



**IPN**

SECRETARIAACADÉMICA  
DIRECCIÓN DE EDUCACION MEDIA  
SUPERIOR CENTRO DE ESTUDIOS CIENTÍFICOS Y  
TECNOLÓGICOS No. 13 "RICARDO FLORES MAGÓN"

# GUÍA

**de estudio para presentar  
EXTRAORDINARIO y ETS  
de la  
UNIDAD DE  
APRENDIZAJE INGLÉS II  
Semestre 2023-B  
TURNO VESPERTINO**

**Integrantes de la  
academia:**

Bautista Gutiérrez Ava Elizabeth / De la  
Cruz García Elisa Evelyn/ Margarita  
Hernández Ortega / Mario Montes  
Rodríguez / Edgar Muñoz Arenas

**Fecha de  
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## FORMATO DE LA GUÍA DE ESTUDIO

|                                    |  |  |
|------------------------------------|--|--|
| <b>Área:</b><br><b>Humanística</b> | <b>Nombre de la Unidad de Aprendizaje:</b><br><b>Inglés II</b> | <b>Nivel/semestre:</b><br><b>Segundo</b> |
|------------------------------------|--|--|

### **Instrucciones generales de la guía:**

Esta guía no tiene valor alguno sobre el examen. La fecha de los exámenes Extraordinario y ETS se dará a conocer a través de la página oficial del CECyT.

### **Presentación:**

La Unidad de Aprendizaje Inglés II tiene como finalidad el dominio de las 4 habilidades del idioma, las cuales te servirán para poder interactuar en diversos ámbitos de la vida personal, escolar y laboral.

### **Objetivos**

Resuelve sus necesidades comunicativas básicas en contextos simulados y reales, utilizando expresiones y frases indispensables en Inglés, en forma oral y escrita.

### **Justificación**

El idioma inglés, considerado como lengua universal, es utilizado en la mayoría de las áreas del conocimiento, científico y tecnológico. Por lo tanto, es una herramienta lingüística y comunicativa a nivel mundial indispensable.

Esta guía retoma los contenidos vistos a lo largo del semestre, reafirmando los para así tener una visión general de todos los temas que se abordarán en éste.

### **Estructura y contenidos**

SURE Elementary Units 6-10

### **Evaluación**

No tiene valor.

## Materiales para la elaboración de la guía

Programa de Estudios de la Unidad de Aprendizaje II de

2008. Libros de texto

CD ROM

Páginas web

## Actividades de estudio

Libro de texto

Heilbing interactive book

## Información Adicional

Se recomienda elaborar un mapa conceptual o cuadro sinóptico con ejemplos de cada estructura de la sección.

## Bibliografía Básica

Sure Pre-Intermediate by Martyn Hobbs, Julia Starr Keddle

# Comparatives

We use **comparative adjectives** to show change or make comparisons, We use *than* when we want to **compare one thing with another**, When we want

to **describe how something or someone changes** we can use two comparatives with *and*, we often use *the* with comparative adjectives to **show that one thing depends on another**:

Los comparative adjectives se utilizan para comparar una determinada característica o calidad entre dos o más cosas, animales o personas.

Los comparative adjectives son aquellos que comparan dos elementos.

En los adjetivos de una sílaba generalmente se añade la terminación final -er en los comparativos.

Tall- TALLER

Si el adjetivo acaba en vocal -E

Wide- Wider solo se le añade una r

En las palabras terminadas en consonante + vocal +  
consonante Big- Bigger

En los adjetivos de dos sílabas para construir el comparativo se añade mayoritariamente la partícula more delante sin alterar el adjetivo, aunque en algunos casos también se les puede añadir la terminación -er, aunque es menos frecuente.

Clever- More cleverer

Si el adjetivo termina en consonante más -Y

Se sustituye la -Y por -IER

Easy- Easier

En los adjetivos formados por más de dos sílabas se añade a los adjetivos comparativos la partícula more en posición precedente sin que estos sufran ninguna alteración.

Difficult - More difficult

En los casos irregulares se obtiene una forma resultante concreta sin estar regida por ninguna norma.

Good- Better

Bad - Worse

Far -Futher/Farther

Monosílabos

Tall -ER Taller

Bisílabos

Clever More -ER

More clever Cleverer

Bisílabos terminados en -Y

Happy -IER

Happier Más de dos sílabas

Dangerous More

dangerous

# Exercise 1

- Complete the sentence with the comparative form of the adjective in brackets

1. A tortoise is slower than (**slow**) a mouse.
2. A car is \_\_\_\_\_ (**cheap**) a house.
3. A pig is \_\_\_\_\_ (**heavy**) a chick.
4. A computer is \_\_\_\_\_ (**expensive**) a cellphone.
5. Summer is \_\_\_\_\_ (**hot**) Spring.
6. A tiger is \_\_\_\_\_ (**small**) an elephant.
7. Chinese is \_\_\_\_\_ (**difficult**) English.
8. Water is \_\_\_\_\_ (**healthy**) soda.
9. A baby is \_\_\_\_\_ (**weak**) a man.
10. My brother is \_\_\_\_\_ (**young**) me.
11. A horse is \_\_\_\_\_ (**big**) a cat.
12. A mosquito is \_\_\_\_\_ (**ugly**) a butterfly.
13. My sister is \_\_\_\_\_ (**bad**) me at Math.



