

# Review Session

CCCA4

# Learning outcomes

By the end of this review session, you will be able to:

- Review & practice on various grammatical points
- Reinvest idioms in speaking
- Review the structure of an argumentative essay



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01

# Relative Clauses

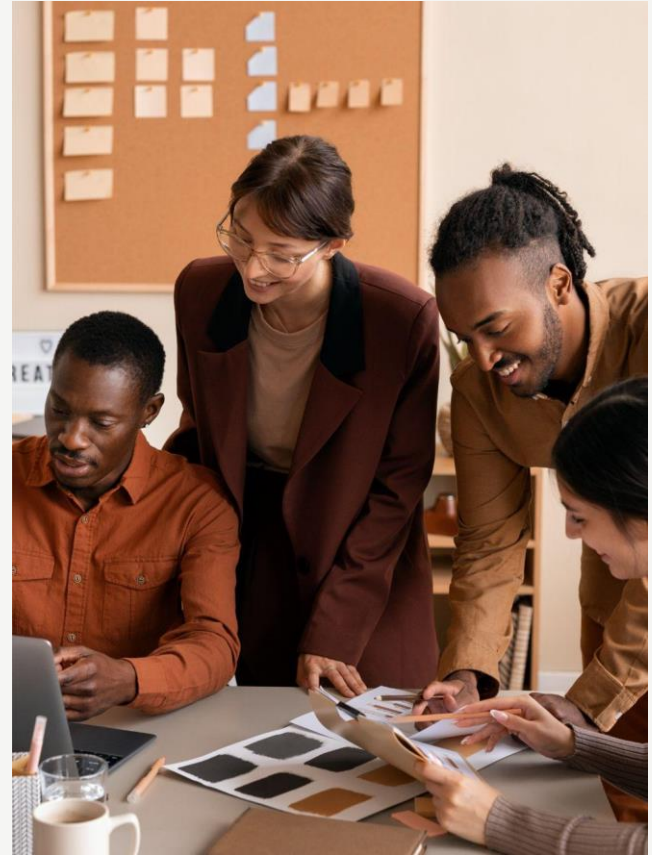
Defining vs non-defining





## What's a relative clause?

- A relative clause is one kind of dependent clause.
- It has a subject and verb, but can't stand alone as a sentence.
- It is sometimes called an “**adjective clause**” because it functions like an adjective—**it gives more information about a noun.**
- A relative clause always begins with a “**relative pronoun**,” which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.



# Relative pronouns in English

<b>Who</b>	Relates to people (Subject)	The musician <b>who</b> wrote this song is French.
<b>Whom</b>	Relates to people (Object)	I know the boy <b>whom</b> sits next to you.
<b>Which</b>	Relates to animals and objects	This is the cake <b>which</b> Mary made.
<b>Why</b>	Refers to reason	Do you know the reason <b>why</b> the market is closed today?
<b>When</b>	Refers to time	The day <b>when</b> the concert takes place is Saturday.
<b>Where</b>	Refers to places	This is the house <b>where</b> my son was born.
<b>Whose</b>	Refers to possession	The boy <b>whose</b> phone just rang should stand up.
<b>That</b>	Relates to people, animals and things	12th September is the date <b>that</b> I was born.



**A Relative clause gives more information about a noun.**

### **Necessary info**

We use defining relative clauses to give essential information about someone or something – information that we need in order to understand what or who is being referred to.

**VS**

### **Unnecessary info**

We use non-defining relative clauses to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.

# Punctuation

## Defining RC

We don't use commas in defining relative clauses:

Example: This is a man who takes his responsibilities seriously.

VS

## Non-defining RC

We use commas around non-defining relative clauses:

Example: Jack, who is English-born with Irish parents, replaces Neil Francis.



## Defining RC

### No relative pronoun

We often leave out the relative pronoun when it is the object of the verb.

Example: They're the people she met at Jon's party.

VS

## Non-defining RC

### Warning:

We don't use that to introduce a non-defining relative clause:  
Allen, who scored three goals in the first game, was the only player to perform well.

Not: ~~Allen, that scored three goals in the first game, was the only player to perform well.~~

# Let's compare!

NON-DEFINING	DEFINING
<p><i>His brother, <b>who works at the supermarket</b>, is a friend of mine.</i></p> <p>He has only one brother, and that brother works at the supermarket.</p>	<p><i>His brother <b>who works at the supermarket</b> is a friend of mine.</i></p> <p>He has more than one brother. The one I'm talking about works at the supermarket.</p>
<p><i>It's hoped that we will raise £10,000 for local charities, <b>which help the homeless</b>.</i></p> <p>The money is intended for local charities. All these local charities help the homeless.</p>	<p><i>It's hoped that we will raise £10,000 for local charities <b>which help the homeless</b>.</i></p> <p>The money is intended for local charities. Some of these local charities help the homeless. There are other local charities as well as these.</p>



...

**Let's practice!**

...

## Task 1: Fill in the blanks with the appropriate relative pronoun

1. I take care of people ..... <sup>that/whom</sup> I love.
2. He ..... <sup>who</sup> strives hard will succeed.
3. The man ..... <sup>who</sup> just walked in is an attorney.
4. I haven't received the book ..... <sup>which/that</sup> I ordered.
5. I talked to the girl ..... <sup>Whose</sup> car had broken down in front of the shop.
6. He finished every project ..... <sup>that / which</sup> he launched.
7. I found the documents \_\_\_\_ <sup>that</sup> I had been looking for.
8. People ..... <sup>who</sup> die for a noble cause never fail.
9. This is the house ..... <sup>that</sup> my father built.
10. Where is the bicycle ..... <sup>which/that</sup> you borrowed from me?

**Task 2: JOIN THESE SENTENCES USING RELATIVE PRONOUNS BEGINNING WITH THE WORDS GIVEN. OMIT THE PRONOUN IF POSSIBLE. ADD COMMAS IF NECESSARY**

1. My school is very big. It is in Madrid.

My school.....  
My school, which is very big, is in Madrid.

