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"RICARDO FLORES MAGÓN"



G U Í A
de estudio para presentar
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TURNO MATUTINO

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FORMATO DE LA GUÍA DE ESTUDIO

Área:	Nombre de la Unidad de Aprendizaje:	Nivel/semestre:
HUMANÍSTICA	INGLÉS V	QUINTO

Instrucciones generales de la guía:

Esta guía no tiene valor.

El alumno deberá entregar la guía a su profesor titular antes del examen extraordinario. Para el ETS la guía no tiene que ser entregada.

El lugar y hora de entrega de la guía será establecido por el profesor titular.

Para solicitar la revisión de examen el alumno solicitará al jefe del área humanística el formato correspondiente, el cual firmará y utilizará para notificar al profesor de la revisión.

El profesor tiene un plazo de 72 horas para registrar las calificaciones en el SAES, por lo que el estudiante deberá considerar este plazo para solicitar la revisión.

Presentación:

La resolución de esta guía servirá al estudiante para repasar la gramática y el vocabulario correspondientes al semestre con la intención de dotarlo del conocimiento necesario en ambos temas.

Objetivos

Esta guía tiene como meta repasar, fortalecer y consolidar los contenidos gramaticales y el vocabulario vistos durante el semestre.

Justificación

Este instrumento se elaboró para satisfacer la necesidad del estudiante de contar con un apoyo para poder comprender la gramática y repasar el vocabulario de la unidad de aprendizaje de inglés V.



Evaluación

No cuenta con ninguna ponderación que afecte la calificación final del examen.

Materiales para la elaboración de la guía

Books: Sure Pre-intermediate and Intermediate

<http://www.saberingles.com.ar/>

<http://www.english-4u.de/> <http://www.ego4u.com/>

<http://www.mansioningles.com/>

Actividades de estudio

Asesorías.

Resolución de la guía.

Hacer ejercicios de comprensión lectora y auditiva. Practicar actividades de expresión oral y escrita.

Información Adicional

Es requisito indispensable que el alumno solicite a su profesor titular le firme la guía antes del examen extraordinario. Así como mostrarla a los profesores sinodales antes de presentar dicho examen.

Bibliografía Básica

Books: SURE Pre-intermediate and Intermediate.



PAST PERFECT

Use:

For an event in the past that had already happened before another event in the past.

Examples:

Robert **had made** his bed **before** his mother arrived.

When we got to the station the train **had** already **left**.

Structure:

Affirmative ☐ ☐ + had + verb past participle + complement.

Negative ☐ ☐ + hadn't + verb past participle + complement.

Interrogative (yes/no?) ☐ had + ☐ + verb past participle + complement + ?

Short answers ☐ Yes, ☐ + had. / No, ☐ + hadn't.

Contractions: I'd / You'd / He'd / She'd / It'd / We'd / You'd / They'd

Exercise:

Complete the following sentences using a past perfect tense form.

1. You..... **(not/study)** for the test, so you were very nervous.
2. When we..... **(finish)** dinner, we went out.
3. We couldn't go into the concert because we..... **(not/bring)** our tickets.
4. They **(not/eat)** so we went to a restaurant.
5. The lights went off because we**(not/pay)** the electricity bill.
6. The grass was yellow because it..... **(not/rain)** all summer.
7. The garden was dead because it**(be)** dry all summer.
8. The children.....**(not/do)** their homework, so they were in trouble.
9. She **(live)** in China before she went to Thailand.
10. She told me she **(study)** a lot before the exam.



REPORTED (OR INDIRECT) SPEECH

- When we report what somebody said, the verbs used to introduce the statements are **say** and **tell**. The conjunction **that** can be left out.

Examples:

"I have stopped for a moment," she said.
She said (that) she had stopped for a moment.

"I am going to retire next year," our teacher told us.
Our teacher told us (that) he was going to retire the following year.

- Remember that in reported speech **say** is not usually followed by a personal direct object. If we want to add the person, we use the preposition **to**.

Example:

They said (that) they didn't like the film.
They said to us (that) they didn't like the film.

