



GOBIERNO DEL ESTADO DE
VERACRUZ
2024 - 2030

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MEDIA SUPERIOR Y SUPERIOR



Dirección General de Telebachillerato

Basado en la NEM

Inglés III

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Inglés III

Primera edición: 2024
Primera reimpresión: 2025
ISBN 978-607-725-507-9

D. R. © 2025. Secretaría de Educación de Veracruz
Km 4.5 Carretera federal Xalapa-Veracruz
Col. SAHOP, C.P. 91090, Xalapa, Veracruz
Telebachillerato de Veracruz

Impreso en México



Módulo 1

Would you like some coffee?

Aprendizajes de trayectoria

1. Comprende oralmente expresiones cotidianas de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc) Interpreta adecuadamente mensajes orales sobre tareas simples y cotidianas que le son conocidas o habituales y que no requieran más que intercambios sencillos y directos de información. Da sentido a la información oral en términos sencillos sobre aspectos de su pasado y de su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.
2. Utiliza oralmente expresiones cotidianas de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc) Presenta mensajes orales de cómo llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información que le son conocidas o habituales. Comparte de manera oral en términos sencillos sobre aspectos de su pasado y de su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.
3. Interpreta adecuadamente textos escritos sencillos y expresiones cotidianas de uso frecuente relacionadas con áreas de experiencia que son especialmente relevantes (información básica sobre la familia, compras, lugares de interés, ocupaciones, entre otros). Interpreta mensajes escritos que describen tareas simples y cotidianas, que no requieran más que expresiones sencillas y directas que sean conocidas o habituales. Selecciona textos escritos sencillos que desarrollen el placer de la lectura sobre aspectos del pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.
4. Escribe frases y oraciones cotidianas de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, entre otros). Redacta mensajes escritos que describen tareas simples y cotidianas que impliquen información sencilla, directa, conocida y habitual. Describe por escrito aspectos de su pasado y de su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.

Progresiones de aprendizaje

1. Utiliza el verbo modal **would** para formular, aceptar y rechazar invitaciones así como hacer una petición en un contexto formal
Vocabulario sugerido: restaurantes
2. Utiliza el **presente continuo** para hablar de planes y acontecimientos en el futuro.
Vocabulario sugerido: viajes, visitas.
3. Identifica los **verbos regulares e irregulares** en el **pasado participio**.
Vocabulario sugerido: trabajo, profesiones, oficios.

Relación del módulo con los Recursos Sociocognitivos, Recursos Socioemocionales y Ámbitos de Formación Socioemocional del Marco Curricular Común para la Educación Media Superior (MCCEMS) 2023.

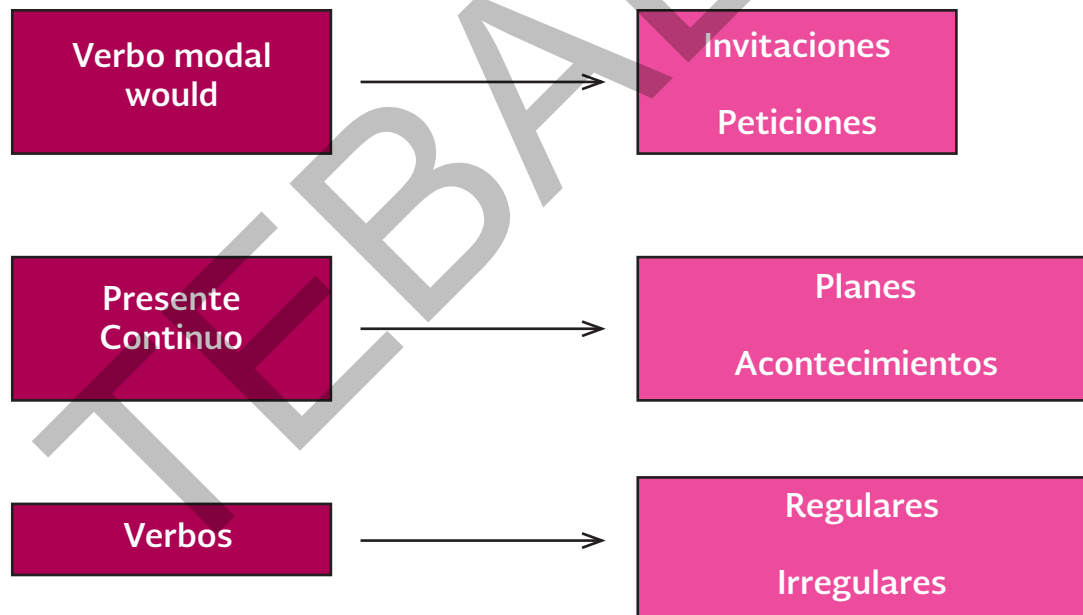
Recursos sociocognitivos	Recursos socioemocionales	Ámbitos de formación socioemocional
Lengua y comunicación Pensamiento matemático Conciencia histórica Cultura digital	Responsabilidad social	Práctica y colaboración ciudadana
	Cuidado físico y corporal	Educación para la salud
		Actividades físicas y deportivas
	Bienestar emocional afectivo	Educación integral en sexualidad y género
		Actividades artísticas y culturales

Introducción

Bienvenido al curso de inglés 3, este curso está dividido en 4 módulos y estás a punto de comenzar el módulo 1. En este primer módulo, aprenderás a manejar el modal would para formular, aceptar y rechazar invitaciones, así como, hacer una petición en un contexto formal. Este verbo modal would (también conocido como un verbo auxiliar), se utiliza para realizar invitaciones (en su forma interrogativa), rechazar invitaciones de manera amable y hacer una petición formal. Además utilizarás el presente continuo para hablar de planes y acontecimientos en el futuro, e identificarás los verbos regulares e irregulares en el pasado participio. Con respecto a los verbos regulares e irregulares, te recomendamos poner atención a las reglas gramaticales y excepciones. Del mismo modo, te puedes apoyar de la sección de anexos.