2. Robert Pattinson is an actor. He plays Edward Cullen in the Twilight saga.

Robert Pattinson is .....  
Robert Pattinson is the actor who plays Edward Cullen in the Twilight saga.

3. I bought this cake yesterday. It tastes delicious.

The cake .....  
The cake I bought yesterday tastes delicious.

4. Michael is a policeman. His father is a judge.

Michael .....  
Michael, whose father is a judge, is a policeman.

5. I was given a dog. It is very friendly.

The dog .....  
The dog I was given is very friendly.





**02**

# **Passive voice**

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# Passive Voice

## Passive

The passive is often used in notices, announcements and describing processes.

# What Are Active and Passive Voice?

## Active Voice

In an active sentence, the **subject** performs the **action** (the verb) to the **object**.

## Passive Voice

In a passive sentence, the thing that would normally be the **object** gets turned into the **subject** through the use of the passive form of the verb. They are 'receiving' not 'doing'. They often include a prepositional phrase starting with 'by'.



# Identifying Parts of the Sentence

To be able to recognise and use active and passive voice, you must be able to identify the parts of the sentence. In the following sentences, identify the **subject**, **action** (the verb) and **object**:

The **plane is boarded** by the **family**.

The **damage was caused** by the **storm**.

**Issac threw** a **ball** at the window.

The **magician pulled** a **rabbit** from the hat.

**Helen practised** her **recorder** every day.

The **flowers were grown** by my **nan**.

Did you notice the preposition 'by' in some of these sentences?



# Active or Passive Voice?

Now, sort these sentences into the correct places in the table below:

The plane is boarded by the family.

The magician pulled a rabbit from the hat.

Issac threw a ball at the window.

Helen practised her recorder every day.

The flowers were grown by my nan.

The damage was caused by the storm.

<b>Active</b>	<p>The magician pulled a rabbit from the hat.</p> <p>Issac threw a ball at the window.</p> <p>Helen practised her recorder every day.</p>
<b>Passive</b>	<p>The plane is boarded by the family.</p> <p>The damage was caused by the storm.</p> <p>The flowers were grown by my nan.</p>



# Changing Sentences

It is possible to change a sentence from active to passive voice, or from passive to active voice. It is important that you do not change the tense of the sentence. Have a go at altering these sentences:

On the plain, the lioness chased an antelope.

**On the plain, an antelope was chased by the lioness.**

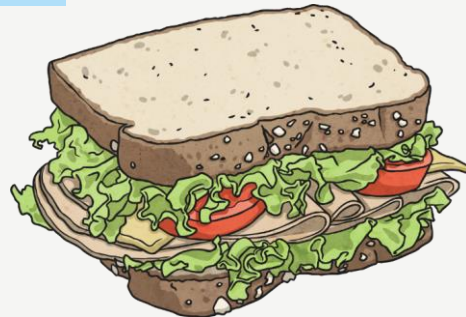
Harry ate sandwiches for lunch.

**Sandwiches were eaten by Harry for lunch.**

The carrots are always eaten by my brother.

**My brother always eats the carrots.**

Are your new sentences active or passive?



# Quick Quiz 1

Which sentence is written in the passive voice?

Keira played for the netball team.

**The tasty meal was cooked by my mum.**

My little brother always wakes up early.

I am lucky to be going on holiday to France with my best friend's family.



# Quick Quiz 2

Underline the objects in these active sentences:

I climbed the tallest tree in the park yesterday.

The class boarded the coach noisily to go on their trip to London.

We eat our lunch on the field in the summer.



# Quick Quiz 3

**Rewrite these sentences in the passive voice:**

1. Gina visited the library regularly.

**The library was visited by Gina regularly.**

2. My family always eat turkey for Christmas dinner.

**Turkey is always eaten by my family for Christmas dinner**

3. The lazy girl ignored her alarm clock.

**The alarm clock was ignored by the lazy girl.**

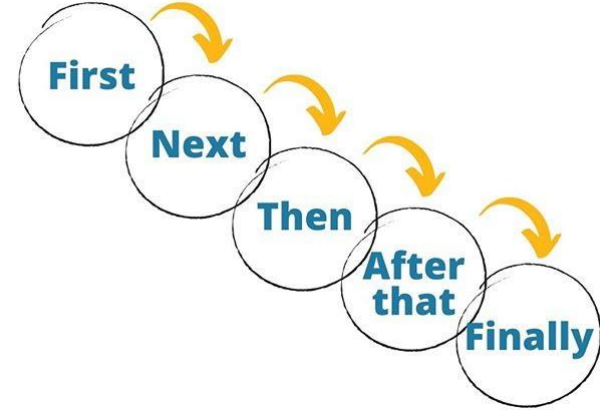


# Time Sequencers

We use **time sequencers** to:

- sew paragraphs together by connecting one idea to the other.
- show when one stage finishes and the next one starts when describing a process.

Examples are: first, second, third, after that, then, later, next day, before, two minutes later, when, as soon as, once, subsequently, while, at the end, finally...





**Guess the appropriate time sequencers.**

**To begin with/First**..., identify a research problem.

**Then/Second**..., formulate the problem in terms of the specific aspects of the general area of your interest that has not been so far researched.

**After/Once** discovering and defining the research problem, researchers should make a formal statement of the problem leading to research objectives.

The research design is the blueprint or framework for fulfilling objectives and answering research questions.

**Following this./Henceforth** comes sampling, which is an important and separate step in the research process.

The gathering of data may range from simple observation to a large-scale survey in any defined population.

**Subsequently/Afterwards** data are edited to ensure consistency across respondents and to locate omissions, if any.

The entire task of a research study is **finally/eventually/at last** accumulated in a document called a proposal.



03

# Idioms





# Idioms

An idiom is a phrase, saying or a group of words that has a metaphorical (not literal) meaning.