## Exercise 2

|               |       |                  |       |
|---------------|-------|------------------|-------|
| 1.- new       | _____ | 11.- slow        | _____ |
| 2.- long      | _____ | 12.- beautiful   | _____ |
| 3.- expensive | _____ | 13.- exciting    | _____ |
| 4.- big       | _____ | 14.- fat         | _____ |
| 5.- small     | _____ | 15.- clean       | _____ |
| 6.- good      | _____ | 16.- handsome    | _____ |
| 7.- bad       | _____ | 17.- young       | _____ |
| 8.- fast      | _____ | 18.- large       | _____ |
| 9.- thin      | _____ | 19.- tall        | _____ |
| 10.- pretty   | _____ | 20.- intelligent | _____ |

### Superlatives

We use a superlative to say that a thing or person is the most of a group. When we use a superlative adjective ('the tallest student') before the noun, we generally use it with 'the'. This is because there's only one (or one group) of the thing we are talking about. There is one student who is the tallest in the class, and because it's clear to the listener which one we mean.

Usamos un superlativo para decir que una cosa o persona es la mayoría de un grupo. Cuando usamos un adjetivo superlativo ('el estudiante más alto') antes del sustantivo, generalmente lo usamos con artículo definido. Esto se debe a que solo hay uno (o un grupo) de lo que estamos hablando. Hay un estudiante que es el más alto de la clase, y como para el oyente está claro a cuál nos referimos, generalmente usamos 'the':

She's **the** most beautiful girl I've ever seen. It's **the** best café in London.

## Exercise 1

# SUPERLATIVES



Complete the sentences with the superlative form of the adjectives.

1. Burj Khalifa is ..... building in the world. (high)
2. Cheetah is one of ..... animals on Earth. (fast)
3. A Bugatti is ..... Italian car. (expensive)
4. February is ..... month of the year. (short)
5. Football is ..... sport in Spain. (popular)
6. I am ..... person in my family. (young)
7. Maggie is ..... girl in my class. (pretty)
8. Puppies are ..... animals of all. (cute)
9. Polish is one of ..... languages to learn. (difficult)
10. It was ..... pasta I have ever eaten. (tasty)
11. Mike got ..... score on the Maths test. (bad)
12. Susan is ..... person I've ever known. (friendly)
13. This armchair is ..... in my house. (comfortable)
14. Koalas are one of ..... animals in the world. (lazy)
15. Skydiving is one of ..... sports. (dangerous)
16. .... person ever recorded weighed 630 kg. (fat)
17. My mum was wearing ..... dress. (elegant)

## Exercise 2

### Superlatives

#### 1. Complete the sentences.

- \_\_\_\_\_ is the \_\_\_\_\_ (tall) person in my family.
- \_\_\_\_\_ is the \_\_\_\_\_ (fit) person in my family.
- \_\_\_\_\_ is the \_\_\_\_\_ (young) child in our class.
- \_\_\_\_\_ is the \_\_\_\_\_ (funny) child in our class.
- \_\_\_\_\_ is the \_\_\_\_\_ (bad) film in the world.
- \_\_\_\_\_ is the \_\_\_\_\_ (good) book in the world.

#### 2. Look and complete the sentences using comparative and superlative adjectives.

|       |     |       |       |      |      |
|-------|-----|-------|-------|------|------|
| Small | Big | Funny | Brave | Slow | Tall |
|-------|-----|-------|-------|------|------|



- The lion is the bravest.  
The lion is \_\_\_\_\_ a giraffe.
- The blue whale is \_\_\_\_\_.  
The blue whale is \_\_\_\_\_ the lion.
- The tortoise is \_\_\_\_\_.  
The tortoise is \_\_\_\_\_ the monkey.
- The giraffe is \_\_\_\_\_.  
The giraffe is \_\_\_\_\_ the mouse.
- The mouse \_\_\_\_\_.  
The mouse is \_\_\_\_\_ the tortoise.
- The monkey \_\_\_\_\_.  
The monkey is \_\_\_\_\_ the whale.

## Past simple of verb be

We can use the past simple of the verb *to be* to talk about situations and states in the past

use *was* for *I, he, she* and *it*. Use *were* for *you, we* and *they*, for negatives, use *not*. We can

contract *not* and the verb, especially when we're speaking, for questions, change the order of *was* or *were* and the person.

