'will' when we express a voluntary action .	I will mark your book later.

PRESENT CONTINUOUS AS FUTURE	
USE	Example
It is used to talk about future arrangements or fixed plans.	I am having a party tonight. Sue is starting a new course next summer.

PRACTICE

VOCABULARY

1 Underline the odd word out.

Example: duck eagle swan sheep

- 1 shark dolphin lion whale
- 2 horse giraffe pig chicken
- 3 mosquito bull butterfly wasp
- 4 gorilla tiger rabbit elephant
- 5 swan cow spider mice
- 6 eagle bear camel goat

2 Complete the life events with the correct verb.

Example: be born

- 1 ____ to primary school
- 2 ____ to secondary school
- 3 ____ to university
- 4 ____ a job
- 5 ____ in love
- 6 ____ married
- 7 ____ children
- 8 ____ divorced

3 Choose from the pairs of adjectives in the list to complete the sentences.

~~boring~~ / bored exciting / excited interested /
interesting relaxing / relaxed depressing /
depressed tiring / tired

Example: The film was really boring. I nearly fell asleep.

- 1 I felt very _____ yesterday because I failed an exam.
- 2 Yoga is very _____. It helps me forget all my stress.
- 3 The match was really _____. Our team scored in the last minute.
- 4 I'm not _____ in sport. I prefer music.
- 5 I was _____ yesterday. I had nothing to do.
- 6 Walking around the shopping centre was quite _____. I need a rest!

GRAMMAR

1 Underline the correct form.

Example: If I get an interview, I'll / **would** buy a new suit.

- 1 If we **get** / **got** a taxi, we'll arrive on time.
- 2 If I won the lottery, I'll / '**d** buy you a car.
- 3 If we **don't** / **didn't** leave now, we'll be late.
- 4 She'll pass the exam if she **works** / **worked** harder.
- 5 **Will** / **Would** you learn a language if you had more time?
- 6 If they had more money they **can** / **could** go on holiday.
- 7 If I **was** / **were** you, I'd stop smoking.
- 8 I **won't** / **wouldn't** scream if I saw a ghost.

2 Complete the sentences. Use the verb in brackets in the present perfect or the past simple.

Example: Did you meet (meet) any interesting people at the party last week?

- 1 I _____ (not see) my uncle since 1998.
- 2 Claire _____ (move) to France last year.
- 3 How long _____ you _____ (live) in this house?
- 4 Brian _____ (work) here for years – he knows everything about the job.
- 5 I _____ (speak) to my boss about a pay rise yesterday.
- 6 I _____ (know) Yolanda since I was a child.
- 7 I _____ (be) a journalist for two years.
- 8 My mum _____ (not study) technology at school.

3 Underline the correct word(s).

Example: Did you go **somewhere** / **anywhere** / **anything** nice at the weekend?

- 1 She didn't do **nothing** / **something** / **anything** last night.
- 2 You eat too **much** / **little** / **many** sweet things.
- 3 I usually have a **few** / **little** / **enough** milk in my coffee.
- 4 Is there **anybody** / **nobody** / **anywhere** at home today?
- 5 I don't want **something** / **nothing** / **anything** to eat.
- 6 These shoes aren't big **too** / **enough** / **very**.
- 7 **Anyone** / **Someone** / **Something** left their bag in the classroom.
- 8 He has **too many** / **too much** / **too** money. He can't spend it!

4 Complete the sentences with the correct words.

Example: What time did you get up?
get up you you get up

- 1 This film's boring. Turn _____.
off it it off
- 2 I don't want this dress. Give _____.
it away away it
- 3 These jeans are nice. Put _____.
them on on them
- 4 What are you doing? I'm _____.
looking my phone for looking for my phone
- 5 Can you _____ this evening?
look after your brother look your brother after
- 6 Tom rang. Can you call _____?
back him him back

WRITING

Read the advert and write a formal email telling the language school what course you would like to do. (100–150 words)

The English School – Brighton

Learn English by the sea in Brighton.

We do one-week, two-week and six-week courses

with accommodation – in flats or with an English family.

We organize trips to London and Oxford.

Email us to find out more.

Paragraph 1

- Why are you writing?
- How old are you?
- Who are you?
- Where are you from?

Paragraph 2

- What's your level of English?
- How long do you want to study?
- Where do you want to stay?

Paragraph 3

- What other information would you like?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SELF-EVALUATION

GRAMMAR

Write on the first gap A, B, or C to complete the sentences.

Example: He _____ a doctor. He's a nurse.