You may know the meaning of individual words, but not the overall meaning when they are put together in a particular way.



## CHOOSE THE CORRECT OPTION AND GIVE AN EXAMPLE

**People heard about the book by  
word of mouth, so the publisher**

- a. didn't have to spend much on marketing ✓
- b. had to spend a lot on marketing
- c. had to sell it at a lower price

The best possible marketing tool is word of mouth, but a product has to be extremely good to earn it.



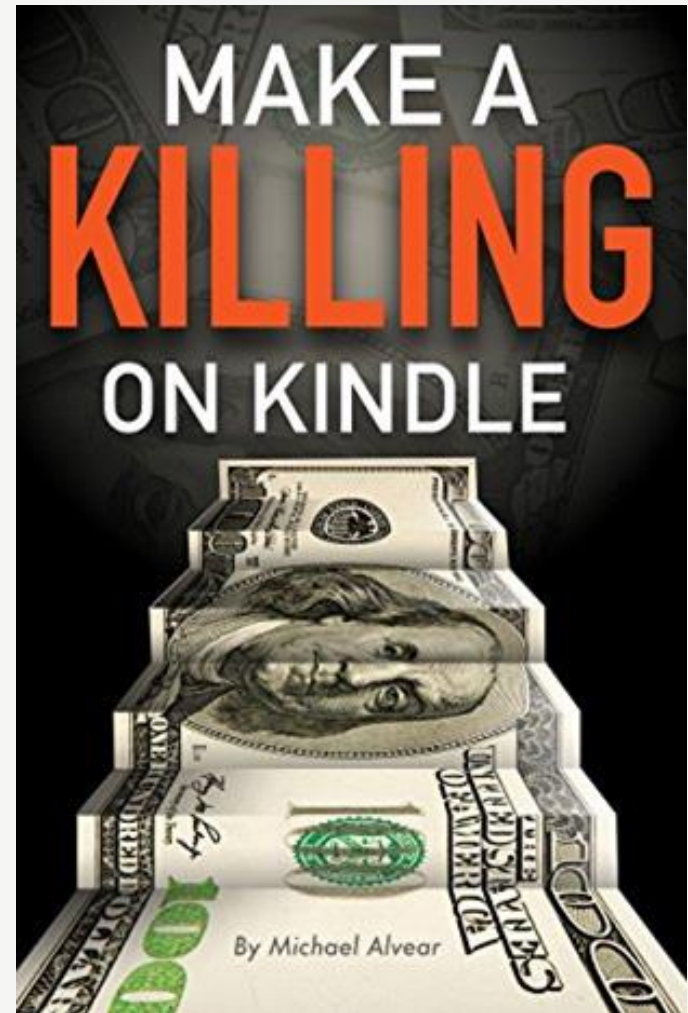


## CHOOSE THE CORRECT OPTION AND GIVE AN EXAMPLE

**After James made a killing on the stock exchange, he**

- a. did his time in jail
- b. recovered in a hospital
- c. celebrated in a nightclub ✓

Lots of people made a killing when property values went so high back in the nineties.

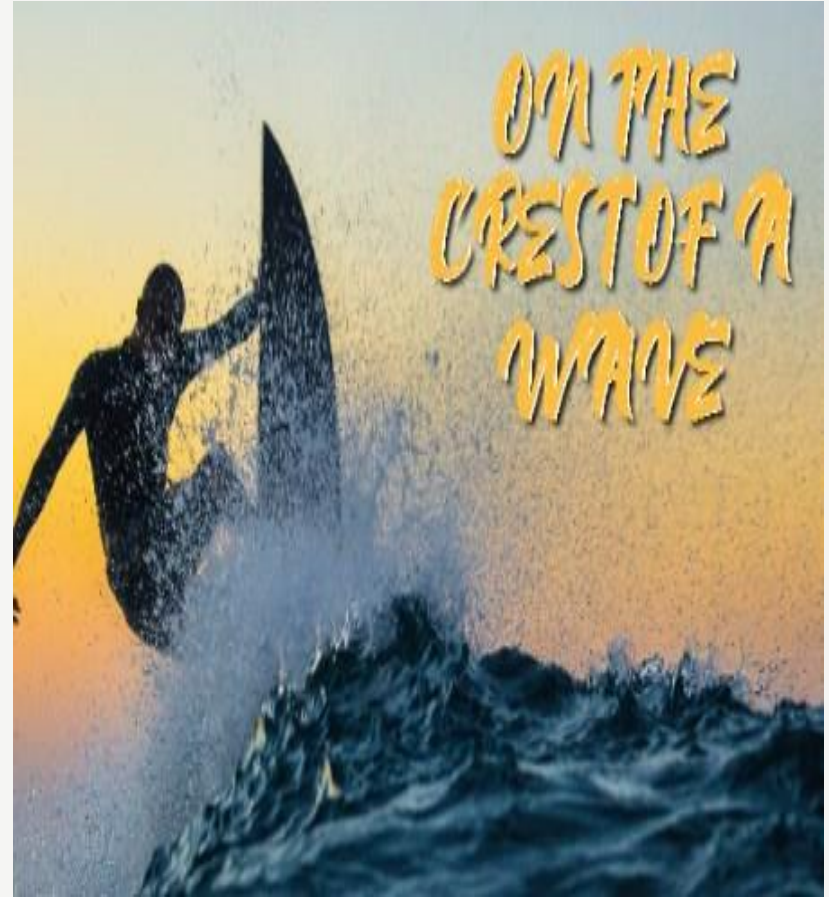


## CHOOSE THE CORRECT OPTION AND GIVE AN EXAMPLE

### To be on the crest of a wave

- a. to be at the same level
- b. to be at the top level of achievements ✓
- c. to have low self-esteem

The baseball team is riding the crest of a wave after their last win.



## CHOOSE THE CORRECT OPTION AND GIVE AN EXAMPLE

### Sail through something

- a. Being successful in doing something without difficulty ✓
- b. Works very well or has the desired effect
- c. Clever or expert way of doing something

Thanks for your help, we could sail through that grassy slope.