El verbo *to be* es un verbo irregular, como se puede ver en sus formas en *past simple* (que se pueden traducir por: yo fui / estuve / era / estaba, tú fuiste / estuviste / eras / estabas, etc.).

| <b>Afirmativo</b>        | <b>Negativo</b>             | <b>Interrogativo</b>         |
|--------------------------|-----------------------------|------------------------------|
| <i>I was</i>             | <i>I wasn't</i>             | <i>Was I...?</i>             |
| <i>You were</i>          | <i>You weren't</i>          | <i>Were you...?</i>          |
| <i>He / She / It was</i> | <i>He / She / It wasn't</i> | <i>Was he / she / it...?</i> |
| <i>We were</i>           | <i>We weren't</i>           | <i>Were we...?</i>           |
| <i>You were</i>          | <i>You weren't</i>          | <i>Were you...?</i>          |
| <i>They were</i>         | <i>They weren't</i>         | <i>Were they...?</i>         |

Este verbo **habla de un estado o una situación** (por ejemplo, cómo te sientes), y puede **servir para describir las cosas**. Cuando lo emplees en pasado necesitas asegurarte de usar las formas que te hemos mostrado en la tabla anterior, y no el infinitivo “*be*”.

Por ejemplo:

-*The party **was** amazing!* (¡La fiesta **fue** increíble!).

-*We **were** really happy!* (¡Todos **estábamos** súper contentos!).

Ya habrás notado que este verbo no funciona como la mayoría de los verbos inglés, pues al ponerlo en past simple **no necesita verbo auxiliar** en las oraciones negativas ni en las interrogativas. Es decir, que no hay *did* o *didn't*, ni ningún otro verbo en la frase: solo nuestro querido *to be* en la posición correcta. Por tanto, las oraciones interrogativas son así:

-**Were** you sad yesterday? (¿**Estabas** triste ayer?).

-**Was** it your birthday on Sunday? (¿**Fue** tu cumpleaños el domingo?).

En ese sentido, se parece más a los verbos españoles, ya que posee distintas formas para las distintas personas (aunque en el caso de *to be* solo sean dos: *was* y *were*), y además es él mismo, no un auxiliar, el que muestra el tiempo verbal. Por ello, cuando te encuentras las formas **was** y **were** sabes que casi siempre se refieren a una situación, tiempo o hecho del pasado.

Para negativos, usamos *not*. Podemos contraer *not* y el verbo, especialmente cuando estamos hablando.

I **was not** late for school this morning. = I **wasn't** late for school this morning.

He **was not** at home last Saturday. = He **wasn't** at home last Saturday.

We **were not** cold yesterday. = We **weren't** cold yesterday. Para preguntas, cambie el orden de *was* o *were* y la persona

**Were you** tired this morning? Yes, I was.

**Was she** at the park last Sunday? No, she wasn't.

Where **was he** yesterday?

## Exercise 1

### VERB TO BE – SIMPLE PAST



Write was or were in the space provided.

1. I \_\_\_\_\_ at school yesterday.



2. Gary and Sue \_\_\_\_\_ at school  
yesterday.



3. They \_\_\_\_\_ at the dance last Friday.

4. We \_\_\_\_\_ at the seaside last summer.



5. I \_\_\_\_\_ at the meeting last Tuesday.

6. You \_\_\_\_\_ on the basketball team in high  
school.



7. \_\_\_\_\_ that your mother in the car?



8. He \_\_\_\_\_ a great tree climber ten years ago.

9. \_\_\_\_\_ you kind and helpful to your friends?

10. She \_\_\_\_\_ a beautiful girl.

11. Yes, they \_\_\_\_\_ very good at English.

12. The dogs \_\_\_\_\_ in the living room



## Exercise 2

Fill in the blanks with *am, is, are, was, or were*

1. I \_\_\_\_\_ by the river now.
2. I \_\_\_\_\_ at home yesterday.
3. We \_\_\_\_\_ at the beach now.
4. They \_\_\_\_\_ in the mountains last night.
5. She \_\_\_\_\_ on the island now.
6. She \_\_\_\_\_ at school yesterday.
7. My mom and I \_\_\_\_\_ at home now.
8. My mom and I \_\_\_\_\_ by the lake last night.
9. Tom \_\_\_\_\_ by the river yesterday.
10. Tom and his father \_\_\_\_\_ by the river now.
11. They \_\_\_\_\_ by the river last night, too.
12. \_\_\_\_\_ you at home now?
13. \_\_\_\_\_ they at home now?
14. \_\_\_\_\_ they at school last night?
15. \_\_\_\_\_ he at home now?
16. \_\_\_\_\_ he at school yesterday?
17. \_\_\_\_\_ you at school yesterday, too?
18. \_\_\_\_\_ Tom on the island last night?

## Past simple

It's similar to the present simple because it has different rules for the verb 'be', which becomes 'was' or 'were', to make the negative sentence with 'be', just add 'no'.