¡Mucha suerte y comenzamos!

Mapa conceptual



Exploración diagnóstica

Activity

I. Responde correctamente las siguientes cuestiones.

1. Escribe las características de los verbos regulares en inglés.
2. Escribe las características de los verbos irregulares en inglés.
3. Escribe 2 oraciones **afirmativas** con verbos **regulares** en inglés.
4. Escribe 2 oraciones **afirmativas** con verbos **irregulares** en inglés.
5. Escribe la estructura de la forma **negativa** en los verbos **regulares** e **irregulares** en inglés.
6. Escribe la estructura de la forma interrogativa en los verbos **regulares** e **irregulares** en inglés.
7. Enlista 15 verbos regulares que conozcas en inglés en su forma infinitivo, pasado y participio.



Infinitivo	Pasado	Pasado participio
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

8. Enlista 15 verbos irregulares que conozcas en inglés en su forma infinitivo, pasado y participio



Infinitivo	Pasado	Pasado participio
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Construye tu proyecto transversal

Este proyecto tiene como objetivo alentar la creatividad del estudiante. En equipos, crear el concepto de un restaurante imaginario y nuevo en la región o comunidad. Crear un nombre y otorgar adjetivos a su concepto. Elaborar, a través del uso de las tecnologías de la educación, un **menú**. Sino cuentas con computadora lo puedes realizar con recortes de revistas o material reciclado. A través de la técnica **role-play**, usar el modal **would** para formular, aceptar y rechazar invitaciones, hacer peticiones en un contexto formal.

Inglés

Utiliza el verbo modal **would** para formular, aceptar y rechazar invitaciones así como hacer una petición en un contexto formal.

Cultura digital

Utiliza dispositivos tecnológicos, servicios y medios de difusión, herramientas de software para crear y editar contenido digital (didáctico, documental, demostrativo, entretenimiento, informativo entre otros tipos de formatos), conforme a sus recursos y contextos.

Vocabulary: restaurants

Activity: Place on the line the correct word that corresponds to each picture.

Chef Waiter Waitress Customer Manager Cashier Soup Main
course Dessert Breakfast Fast food Beverage Salad Chair Table
Menu



1. _____



9. _____



2. _____



10. _____



3. _____



11. _____



4. _____



12. _____



5. _____



13. _____



6. _____



14. _____



7. _____



15. _____



8. _____



16. _____

Would

Would is a modal verb that is always used together with a main verb. We use **would** to express a hypothetical situation or a wish, talk about a custom in the past, or ask for something in a polite way.

1. To make a request politely.

- Would you give me a hand with this ladder, please?
- Would you mind moving your bag?

2. To offer something with education.

- Would you like some tea or coffee?
- Would you prefer pizza or hot dog?

Like other modal verbs, **would** **never** changes depending on the subject.

Regardless of how you use **would**, remember that it is an auxiliary verb and therefore follows the standard auxiliary structure:

Subject + **would** + infinitive verb + complement
 I **would** like some coffee.

The conjugation of **would**.

Subject	Affirmative form
I	I would love to go.
You	You would love to go.
He	He would love to go.
She	She would love to go.
We	We would love to go.
They	They would love to go.

Negative form

The contractions

The contractions of the verb **would** are widely used in informal contexts. If you want to use the negative form of **would**, you can use **would not** or its contraction **wouldn't**.

1. You can also use affirmative contractions:

Subject + conjugation of would	Contraction Affirmative form	Contraction Negative form
I would	I'd	I wouldn't
You would	You'd	You wouldn't
He would	He'd	He wouldn't
She would	She'd	She wouldn't
It would	It'd	It wouldn't
We would	We'd	We wouldn't
They would	They'd	They wouldn't

Interrogative form

Would + subject + infinitive verb + complement ?
Would you like some chocolate ?

Short answers:

2. Yes, I would
3. No, I wouldn't

Would to ask for something politely

- Would is used to make requests in a polite and courteous manner.

Observe:

A: Would you like to go with us for dinner tonight? (Invitation)

B: I would love to. (Accept) / I would love to but I'm busy. (Decline)

A: I would like to see the menu, please. (Petition)

- To make it clearer to you:

The same information can be given in two ways, but with 'would' it will be more formal than with the verb 'want'.

I want a coffee and a muffin.

I would like a coffee and a muffin.



Activity: Choose the answer that correctly completes each question.

- I knew he would _____ famous one day.
a) to be b) be c) will
- He said that _____ help me.
a) He'd b) he would to c) he woulded
- I asked him to walk faster but he _____ at first.
a) would b) wouldn't c) 'd
- As children we would _____ together every day.
a) playing b) to play c) play
- Nobody knew that one day he _____ be rich.
a) will b) would c) would to
- If you asked me _____ say you were crazy.
a) would I b) I'd would c) I'd
- Would you _____ to go?
a) like b) liked c) to like
- Do you think he would help? I'm sure _____ if you asked.
a) he helps b) he woulded c) he would
- He would _____ to be improving.
a) seem b) seems c) seem'd
- We want to play tennis. I wish _____ stop raining.
a) it would b) it had c) it will



Categoría: Speaking

Subcategoría: Using Functions



Activity: Read the following dialogue carefully, practice it and exchange roles with a classmate.