GOOD LUCK,  
YOU'LL SAIL  
THROUGH



## To eat one's hat:

- a. to be sure something will happen ✓
- b. to be hesitant something will not happen

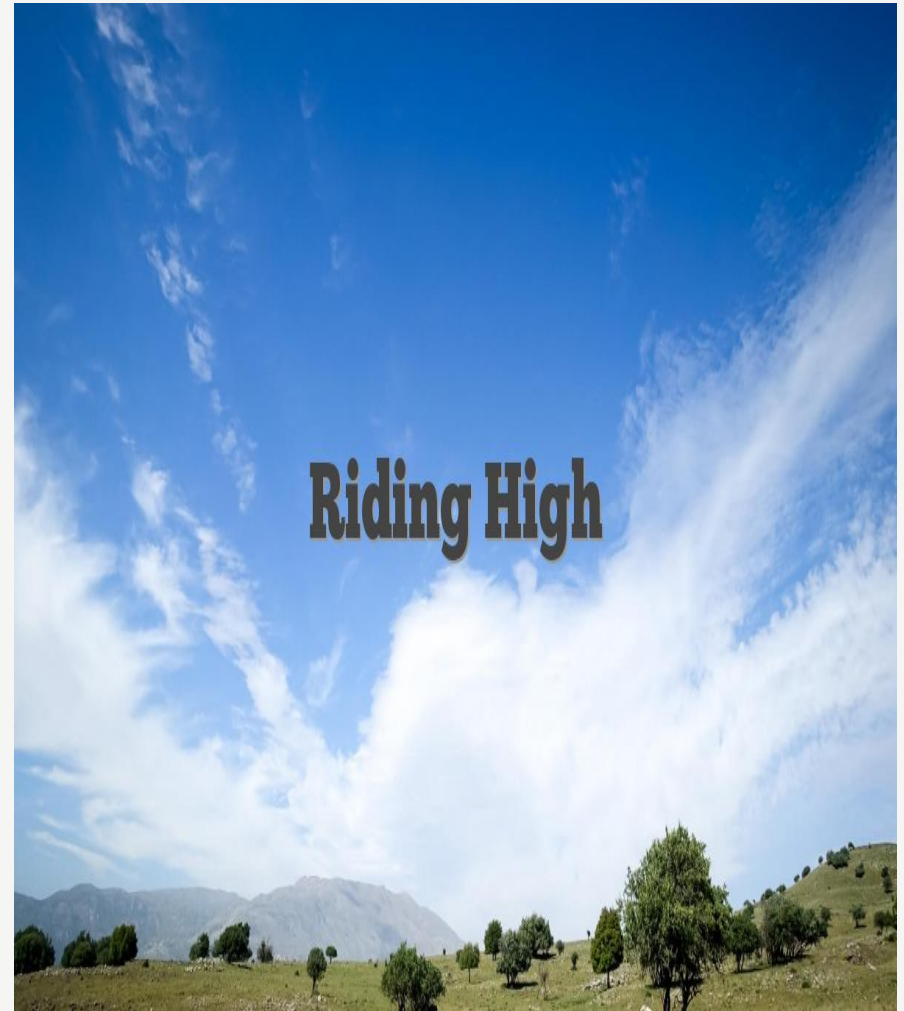
I'll eat my hat if you get a raise.



## Riding high

- a. to behave in an arrogant way
- b. to be very happy & excited ✓
- c. to be raised high off the ground

He was riding high because of his daughter's recent success in the business.





## Do not count your chickens before they hatch:

- a. do not share your secrets
- b. do not make plans that depend on something good happening before you know that it has actually happened ✓

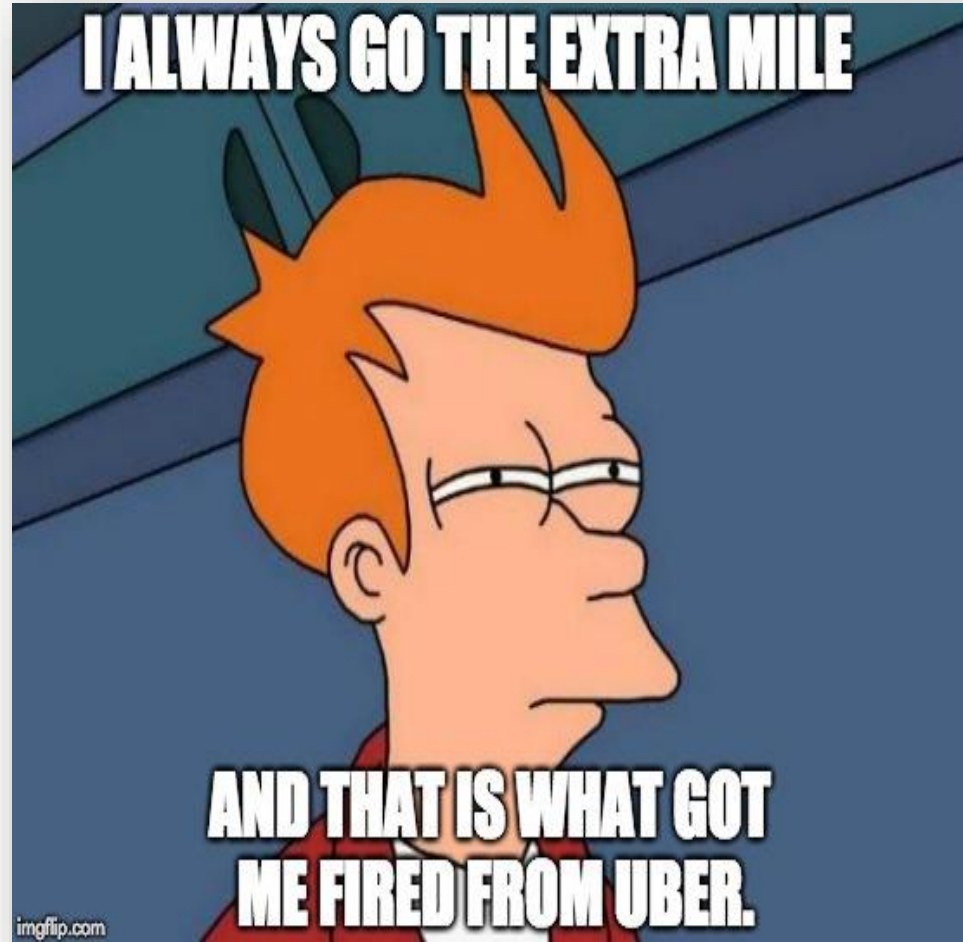
Before committing to make the payment, wait till you receive the money from the bank. Don't count your chickens before they hatch.