We make the past simple just like the present simple except we use 'did' instead of 'do / does'. It's really easy because 'did' doesn't change, even with 'he / she / it'.

The positive: We usually make the positive by adding '-ed' to the infinitive. For example, 'play' becomes 'played'. However, there are some irregular verbs, for example 'go' becomes 'went' and 'run' becomes 'ran', In the negative there aren't any irregular verbs. All verbs use 'did not (didn't) + infinitive'

El "simple past" se utiliza para hablar de una **acción que concluyó** en un

tiempo **anterior al actual**. La duración no es relevante. El tiempo en que se sitúa la acción puede ser el pasado reciente o un pasado lejano

Siempre se utiliza el "simple past" para referirse a **cuándo** ocurrió algo, de modo que va asociado a ciertas

- **un tiempo determinado:** *last week, when I was a child, yesterday, six weeks ago*  
We **saw** a good film *last week*. *Yesterday*, I **arrived** in Geneva.  
  
She **finished** her work at *seven o'clock*  
  
I **went** to the theatre *last night*
- **un tiempo indeterminado:** *the other day, ages ago, a long time ago*  
People **lived** in caves *a long time ago*

## Exercise 1

# PAST SIMPLE

Complete the gaps with the past of the verb in brackets

1. \_\_\_\_ you \_\_\_\_ Michael yesterday? (**see**)
2. We \_\_\_\_\_ by bus to Madrid. (**go**)
3. He \_\_\_\_\_ his glasses. (**not-find**)
4. The children \_\_\_\_\_ after the ball. (**run**)
5. My teacher \_\_\_\_\_ the answers on the blackboard. (**write**)
6. They \_\_\_\_\_ with Jessica. (**not-play**)
7. My sister \_\_\_\_\_ to radio last night. (**listen**)
8. \_\_\_\_\_ she \_\_\_\_\_ at you? (**smile**)
9. They \_\_\_\_\_ the computer at school. (**not-use**)
10. I \_\_\_\_\_ TV in my bedroom. (**watch**)
11. Tim \_\_\_\_\_ his homework yesterday. (**do**)

## Exercise 2

### COMPLETE WITH THE PAST SIMPLE

1. Peter \_\_\_\_\_ (make) a pizza.
2. They \_\_\_\_\_ (not arrive) on time.
3. The bus driver \_\_\_\_\_ (stop) the bus.
4. \_\_\_\_\_ you \_\_\_\_\_ (visit) the zoo?
5. Alex \_\_\_\_\_ (study) at the university.
6. My friends \_\_\_\_\_ (speak) a lot .
- 7 They \_\_\_\_\_ (chat) for hours.
8. It \_\_\_\_\_ (snow) yesterday.
9. Patrick \_\_\_\_\_ (not see) the film.
10. Patrickv \_\_\_\_\_ (see) the film.
11. My father \_\_\_\_\_ (not work) last week.
12. Paul \_\_\_\_\_ (go) to Ibiza.
13. Sam \_\_\_\_\_ (fry) the chicken.
14. \_\_\_\_\_ you \_\_\_\_\_ (cook) in the kitchen?
15. Alfred \_\_\_\_\_ (write) a book.
16. Pam \_\_\_\_\_ (drink) some water.
17. We \_\_\_\_\_ (eat) a hamburger.
18. Mary \_\_\_\_\_ (not like) the film.
19. \_\_\_\_\_ you \_\_\_\_\_ (do) your homework?
20. She \_\_\_\_\_ (buy) a new bike.
21. We \_\_\_\_\_ (clap) our hands in the concert.
22. Frank \_\_\_\_\_ (leave) early today.
23. I \_\_\_\_\_ (not have) breakfast this morning.
24. Luke \_\_\_\_\_ (start) work at 8 o'clock.

## REGULAR AND IRREGULAR VERBS

What is an irregular verb?

An irregular verb is a verb that doesn't follow the regular inflection, or ending to the word, that's expected when putting it into the past tense or past participle.

The expected ending to a regular verb when put into the past tense is either '-d', '-ed' or '-ied'. For example, the verb 'follow' becomes 'followed' in the simple past tense.

Irregular verbs are very common in English, which is why some consider English one of the most difficult languages to learn.

The difference between regular and irregular verbs is all to do with these tricky spellings in verb tenses that don't quite follow the pattern we expect.

These words often have to be learnt with patience and practice, and this is perhaps best done through example. Below, you'll learn about some examples of these irregular verbs and how they are used in sentences.

¿Qué es un verbo irregular?

Un verbo irregular es un verbo que no sigue la inflexión regular, o la terminación de la palabra, que se espera cuando se pone en tiempo pasado.

La terminación esperada de un verbo regular cuando se pone en tiempo pasado es '-d', '-ed' o '-ied'. Por ejemplo, el verbo 'seguir' se convierte en 'seguido' en tiempo pasado simple.

