

Guía para el examen extraordinario
Inglés V
(programa anterior)

Los temas que comprenderá el examen extraordinario son:

1. *Regular and irregular verbs*
2. *Second conditional (with past simple)*
3. *Third conditional (with past perfect)*
4. *Types of text (informative, narrative, descriptive, instructive)*
5. *Reported speech (with “said” and “told”)*
6. *Passive voice (with present simple and past simple)*

El examen se realizará de forma escrita. Entrega la guía contestada para mejorar la calificación.

Completa tu información y contesta la guía, son 6 actividades marcadas como ACTIVITY.

STUDENT'S NAME:	
Group:	
Teacher:	

REMEMBER!

Responde la guía y entrégala con el examen extraordinario para mejorar tu calificación. No olvides escribir tu nombre en el documento. Solo es necesario imprimir las hojas con actividades.

Puedes imprimir la guía, o hacer solamente las actividades en tu cuaderno (a mano) y entregar esas hojas.

Las 5 actividades están en las siguientes páginas:

Activity 1 → página 3

Activity 2 → página 4

Activity 3 → página 7

Activity 4 → página 7

Activity 5 → página 8

Activity 6 → página 8

1) REGULAR AND IRREGULAR VERBS

In English, action verbs can be divided into two categories: regular and irregular verbs.

★ **Regular verbs** are changed to past and participle adding **ED** or **D** to the end:

Infinitive	Past	Participle	Spanish
ask	asked	asked	<i>preguntar</i>
answer	answered	answered	<i>responder</i>
cry	cried	cried	<i>llorar</i>
study	studied	studied	<i>estudiar</i>
stop	stopped	stopped	<i>parar</i>
use	used	used	<i>usar</i>
work	worked	worked	<i>trabajar</i>

★ **Irregular verbs** are changed to past and participle in **many different ways**:

	Infinitive	Past	Participle	Spanish
auxiliaries	be	was / were	been	<i>ser, estar</i>
	do	did	done	<i>hacer</i>
	have	had	had	<i>tener, haber</i>
i - a - u	swim	swam	swum	<i>nadar</i>
	sing	sang	sung	<i>cantar</i>
2 equal	feel	felt	felt	<i>sentir</i>
all 3 equal	put	put	put	<i>poner</i>

ETC!

2) SECOND CONDITIONAL (with past simple)

Look at these sentences, what do they say?

If you studied more, you would pass every exam.

If I was the teacher, I wouldn't leave homework.

We use the second conditional to talk about events in the future that are unlikely to happen, because a condition in the past would have to occur first. They often talk about wishes or hypothetical situations.

If you studied more, you would pass every exam. (but you never study!)

If I was the teacher, I wouldn't leave homework. (but you are not the teacher!)

If + subject + past simple / subject + would + normal verb

CONDITION (if + subject + past simple)	RESULT (subject + would + verb)
If I were you,	I would stop smoking.
If she won the lottery,	she would travel around the world.
If he had enough money,	he would buy a house.
If she didn't have a boyfriend,	she would go out with me.
If I didn't go to bed so late,	I would feel better in the morning.

➤ **ACTIVITY 1:** Write the correct form of the verbs in parentheses to complete each side of the second conditional sentences.

1. If he _____ (be) nicer to people, he _____ (have) more friends.
2. If it _____ (not / rain), we _____ (not / have) enough water.
3. You _____ (get) a better job, if you _____ (speak) English.
4. I _____ (be) healthier if I _____ (not / drink) alcohol.
5. If the school _____ (have) money, they _____ (buy) better computers.

3) THIRD CONDITIONAL (with past perfect)

Look at the sentence, what does it say?

If I had passed my exams, I would have gone to Art College.

The third conditional is sometimes called “the past conditional” (it’s an imaginary past). It describes a situation that didn’t happen, and it tries to imagine the result of this situation.

If I had passed my exams, I would have gone to Art College.
(but I didn’t pass the exams! so I didn’t go to Art College)

If + subject + past perfect / subject + would have + participle verb

CONDITION (if + subject + past perfect)	RESULT (subject + would have + participle)
If she had studied ,	she would have passed the exam.
If he hadn’t forgotten his school ID,	he would have gotten in the Museum for free.
If we had taken a taxi,	we wouldn’t have missed the plane.
If I hadn’t eaten so much,	I wouldn’t have felt sick.

