



INSTITUTO
MARILLAC
I.A.P.

CCH - *Marillac*

GUIA DE ESTUDIO PARA EL EXAMEN EXTRAORDINARIO DE INGLÉS IV

Clave: 1407

Actualización: Junio 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. Compartir experiencias pasadas

Actividades de la vida diaria

Expresiones de tiempo

Pasado simple en todas sus formas (afirmativa, negativa e interrogativa)

Verbos en pasado regulares e irregulares

Unidad II. Compartir planes y predicciones

Nombrar objetos que hay en un lugar en presente y en pasado

Planes

Vacaciones

Expresiones de futuro

Frases verbales

Unidad III Compartir planes, predicciones y sugerencias

Presente continuo para hablar del futuro (planes y predicciones)

Cláusulas relativas definidas

Expresiones para hacer paráfrasis

Expresiones de verbo+ preposición

Unidad IV Compartir sobre actividades actuales, pasadas y futuras

Futuro con will para decisiones, predicciones y promesas

Verbos contrarios

Verbo + back

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

Vocabulary

Vacations. Phases with go

go by bus 	Go by train 	Go by plane 	Go by car 	Go out at night 	Go for a walk 
Go skiing 	Go biking 	Go swimming 	Go sailing 	Go surfing 	
Go away for the weekend 	Go camping 	Go sightseeing 	Go on vacation 	Go abroad (to another country) 	

2 Other vacation activities

Complete the verb phases

book	buy	have	rent	spend	stay	sunbath	take
------	-----	------	------	-------	------	---------	------

stay	in a hotel/at a campsite / with friends		a good time
	photos		money / time
	souvenirs		an apartment/ a bicycle / skis
	on the beach		flights/ hotels online

3 Adjectives

Match the questions and answers

1	What was the weather like? It was...		+ comfortable, luxurious - basic, dirty, uncomfortable
2	What was the hotel like? I was...		+friendly, helpful -unfriendly, unhelpful
3	What was the town like? It was...		+beautiful, nice -noisy, crowded
4	What was the people like? They were...		+delicious -nothing special, disgusting
5	What was the food like? It was...	1	+warm, sunny -very windy, foggy, cloudy



General affirmative and negative adjectives

👍 nice, wonderful, fantastic, great, OK, not bad, alright

👎 awful, horrible, terrible

Simple past

We form the simple past of regular verbs by adding -ed to the verb

walk walked watch watched
open opened ask asked

There are some exceptions: verbs ending in -e we only add -d

live lived like liked phone phoned

Verbs ending in a consonant (b, c, d, f, g, h...) and -y We drop the -y and change it for -ied

apply applied try tried study studied cry cried

Most verbs ending in vowel (a, e, i, o, u) and one consonant, we double the last consonant

stop stopped plan planned grab grabbed

But we don't double the consonant when it is **y, w, x**

allow allowed enjoy enjoyed

and when the final syllable is not stressed

open opened listen listened

Many verbs have an irregular form

present	past	present	past	present	past
take	took	find	found	ring	rang
come	came	buy	bought	say	said
have	had	stand	stood	teach	taught

These are only some irregular verbs, the list is larger

Use the simple past to talk about finished actions in the past

The form of the simple past is the same for all persons (I, you, he, she, it, you,we, they)

We walked to the park

She walked to the park

To make sentences in affirmative in simple past:

- Remember the verb in past. Look at the examples:

I <u>stayed</u> with friends	stay	stayed
She <u>went</u> to Cancun	go	went
We <u>ate</u> a delicious food	eat	ate
They <u>received</u> us very nicely	receive	received

To make negative sentences in simple past, use the auxiliary didn't. The verb stays in simple form. Look at the examples:

I didn't stay in a hotel

We didn't go to Tulum

They didn't want to eat there

To make questions in simple past, use the auxiliary did. The verb stays in simple form. Look at the examples:

Did you have a good time?

Yes, I did

No, I didn't

Did she go with you?

Yes, she did

No, she didn't

Why did you go there?

Because I needed to do something

Where did you have lunch?

I went to a restaurant

Use the irregular past form of the verb only in *affirmative sentences*. And remember that after the auxiliary did/didn't the verb goes in simple form.

Remember the word order in questions

Auxiliary, subject, base form

Did you go to the game?

Did she visit her grandma?

Question word, auxiliary, subject, base form

Why did you wear that to her wedding?

Where did he go after the party?

When did they bake the cake?

