



INSTITUTO  
MARILLAC  
I.A.P.

CCH - *Marillac*

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## GUIA DE ESTUDIO PARA EL EXAMEN EXTRAORDINARIO DE INGLÉS III

Clave: 1307

Actualización: Julio 2024

Nombre de quien contesta la guía:

No. Cuenta:

Fecha:

### PRESENTACIÓN

La presente **guía tiene como finalidad** orientarte en tu estudio para presentar con éxito el examen extraordinario de la materia de Inglés, conforme al Programa de Estudios correspondiente.

**La eficacia de esta guía** depende de la disposición, esfuerzo y dedicación para contestarla de una manera clara y completa. Recuerda que presentarse a un examen sin la preparación suficiente significa un fracaso muy probable, una pérdida de tiempo y un acto irresponsable que puedes evitar.

**En la guía encontrarás 3 apartados:**

1. Sobre la Asignatura. Datos generales: Propósitos, enfoques, unidades y objetivos.

2. Sobre la Guía. Instrucciones, materiales requeridos, bibliografía y páginas web que puedes consultar para contestarla.
3. Actividades de aprendizaje. Reactivos o ejercicios a realizar.

Cada una de las actividades de aprendizaje que se plantean en esta guía no solo tienen la finalidad de prepararte para resolver un ejercicio o un examen, sino también **para reforzar aprendizajes** que te ayuden a comunicarte, ya sea de forma oral o escrita, en inglés y comprender textos de otras materias que estén en inglés.

## 1. SOBRE LA ASIGNATURA.

**1.1 PROPÓSITOS GENERALES Y ENFOQUES DE LA ASIGNATURA.** El propósito de la materia de Inglés II es que seas capaz de intercambiar información básica sobre tu entorno, tus actividades cotidianas y las que están en progreso, así como referirte a tus habilidades, gustos y necesidades, al igual que a las de otros. La asignatura tiene un enfoque comunicativo de cuatro habilidades: leer, escuchar, hablar y escribir en idioma inglés

### 1.2 ESTRUCTURA Y CONTENIDO DE LA ASIGNATURA:

Unidad I. Comparar las cualidades de personas, objetos y lugares

Adjetivos (orden en la oración)

Adjetivos comparativos

Adjetivos superlativos

Presente simple

Unidad II. Expresar la existencia de personas, objetos y lugares en el pasado

Verbo be en pasado

Pasado simple

Pasado simple verbos irregulares

Conectores y frases verbales

Unidad III Describir la secuencia de eventos pasados

Pasado continuo

Orden de las palabras en preguntas

## Marcadores de secuencia

Unidad IV Narrar situaciones actuales y pasadas

Verbos en presente y en pasado

Presente simple y pasado simple

Expresiones de tiempo presente y pasado

## 2. SOBRE LA GUÍA.

### 2.1 INSTRUCCIONES GENERALES (¿CÓMO USAR LA GUÍA?):

- **Lee con atención** las instrucciones y **realiza las actividades propuestas**, recuerda que esta guía solo es un apoyo de tu autoestudio.
- Esta guía no se contesta de un día para otro, **dedica al estudio y a contestar esta guía** por lo menos 3 horas diarias continuas, durante al menos 15 días antes del examen; si le dedicas el tiempo necesario, seguramente aprobarás el examen extraordinario.
- **Subraya las palabras claves o que no comprendas** con color y búscalas en el diccionario.
- En caso de dudas, **consulta la bibliografía** sugerida en la guía. Cuando termines de resolverla, revisa tus respuestas y si continúan las dudas solicita apoyo al docente de la materia.
- Para un mejor proceso de aprendizaje y facilitar tu estudio para acreditar tu examen extraordinario, te sugerimos: **Asistir a las asesorías (con la guía contestada)** que se programen donde podrás recibir orientación y aclaración de las dudas que te hayan surgido durante la resolución de la guía.
- **Investiga más información de los temas y actividades**, puedes elaborar por propia iniciativa un resumen, mapa conceptual, una red conceptual, más ejercicios o alguna otra actividad que enriquezca tu aprendizaje.
- **Resolver correctamente las autoevaluaciones** te permitirá constatar tus avances académicos, pero no garantiza que automáticamente apruebes tu examen, ya que los contenidos específicos y la forma de los reactivos varían en el examen.

## 2.2 MATERIALES PARA CONTESTAR LA GUÍA Y EL EXAMEN:

Para contestar esta guía necesitas un cuaderno para tomar apuntes, pluma o lápiz.

