

Temas de estudio para el examen extraordinario

INGLÉS IV

Maestras:

Lic. Mariana Guerrero Barrón

Lic. Nohemí Casarrubias Uribe

Horario:

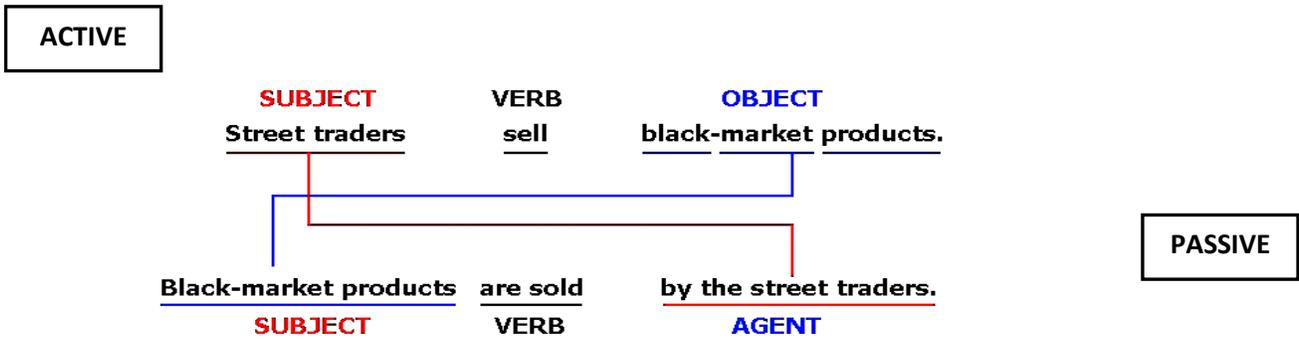
Observaciones:

- Revisa tus apuntes que tomaste durante el semestre.
- Los temas se encuentran en tu libro. Revísalo.
STEP UP 4
Autor: Michael J. Pryor
- Trae tu comprobante de pago y tu credencial de la escuela para poder presentar tu examen extraordinario.
- Si tienes preguntas o dudas sobre los temas puedes asesorarte con las maestras **antes del día de la aplicación de examen.**
- No olvides traer tu lista de verbos.

GRAMMAR:

- PASSIVE VOICE (PRESENT)
- PASSIVE VOICE (PAST)
- TAG QUESTIONS
- SECOND CONDITIONAL (UNREAL) (WOULD, COULD, MIGHT)
- PAST PERFECT
- THIRD CONDITIONAL (PAST UNREAL)
- RELATIVE CLAUSES (WHO, WHOM, WHOSE, WHAT, WHICH, WHERE, THAT)

- PASSIVE VOICE (PRESENT)



HERE ARE SOME ACTIVE AND PASSIVE VOICE EXAMPLES TO HELP!

Active: People drink champagne on New Year’s Eve.

Passive: Champagne **is drunk** on New Year’s Eve.

Active: Chefs use these machines to mix the ingredients.

Passive: These machines **are used** to mix the ingredients.

PASSIVE VOICE: PRESENT

In the present, the passive voice uses the verbs **is** and **are** + past participle of the main verb.

The passive voice present is often used to describe:

- Processes**
First the apples **are picked**, then they **are cleaned**, and finally they’re **packed** and **shipped** to the market.
- General thoughts, opinions, and beliefs.**

New York **is considered** the most diverse city in the U.S.

It is believed that Amelia Earhart’s plane crashed in Pacific Ocean.

Hungarian **is seen** as one of the world’s most difficult languages to learn.

Skin cancers **are thought** to be caused by excessive exposure to the sun.

- PASSIVE VOICE (PAST)

DEFINITION

In the active voice, the subject of the sentence **DOES the action:**

John painted the house last week.

Subject / verb / object

In the passive voice, the subject of the sentence **RECEIVES the action**.

The **house was painted** last week.

Subject / verb

Notice that the **object** of the active sentence (house) became the **subject** of the passive sentence.

THE PASSIVE VOICE IS USED WHEN:

1. We do not know who did the action

Example: The documents were stolen.

(we don't know who stole the documents)

2. The receiver of the action is more important

Example: The pyramids were built nearly 5,000 years ago by the ancient Egyptians.

(we want to emphasize "pyramids" more than "ancient Egyptians")

HERE ARE SOME ACTIVE AND PASSIVE VOICE EXAMPLES TO HELP!