 B A aren't B isn't C not

1 What _____ next weekend?

_____ A are you going B are you going to do C do you do

2 Have you ever _____ Mexican food?

_____ A eaten B eat C ate

3 This is _____ old film. Have you seen it?

_____ A a B an C the

4 My mum doesn't like _____ tennis.

_____ A play B to playing C playing

5 They _____ to the radio at the moment.

_____ A 're listening B listened C listen

6 I _____ to the USA.

_____ A 've never been B am never been C was never

7 We _____ to the cinema last night.

_____ A going B go C went

8 I'm five years older _____ my sister.

_____ A that B than C more

9 She _____ to work yesterday because she was ill.

_____ A doesn't go B didn't going C didn't go

10 I _____ at the moment because I'm on holiday.

_____ A 'm not working B don't work C not work

11 I always _____ a shower before breakfast.

_____ A am having B have C has

12 They _____ burgers. They had fish and chips.

_____ A didn't have B don't have C didn't had

13 Who _____ your favourite singers?

_____ A be B are C is

14 How often _____ to the theatre?

_____ A go you B do you go C you go

15 They _____ early at weekends.

_____ A haven't got up B aren't getting up C don't get up

16 This is _____ book I've ever read.

_____ A the best B the most best C the better

17 I often go swimming _____ the weekend.

_____ A in B for C at

18 How _____ bread do you eat?

_____ A lot B much C many

19 What do you want _____ this weekend?

_____ A doing B do C to do

20 _____ there any apples? I'm hungry!

_____ A Are B Is C Be

21 She hardly _____ speaks in class.

_____ A never B ever C more

22 Paul left school _____ 2010.

_____ A in B on C at

23 That man drives _____. Don't get in his car!

_____ A dangerous B danger C dangerously

24 _____ your brother speak Spanish?

_____ A Does B Has C Is

25 We _____ to Athens and then we drove to Piraeus.

_____ A flew B flown C flied

VOCABULARY

Write on the first gap A, B, or C to complete the sentences.

Example: He drove the car into the _____.

 C A kitchen B bathroom C garage

1 I usually _____ a sandwich for lunch.

_____ A have B drink C cook

2 The number after 11 is _____.

_____ A eleven B twelve C twenty

3 She answers the phone and talks to visitors. She's a _____.

_____ A receptionist B musician C builder

4 My brother always wears _____.

_____ A an umbrella B a purse C glasses

5 The number 100 is _____.

_____ A one thousand B one hundred C one million

6 My uncle's wife is my _____.

_____ A cousin B aunt C niece

7 I _____ my homework every evening.

_____ A have B make C do

8 Does Jake _____ much exercise?

_____ A do B make C play

9 My friend is a _____. He works in a restaurant.

_____ A journalist B nurse C waiter

10 I can speak _____.

_____ A French B England C Germany

11 **A** What's the time?

B Sorry, I don't have a ____.

_____ A time B watch C book

12 The opposite of *full* is ____.

_____ A empty B poor C ugly

13 **A** Where's Tommy?

B He's ____ his bike.

_____ A riding B driving C playing

14 **A** Would you like milk in your coffee?

B No, just ____, please.

_____ A sweets B cheese C sugar

15 In Spain, it's usually hot in ____.

_____ A winter B autumn C summer

16 The month after June is ____.

_____ A July B May C April

17 She ____ the radio and listened to the news.

_____ A turned off B looked for C turned on

18 The opposite of safe is ____.

_____ A dangerous B expensive C boring

19 We've got a very good shower in the ____.

_____ A kitchen B bathroom C living room

20 I'm waiting ____ the bus. It's late!

_____ A to B for C at

21 **A** Mike, this is Alice.

B ____ to meet you, Alice.

_____ A Fine B Nice C Well

22 Can you ____ a photo of us, please?

_____ A take B make C do

23 Liam and Nancy came for lunch. We ate in the _____.

_____ A bedroom B dining room C garage

24 You can buy medicine at a _____.

_____ A post office B market C chemist's

25 The day after Tuesday is _____.

_____ A Wednesday B Thursday C Friday

ANSWER KEY

PRACTICE/VOCABULARY

1. LION	1. GO	1. DEPRESSED
2. CHICKEN	2. GO	2. RELAXING
3. BULL	3. GO	3. EXCITING
4. RABBIT	4. GET	4. INTERESTED
5. SWAN	5. FALL	5. BORED
6. EAGLE	6. GE	6. TIRING
	7. HAVE	
	8. GET	

PRACTICE/GRAMMAR

1. GET	1. HAVEN'T	1. ANYTHING	1. IT OFF
2. 'D	SEEN	2. MUCH	2. IT AWAY
3. DON'T	2. MOVED	3. LITTLE	3. THEM ON
4. WORKS	3. HAVE/LIVED	4. ANYBODY	4. LOOKING
5. WOULD	4. HAS	5. ANYTHING	FOR MY
6. COULD	WORKED	6. ENOUGH	PHONE
7. WERE	5. SPOKE	7. SOMEONE	5. LOOK
8. WOULN'T	6. HAVE	8. TOO	AFTER
	KNOWN	MUCH	YOUR
	7. HAVE BEEN		BROTHER
	8. DIDN'T		6. HIM
	STUDY		BACK

SELF-EVALUATION

GRAMMAR	VOCABULARY
1. B	1. A
2. A	2. B
3. B	3. A
4. C	4. C
5. A	5. B
6. A	6. B
7. C	7. C
8. B	8. A
9. C	9. C
10. A	10. A
11. B	11. B
12. A	12. A
13. B	13. A
14. B	14. C
15. C	15. C
16. A	16. A
17. C	17. C
18. B	18. A
19. C	19. B
20. A	20. B
21. B	21. B
22. A	22. A
23. C	23. B
24. A	24. C
25. A	25. A