Los verbos irregulares son muy comunes en inglés, por lo que algunos consideran que el inglés es uno de los idiomas más difíciles de aprender.

La diferencia entre los verbos regulares e irregulares tiene que ver con estas ortografías complicadas en los tiempos verbales que no siguen el patrón que esperamos.

Estas palabras a menudo tienen que aprenderse con paciencia y práctica, y quizás esto se haga mejor a través del ejemplo. A continuación, aprenderá sobre algunos ejemplos de estos verbos irregulares y cómo se usan en las oraciones.

### Forming the simple past tense

|                               |                    |                                |
|-------------------------------|--------------------|--------------------------------|
| <b>Affirmative</b>            |                    |                                |
| Subject                       | + verb past simple |                                |
| I                             | skipped.           |                                |
| <b>Negative</b>               |                    |                                |
| Subject                       | + did not          | + infinitive without <i>to</i> |
| They                          | didn't             | go.                            |
| <b>Interrogative</b>          |                    |                                |
| Did                           | + subject          | + infinitive without <i>to</i> |
| Did                           | she                | arrive?                        |
| <b>Interrogative negative</b> |                    |                                |
| Did not                       | + subject          | + infinitive without <i>to</i> |
| Didn't                        | you                | play?                          |

## Afirmativo

La forma afirmativa del "simple past" es sencilla.

- I **was** in Japan last year
- She **had** a headache yesterday.
- We **did** our homework last night.

## Forma negativa

Para la forma negativa del "simple past" del verbo "do" como verbo ordinario, se emplea como auxiliar "do", e.g. We **didn't do** our homework last night.

La forma negativa del verbo "have" en "simple past" suele construirse utilizando el auxiliar "do", aunque en ocasiones solo se añade *not* o la contracción "n't".

## Ejemplos

- They **weren't** in Rio last summer.
- We **didn't have** any money.
- We **didn't have** time to visit the Eiffel Tower.
- We **didn't do** our exercises this morning.

## Interrogative

Use *did* y el verbo, pero no cambie el verbo a la forma pasada.

***Did you have*** a nice weekend?

What ***did he learn*** at school  
yesterday? When ***did they see*** the  
film?

Por lo general, agregamos palabras de tiempo al final.

*Did they play a game **yesterday**?*

*Did you visit LearnEnglish Kids **last week**?*

*What did he have for dinner **last night**?*

Hacemos respuestas cortas sí o no con *did* o *didn't* .

*Did you finish your homework? Yes, I **did**.*

*Did your friend call you yesterday? No, she **didn't***

'Could' is used to express: possibility, past ability, and to make suggestions and requests. 'Could' is also used in conditional sentences as the conditional form of 'can'.

**Possibility** You could cause an accident driving like that.

**Past ability** Sarah could dance like a professional at the age of six.

**Suggestion** We could go to dinner after the movie.

**Request** Could I leave early today?

**Conditional** If you're not working tomorrow, we could go on a picnic.

'Could' like most modal verbs, is very different in the past and future. Here are some examples of its different forms

"Could" es un verbo modal que se usa para expresar posibilidad o habilidad pasada, así como para hacer sugerencias y solicitudes. "Could" también se usa comúnmente en oraciones condicionales como la forma condicional de "can".

COULD and COULDN'T refers to ability or inability in the past. We use COULD to mean that we were able to do something in the past. Ex: When she was 1, she could walk. We use COULDN'T to mean that we weren't able to do something in the past.

1. \_\_\_\_\_ you stop doing that terrible noise?
2. I \_\_\_\_\_ possibly finish the whole pizza by myself.
3. \_\_\_\_\_ you ask her to go out tonight with me?
4. You \_\_\_\_\_ ask Mr. Harry to help you.
5. I \_\_\_\_\_ lift the box. It was too heavy for

me. Exercise 1

Put the verb in the correct column

*Paint Go Break Listen Write Eat Have Like Study See*

*Be Smile Visit Do Play Send*

*Clean*

| Regular Verb | Irregular Verb |
|--------------|----------------|
|              |                |

## Exercise 2

Fill the correct forms of these regular or irregular verbs in blank

1. I (begin)\_\_\_\_\_the new project last week.
2. You (push)\_\_\_\_\_the cart too hard and it crashed.
3. Jim and I (move)\_\_\_\_\_the furniture in July, 2010.
4. The pelicans (find)\_\_\_\_\_lots of fish to eat Thursday.
5. Our teacher (send)\_\_\_\_\_the box to Oregon a week ago.
6. Jennifer (bake)\_\_\_\_\_a lot of cookies for that party.
7. The lion (spend)\_\_\_\_\_the night hunting.
8. The girl (stand)\_\_\_\_\_in the rain for five minutes.
9. Callie (act)\_\_\_\_\_in the play last fall.
10. Steven (give)\_\_\_\_\_a donation five years ago.