➤ **ACTIVITY 2:** Complete the spaces to form third conditional sentences, transform the verbs in parentheses.

1. If I had been (be) born in Japan, I would have learned (learn) to speak Japanese.
2. If she _____ (go) to university, she _____ (study) French.
3. They _____ (not / be) late to school if they _____ (take) an Uber.
4. I _____ (call) you if I _____ (not / forget) your phone number.
5. If we _____ (not / go) to the party, we _____ (not / see) the fight.
6. He _____ (be) on time if he _____ (leave) earlier.

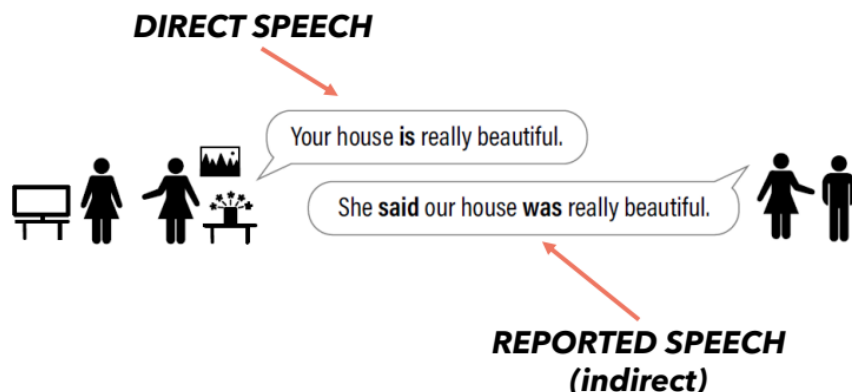
4) TYPES OF TEXT

INSTRUCTIVE	NARRATIVE	DESCRIPTIVE	INFORMATIVE
<p><i>Purpose:</i> To explain how to do something.</p> <ul style="list-style-type: none"> * Says what is going to be achieved. * List of materials or tools that are necessary. * Shows a sequence of instructions. 	<p><i>Purpose:</i> To tell a story.</p> <ul style="list-style-type: none"> * They follow a <u>structure</u>: <ol style="list-style-type: none"> 1. Orientation or introduction 2. Complication or problem 3. Resolution and ending 	<p><i>Purpose:</i> To describe how the things are or were.</p> <ul style="list-style-type: none"> * Describes situations or things and their function or characteristics. * Talks about habits, uses, behavior, describing and explaining them. 	<p><i>Purpose:</i> To give information in an accurate way.</p> <ul style="list-style-type: none"> * Increases reader's knowledge of a subject. * Provides the reader with an enhanced understanding of a specific concept.

Instructivo	Narrativo	Descriptivo	Informativo
<p><i>Propósito:</i> Explicar cómo hacer algo.</p> <ul style="list-style-type: none"> * Dice lo que se va a lograr. * Lista materiales o herramientas que son necesarios. * Muestra una secuencia de instrucciones. 	<p><i>Propósito:</i> Contar una historia.</p> <ul style="list-style-type: none"> * Siguen una estructura: <ol style="list-style-type: none"> 1. Orientación o introducción 2. Complicación o problema 3. Resolución y final 	<p><i>Propósito:</i> Describir cómo son o eran las cosas.</p> <ul style="list-style-type: none"> * Describen las situaciones o las cosas y su función y características. * Habla sobre hábitos, usos, comportamientos, describiéndolos y explicándolos. 	<p><i>Propósito:</i> Brindar información de forma precisa.</p> <ul style="list-style-type: none"> * Aumenta el conocimiento del lector sobre un tema. * Le da al lector un entendimiento aumentado de un concepto específico.

5) REPORTED SPEECH

The things people say are called DIRECT SPEECH. When we repeat what someone said, and report it, we are using what is called REPORTED SPEECH.



The main verb in reported speech is the past of "say": **said**.

We can also use the past of the verb "tell": **told**.

How to form a sentence with REPORTED SPEECH?