## 2.3 PARA CONSULTAR:

### 2.3.1 Bibliografía:

1. Andelson-Goldstein J, Shapiro N, *Oxford Picture Dictionary* Oxford University Press, Second Edition
2. Coe N, Harrison M, Patterson K, *Oxford Practice Grammar Basic*, Oxford University Press

### 2.3.2 Web:

3. <https://portalacademico.cch.unam.mx>

**NOTA:** Las actividades de esta guía sólo son una referencia de los contenidos del examen: **NO SON IGUALES Y NO EQUIVALE A UN PORCENTAJE DE LA CALIFICACIÓN DEL EXAMEN.** Por lo tanto, es responsabilidad del alumno preparar la totalidad del temario de la materia.

## GUÍA

Unidad I

Adjetivos

Orden de los adjetivos en una oración

En inglés los adjetivos van antes del sustantivo que califican

She is a beautiful woman

This is a delicious cake

Si utilizamos más de un adjetivo, el orden que debemos seguir es del más subjetivo (opinion) al más objetivo (material)

This is a delicious chocolate cake

I have a small red car

Los adjetivos en inglés no cambian si el sustantivo está en plural o singular

Red shoes

Blond hair  
 Delicious cake  
 Chocolate cupcakes

Place the words in order to make sentences

1.- you do fast cars like?
2.- have I family big
3.- new they black are boots my
4.- house is expensive it a

Cuando queremos hacer comparaciones entre dos cosas usamos los adjetivos comparativos. Estos adjetivos se forman de la siguiente manera

adjective	comparative	spelling rule
old cheap	older cheaper	one-syllable adjective: add -er
big hot	bigger hotter	adjectives ending in one vowel + one consonant: doble the consonant and add -er
dry healthy	drier healthier	one or two-syllable adjective ending in consonant + y → -ier
famous expensive	more famous more expensive	two or more syllable adjectives: more + adjective
good bad far	better worse farther/ further	irregular adjective

Siempre que utilizamos un adjetivo comparative debemos utilizar la palabra *than*

My sister is older than me  
 My new job is better than my old one  
 Female mosquitoes are more dangerous than males

Complete with a comparative adjective + than

- 1.- The farmer's market is \_\_\_\_\_ the supermarket (cheap)
- 2.- Italian is \_\_\_\_\_ for Spanish students \_\_\_\_\_ it is for English students (easy)
- 3.- The weather in summer is \_\_\_\_\_ in spring (good)
- 4.- The situation is \_\_\_\_\_ it was last year (bad)

Cuando queremos hacer una comparación entre más cosas, utilizamos el adjetivo superlativo. Con este adjetivo nombramos lo que está en los extremos.

Cuando utilizamos los adjetivos superlativos tenemos que agregar the antes del adjetivo transformado en su forma superlativa

adjective	comparative	superlative	spelling rule
old cheap	older cheaper	The oldest The cheapest	one-syllable adjective: add -est
big hot	bigger hotter	The biggest The hottest	adjectives ending in one vowel + one consonant: doble the consonant and add -est
dry healthy	drier healthier	The driest The healthiest	one or two-syllable adjective ending in consonant + y → -iest
famous expensive	more famous more expensive	The most famous The most expensive	two or more syllable adjectives: the most + adjective
good bad far	better worse farther/ further	The best The worst The farthest/ the furthest	irregular adjective

Complete the sentences with a superlative

- 1.- Our house is \_\_\_\_\_ house on the street (big)
- 2.- For me, Saturday is \_\_\_\_\_ day of the week (good)
- 3.- My bedroom is \_\_\_\_\_ room in our house (small)
- 4.- July is \_\_\_\_\_ month in my country (hot)

### Simple present

Affirmative	Negative
I work	I don't work
You work	You don't work
<b>He works</b>	<b>He doesn't work</b>
<b>She works</b>	<b>She doesn't work</b>
<b>It works</b>	<b>It doesn't work</b>
You work	You don't work
We work	We don't work
They work	They don't work

Simple present spelling rules for third person singular (he, she, it)

I start                      He starts                                              I know                      She knows

If a verb ends in **-ch, -o, -sh, -ss** we add **-es** after he, she, it

I watch                      she watches                                              you do                      she does  
 they go                      he goes                                              we wash                      it washes

If a verb **ends in a consonant (b, c, d, f, g...)** **+y** we use **-ies** after he, she, it

I study                      she studies                                              they fly                      it flies                                              we try                      he tries

**We use simple present to:**

Remember

I have                      she has                                              I have a car                                              She has a car  
 You do                      he does                                              You do the housework                                              He does his homework  
 We go                      he goes                                              We go to the store                                              She goes to the store