### PAST SIMPLE

Subject    Verb (past tense)

|           |         |            |
|-----------|---------|------------|
| I         |         |            |
| You       |         |            |
| He/She/It | arrived | yesterday. |
| We        |         |            |
| You       |         |            |
| They      |         |            |

In the case of regular verbs, the past simple is formed by adding -ed to the base form of the verb for all persons. Note the changes in spelling:

look » looked  
 stay » stayed  
 arrive » arrived (we only add -d if the verb ends in -e)  
 try » tried (a final -y changes to -i- after a consonant)

top » stop**ped** (we double the final consonant if the verb ends in consonant-vowel-consonant)

A number of verbs have irregular past forms. For example:

Buy - bought      hit -hit      swim -swam  
 fly – flew      shine -shone

Example.

We went to the gym last night.

Subject Auxiliary *not* Verb

I  
 You  
 He/She/It  
 We  
 You  
 They      did not      arrive      in time.

Example.

She didn't go to the school yesterday.

(Question word) Auxiliary Subject Verb (bare infinitive)

|        |     |  |         |
|--------|-----|--|---------|
| (When) | did | I<br>you<br>he/she/it<br>we<br>you<br>they | arrive? |
|--------|-----|--|---------|

Complete the sentences with the phrases and words below.

Got up   got home   were   didn't hear   enjoyed  
 Was   went   didn't answer   had   had

- I \_\_\_\_\_ at midnight. That's why I'm so tired.
- 'Where \_\_\_\_\_ you last week?'
- 'I \_\_\_\_\_ on holiday in France.'

4. I \_\_\_\_\_ a barbecue at the weekend. What did you do?
5. Last night I \_\_\_\_\_ dancing for the first time.
6. I really \_\_\_\_\_ it!
7. Stan \_\_\_\_\_ early yesterday because
8. he \_\_\_\_\_ an exam.
9. She \_\_\_\_\_ her phone. That's why she  
\_\_\_\_\_ your call.

### **Countable & uncountable nouns a/am,some/any**

Nouns can be countable or uncountable. Countable nouns can be counted, e.g. *an apple, two apples, three apples*, etc. Uncountable nouns cannot be counted, e.g. *air, rice, water*, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence for positive sentences we can use *a/an* for singular nouns or *some* for plurals,

Los sustantivos pueden ser contables o incontables. Los sustantivos contables se pueden contar, por ejemplo, *una manzana , dos manzanas , tres manzanas , etc.* Los sustantivos incontables no se pueden contar, por ejemplo, *aire , arroz , agua , etc.* Cuando aprenda un nuevo sustantivo, debe verificar si es contable o incontable y observe cómo se usa en una oración

Para oraciones positivas podemos usar *a / an* para sustantivos singulares o *some* para plurales.

*There's **a** man at the door.*

*I have **some** friends in New York.*

Para los negativos podemos usar *a / an* para los sustantivos en singular o *any* para los plurales.

*I don't have **a** dog. There aren't **any** seats.*

Usamos *some* con sustantivos incontables en oraciones positivas y *any* con negativas.

There's **some** milk in the fridge.

There isn't **any** coffee.

En preguntas usamos *a / an* , *any* con sustantivos contables.

Is there **an** email address to write to? Are there **any** chairs?

Y usamos *any* con sustantivos incontables.

Is there **any** sugar?

**How much** orange juice is there?

Pero cuando estamos ofreciendo algo o pidiendo algo, normalmente usamos *some* .

Do you want **some** chocolate?

Can we have **some** more chairs, please

También usamos *some* en una pregunta cuando pensamos que la respuesta será 'sí'.

Have you got **some** new glasses?

## Countable / Uncountable nouns

A. Put in the correct column.

| Countable   |              | Uncountable |
|-------------|--------------|-------------|
| There is... | There are... | There is... |
|             |              |             |



B. Click on **is** or **are**.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. There <b>is</b> / <b>are</b> apples.</li> <li>2. There <b>is</b> / <b>are</b> an egg.</li> <li>3. There <b>is</b> / <b>are</b> bread.</li> <li>4. There <b>is</b> / <b>are</b> cake.</li> <li>5. There <b>is</b> / <b>are</b> an ice cream.</li> </ol> | <ol style="list-style-type: none"> <li>6. There <b>is</b> / <b>are</b> milk.</li> <li>7. There <b>is</b> / <b>are</b> sandwiches.</li> <li>8. There <b>is</b> / <b>are</b> cheese.</li> <li>9. There <b>is</b> / <b>are</b> cakes.</li> <li>10. There <b>is</b> / <b>are</b> a banana.</li> </ol> |
|--|---|

## Exercise 2

Choose SOME or ANY.