Laura is going to have lunch in a restaurant. Read the following dialogue carefully to see how Kitty orders her food:

Waiter: Hello. Can I help you?

Laura: Yes. I'd like to have lunch.

Waiter: Would you like to have a starter?

Laura: Yes, I'd like to have a bowl of chicken soup, please.

Waiter: And what would you like to have for the main course?

Laura: I'd like to have cheese burger.

Waiter: Would you like anything to drink?

Laura: Yes, I'd like to have a glass of Coke.

Waiter (After Kitty having her lunch): Can I bring you anything else?

Laura: No thank you. But I'd like to have the bill, please.

Waiter: Certainly.

(After a moment) **Waiter:** That's \$34.

Laura: Here you are. Thank you very much.

Waiter: You're welcome. Have a nice day.

Laura: Thank you, same to you.



Activity: Find your partner and use the menu to Role Play through ordering a meal. You may switch roles a number of times.

Remember: The term Role Playing designates a group dynamics technique; it is also called dramatization, simulation or role-playing. In it, two or more people assume certain roles of characters that experience a specific real-life situation. These roles are assigned to each participant in order for this entire “representation” to be as authentic as possible. In addition to these people who represent these roles, other people can participate as observers, forming a group that understands and is involved in the representation. All participants must have the feeling of living real events.

MENU

Starters / Cold Drinks

Soup Orange / juice \$12
 Chicken Soup \$12.50 Apple juice \$12
 Mushroom Soup \$12.50 Lemon Tea \$11
 Vegetable Soup \$12.50 Mineral Water \$7
 Bread and Salad Soft Drinks - Coke, 7-up, Fanta \$7

Bread and salad

Garlic Bread (3 pcs) \$13.00
 Smoked Salmon Salad \$18.50
 Red Bean Sundae \$12.00
 Shrimp & Fresh Fruit Salad \$20.50
 Sesame Chicken Salad \$16.50

Dessert

Vanilla/chocolate Ice Cream \$10.00
 Banana Pancake \$10.00

Pasta

Lasagna \$28.00
 Shrimp & Mushroom Spaghetti \$26.00
 Super Seafood Spaghetti \$26.00
 Chicken Spaghetti \$25.50
 Salmon Spaghetti \$25.50

Main Courses

Sandwiches
 Ham & cheese sandwiches \$15.50
 Tuna & egg salad sandwiches \$16.00
 Pizza (1 pc)
 Beef, mushroom & onion Pizza \$15.00
 Chicken & Pork Pizza \$14.50
 Vegetarian Pizza \$14.00
 Ham, cheese & Pineapple Pizza \$14.00

Burger

Cheese burger \$14.50
 Beef burger \$16.00



Activity: cut out the following cards and practice each of them orally with your classmates. Try to pronounce each word correctly with the help of your teacher.

-Would you like to go cycling after English class? -Sorry, I can't -Ok, may be next week -Why not? Let's go next week.	-Would you like to play football after school? -Ok good idea! Let's meet on the playground at two. -See you!
-Would you like to go to the cinema in the afternoon? -Sorry, I can't -Ok may be next week. Why not? Let's go next week.	-Would you like skating with us on Saturday? -Ok let's meet at 5 pm. -See you on Saturday
-Would you like to play chess at the weekend? -No, thank you. I hate chess -Ok, would you like to go skating? -Great let's go on Sunday.	-Would you like to practice basketball? -I will love it. -Then, see you tomorrow. -Great!

Vocabulary: trips and visits

Activity: Activity: Write the Spanish translation of the following concepts.

English	Spanish	English	Spanish
Accommodation		Inn	
Sightseer		To go to the beach	
Arrival		Information office	
Brochure		To have a good time	
Stay		To make a reservation	
Business trip		Itinerary	
Suitcase		To plan	
Guide; tour guide-		Journey; trip	
To go sightseeing		To rent a car	
Hotel-		Vacation	

Present continuous to talk about plans and events in the future



The Present Continuous is used to talk about future arrangements. An arrangement is something that is done to prepare or plan for something in the future. It is also an agreement between two people or groups about something that will happen.

Examples:

- I'm having a party tonight. (Some friends have invited me to their party).
- Sue is starting an English course next summer. (She has already registered at a language school where she wants to study English).

There are some common expressions used to refer **to** or **when** the action will take place in the future.

Examples:

- Tonight, Tomorrow, This weekend.
- Next Monday, Friday, Saturday.
- Next week, Next weekend, Next Year.

There is a small selection of **verbs to talk about things in the future** that we have already planned.

Examples:

Go, come, leave, arrive, fly, have, start, go out, visit, meet, and stay.

Affirmative form

Subject + verb TO BE + verb –ing + complement + time expression

Examples:

1. I am staying with my mother this weekend.
2. Jaime and his family are flying to Mexico City next week.
3. Susan is taking a French course next summer.

Note: It is important to include the verb to be after the subject and before the main verb. The main verb always ends in –ing.

Negative form

Subject + verb TO BE + not + verb –ing + complement + time expression

Example:

Anne is not doing her homework after dinner. She is watching her favorite TV series.

Note: Do not forget! The negative form goes after the verb to be.

Interrogative form

Verb TO BE + Subject + verb –ing + complement + time expression + ?

Short answers:

Yes, + subject + verb to be.