★ talk about things that happen regularly

0 She plays soccer every week

Information questions				
Question	Auxiliary	Subject	Verb	
What	do does	you she	have for breakfast?	Coffee and toast
When	do does	we he	have breakfast?	At 8:00
Where	do does	they she	have breakfast?	In a cafe
Who	do does	you she	have breakfast with?	Our children
How	do does	they he	go to work?	By bus

★ talk about facts

0 I don't speak Chinese

Water boils at 100°C

★ talk about feelings and opinions

0 I like rock music

He feels sad

★ talk about thoughts

0 I think she is very intelligent

Chose the option to complete the sentences

1.- Daniela \_\_\_\_\_ in an office

a works                      b work                      c workes

2.- \_\_\_\_\_ Maria have dinner?

a Does where              b Where does              c Where do

3.- We \_\_\_\_\_ a blue house

a havens                      b does have                      c have

4.- \_\_\_\_\_ have lunch?

a Does you                      b Do you                      c You

5.- They \_\_\_\_\_ in London

a no live                      b don't live                      c doesn't live

## Unidad II

### Verbo be en pasado

En presente el verbo be es am, is, are. En pasado es was, were

Usamos was/were para hablar sobre el pasado

Generalmente usamos was/were con expresiones de tiempo pasado como yesterday, last night, last month...

Utilizamos was/were con el verbo born: I was born in Mexico city



+	
I/he/she/it	was there
you/we/they	were there

-	
I/he/she/it	wasn't there
you/we/they	weren't there

Was	I/he/she/it	famous?
Were	you/we/they	

Yes, she was	No, she wasn't
Yes, you were	No, you weren't

Complete the sentences with was or were

- 1.- My grandfather \_\_\_\_\_ a painter
- 2.- Yesterday \_\_\_\_\_ Sunday
- 3.- Where \_\_\_\_\_ you yesterday?
- 4.- They \_\_\_\_\_ at home last night

Pasado simple

Utilizamos el pasado simple para hablar de acciones del pasado que ya han terminado.

El pasado simple no cambia con los pronombres (I, you, he, she...)

En pasado utilizamos los auxiliares did para hacer preguntas y didn't para hacer oraciones en negativo.

En pasado los verbos en inglés pueden ser regulares o irregulares. Estas son las reglas de los verbos regulares

spelling rules for regular verbs		
base form	past	spelling
watch	watched	add -ed
play	played	
live	lived	add -d
like	liked	
stop	stopped	verbs ending in one vowel + one consonant: doble the consonant and add -ed
study	studied	consonant + y > ied

+	
I/he/she/it	worked yesterday
you/we/they	

-	
I/he/she/it	didn't work
you/we/they	

I		
you		
he		
Did she	work	yesterday?
it		
we		
they		

I		
you		
he		
Yes, she	did	
it		
we		
they		

I		
you		
he		
No, she	didn't	
it		
we		
they		

Rewrite the sentences in the simple past with *yesterday*

0.- I watch TV	I watched TV yesterday
1.- We study English	
2.- Do you listen to the news?	
3.- He doesn't cook dinner	
4.- Does she play sports?	

Irregular verbs

Utilizamos los verbos irregulares en oraciones afirmativas. En negativas y preguntas, el verbo regresa a su forma simple por la presencia del auxiliar *did/ didn't*

Complete the text with the verbs in parentheses in the simple past

Last weekend, I \_\_\_\_\_ (go) to New York City with some friends. We \_\_\_\_\_ (meet) at the station at 7:30 a.m. Our train \_\_\_\_\_ (leave) at 7:45 a.m. In the morning, we \_\_\_\_\_ (buy) some souvenirs. Then we \_\_\_\_\_ (have) lunch at a Chinese

restaurant. In the evening, we \_\_\_\_ (see) a play at Lincoln Center. We \_\_\_\_ (get) home very late that night. We all \_\_\_\_ (feel) very tired but very happy.

Complete the questions in the simple past

- 1.- What \_\_\_\_\_ ? I wore jeans
- 2.- Where \_\_\_\_\_ your friends? We met in a cafe
- 3.- What time \_\_\_\_\_? We got home late
- 4.- How \_\_\_\_\_ home? We went home by taxi

Conectores de tiempo y secuencia

Utilizamos los time sequencers para decir cuándo y en qué orden ocurrieron las cosas cuando relatamos algo.