DIRECT SPEECH	REPORTED SPEECH
PRESENT SIMPLE	PAST SIMPLE
PRESENT CONTINUOUS	PAST CONTINUOUS
PAST SIMPLE	PAST PERFECT
PRESENT PERFECT	PAST PERFECT
WILL	WOULD
CAN	COULD
NOW	THEN
LAST YEAR / MONTH / WEEK...	THE YEAR / MONTH / WEEK BEFORE
YESTERDAY	THE DAY BEFORE
TODAY	THAT DAY
TOMORROW	THE FOLLOWING DAY
NEXT YEAR / MONTH / WEEK...	THE FOLLOWING YEAR / MONTH / WEEK
THIS / THESE	THAT / THOSE
THAT / THOSE	THAT / THOSE
HERE / THERE	THERE



Exercise:

Report the following sentences. Make all necessary changes.

1. He said, "I like this song."

He said

2. "I don't speak Italian," she said.

She said

3. "The film began at seven o'clock," he said.

He said

4. "I never make mistakes," he said.

He said.....

5. 'I feel ill.' Sandra said

Sandra said.....

6. 'I'm going into town.' Mark said.

Mark said.....

7. 'I studied music for five years.' Alex said.

Alex said.....

8. 'I've been to Shanghai.' She said.

She said.....

9. 'We can help you.' Will said.

Will said.....

10. 'It will rain on Tuesday.' The weather forecast said on Tuesday.

The weather forecast said on Tuesday.....



VOCABULARY: Say or Tell.

Complete the sentences with the correct form of *say* or *tell*.

Example: Louise told us that she was going to get married.

1. What will you _____ when you see him?
2. 'It's hot!' _____ Angela.
3. Can you _____ me what time the next train leaves?
4. Mel _____ her friends that she was looking for a new job.
5. I see Jayme every day and he always _____ hello to me.
6. Tessa _____ she was selling her car.



TAG QUESTIONS

We can add question tags like *isn't it?*, *can you?* or *didn't they?* to a statement to make it into a question. Question tags are more common in speaking than writing.

We often use question tags when we expect the listener to agree with our statement. In this case, when the statement is positive, we use a negative question tag.

She's a doctor, *isn't she?*
Yesterday was so much fun, *wasn't it?*

If the statement is negative, we use a positive question tag.

He *isn't* here, *is he?*
The trains are never on time, *are they?*
Nobody has called for me, *have they?*

If we are sure or almost sure that the listener will confirm that our statement is correct, we say the question tag with a falling intonation. If we are a bit less sure, we say the question tag with a rising intonation.

Excercise 1

You haven't washed the plates, **1** _____?
No, sorry. I didn't have time. And you are upset now, **2** _____?
Well, if you promise you will do something, you should do it, **3** _____?
Yes, yes, OK, mum! You want me to wash them now, **4** _____?
Of course I want you to wash them now, because you won't pay me to wash them for you, **5** _____?

Excercise 2

You went to National Park last month, **6** _____?
Yes, it was great!
But you had been there before, **7** _____?
Yes, but when you really loved a place the first time you went, it's always nice to go back, **8** _____?
Of course. I'm sure the views are amazing.
Yes, they're great. You have never been there, **9** _____?
No, it's a shame. I suppose I should go one day, **10** _____?



SOME, ANY, MUCH, MANY, FEW AND LITTLE

Some, any, much, many, few and **little** are all words that come before nouns to help explain them. **Some** and **any** are both "determiners" – they tell us whether the noun phrase is general or specific. **Some** and **any** are both "general determiners", which means they refer to an indefinite or unknown quantity of something.

Much, many, few and **little** are all "quantifiers". Quantifiers are used to give information about quantity (the number of something). Both **much** and **many** suggest a large quantity of something, whilst **little** and **few** mean: not as much, or not as many. However, if you use **a little** or **a few** this means: a small amount!

But how do we know when to use each word? Broadly speaking, the rules for using these terms are based on whether the noun we are referring to is countable, uncountable, plural vs. singular OR whether they appear in positive or negative sentences or questions.