Yes, I am

No, + subject + verb to be + not

No, I am not

Example:

1. Are George and his family flying to Guadalajara next week?
Yes, they are.
No, they aren't.

Wh- questions

Question word (wh questions) + **verb to be** + **subject** + **verb -ing** + **time expression**

Examples:

2. What are we having for dinner?
Chicken soup and green salad.
3. What are you doing on Saturday night?
I'm seeing a film.

Note: Notice in the examples that there are **two different ways** of structuring an interrogative sentence in the present continuous.

The first is starting **with the verb to be and the second is using Wh-questions**. It also takes into account that depending on how the question was constructed it will be answered.

Activity: Imagine you are going to have a vacation and you are planning a trip. These are the arrangements for a trip to New York City that you and your friend Luis are taking next week.

Now, use the **itinerary** to write sentences in the present continuous. You will have to write three sentences for each day of travel: affirmative, negative and interrogative.

**Trip to New York
7-Days**

Day 1 - FRIDAY
Flight leaves at 14:00; check in at the Hotel Avalon.

Day 2 - SATURDAY
Go to Central Park, morning and visit the Guggenheim Museum, afternoon.

Day 3 - SUNDAY
Take a guided tour to the Statue of Liberty and Ellis Island.

Day 4 - MONDAY
Have a special breakfast at the hotel and go to Broadway to see a play.

Day 5 - TUESDAY
Visit some New York skyscrapers like: The Empire State.

Day 6 - WEDNESDAY
Go to the shopping district and have dinner at a famous restaurant.

Day 7 - THURSDAY
Leave New York at 14:00

Day 1, 2, 3, 4, 5, 6, 7

Affirmative:

Negative:

Interrogative:



Categoría: Writing.

Subcategoría: Coherence and cohesion.

Activity: As seen the present continuous is used to express the arrangements that are planned to do shortly. In this activity, you will have to pretend that you are going to take your ideal holidays next summer. You have made all your plans, and you have an itinerary. Write a short paragraph expressing your plans.

You can begin your composition like this:

This coming summer I am starting my 'Ideal Holidays'...



Categoría: Speaking

Subcategoría: Fluency



Activity: Imagine you are a very famous person in your country — for example, a painter, an artist, an actor, a filmmaker, or a musician, among others.

You will have to record the things you do in use the present continuous to narrate your plans or activities that you will have tomorrow. Remember that you are famous, have many things to do.

Consider the following aspects in your recording:

1. Mention which celebrity you are.
2. Include the affirmative, negative and interrogative form in your speech.
3. Remember, you are talking not reading.
4. You can use your cellular to record.



Vocabulary: jobs, professions and occupations

Activity: Place within the parentheses the letter that corresponds to the correct translation into Spanish.

A. Teacher	B. Baker	C. Astronaut
D. Doctor	E. Builder	F. Politician
G. Police officer	H. Judge	I. Photographer
J. Chef	K. Farmer	L. Nurse
M. Firefighter	N. Waiter	Ñ. Mechanic
O. Bus driver	P. Waitress	Q. Football player
R. Scientist	S. Butcher	T. Post man
U. Cashier	V. Flight attendant	Z. Actriz

() Bombero	() Fotógrafo	() Cartero
() Doctor	() Constructor	() Chef
() Mecánico de autos	() Panadero	() Astronauta
() Mesero	() Asistente de vuelo	() Conductor de autobús
() Político	() Camarero (a)	() Enfermera
() Actress	() Juez	() Carnicero
() Cajero	() Científico	() Futbolista
() Policía	() Granjero	() Maestro (a)

Regular and irregular verbs in past participle

Verbs are one of the four major word classes, along with nouns, adjectives and adverbs. A verb refers to an action, event or state.

Regular verbs Regular verbs are easy. We simply add 'ed' – 'd'.

1. If the verb already ends in an 'e' to turn the verb from its base form to the past simple or past participle form.
2. If the verb ends in a 'y' we change the last letter to an 'i' and then add the 'ed'.

For example: 'Marry – Married'.

The verb 'call' is 'call' in its base form or infinitive form, then 'called' in both the past simple and past participle.

Note: You can check the list of regular verbs in the annexes section.

To clarify:

While the simple past and past participle of regular verbs are usually formed by adding the suffix “-ed,” this can vary depending on the verb’s ending.

Original ending or infinitive form	Simple past and past participle ending	Example
-e	-add “d”	move; moved
Short verbs, where the last three letters follow a consonant-vowel-consonant pattern	double the last letter and add “-ed”	grab; grabbed clap; clapped
Long verbs with a stressed syllable at the end, where the last three letters follow a consonant-vowel-consonant pattern	double the last letter and add “-ed”	regret; regretted debug; debugged
	-ied	cry; cried
Original ending or infinitive form	Simple past and past participle ending	Example
Consonant + y	(replacing the “y”)	

Adapted from: <https://www.scribbr.com/verbs/regular-verbs/>

Note: For verbs that end in a **consonant-vowel-consonant pattern** where the final letter is “w,” “x,” or “y,” you typically don’t double the final letter.

- Example: “fix” becomes “fix^{ed}”.

For verbs that end in a **consonant-vowel-consonant pattern** where the final **syllable is not stressed**, you also don’t double the final letter.

- Example: “open” becomes “open^{ed}”.

Activity: read the following passage about “Chicle” and write the infinitive form of the marked verbs in the table.

“Chicle” production

We all enjoy a good chew now and then, but did you know that chewing gum was first made by the Indians? The chewing gum that was bought and sold in America in the nineteenth century was originally made by the Maya Indian tribe. The ancient Maya chewed a substance called “Chicle”, taken from the sapodilla tree, as a way to quench thirst or fight hunger. It is extracted from the tree, where farmers make a cut in the trunk of the tree and the liquid that comes out is collected and then dried. Then the gum goes through another process by adding different flavors to make the gum taste better.