The most common way of linking consecutive actions is with then or after that, but not after

I got up and got dressed. **Then** /**After that** I made a cup of coffee NOT ~~After I made a cup of coffee~~

We use **when** as a time sequencer and also to join two actions

I **was watching** TV when the phone **rang** (two verbs joined by when)

When I came out of the club, he was waiting for me.

Use **because** to express a reason

Use **so** to express a result

We usually put a comma before **so**

She was driving fast because she was in a hurry (reason)

She was in a hurry, so she was driving fast (result)

Use **but** and **although** to show contrast

The food wasn't very good, but they had a wonderful time

Although the food wasn't very good, they had a wonderful time

Complete the sentences with so, because, but, or although

- 1.- \_\_\_\_\_ it was very cold, she wasn't wearing a coat
- 2.- I woke up in the night \_\_\_\_\_ there was a noise
- 3.- I called him, \_\_\_\_\_ his cell phone was turned off
- 4.- \_\_\_\_\_ she's very nice, she doesn't have many friends

### Unidad III

Pasado continuo

Utilizamos el pasado continuo para hablar de acciones en progreso en un momento en el pasado.

Muchas veces utilizamos el pasado continuo para describir una situación al principio de una historia o una narrativa.

I was eating breakfast when my friend called

El pasado simple se utiliza para acciones completadas en el pasado. Utilizamos el pasado continuo para indicar acciones que estaban en progreso en el momento que ocurrió la acción completada en el pasado (pasado simple).

+	
I/he/she/it	was working
you/we/they	were working

-	
I/he/she/it	wasn't working
you/we/they	weren't working

Was	I/he/she/it	working?
Were	you/we/they	

Yes, she was	No, she wasn't
Yes, you were	No, you weren't

Complete the sentences with a verb in the past continuous

- 1.- I took this photo when my wife \_\_\_\_\_ in the yard (work)
- 2.- He met his wife when he \_\_\_\_\_ in Canada (live)
- 3.- They \_\_\_\_\_ for us when we arrived (not wait)
- 4.- \_\_\_\_\_ she \_\_\_\_\_ a coat when she went out? (wear)

## Word order in questions

Se pueden hacer preguntas con el auxiliar do (presente simple o pasado simple) o se pueden hacer preguntas con be.

Question with do/does, did simple present and simple past

Question word	auxiliary	subject	Base form (=verb)
	Do	you	live with your parents?
	Did	you	take a vacation last year?
Where	does	your sister	work?
When	did	you	start studying English?
What	did	they	talk about?

Questions with be (am is are/ was were) present and past

question word	be	subject	adjective, noun, etc
	Are	you	hungry?
	Is	there	a bank near here?
	Was	that	noise?
What	are	you	from?
Where	were	you	born?

Put the words or phrase in the right place in the question

- 1.- Where do you from? (come)
- 2.- Where the train station? (is)
- 3.- How often you read magazines? (do)
- 4.- Why you write to me? (didn't)

## Unidad IV

At a restaurant

Las tres comidas principales son:

Breakfast (in the morning)

Lunch (at the middle of the day)

Dinner (at the evening)

Entre comidas hablamos de un snack

En el lunch y dinner en un restaurante podemos tener

Appetizers (soups, salads or small bites, something to start the meal)

Main course (meat, chicken, pasta, pizza, etc)

Dessert (something sweet: ice cream, pie, cake, fruit salad, etc)

Cuando se solicita la comida en un restaurante se utiliza el verbo modal *would*

Would you like dessert?

Yes, I'd like ice cream

I'd = I would

Es conveniente que estudies el vocabulario de alimentos preparados para cada una de las comidas (breakfast, lunch, dinner, snack)

Place the food words in the corresponding category

coffee	sparkling mineral water	baked beans	chicken soup	meatballs
beef stew	sunny side up egg	shrimp	ice cream	roasted chicken

Breakfast	Lunch or dinner	Desserts	Beverage

Complete the dialogue with one word from the box in each blank

some	order	way	still
I'd	table	like	reservation

A: Good evening. Do you have a reservation?

B: Yes, a \_\_\_\_\_ for two. My name is Ash Redux.

A: Come this \_\_\_\_\_, please

A: Are you ready to \_\_\_\_\_?

B: Yes, the grilled vegetables and the mushroom risotto, please

C: \_\_\_\_\_ like the shrimp cocktail and then the roast beef, please

A: What would you \_\_\_\_\_ to drink?

C: \_\_\_\_\_ water for me

B: A bottle of mineral water, please

A: \_\_\_\_\_ or sparkling?

B: Is sparkling ok?

C: Yes, sparkling

A: Thank you, ma'am

B: Thank you