EXAMPLE 1 - Woman: "Your house is really beautiful" (direct)

report with "say" (said)

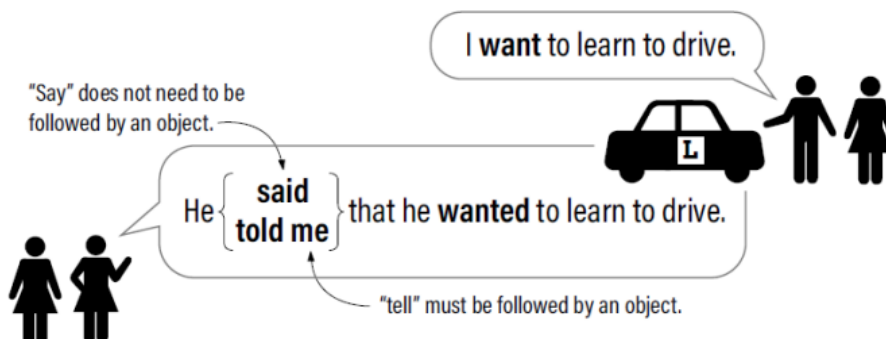
subject	"said"	"that" (optional)	subject /object	past simple	complement
She	said	that	our house	was	really beautiful

EXAMPLE 2 - Man: "I want to learn to drive" (direct)

report with "tell" (told)

subject	"told" + who?	"that" (optional)	subject /object	past simple	complement
He	told me	that	he	wanted	to learn to drive

*Reported speech usually
uses the past simple of
the reported verb.*



➤ **ACTIVITY 3:** Change the direct speech to reported speech using “said”.

1. Peter: “The park is really far.” → *Peter said that* _____
2. Alma: “I don’t have a computer.” → _____
3. My dad: “I hate mushrooms on a pizza.” → _____
4. My mom: “I like going on vacation.” → _____
5. My best friend: “I live in a small apartment.” → _____

➤ **ACTIVITY 4:** Change the direct speech to reported speech using “told”.

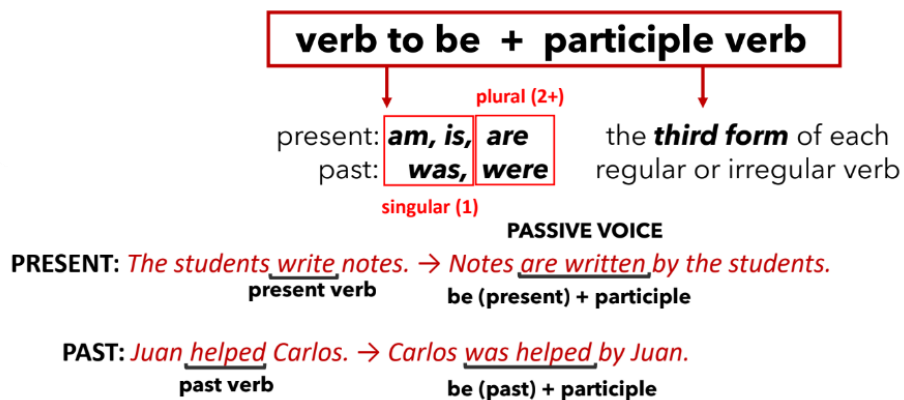
1. The police: “This street is closed.” → *The police told me* _____
2. Carlos: “Buy me a coke, please.” → _____
3. Rosa: “Blue is my favorite color.” → _____
4. My grandmother: “Go home now.” → _____
5. The teacher to the students: “Wait here.” → _____

6) PASSIVE VOICE

Passive voice is a way of speaking and writing in which you change the order of the subject and object. It is used to show interest or focus attention on the person/object which experiences an action.

Structure (formula)

+ To use the passive voice, you have to follow a formula.



➤ **ACTIVITY 5:** Rewrite the sentences from active voice to passive voice in PRESENT.

1. The postman delivers the letters. The letters are delivered by the postman.
2. I do the homework in the morning. _____
3. Burning coal causes acid rain. _____
4. John Green writes books. _____
5. My cousins paint portraits. _____
6. Mexico exports avocados. _____
7. They pay the workers every 15 days. _____
8. Someone should wash the dishes. _____

➤ **ACTIVITY 6:** Rewrite the sentences from active voice to passive voice in PAST.

1. They built my apartment building in 2005. My apartment building was built in 2005 by them.
2. A dog bit me yesterday. _____
3. The organizers cancelled the soccer match. _____
4. My brother painted the living room. _____
5. The storm damaged the houses. _____
6. Someone broke the mirror last night. _____
7. A thief stole all my best jewelry. _____
8. Amy made a beautiful poster. _____