Active: They renovated the restaurant in 2004.

Passive: The restaurant **was renovated** in 2004.

Active: The teachers informed the students that the class had been cancelled.

Passive: The students **were informed** that the class had been cancelled.

Passive Voice: Past

In the past, the passive voice uses the verbs **was** and **were** + past participle of the main verb.

The passive voice past is often used to describe:

Events in history

George Washington **was elected** president in 1788.

Crimes / Accidents

Two people **were killed** in a drive-by shooting on Friday night.

Ten children **were injured** when part of the school roof collapsed.

...as well as in many other situations when the person who did the action is unknown or unimportant.

WHAT IS A TAG QUESTION?

A tag question is a short question added to the end of a positive or negative statement.

Positive Question Tags Woodward ENGLISH

Question tags are used when asking for agreement or confirmation.

a negative statement + a positive question tag

Negative Statement		Positive Tag
You aren't	a teacher,	are you?
He isn't	crazy,	is he?
He wasn't	relaxed,	was he?
They weren't	late,	were they?
You don't speak	French,	do you?
You didn't study	for the test,	did you?
You haven't been	here all week,	have you?
You hadn't done	it before then,	had you?
You won't fail	the exam,	will you?
You can't drive	a car,	can you?
You couldn't do	it for me,	could you?
We mustn't say	anything,	must we?
You shouldn't be	so busy,	should you?
You wouldn't stop	me,	would you?

*Statements using **barely, hardly, neither, no, nobody, none, nothing** and **seldom** are treated as negative statements.*

Nobody went	to the meeting,	did they?
Nothing is	ready,	is it?

Negative Question Tags Woodward ENGLISH

Question tags are used when asking for agreement or confirmation.

a positive statement + a negative question tag

Positive Statement		Negative Tag
You are	a student,	aren't you?
He is	very busy,	isn't he?
He was	happy,	wasn't he?
They were	surprised,	weren't they?
You speak	English,	don't you?
He studies	Spanish,	doesn't he?
You studied	for the test,	didn't you?
You have studied	all week,	haven't you?
You had arrived	before he left,	hadn't you?
You will pass	the exam,	won't you?
You can speak	two languages,	can't you?
You could do	it for me,	couldn't you?
We must be	patient,	mustn't we?
You should go	now,	shouldn't you?
You would like	a new job,	wouldn't you?

Negative auxiliaries and verbs in tags are usually in their contracted form (= n't)

Exceptions

I am	late,	aren't I?
Let's go	home,	shall we?

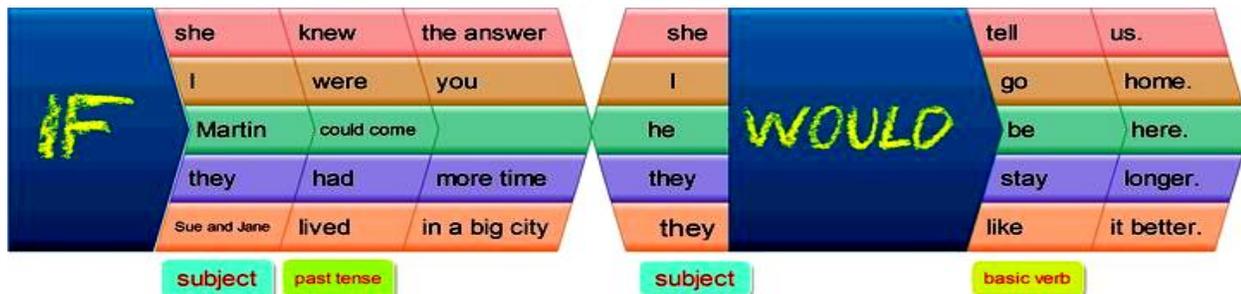
BE CAREFUL

WHY DO WE USE TAG QUESTIONS?

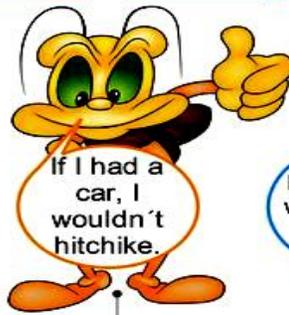
You can use tag questions to verify or check information that you think is true, or to check information that you aren't sure about.

• SECOND CONDITIONAL (UNREAL) (WOULD, COULD, MIGHT)

SECOND CONDITIONAL



By saying: **If it opened its eyes** - he says its eyes are closed. He is imagining the situation after the animal opens its eyes.