1. There is SOME / ANY milk in the fridge.
2. We don't need SOME / ANY flour.
3. Can I have SOME / ANY water, please?
4. Are there SOME / ANY eggs in the fridge?
5. There are SOME / ANY cats in the garden.
6. Would you like SOME / ANY chocolate?
7. I don't have SOME / ANY money.
8. There aren't SOME / ANY oranges on the table.
9. Have you got SOME / ANY brothers or sisters?
10. I am lonely. I don't have SOME / ANY friends.
11. There are SOME / ANY parrots in the cage.
12. Can I have SOME / ANY more tea, please?
13. There is SOME / ANY money in my wallet/
14. We haven't got SOME / ANY bananas.
15. Would you like SOME / ANY sugar in your tea?
16. I have SOME / ANY news for you.

### Exercise 3

#### A. Complete with "a", "an", "some".

- |               |                |
|---------------|----------------|
| 1..... milk   | 6..... potato  |
| 2..... onion  | 7..... biscuit |
| 3..... pasta  | 8..... popcorn |
| 4..... burger | 9..... carrot  |
| 5..... orange | 10..... cheese |

#### B. Choose SOME or ANY.

1. There is SOME / ANY rice in the bowl.
2. There isn't SOME / ANY chocolate.
3. There aren't SOME / ANY tomatoes.
4. There is SOME / ANY milk in the fridge.
5. There isn't SOME / ANY pasta.
6. There are SOME / ANY eggs.

#### Much Many a lot enough

We use the quantifiers *much*, *many*, *a lot of*, *lots of* to talk about quantities, amounts and degree. We can use them with a noun (as a determiner) or without a noun (as a pronoun). We use *much* with singular uncountable nouns and *many* with plural nouns, we usually use *much* and *many* with questions (?) and negatives (-). In affirmative clauses we sometimes use *much* and *many* in more formal styles, in informal styles, we prefer to use *lots of* or *a lot of*.

When we use *much* or *many* before articles (*a/an, the*), demonstratives (*this, that*), possessives (*my, your*) or pronouns (*him, them*), we need to use *of*.

We use *a lot of* and *lots of* in informal styles. *Lots of* is more informal than *a lot of*. *A lot of* and *lots of* can both be used with plural countable nouns and with singular uncountable nouns for affirmatives, negatives, and questions

When we use *much* and *many* in negative questions, we are usually expecting that a large quantity of something isn't there. When we use *a lot of* and *lots of* in negative questions, we are usually expecting a large quantity of something

***Much*, *many* y *a lot (of)*** se emplean para decir **mucho y muchos**. A veces ***a lot of*** es intercambiable con ***much* y *many***, pero no siempre. ¡Veámoslo en detalle!

Empleamos ***much*** con sustantivos **INCONTABLES**. Se traduce

como **mucho** o **mucha** y se pronuncia **/maach/**, con sonido de 'a'. ¡Pero ojo! Solemos emplear **much** solo en frases **NEGATIVAS** y en **PREGUNTAS**. Además de ***much***, también podemos usar ***a lot of***.

There isn't **much/a lot of** water in the bottle.

Do I have **much/a lot of** time?

¿Y qué pasa con las frases **AFIRMATIVAS**? Pues aquí solo se suele usar ***a lot of***, porque con **much** no suena natural

I have **a lot of** time.

He spent **a lot of** money.

**Enough** se coloca **detrás del adjetivo**. Y punto. Mira:

- I'm tall enough. Soy lo suficientemente alta.
  - He's kind enough. Él es lo suficientemente majo.

Este tipo de frases suelen ir seguidas de verbos en **infinitivo con to**:

I am tall enough to go in the rollercoaster. Soy lo suficientemente alta como para subir a la montaña rusa.

- He is kind enough to pay for our dinner. Él es lo suficientemente majo como para pagarnos la cena.
- I'm not tall enough to be a basketball player. No soy lo suficientemente alta como para ser jugadora de baloncesto.

Ejemplos

Jack is rich enough to have servants.

Fernando isn't elegant enough to be our spokesperson. Are those sculptures old enough to be antiques?

# Exercise 1

COMPLETE WITH **TOO**, **TOO MANY**, **TOO MUCH** or **ENOUGH**

1. You eat \_\_\_\_\_ fast food. You should cook more at home.
2. The boy spends \_\_\_\_\_ time playing video games.
3. You shouldn't watch \_\_\_\_\_ movies.
4. We have \_\_\_\_\_ eggs to bake a cake.
5. This coffee is \_\_\_\_\_ hot.
6. This coffee is hot \_\_\_\_\_.
7. There are \_\_\_\_\_ apples on the table.
8. Do you think I drink \_\_\_\_\_ coffee in the mornings?
9. There isn't \_\_\_\_\_ bread for dinner. Please buy some more.
10. My dad smokes \_\_\_\_\_. He should smoke less.
11. I think there is \_\_\_\_\_ ketchup on my french fries.
12. A: Do you want more cereal?  
B: No thanks, this is \_\_\_\_\_.
13. I don't eat \_\_\_\_\_ vegetables. I don't like them.
14. I have a stomachache. I ate \_\_\_\_\_ meat.
15. She isn't old \_\_\_\_\_ to drink alcohol.
16. Wear a sweater please. It's \_\_\_\_\_ cold.