## Go the extra mile:

- a. you are willing to make a special effort to achieve something. ✓
- b. you walk a bit more although you are tired just to prove that you can.

The President is determined to go the extra mile for peace.



## To keep your eye on the ball:

- a. to pay close attention to what you are doing ✓
- b. to hold something firmly out of fear

I graduated in just three years because I was able to keep my eye on the ball and prioritize my studies above all else.





**04**

# **Embedded questions**

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# Embedded Questions

A sort of question that is embedded within another question or sentence is known as an embedded question. There must be no auxiliary verb between the question word and the subject, which sets it apart from other sorts of inquiries. There's no need to include a question mark at the end of the statement if the embedded question isn't part of another question. Embedded inquiry sentences are generally preceded by common opening words.

- I am not so sure...
- I would like to know...
- Could you tell us...
- Do you know...
- I wonder...
- Would you mind...
- Let's ask...

## Task : Work in pairs to change direct questions into embedded ones

- 1) What time is it? **Do you know** ..... what time it is .....?
- 2) Will he be back soon? **You wouldn't happen to know** he will be back soon. **Would you?**
- 3) Could I have a word with you? **I was wondering...**if/whether I could have a word with you
- 4) What do you mean? **I'm not really sure** ..... what you mean
- 5) Do you need anything? **Let me know**.....if/whether you need anything.
- 6) Does it hurt? **Tell me**....if it hurts what time the bank
- 7) What time does the bank close? **You couldn't tell me**.....closes.....**could you?**
- 8) What are we supposed to be doing? **Do you know**..... what you are supposed to be doing
- 9) How long have we been waiting? **Have you any idea**.....about how long we have been waiting
- 10) How much did she pay for her new hair do? **I wonder**.... how much she paid for her new hair

**05**

## **Future perfect vs future perfect progressive**



# Future perfect

## Future perfect : form

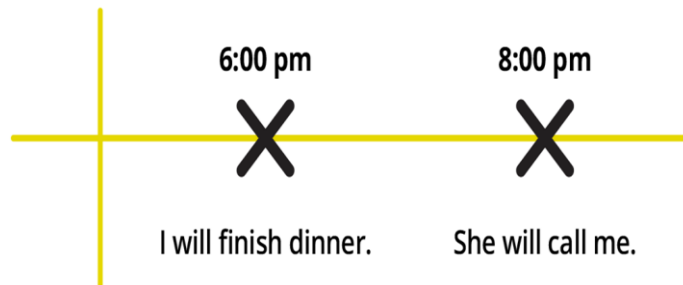
We use *will/shall* + *have* + the *-ed* form of the verb.

We use *shall* only for future time reference with *I* and *we*. *Shall* is more formal than *will*.

## Future perfect : use

Events finished by a certain time in the future

I will have finished dinner by the time she calls me tonight. / By the time she calls me tonight, I will have finished dinner.



# Future perfect continuous

## Future perfect continuous: form

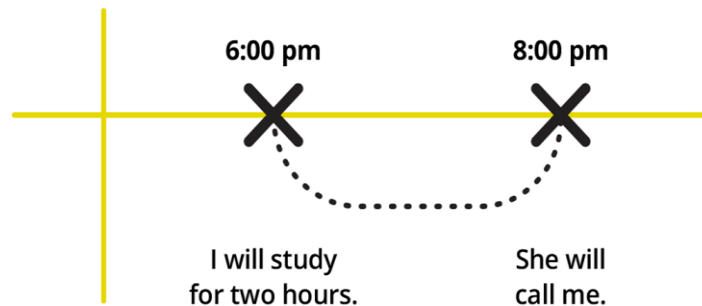
We use *will/shall* + *have* + *been* + the *-ing* form of the verb.

We use *shall* only for future time reference with *I* and *we*. *Shall* is more formal and less common than *will*.

## Future perfect continuous: use

Emphasising the length of an event at a time in the future

I will have been studying for two hours by the time she calls me tonight. / By the time she calls me tonight, I will have been studying for two hours.



...

**Let's practice!**

...

## Put the verbs between brackets in the future perfect tense

1. I'll tell you tomorrow. I ..... **will have decided** by then. (decide)
2. When you come next time, we ..... **will have moved** in a new house. (move)
3. By the time we reach the coast, the storm ..... **will have ended** . (end)
4. In two years time I ..... **will have finished** my university studies. (finish)
5. He ..... **will have completed** the film before he retires. (complete)
6. Next year we ..... **we will have been** in Spain for ten years. (be)
7. Don't worry. I ..... **will have contacted** the manager by noon. (contact)
8. The dinner will be ready when we get back. Mum ..... **will have cooked** it. (cook)
9. Please, call again later. Mr. Jones ..... **will have returned** by two o'clock. (return)