At that time, only kids and single women were allowed to chew it in public. Married women and widows could chew it privately to fresh their breath while men could chew it in secret to clean their teeth. Chewing gum --

was then brought to Europe at the beginning of the twentieth century and it soon became an instant hit. Due to the huge demand, chewing gum was produced in factories, using the same method as the Maya tribe did. These days, chewing gum is flavored in countless flavors, most common are mint or strawberry. It is sold and enjoyed everywhere and it is bought by both young and old alike.

Past participle	Infinitive form
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Activity: Answer the following questions according to the text.

1. What is the tree's name where was taken the "Chicle" substance?
2. The chewing gum was originally made by:
3. How do farmers extract the "Chicle" liquid?
4. In which century chewing gum was brought to Europe?
5. Actually, what are the most common chewing gum flavors?



Irregular Verbs

Irregular verbs in English are those that do not add the ending -ed to form the past simple (past simple) and the past participle (past participle).

The irregular verbs do not fit easily into a sentence.

A top tip is to learn irregular verbs in four separate groups. We have called each group by a name which will help us to remember them. Sadly, there is no way beyond the hard grafts of learning and practicing because, as the name suggests, irregular verbs do not follow a pattern.

Adapted from: <https://englishlive.ef.com/en/blog/language-lab/regular-irregular-verbs/>

Note: You can check the list of irregular verbs in the annexes section.

1. Group 1

These are irregular verbs where the **same form is used in the base, past simple and past participle**. Let us take the verb 'to hurt'.

Infinitive form	Simple past	Past participle
Hurt	Hurt	Hurt

Example:

Base form: 'I have just **hurt** my leg.'

Past simple: 'Yesterday, I **hurt** my leg.'

Past Participle (passive tense here): 'My leg was **hurt**.' (Adjective use) 'My **hurt** leg was painful.'

Activity: The following verbs **use the same form in the base, past simple and past participle**. Place within the parentheses the letter that corresponds to the meaning of each verb and investigate other similar verbs.

English	Spanish
a) Cost	() Cerrar
b) Cut	() Poner
c) Hit	() Golpear
d) Hurt	() Costar
e) Let	() Esparcir
f) Put	() Golpear
g) Quit	() Herir
h) Set	() Fijar
i) Shut	() Cortar
j) Spread	() Dejar
k) Fit	() Encajar

2. Group 2

3.

As the name we have given them suggests, for these verbs **the two past forms (past simple and past participle) are the same but the base form differs**.

For example: the verb 'to find'.

Infinitive form	Simple past	Past participle
Find	Found	Found

Base Form: 'Can you help me to **find** my glasses?'

Past Simple: 'I **found** my glasses.'

Past Participle: 'My glasses were **found**.'

Activity: Complete the table by placing the past simple and past participle of the following verbs.

Infinitive form	Simple past	Past participle
Buy		
Feel		
Hear		
Keep		
Say		
Sell		
Win		
Think		
Teach		
Make		
Leave		
Stand		
Spend		
Sit		
Pay		
Meet		
Send		
Sell		
Get		

3. Group 3

The simply different group contains verbs where the simple past tense form of the word differs from the base and past participle use. This time we will use the verb 'run' as our example.

Infinitive form	Simple past	Past participle
Run	Ran	Run

Base Form: (here we are using the infinitive version) – 'I love to **run**'.

Past Simple: 'He **ran** to the finish line'.

Past Participle: 'His race was **run**'.

Activity: Complete the following sentences with the correct form of each verb. Use **simple present, simple past or past participle**.

a) Become / became / become

1. After giving up smoking, he _____ fat and irritable.
2. He has just _____ a father.
3. The problem needs to be addressed before the situation _____ serious.

b) Come / came / come

1. I have _____ straight from the airport.
2. The door opened and a nurse _____ into the room.
3. Adam _____ to home.

4. Group 4

This group of irregular verbs is in some ways the easiest, and in others the hardest ones to learn. The simple side is that **each form is different** so we will not become confused between the base form, the past simple and the past participle. Depending on which version of the verb is used, we will know how it is being employed. However, because there are three different forms of the verb (plus, of course, the gerund, or 'ing' form) there are more words to learn.

For our example here, we will use the verb with the base form '**write**'.

Infinitive form	Simple past	Past participle
Write	Wrote	Written

Base Form: 'I **write** with pleasure'.

Past Simple: 'I **wrote** the letter'.

Past Participle: 'The **written** word is a joy to read'.

Activity: Find the past simple and past participle of the following.

Infinitive form	Simple past	Past participle
Begin		
Do		
Drive	Drove	
Fall		
Give		
Go		Gone
Know		
See		
Swim		
Take		
To be	Was / were	
Choose		
Eat		
Wake		
Speak		

Activity: In the following link you can find games to practice the past participle of irregular verbs. Ask your teacher for help.

