



INSTITUTO POLITÉCNICO NACIONAL
SECRETARIA ACADÉMICA
DIRECCIÓN DE EDUCACION MEDIA SUPERIOR
CENTRO DE ESTUDIOS CIENTÍFICOS Y TECNOLÓGICOS No. 13
“RICARDO FLORES MAGÓN”

GUÍA

de estudio para
presentar ETS de la
UNIDAD DE APRENDIZAJE
Inglés II
TURNO Vespertino

Presidente de academia: Edgar Muñoz Arenas

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

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

- La presente guía no tiene valor porcentual en la calificación del ETS.
- Es necesario que consultes tus dudas con un profesor.

Procedimiento para la revisión del ETS:

El alumno deberá de asistir el área correspondiente para solicitar el formato de revisión de examen, en donde el jefe de área firmará para posteriormente informar al profesor asignado para realizar dicha revisión.

El profesor tiene 72 h a partir de la aplicación del examen para subir calificaciones. De tal manera que el alumno puede solicitar la revisión a partir de que transcurra ese tiempo.

Presentación:

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

Objetivos

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

Justificación

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



Estructura y contenidos

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

Evaluación

Sin valor

Materiales para la elaboración de la guía

- Libro de texto For Real Plus Elementary
- Diccionario
- Internet

Actividades de estudio

Solicitar asesorías con los profesores de la academia de Inglés.

Información adicional



Bibliografía básica

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

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

https://avi.cuaieed.unam.mx/uapa/avi/ing_4/U_2/ing4_u2_t1/index.html

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

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

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

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

Integrantes de la academia

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Temario

- Modal verbs to express obligation and advice
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- Question tags

Contenido

I. Talking about obligation

Explanation

Grammar reference

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

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

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

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

Positive		
I/You/We/They	have to	help.
He/She/It	has to	

Negative		
I/You/We/They	don't have to	help.
He/She/It	doesn't have to	

Questions			
Do	I/you/we/they	have to	help?

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



Negative short answers

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

The verb *have to* means 'must'.

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

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

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

Exercise 2. Choose the correct option.

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



II. Talking about advice.

Explanation

Modal verb *should / shouldn't*

Should is a modal verb. Remember:

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

Usage

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

Modal form *ought (to)*

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

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

Usage

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

Exercise 1. Read carefully and answer the questions below.

1. Which sentence is correct?
 - a. We should to leave soon.
 - b. We should leaving soon
 - c. We should leave soon.
2. Which word goes in the space? → We _____ visit Eric when we are in London.
 - a. Didn't ought to
 - b. Ought
 - c. Should
3. Which question is correct?
 - a. Do we shoudl call the police?
 - b. Should we call the police?
 - c. We should call the police?



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



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

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



III. Articles

Explanation

Articles

Indefinite article *a / an*

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

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

Definite article *the*

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

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

No article

Don't use an article:

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

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

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



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



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

Explanation

Past simple of be

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

Negative full form	
I	was not
You	were not
He/She/It	was not
We/You/They	were not
short form	
I/He/She/It	wasn't
We/You/They	weren't

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

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

Past simple regular

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

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

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

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

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

Past simple irregular

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

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

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

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

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



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

Two friends meet after a party.

Robin: We _____ sad that you _____ at the party.

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

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

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

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

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

Two summers ago, we _____ on a trip to New York. We _____ from Manchester to John F. Kennedy International Airport. The journey was long, but we were very excited; we are from a little village and we really _____ to visit a megacity like New York. When we _____ at our destination, we _____ a taxi to our hotel in Manhattan. The taxi driver was very nice and ~~6~~ us lots of things about New York and Manhattan.

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



V. Using comparative adjectives

Explanation

Comparative adjectives

One-syllable adjectives

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

Two-syllable adjectives

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

Adjectives with more than two syllables

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

Irregular adjectives

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

Making comparisons

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



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

tall	
long	
nice	
happy	
sunny	
big	
hot	
expensive	
good	
bad	

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

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



VI. Using superlative adjectives.

Explanation

One-syllable adjectives

- To form the superlative of adjectives, add *the* before the adjective and *-est* to most one-syllable adjectives.
tall – the tallest
old – the oldest
young – the youngest
- If the adjective ends in *-e*, add *-st*.
wide – the widest
safe – the safest
nice – the nicest
- If the adjective ends in a vowel and a consonant, double the consonant and add *-est*.
big – the biggest
slim – the slimmest
hot – the hottest

Two-syllable adjectives

- To form the superlative of most two-syllable adjectives add *the most* before the adjective.
polite – the most polite
famous – the most famous
common – the most common
 - If the adjective ends in *-y*, the *-y* becomes *-iest*.
easy – the easiest
happy – the happiest
tidy – the tidiest
-
- If the adjective ends in *-ow*, *-er*, *-le*, *-et*, add *-est* or *-st*.
narrow – the narrowest
clever – the cleverest
simple – the simplest
quiet – the quietest

Adjectives with more than two syllables

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

Irregular adjectives

- These adjectives and superlatives are irregular:
good – the best
bad – the worst
far – the furthest / the farthest



Exercise 1. Choose the correct superlative adjective.

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

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

1. My brother is _____ (tall) person in his family.
2. Which sport do you think is _____ (extreme)?
3. I think math is _____ (difficult) subject.
4. Which country is _____ (hot) on earth?
5. My dad is _____ (interesting) person I know.
6. We bought _____ (expensive) computer in the store.



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

VI. Using question tags

Explanation

Question tags

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

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

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



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

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

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