## Select the right option (use the present perfect continuous)

1. My mom \_\_\_\_\_ for two days by the time I see her.
  - ☐ has been travelling
  - ☒ will have been travelling ✓
  - ☐ will has been travelling
2. They'll be exhausted by dinner. They will have been \_\_\_\_\_ hockey for seven hours.
  - ☒ playing ✓
  - ☐ Played
  - ☐ play
3. Will you \_\_\_\_\_ here for ten years by the time of the Christmas party?
  - ☐ have been worked
  - ☐ have to work
  - ☒ have been working ✓
4. It's a 24-hour relay. They'll only have been \_\_\_\_\_ for half the time by 6pm.
  - ☐ ran
  - ☐ run
  - ☒ running ✓

5. We \_\_\_\_\_ been waiting long.

- ☐ will not have
- ☐ have not will
- ☒ will have not ✓✓

6. I \_\_\_\_\_ working for two years.

- ☐ willn't have been
- ☒ won't have been ✓✓
- ☐ not have been

7. Won't they \_\_\_\_\_ travelling for two weeks by then?

- ☒ have been ✓✓
- ☐ had been
- ☐ has been

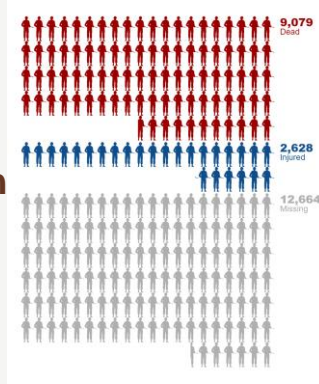
8. The teachers will \_\_\_\_\_ for a month by the time the deal is made.