<https://wordwall.net/es-ar/community/past-participle-verbs-game>

* Podrás acceder a este enlace a través del siguiente QR:



Accept: aceptar.	Decorate: decorar.	Learn: aprender.	Report: informar.
Add: añadir.	Destroy: destruir.	Like: gustar.	Require: requerir.
Admit: admitir.	Drop: dejar caer	Listen: escuchar.	Return: volver.
Allow: permitir.	Dry: secar.	Live: vivir	Search: buscar
Agree: estar de acuerdo.	Enjoy: disfrutar.	Look: mirar.	Sign: firmar.
Answer: contestar / responder.	Escape: escapar.	Love: amar.	Sit: sentarse.
Arrive: llegar.	Explain: explicar.	Measure: medir.	Smile: sonreír
Appear: aparecer.	Fill: llenar	Mention: mencionar.	Start: empezar/ comenzar.
Ask: preguntar	Finish: acabar	Need: necesitar.	Stop: parar/ detenerse.
Believe: creer.	Fix: arreglar/ reparar.	Notice: advertir (en el sentido de notar, darse cuenta de algo).	Study: estudiar
Belong: pertenecer.	Follow: seguir.	Offer: ofrecer.	Talk: hablar
Brush: cepillar.	Guess: adivinar.	Open: abrir.	Touch: tocar.
Call: llamar	Happen: suceder.	Order: ordenar/pedir.	Translate: traducir.
Cancel: cancelar.	Hate: odiar.	Organize: organizar.	Travel: viajar.
Change: cambiar.	Help: ayudar.	Paint: pintar.	Try: intentar/ probar
Clean: limpiar.	Imagine: imaginar.	Place: colocar	Use: usar.
Close: cerrar.	Improve: mejorar.	Play: jugar.	Visit: visitar.
Complain: quejar.	Increase: aumentar.	Please: agradar /satisfacer	Wait: esperar.
Complete: completar.	Invent: inventar.	Practice: practicar	Walk: caminar.
Cook: cocinar.	Invite: invitar.	Prepare: preparar.	Want: querer.
Copy: copiar.	Join: unir.	Qualify: calificar.	Watch: ver/observar/ mirar/prestar atención -- ("watch" se refiere a algo que vemos con interés, como una película, mientras que "see" es algo que se ve sin poder evitarse, como encontrar a alguien por la calle).
Count: contar.	Jump: saltar.	Rain: llover	Wish: desear.
Cry: llorar.	Kill: matar.	Receive: recibir.	Work: trabajar
Dance: bailar.	Kiss: besar.	Remember: acordarse de.	Worry: preocuparse.
Decide: decidir	Laugh: reír.	Remind: recordar.	
		Repeat: repetir.	

Excepciones para conjugar los verbos regulares en inglés

Si el verbo termina con vocal «E»:

Si el verbo termina con vocal «E», simplemente agregar terminación «D».

Ejemplos:

- Change – Changed.
- Decide – Decided.
- Love – Loved.

1. Si el verbo termina con vocal «Y»:

Si el verbo termina con la letra «Y», cambia la «Y» por la terminación «ied».

Ejemplos:

- Worry – Worried.
- Cry – Cried.
- Study – Studied.

2. Si el verbo termina en «Vocal + consonante»:

Si el verbo termina en «Vocal + consonante» y la entonación se enfatiza a final de palabra (lo que en castellano llamaríamos “Palabra aguda”), entonces debes doblar la consonante final y añadir la terminación “ed”:

Ejemplos:

- Admit – Admitted.
- Stop – Stopped.
- Refer – Referred.

¿Cómo es la pronunciación de los verbos regulares en inglés?

Los pasados de los verbos regulares (“ed”) siempre se pronuncian, pero no siempre de la misma forma. **Hay tres formas básicas para pronunciar los pasados de los verbos regulares.**

1. En la mayoría de verbos se lee como una ‘D’.
2. En los verbos acabados en K’, ‘P’, ‘S’, ‘SH’, ‘CH’ y ‘F’ suena como una ‘T’. Ejemplo: ‘Finished’.
3. En los verbos acabados en ‘T’ o ‘D’ se vocaliza como ‘ID’. Ejemplo: ‘Decided’.

Verbos irregulares:
Infinitivo, pasado y participio

Ejemplos:

- **I read every day** / Leo cada día.
- **I read that book last year** / Leí ese libro el año pasado.
- **Have you read this book?** / ¿Has leído éste libro?

Presente	Pasado simple	Participio	Traducción	Ejemplo
Cut	Cut	Cut	Cortar	I cut John's hair yesterday.
Cost	Cost	Cost	Costar	The car cost us 10000 last year.
Get	Got	Got	Obtener, conseguir, buscar, ganar, llegar, dar, servir, llevar, entender, comprender, atrapar...To get es un verbo muy utilizado en inglés, observa estos phrasal verbs con get.	I got a raise
Hit	Hit	Hit	Golpear	You hit that tree, didn't you?
Hurt	Hurt	Hurt	Herir	
Let	Let	Let	Dejar	Who let the dogs out?
Put	Put	Put	Poner	He said he put the keys here.
Read	Read	Read	Leer	Have you read this book?
Set	Set	Set	Fijar	We set that date to suit everyone.
Split	Split	Split	Separar	My parents split up when I was a kid.
Shut	Shut	Shut	Cerrar	She made sure she shut the door.

Verbos que terminan en -d y el pasado y el participio se conjugan con -t

Presente	Pasado simple	Participio	Traducción	Ejemplo
Build	Build	Build	Construir	Do you know who built this cathedral?
Lend	Lent	Lent	Prestar	I lent her a coat; it was freezing!
Send	Sent	Sent	Mandar	Anna only sent two cards last Xmas.
Spend	Spent	Spent	Gastar	Last Black Friday I spent too much on clothes.

Verbos en los que el pasado y el participio son iguales

Presente	Pasado simple	Participio	Traducción	Ejemplo
Bleed	Bled	Bled	Sangrar	She was alive despite how much she'd bled.
Breed	Bred	Bred	Criar	Spartans were bred as warriors
Feed	Fed	Fed	Alimentar	The dog has been fed twice today
Meet	Met	Met	Encontrarse	That's the place where we first met.