Write the past form of these irregular verbs

can		see	
come		hear	
go		leave	
feel		meet	
get		write	
have		do	
teach		speak	
wear		cut	

Vocabulary

Phrasal verbs with go, have, get

Phrases with go

Go to bed	Go to the beach	Go to a restaurant
		

Phrases with have

Have a bike	Have a car	Have a good time	Have long hair	Have black hair
				
Have a sandwich	Have breakfast	Have lunch/ dinner	have short hair	Have a sister/brother/ sibling
				

Phrases with get

Get dressed	Get a taxi	Get the newspaper	Get up
			

The house

The bathroom

A bathtub	A mirror	A sink	shower	A toilet
				

The bedroom

A bed	A night table	A dresser	Shelf/shelves	A light
				

The kitchen

A stove	Refrigerator/ fridge	Cupboard
		

The living room

A sofa	An armchair	A fireplace	A lamp	A rug/carpet/mat
				

Other parts of the house

stairs	The garage	The dining room	The yard	The office/studio
				

Opposite verbs

Complete the chart with verbs from the box

break	leave	learn	turn on	sell	forget	lend
push	catch	send	fail	start	Lose (2)	

arrive	leave
	fix/repair
buy	
find	
	remember
win	
	borrow

miss (the bus)	
pass	
	pull
	get/receive
	stop/finish
teach	
	turn off

Grammar

There is/ there are

When we want to say what's in a room or a place, we use *there is* and *there are*

The room is beautiful, there is a lamp and there are some pictures

There is \longrightarrow singular nouns

There are \longrightarrow plural nouns

We use there is/ there are with *a*, *an*, *some*, *any*

a/ an with singular nouns Some= not an exact number

Use *some* and *any* with plural nouns

Use *some* in affirmative (plural) sentences

Use *any* in negative sentences and question

There are some cookies in the cookie jar

There aren't any cookies left! Are there any cakes?

Don't get confused

There are = to say that something (plural) exists

There are some cups on the table

They= plural pronoun They are my friends

	Singular	Plural
--	----------	--------

+	There's a piano	There are <u>some</u> flowers in the garden
-	There isn't a fridge	There aren't <u>any</u> pictures
?	Is there a TV? Yes, there is. No there isn't	Are there <u>any</u> glasses? Yes, there are. No, there aren't

We use there was and there were to express that something existed in the past in a place

There was a TV in the room

There were some guests in the hotel

Singular	Plural
There was an old TV There wasn't a remote control Was there a ghost?	There were only three guests There weren't any more people Were there any windows?
Yes, there was No, there wasn't	Yes, there were No, there weren't

Use some and any with plural nouns

Were there any guests in the hotel?

There weren't any ghosts in the hotel

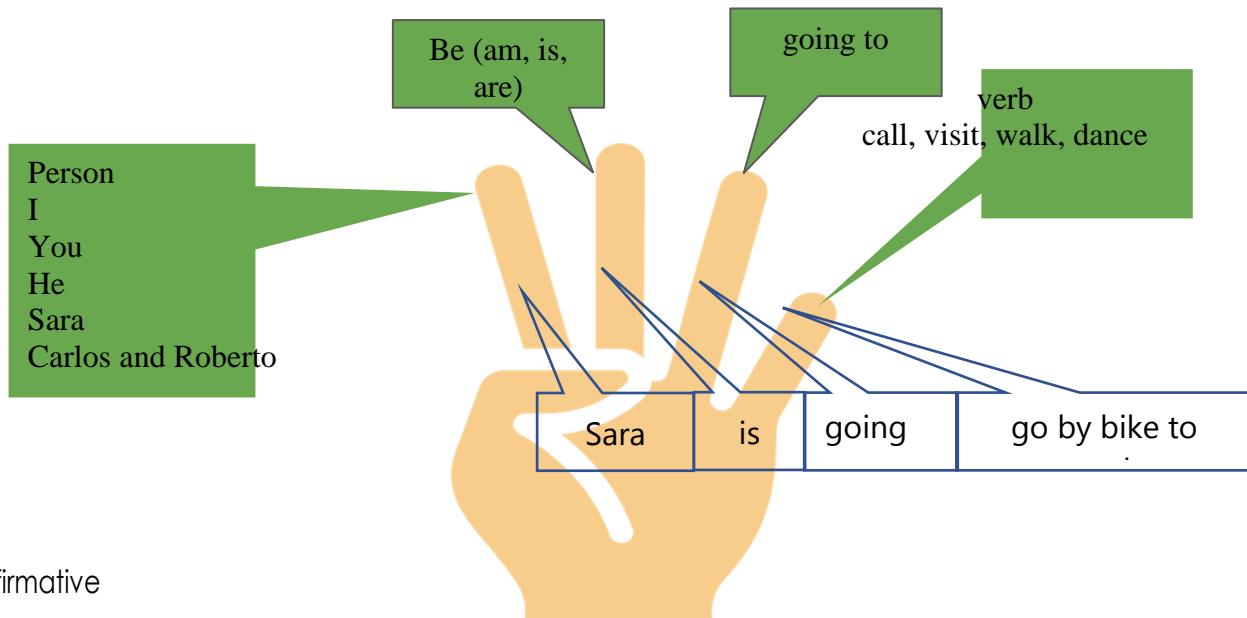
There were some guests in the hotel

Be going to

We use be going to when talking about things we have decided to do in the future (plans)