1. There aren't _____ car parks in the centre of Oxford.
2. Eating out is expensive here. There aren't _____ cheap restaurants.
3. Liverpool has _____ of great nightclubs.
4. Hurry up! We only have _____ time before the coach leaves.
5. We saw _____ beautiful scenery when we went to Austria.
6. There are a _____ shops near the university.
7. It's very quiet. There aren't _____ people here today.
8. There are _____ expensive new flats next to the river.



DEFINING RELATIVE CLAUSES

Relative clauses give us information about the person or thing mentioned. Defining relative clauses give us essential information – information that tells us who or what we are talking about. The woman who lives next door works in a bank. These are the flights that have been cancelled.

Make one sentence from the two short ones. The sentence in italics should become the relative clause. The relative pronoun is the subject of the relative clause.

1. She worked for a man. *The man* used to be an athlete.

2. They called a lawyer. *The lawyer* lived nearby.

3. I sent an email to my brother. *My brother* lives in Australia.

4. The customer liked the waitress. *The waitress* was very friendly.

5. We broke the computer. *The computer* belonged to my father.

Complete the sentences with relative pronouns

1. The new movie is about a boy _____ has lost his parents in a car accident.
2. He is the young man, _____ wife left him for someone else.
3. The DVD recorder _____ I bought at this store a few days ago is not working.
4. That's the book _____ I recommended reading in class.
5. Is this the hotel _____ you are staying for the tournament?



COMPARATIVE ADJECTIVES

We use comparative adjectives to compare two people, places, things, etc.

Regular comparative adjectives, spelling rules: old **>** older big **>**

bigger easy **>** easier

modern **>** **more** modern difficult **>** **more** difficult

Irregular comparative adjectives:

good **>** better bad **>** worse far **>** further

One-syllable adjectives ending in -ed:

bored **>** **more** bored stressed **>** **more** stressed tired **>** **more** tired

We can also use **(not) as + adjective + as** to make comparisons.

Note: After **than** or **as** we can use:

An Object Pronoun (me, you, him, her, us, them) Examples:

She's taller **than** me. They're

not as busy **as** us.

A Subject Pronoun (I, you, he, she, it, we, you, they) + auxiliary verb. Examples:

She's taller **than** I am.

They're not as busy **as** we are.

COMPARATIVE ADVERBS

We use comparative adverbs to compare two actions.

Regular comparative adverbs, spelling rules:

fast **>** faster slowly **>** **more** slowly carefully **>** **more** carefully

Irregular comparative adverbs:

well **>** better badly **>** worse little **>** less far **>** farther / further

We can also use **(not) as + adverb + as** to make comparisons.

SUPERLATIVE ADJECTIVES

We use superlative adjectives and adverbs to compare people, things, or actions with their entire group.

Form superlatives like comparatives, but use **-est** instead of **-er** and **most / least** instead of **more / less**.

We normally use **the** before superlatives, but you can also use Possessive Adjectives (my, your, his, her, our, their) e.g. **my best** friend, **their most** famous song.

We often use a superlative with Present Perfect + ever, e.g. it's the best book I ever read.

Use **in** (NOT of) before places after a superlative, e.g. it's the longest bridge **in** the world, it's the best beach **in** England.



Write the Comparative or Superlative form.

Example: The people in Ireland are some of **(friendly)** the friendliest in the world.

1. You look much **(good)**.....with short hair!
2. Who is the **(rich)**..... woman on earth?
3. Which is the **(dangerous)**.....animal in the world?
4. What's **(quick)**..... way to get around London?
5. Unfortunately my new office is just **(tiny)**..... as my last one.
6. This is the **(interesting)**.....book I have ever read.
7. This is **(difficult)**..... exercise I've tried to answer.
8. This flower is **(beautiful)**..... than that one.
9. The weather this summer is even **(bad)**.....than last summer.
10. The subway in Athens is **(modern)**..... one I've ever been on.
11. That was probably **(bad)**..... coffee I've ever drunk!
12. Non-smokers usually live **(long)**..... than smokers.
13. My neighbours are **(bad)**.....people I've ever known.
14. My house is **(big)**..... than yours.
15. Mary speaks **(slowly)**.....than Anna, so she's easier to understand.
16. It is strange but often a coke is **(expensive)**..... than a beer.
17. I think my old car was **(economical)**..... than my new one.
18. He was the **(clever)**.....thief of all.
19. Are trains here **(expensive)**.....as in Britain?
20. A holiday by the sea is **(good)**.....than a holiday in the mountains.