(Nota de pronunciación: En esta lista el infinitivo se pronuncia como con una i larga, y el pasado y participio con e).

Verbos que tienen –i en infinitivo, –a en pasado y –u en participio

Presente	Pasado simple	Participio	Traducción	Ejemplo
Drink	Drank	Drunk	Beber	We drank a whole bottle of whisky yesterday. Have you ever drunk beer with cider.
Ring	Rang	Rung	Llamar por t elefono/ sonar	I'll ring you tomorrow / I'll give you a ring tomorrow. The phone rang twice..
Sing	Sang	Sung	Cantar	She sang beautifully last night. The song was sung in three languages.
Swim	Swam	Swum	Nadar	I swam to that island last year. I've swum to that island twice.

Verbos con –o en pasado y con –en participio

Presente	Pasado simple	Participio	Traducción	Ejemplo
Break	Broke	Broken	Romper	Tom broke his leg.
Choose	Chose	Chosen	Elegir	Why have you chosen the blue shirt?
Freeze	Froze	Frozen	Congelar	The bread is frozen.
Speak	Spoke	Spoken	Hablar	Have you already spoken to your boss?
Steal	Stole	Stolen	Robar	The jewel was stolen yesterday.
Take	Took	Taken	Tomar	Hannah took my hat by mistake.
Wake	Woke	Woken	Despertar	He woke up very late yesterday.
Write	Wrote	Written	Escribir	The novel is already written.

Verbos cuyo pasado y participio terminan con –t

Presente	Pasado simple	Participio	Traducción	Ejemplo
Feel	Felt	Felt	Sentir	I didn't feel very good at the time.
Keep	Kept	Kept	Guardar	The keys are kept in a drawer.
Kneel	Knelt	Knelt	Arrodillarse	She knelt before the kings.
Sleep	Slep	Slep	Dormir	Did you sleep well?
Sweep	Swept	Swept	Barrer	I swept the whole house yesterday.
Weep	Wept	Wept	Llorar	Look at his face. He has cried.

Verbos cuyo pasado y participio terminan con –t

Presente	Pasado simple	Participio	Traducción	Ejemplo
Find	Found	Found	Encontrar	I finally found the courage to make my speech.
Grind	Ground	Ground	Moler	Some black pepper was ground over the salad.
Bind	Bound	Bound	Atar	My arms were bound with rope.
Wind	Wound	Wound	Enrollar	The strings were wound tightly.
Rewind	Rewound	Rewound	Rebobinar	This tape is not rewind.

Verbos con pasado y participio en –ung

Presente	Pasado simple	Participio	Traducción	Ejemplo
Hang	Hung	Hung	Colgar	Have you hung up the phone yet?
Sting	Stung	Stung	Picar	The bee stung him on the arm.
Cling	Clung	Clung	Aferrarse	She clung too much to her past.
Swing	Swung	Swung	Balancearse	The baby swung in his crib.

Verbos con infinitivo con –ay, pasado y participio con –aid

Presente	Pasado simple	Participio	Traducción	Ejemplo
Lay	Laid	Laid	Poner	Have you laid the table?
Say	Said	Said	Decir	I don't understand why you said that.
Pay	Paid	Paid	Pagar	The account is already paid.

Verbos con participio en –en

Presente	Pasado simple	Participio	Traducción	Ejemplo
Eat	Ate	Eaten	Comer	Have you eaten yet?
Fall	Fell	Fallen	Caer	The boy fell playing ball.
Bite	Bit	Bitten	Morder	That dog bit me.
Hide	Hid	Hidden	Esconder	He hid so she wouldn't see him.
Shake	Shook	Shaken	Agitar	The waiter shook the cocktails.

Verbos con pasado y participio con –ought y –aught

Presente	Pasado simple	Participio	Traducción	Ejemplo
Buy	Bought	Bought	Comprar	Have you bought what I have listed?
Bring	Brought	Brought	Traer	Have you brought what I just asked for?
Catch	Caught	Caught	Atrapar	She caught the thief.
Fight	Fought	Fought	Luchar	She fought like a champion.
Think	Thought	Thought	Pensar	Have you thought about what I told you?
Teach	Taught	Taught	Enseñar	The professor taught her how it was done.
Seek	Sought	Sought	Buscar	They sought help after the accident.

Dudas sobre verbos irregulares en inglés

El verbo Cost

El pasado de cost, ¿es cost o costed? Como vemos, cost está entre los verbos que no cambian su forma para el pasado y participio. Sin embargo, en alguna ocasión verás el pasado costed. Esto ocurre cuando el verbo no se usa como «costar» sino como «presupuestar / calcular el costo».

Ejemplo:

- The new tyre cost me a fortune – La rueda nueva me costó una fortuna.
- They haven't costed the project yet – Todavía no han presupuestado el proyecto.

El verbo Read

Read es uno de esos verbos que no cambian su forma para el pasado y participio, pero, aunque no cambie la forma escrita, la pronunciación sí que lo hace.

El verbo Get

Sobre **get...**, ¿es posible que haya oído tanto have got como have gotten?

Sí, es totalmente posible y correcto, así que...¿cuál es la diferencia? Partamos de una premisa básica: **en inglés británico, nunca utilizaremos gotten, mientras que, en inglés americano, podemos encontrar tanto got como gotten.**

Y entonces, ¿cuándo es **got** y cuándo es **gotten** en inglés americano?