- ☒ have been striking ✓✓
- ☐ will strike
- ☐ will be striking

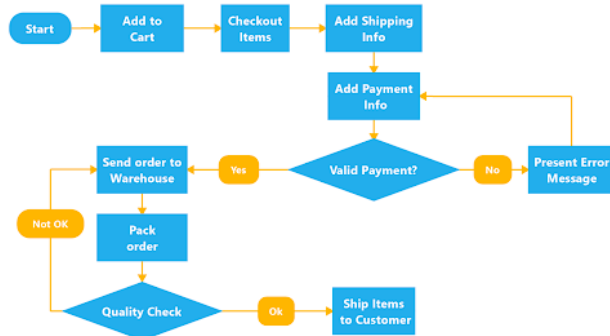
# **Charts' description**

# Guess the chart type!

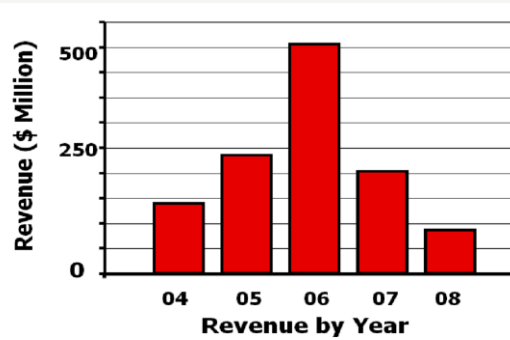
Pictograph



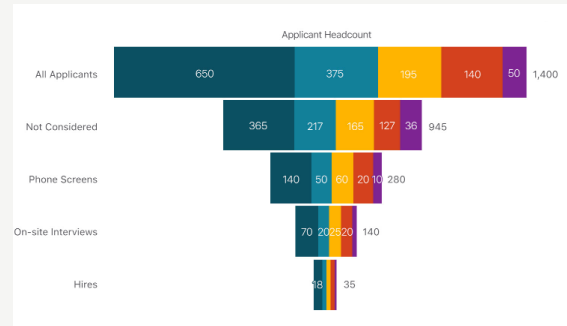
Flow chart



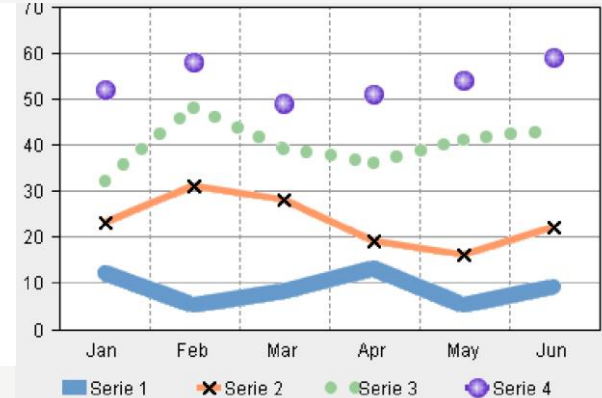
Bar graph



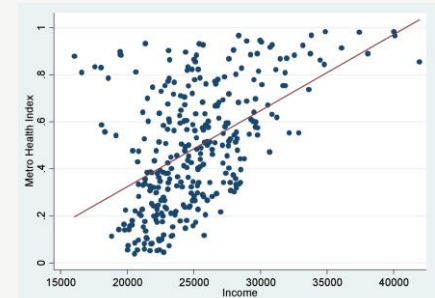
Funnel chart



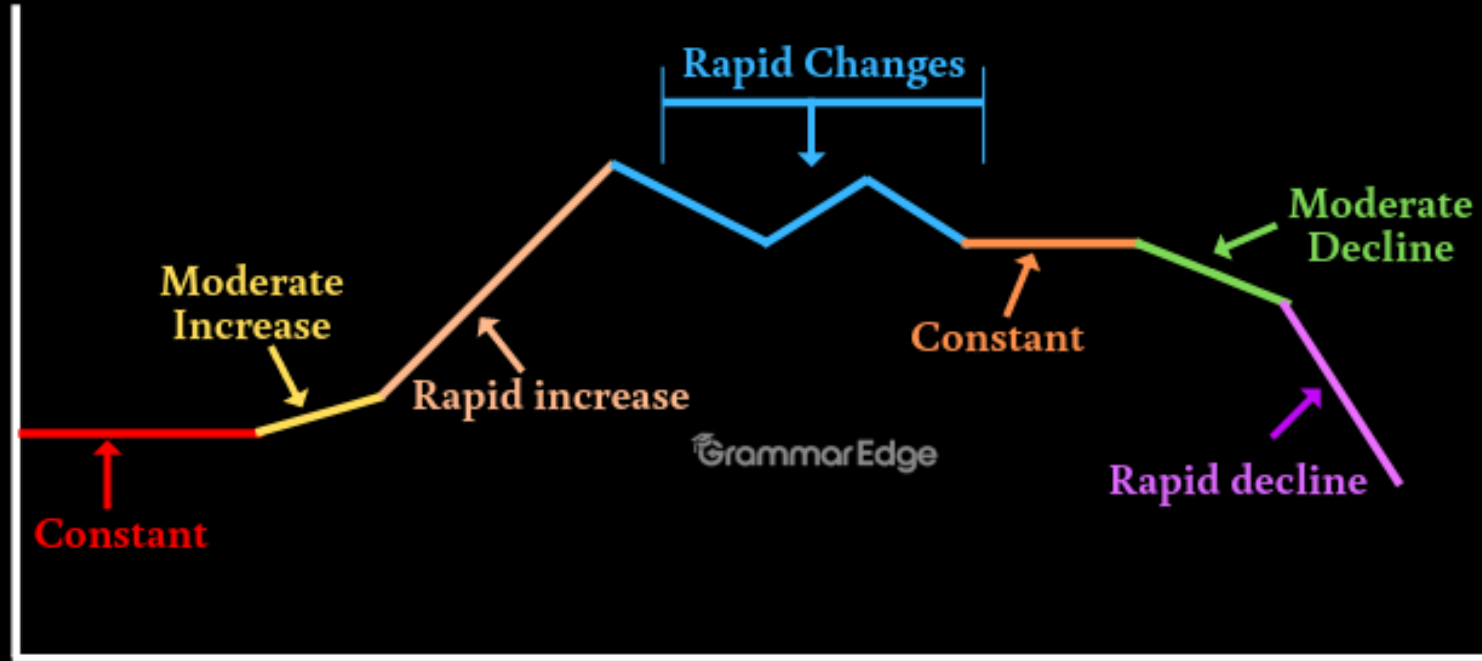
Line chart



Scatter plot



# Types of Trends



# VOCABULARY

Upward trend	Downward trend	Other vocabulary
rise / a rise increase / an increase climb / a climb grow / a growth go up peak at reach a peak of hit a high of	decrease / a decrease drop / a drop fall / a fall decline / a decline dip / a dip hit a low of bottom out	fluctuate / a fluctuation remain steady remain stable remain unchanged level off plateau



## TO GO UP OR DOWN A LITTLE

Verbs	adverbs	Nouns (a/an)	adjectives
to increase to grow to rise to improve to go up	dramatically considerably significantly sharply substantially moderately slightly	an increase a growth a rise an improvement an upturn	dramatic considerable significant sharp substantial moderate slight
to decrease to fall to drop to decline to go down	abruptly, suddenly, rapidly, quickly, steadily, slowly gradually...	a decrease a fall a drop a decline a downturn	abrupt sudden rapid quick steady slow gradual

grow, rise, increase – **not** followed by “up”

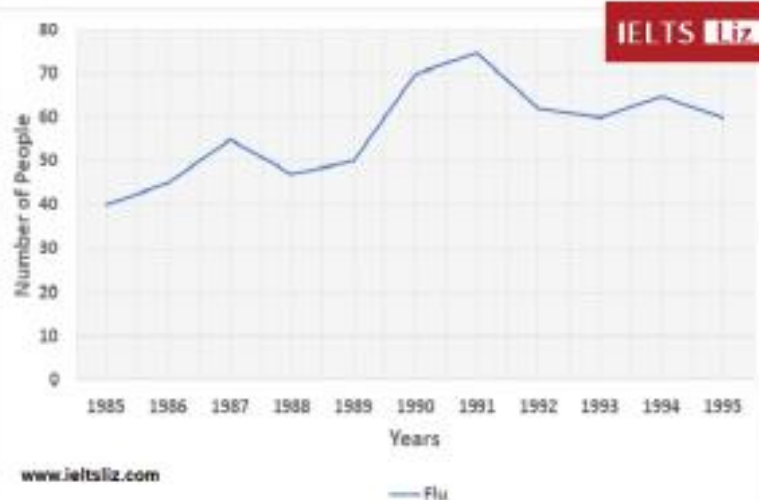
fall, drop, decrease – **not** followed by “down”

## Questions 1-5

Fill in the gaps with the correct vocabulary.

The number of reported cases of influenza began at 40 in 1985 after which the figure (1) **rose / increased / climbed** steadily to reach about 55 in 1987. In 1988, there was a (2) **a drop** in the number to below 50 before (3) **climbing / increasing /** to reach a (4) **peak** (5) **of** approximately 75 in 1991. After that date, the figure dropped to about 55 in the final year.

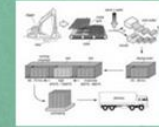
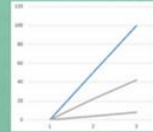
The graph below shows the reported number of cases of influenza in people over 65 in a certain village in the UK from 1985 to 1995.





# Verb tense rules for charts

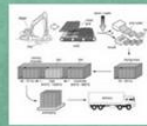
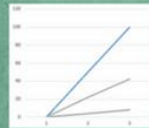
**Rule 1:** Use present simple to write about the graphic and about processes.