By saying: **If I had a car** - he says he doesn't have a car. He is imagining the situation.



By saying: **If I were older** - he says he is not old enough. He is imagining the situation.

• PAST PERFECT

FORMING PAST PERFECT

Form the past perfect with **had + the past participle of the main verb**.

Form the negative by adding **not after had**.

The form is the same for all subjects.

EX: Elyse and Paula did not grow up together. They had lived with different families.

They were available for adoption because their birthmother had given them up.

*"**Had** she talked about the study to anyone at the time?"*

"No, she hadn't."

"What had you heard about this study before that time?"

*"**I'd heard** very little about it."*

USING PAST PERFECT WITH SIMPLE PAST

- a. Use the past perfect to describe an event in a time period that leads up to another past event or time period. Use the simple past to describe the later event or time period.

later time **earlier time**

*She **learned** that she **had been** part of a secret study.*

- b. The prepositions *before*, *by*, or *until* can introduce the later time period.

earlier time **later time**

*Their mother **had known** about the study before her death.*

earlier time **later time**

*Sue **hadn't met** her sister until last year.*

earlier time **later time**

*Studies on twins **had become** common by the 1960s.*

- c. The past perfect is often used to give reasons or background information for later past events.

Reason

*She was late. She **had forgotten** to set her alarm clock.*

background information **later past event**

*He **had never taken** a subway before he moved to New York.*

- **THIRD CONDITIONAL (PAST UNREAL)**

STRUCTURE:

IF + SUBJECT + VERB PAST PARTICIPLE

SUBJECT + WOULD/COULD/MIGHT + AUXILIAR HAVE + VERB PAST PARTICIPLE

Example: If I had found her address, I would have sent her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I would have sent her an invitation if I had found her address.

Note: Main clause and / or if clause might be negative.

Example: If I hadn't studied, I wouldn't have passed my exams.

Use: Conditional Sentences Type III refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

- Example:**
- a) If I had found her address, I would have sent her an invitation.
 - b) If John had had the money, he would have bought a Ferrari.

• RELATIVE CLAUSES (WHO, WHOM, WHOSE, WHAT, WHICH, WHERE, THAT)

- **1 READ THE CONVERSATION AND DO THE EXERCISES.**
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- **We use relative clauses to describe or give extra information about something we have already mentioned. We often use relative pronouns (e.g. who, where, that, which, whose) to introduce relative clauses.**
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- **MARK:** What are relative clauses and why do we use them?
- **JENY:** A clause is a group of words containing a verb. Relative clauses are a way of giving more information about a person, thing, place, event, etc. We often use them to avoid repeating information.
- ***The Uros people make fires. Their fires are used for cooking. = The Uros people make fires, which they use for cooking.***
- **MARK:** OK, so there the relative pronoun is 'which' and it refers back to 'the fires' and 'which they use for cooking' is the relative clause.
- **JENY:** That's right, **which** is used for things (never for people). There are a lot of other relative pronouns: **who** (for people), **that** (for a thing or a person), **where** (for a place), **whose** (for possession) and **when** (for a time).
- **MARK:** What are defining relative clauses?
- **JENY:** They are clauses that you need in the sentence for it to make sense.
- ***The people who live here have had the same kind of lifestyle for hundreds of years.***

- If I said 'The people have had the same kind of lifestyle for hundreds of years', you wouldn't know which people I was talking about.
- MARK: There are no commas before and after the clause.
- JENY: No, not with defining relative clauses.
- *The islanders pick the tall reeds that grow at the sides of the lake and use them to make the islands.*
- MARK: OK, so what about non-defining relative clauses?
- JENY: We use those to give extra information, which isn't absolutely necessary. We use commas to separate them from the rest of the sentence, unless they come at the end of the sentence, when we use a comma and a full stop.
- *That grey thing, which you can see on the roof there, isn't very traditional.*
The video's from yesterday, when she was on the Peruvian side of Lake Titicaca.
This is Sophie, whose blog you've been reading.
- MARK: OK, got it, I think. Is there anything else that I need to know?

- ENY: Ah, you just used a relative clause with *that*. We can use *that* instead of *who* or *which* in defining clauses, not non-defining clauses.
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- MARK: So this grammar snack, *which has been very interesting*, has taught me everything *that I need to know about relative clauses*.
- JENY: OK, It's taught you nearly everything you need to know