What are you going to do tomorrow? I'm going to visit Paul
Are you going to stay in his house? Yes, I'm going to stay with him

Be going to has four important parts



Affirmative

I am

You are take a vacation next month

He/ She/ It is going to

We are study English tonight

They are

Negative

I am

You are

He/ She/ It is not going to leave tomorrow

We are

Questions

Am I

Is he/she/ it going to walk to the store?

Are we/ you/ they

We usually use the short form of **be**

I'm going to swim on the beach

You're going to visit your grandparents

He's going to travel around the world

They're going to leave

The negative short form is:

I'm not going to play tennis

With he, she, it, there are two negative short forms:

He/ she/ it isn't going to come He/ she/ it's not going to come

With you, we, they, there are also two forms:

You/ we/ they aren't going to come

You/ we/ they're not going to come

Present Continuous

We use the present continuous:

- 1 to talk about actions and situations in progress now

The bus is coming

- 2 actions in progress now, but not exactly at the moment we speak

I'm learning English (in this moment of my life I'm learning English but I'm not in class at this precise moment)

- 3 plans we have made at a fixed time or place in the future (future arrangements)

I'm having a conference in San Francisco next week

full form	contraction
I am eating	I'm eating
You are eating	You're eating
He/ She/ It is eating	He/She/It's eating
We are eating	We're eating
You are eating	You're eating
They are eating	They're eating

I am not eating	I'm not eating
You are not eating	You aren't eating
He/She/It is not eating	He/She/It isn't eating
You are not eating	You aren't eating
We are not eating	We aren't eating
They are not eating	They aren't eating

Are you eating?	Yes, I am	No, I'm not
Is she eating?	Yes, she is	No, she isn't
Are we eating?	Yes, we are	No, we aren't

To make the -ing form, we add -ing to the verb

listen listening work working play playing
read reading

But notice this irregular spellings:

win	winning	shop	shopping	swim	swimming
sit	sitting	travel	travelling	shine	shining
write	writing	dance	dancing		

Be going to or present continuous?

We often use either with no difference in meaning

I'm going to see Lily on Tuesday I'm seeing Lily on Tuesday

I'm leaving on Monday is more common than I'm going to leave on Monday

It is very common to use *present continuous* with the expressions

tonight, tomorrow, next week, this weekend, etc.,

and with verbs describing travel arrangements:

go, come, leave, arrive...

Defining relative clauses with **who, that, where**

Relative clauses give us information about the person or thing mentioned in the sentence

That's the woman who won the lottery last year

Defining relative clauses give us *essential* information

The defining relative clause explains what a person, thing, or place *is* or *does*

A cook is a person who makes food Who makes food? The cook

A clock is something that tells you the time What tells you the time? The clock

We usually use a relative pronoun or adverb to start a defining relative clause: **who**, *which*, **that**, *when*, **where** or *whose*.

who/that

We can use *who* or *that* to talk about people. *That* is more common and a bit more informal.

She's the woman **who** cuts my hair.

He's the man **that** I met at the conference.

that

We use **that** for a thing

The laptop **that** I bought last week has started to make noises

where

We use where for a place

That's the restaurant **where** I had dinner last week

will / won't (predictions)

We use will / won't + base form of the verb for predictions: to say things we think, know or guess about the future.

We often use I think / I don't think + will

I think he'll fail the exam

I don't think he'll pass the exam

Affirmative

Full form	Contraction
I will be late	I'll be late
You will see	You'll see
He will have	He'll have
She will understand	She'll understand
It will work	It'll work
You will come	You'll come
We will win	We'll win
They will lose	They'll lose

Negative

Full form	Contraction
I will not be late	I won't be late
You will not see	You won't see
He will not have	He won't have
She will not understand	She won't understand
It will not work	It won't work
You will not come	You won't come
We will not win	We won't win
They will not lose	They won't lose

	I			I				I		
	you	work?		you				you		
	he			he	will			he	will	
Will	she	see the movie?	Yes,	she			No,	she		
	it			it				it		
	you			you	will			you	will	
	we	be here?		we				we		
	they			they				they		

“Just because it’s hard doesn’t mean it’s impossible.
You can do it”