Have got (+ to + vb) : significando tener que

Ejemplo:

- I've got to go now– Tengo que irme ahora.
- Things have got to change in this town– Las cosas tienen que cambiar en este pueblo.

Have gotten tiene tres significados:

1. **Have obtained**- I could have gotten another job if I wanted to – Podría haber obtenido otro trabajo si hubiera querido.
2. **Have become**- Things have gotten much worse now – Las cosas han ido mucho peor ahora.
3. **Have entered**- He's finally gotten into medical school- Finalmente él ha ingresado a la escuela de medicina.

El verbo Put

¿**Put o putted**? Sí, puedes haberte encontrado las dos formas y las dos son correctas, pero porque son **dos verbos diferentes**.

Put es el pasado y el participio del verbo to put (poner). Así, encontraremos:

Ejemplo:

- I swear I put the keys here last night– Te juro que puse las llaves aquí anoche.

Putted es el pasado y el participio del verbo to **putt**, que, en golf, significa dar un golpe corto o suave a la bola o meterla en el hoyo de un golpe.

Ejemplo:

- Paul putted the ball straight into the hole– Pablo metió la bola directamente en el agujero.

El verbo Ring

¿Rang, rung o ringed?

Sí, puedes haberte encontrado las dos formas y **las dos son correctas**, pero porque, de alguna manera, son **dos verbos diferentes**. Ambas vienen del verbo to ring, pero con dos significados muy distintos:

- Ring – rang – rung : Llamar o (hacer) sonar.
Example: Have you rung the police? – ¿Has llamado a la policía?
- Ring – ringed – ringed : hacer un círculo alrededor de algo o anillar.
Example: The police ringed the area – La policía rodeó la zona.
- All the ducks in this lake are ringed – Todos los patos en este lago están anillados.

EVALUACIÓN

Indicación: Escribe los datos solicitados en el encabezado del siguiente instrumento de evaluación y posteriormente señala con una "X" la frecuencia con la que realizas cada indicador.

 TEBAEV Telebachillerato de Veracruz	Nombre del Centro de Telebachillerato				
	UAC		Semestre	Periodo de evaluación	
	Sección Construye tu proyecto transversal				
Categoría	Writing				
Subcategoría	Coherence and cohesion.				
Meta de aprendizaje	W3: Realiza redacciones de pequeños textos de forma coherente y con adecuadas conjugaciones, atiende las reglas gramaticales, puntuación y signos. Puede presentarse a sí mismo y describir particularidades de personas, lugares o cosas por escrito, así como redactar correctamente alguna petición, duda o sobre algún tema de actualidad.				
Nombre del estudiante					
Indicación					
Nivel de aprendizaje	Excelente	Muy bien	Bien	Regular	Valor asignado
Indicador de aprendizaje					
El concepto del restaurante	Describe el concepto del restaurante de forma original y único, se relaciona con la comunidad o localidad.	Describe el concepto del restaurante de forma original, se relaciona con la comunidad o localidad.	Describe el concepto del restaurante identificable con los existentes, se relaciona con la comunidad o localidad.	Describe el concepto del restaurante y se relaciona con la comunidad o localidad.	
Elaboración del menú	Realiza un menú original con los platillos de la región.	Realiza un menú original con algunos platillos de la región.	Realiza un menú con los platillos de la región.	Realiza un menú con algunos platillos de la región.	

Utiliza el verbo modal <i>would</i>	Presenta la utilización del verbo modal <i>would</i> de forma clara y precisa para formular, aceptar y rechazar invitaciones, así como, saber hacer una petición en un contexto formal.	Presenta la utilización del verbo modal <i>would</i> de forma clara para formular, aceptar y rechazar invitaciones, así como ,hacer una petición en un contexto formal.	Presenta la utilización del verbo modal <i>would</i> de forma precisa para formular, aceptar y rechazar invitaciones, así como hacer una petición en un contexto formal.	Presenta la utilización del verbo modal <i>would</i> para formular, aceptar y rechazar invitaciones, así como hacer una petición en un contexto formal.	
Utiliza dispositivos tecnológicos Herramientas digitales	Utiliza dispositivos y herramientas digitales para la elaboración de su proyecto transversal de forma creativa y con apego a la utilidad de éstas.	Utiliza dispositivos y herramientas digitales para la elaboración de su proyecto transversal de forma creativa a la utilidad de éstas.	Utiliza dispositivos y herramientas digitales para la elaboración de su proyecto transversal de forma creativa a la utilidad de éstas.	Utiliza dispositivos y herramientas digitales para la elaboración de su proyecto transversal.	
Meta de aprendizaje	Realiza redacciones de pequeños textos de forma coherente y con adecuadas conjugaciones, atiende las reglas gramaticales, y signos de puntuación.	Realiza redacciones de textos de forma coherente y con adecuadas conjugaciones, atiende las reglas gramaticales y signos de puntuación.	Realiza redacciones de pequeños textos de forma coherente y con adecuadas conjugaciones que atienden las reglas gramaticales, y signos de puntuación.	Realiza redacciones de pequeños textos de forma adecuada en sus conjugaciones.	
Total					

$$\text{Porcentaje obtenido} = \left[\frac{\text{suma de puntos}}{4 \text{ (número de indicadores)}} \right] (\text{valor total del instrumento } \%) = \underline{\hspace{2cm}} \%$$

Escala de ponderación de niveles de aprendizaje.	Regular	Bien	Muy bien	Excelente
	De 0% a 25%	De 26% a 50%	De 51% a 75%	De 76% a 100%

Retroalimentación