# Exercise 2

Complete the sentences with **much/ many/ a lot of/ too much**  
**/ too many.**

1. There are \_\_\_\_\_ Thais in Japan.
2. We are busy this week because we have \_\_\_\_\_ homework.
3. There weren't \_\_\_\_\_ people at the bus stop.
4. Don't put \_\_\_\_\_ sugar in my tea, I don't want to have diabetes.
5. I have \_\_\_\_\_ free time.
6. Linda doesn't have \_\_\_\_\_ trouble with English.

## **Semi-modal have to/ don't have to Have to**

This modal verb is considered semimodal because it needs auxiliaries to make interrogative or negative sentences in the different tenses in which it is conjugated.

It is used to talk about obligations and responsibilities but this comes from outside so this means that someone else requires it and it is a necessity.

Este verbo modal se considera semimodal porque necesita auxiliares para hacer oraciones interrogativas o negativas en los diferentes tiempos en que se conjuga.

Se usa para hablar de obligaciones y responsabilidades pero esto viene de afuera entonces esto quiere decir que alguien mas lo requiere y es una necesidad

Ejemplos

She doesn't have to work until ten.

We have to get up early

se usa **don't have to** cuando no existe la obligación o la necesidad de hacer algo.

*You **don't have to** learn any new typing skills for the job. Rebecca is lucky – she **doesn't have to** work.*

También puede usarse **don't need to**, **haven't got to**, o **needn't** para indicar que no existe una obligación o necesidad de hacer alguna cosa.

*You **don't need to** buy anything. I **haven't got to** go to work today. I can pick John up later on tonight. You **needn't** bother.*

You **don't have to** be a part of this, Amanda

Thanks, but you **don't have to** say that after everything

### **Exercise 1**

Fill the gaps with HAVE TO/DON'T HAVE TO/HAS TO/DOESN'T HAVE TO

1-Mary can't go to the cinema. She \_\_\_\_\_ look after her sister tonight.

2-My parents can't go to Italy. They \_\_\_\_\_ work this summer.

3-My friends \_\_\_\_\_ get up early tomorrow because it's Sunday.

4-Caroline \_\_\_\_\_ clean her car today because it's raining  
5-Children \_\_\_\_\_ work. First they have to go to school.

6-Sorry, I can't come tomorrow. I \_\_\_\_\_ go to the doctor's.

## Exercise 2

Fill the gaps with HAVE TO/DON'T HAVE TO/HAS TO/DOESN'T HAVE TO

1-Peter \_\_\_\_\_ read a lot of books because he's studying literature.

2-That woman \_\_\_\_\_ carry all those bags. Her husband can help her...

3-You \_\_\_\_\_ get up early tomorrow if you want to be there at seven.

4-My father is an import-export manager. He \_\_\_\_\_ travel a lot.

5-You \_\_\_\_\_ do the ironing. I'll do it for you. I love ironing.

6 -Teresa can't see very well so she \_\_\_\_\_ wear glasses.

### Modal verb **must/mustn't/be allowed to**

We can use *must* and *mustn't* to talk about rules and obligations, *must* means 'Do it!' If you don't do it, you will be in trouble, *Mustn't* means 'Don't do it!' If you do it, you will be in trouble, Use the infinitive without *to* after *must* and *mustn't*.  
Podemos usar *must* y *mustn't* para hablar de reglas y obligaciones.

*I **must** do my homework. We **must** wear our school uniform.*

*You **mustn't** be late for class. We **mustn't** speak when the teacher's speaking.*

*Debe significa '¡Hazlo!' Si no lo haces, estarás en problemas.*

*You **must** listen to the teacher.*

*Mustn't significa '¡No lo hagas!' Si lo haces, estarás en problemas.*

*We **mustn't** forget our books.*

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Usa el infinitivo sin *to* después de *must* y *mustn't* .

*Children **must respect** their parents.*

*Parents **must take** care of their children.*

*You **mustn't shout** in the library*

# Exercise 1

## 1- MATCH

- A) You must be on time.
- B) You must do your homework.
- C) You must listen to your teacher.
- D) You mustn't use your phone in class.
- E) You mustn't run in the corridors.



## 2- TRUE OR FALSE

- |                                       |      |       |
|---------------------------------------|------|-------|
| A) You must shout at the museum       | TRUE | FALSE |
| B) You must feed your pets            | TRUE | FALSE |
| C) You must have a healthy diet       | TRUE | FALSE |
| D) You mustn't study Maths            | TRUE | FALSE |
| E) You must drink a coke everyday     | TRUE | FALSE |
| F) You mustn't keep your bedroom tidy | TRUE | FALSE |