CAUSATIVE VERBS

We use a causative verb when we want to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it. For example, we can say:

I cleaned my house. (This means I cleaned it myself)

If I paid someone to clean it, of course I can say:

A cleaner cleaned my house.

Have + object + past participle (have something done)

We usually use 'have something done' when we are talking about paying someone to do something for us. It's often used for services. The form is 'subject + have + object + past participle'.

I had my car washed.

John will have his house painted.

Get + object + past participle (get something done)

We can also use 'subject + get + object + past participle'. This has the same meaning as 'have', but is less formal.

The students get their essays checked.

I'll get my hair cut next week.

Exercise

Complete the sentences using the correct form of *have something done* and the words in brackets. Use contractions where possible.

1. We usually _____ (the bedrooms / redecorate) every two years.
2. Sarah isn't making her own wedding dress, she _____ (it / make) by a designer in Italy.
3. _____ (you / ever/ anything / steal) from your house?
4. He didn't fix his car himself, he _____ (it / fix) at the garage.
5. Your hair is too long. You need _____ (it / cut).



MODAL VERBS

Modal verbs are helping verbs that are used along with main verbs to represent the ability, possibility and probability of a subject to do an action and emphasise the necessity of an action.

Let us look at some examples of modal verbs used as auxiliary verbs and their functions.

Modal Verb	Function
Can	Used to denote the ability of the subject to perform an action or to request permission to perform an action
Could	Used to denote the ability of the subject to perform an action or an offer made by the subject to perform an action
Would	Used to show politeness when requesting or asking if an action can be done by the subject.
Should	Used to denote the necessity of an action to be done by the subject
Must	Used to denote the strong obligation or necessity for the subject to do or not do an action
Ought to	Used to denote the obligation of the subject to perform a particular action

Exercise

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

CAN - CAN'T - CAN'T HAVE - COULD - COULD HAVE - DON'T HAVE - HAD
BETTER - MIGHT - MUST - MUST HAVE - MUSTN'T - NEED - OUGHT - SHOULDN'T

1. You _____ be exhausted after your long trip. Come in and have a drink.
2. John _____ taken your car keys. He hasn't even left the house.
3. I won't go out this afternoon because the weather forecast is not very good, and I _____ get wet.
4. You _____ to apply for the job yet. You can do it later this week.
5. I _____ left my wallet in the car. I can't find it anywhere.
6. That _____ be Jake. It's impossible. He said he was going to Spain.
7. You _____ step into the headmaster's office without permission.
8. Tell your sister she _____ stay the night here if she wants to.
9. You have already drunken a glass of wine. You _____ not drive. Let me.
10. You _____ see the Eiffel Tower and the Louvre when you go to Paris.



INDIRECT QUESTIONS

We normally use **indirect questions**, when we want to be more polite. We begin the question with expressions such as **Can you tell me ...? Could you tell me ...? Do you know ...? Would you mind telling me ...?**

- *What time is it?* (direct question)
- ***Could you tell me what time it is?*** (indirect question)

In indirect questions the order is subject + verb.

- *Do you know where **I can** find a bank?* (NOT ...)
- *Can you tell me what time **the shops** close?* (NOT ...)

There are other expressions that follow the same rule:

- ***I don't know*** what he is doing here.
- ***I wonder*** when he will find the truth.
- ***I'm not sure*** when I can come.
- ***I'd like to know*** where you left the documents.

For **yes-no questions** (when there is NO question word), we can use both **if** or **whether**:

- *Do you know **if/whether** he'll be here soon?*

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

1. Where does she play tennis?

2. Does he live in Paris?

3. Is she hungry?

4. What is this?



5. Do they work in Canada?

6. When do John and Luke meet?

7. Is he a lawyer?

8. When is the party?

9. Do they often go out?

10. What does he do at the weekend?



VOCABULARY TO STUDY

- **Landscape**
- **Phrasal verbs**
- **Feelings**
- **Adjectives**
- **Prepositions of place and movement**
- **Everyday things**
- **Exams**