**Rule 2:** Use past simple (e.g. “increased”) to write about the past.

	2006	2008	2010
Make calls	100	100	99
Take photos	66	71	76
Send & receive text messages	73	75	79

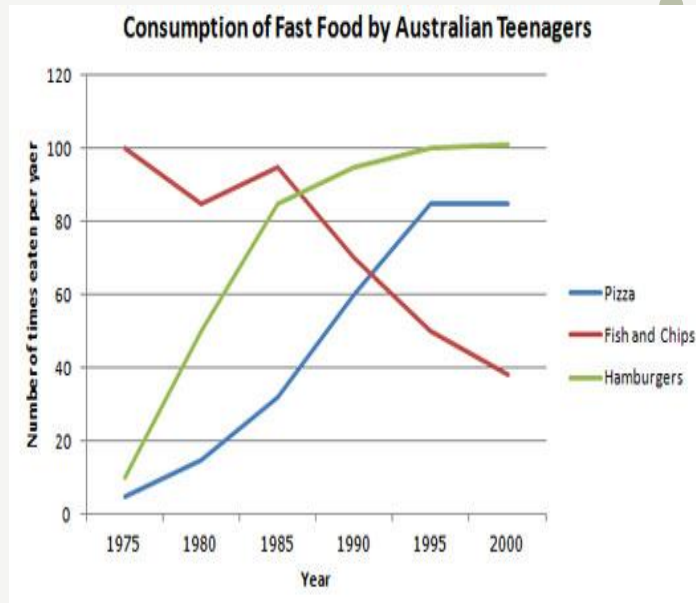
**Rule 3:** Use passive voice (e.g. “is sent”) often to write about processes, predictions, and sometimes maps.



## Task : Put the bracketed verbs in the right tense

The line graph (to compare) ..... the fast food consumption of teenagers in Australia between 1975 and 2000, a period of 25 years. Overall, the consumption of fish and chips (to decline) ..... over the period, whereas the amount of pizza and hamburgers that (to eat) **Were eaten** ..... increased.

In 1975, the most popular fast food with Australian teenagers **was** fish and chips, (to eat) ..... 100 times a year. This was far higher than Pizza and hamburgers, which (to consume) ..... approximately 5 times a year.



# Structure of a chart description

There are three basic things you need to structure a chart description.

**1. Introduce the graph:** paraphrase the title of the graph, making sure you put in a time frame if there is one.

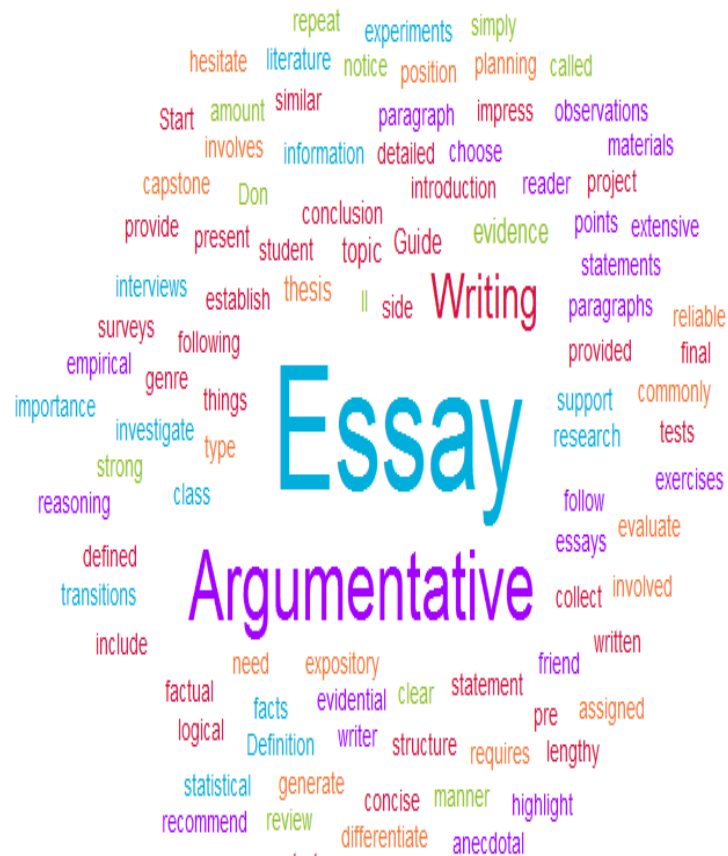
**2. Give an overview:** state what the main trend or trends in the graph are

**3. Give the detail:** The key to organizing your body paragraphs is to **group data** together where there are **patterns**. To do this you need to identify any **similarities** and **differences**.



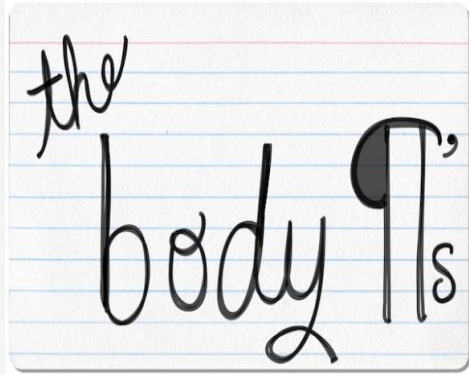


# WRITING



# Argumentative Essay

- ✓ A a piece of writing that takes a stance on an issue.
- ✓ The writer attempts to persuade readers to understand and support their point of view about a topic by stating their reasoning and providing evidence to back it up.



*Conclusion*

The writer outlines the topic, provides background information necessary to understand the arguments, outlines the evidence that will be presented and states the thesis.

It is a concise, one-sentence summary of your main point and claim.

Body paragraphs are where you back up your claims with examples, research, statistics, studies and text citations. Each body paragraph should cover a different idea or piece of evidence and contain a topic sentence that clearly and concisely explains why the reader should agree with your position. Address opposing points of view and disprove them or explain why you disagree with them.

It restates your thesis & summarizes all of the arguments made in your body paragraphs.

Are  
you  
ready?

*Let us assess  
what you have  
just reviewed!*

**The main purpose of an argumentative essay is ..**

- a. To persuade your audience into believing your side of the argument. ✓**
- b. To argue over a certain topic without considering the other side viewpoints**
- c. To argue about a topic until your opponent gets angry and leaves**



**How many parts is an argumentative essay made of ..**

**a. 2**

**b. 3** ✓

**c. 4**

**d. 5**

**The introductory paragraph of an essay requires:**

**a. The topic, thesis, and main ideas**

**b. The topic, thesis, and supporting details**

**c. The reason for the essay, the topic, and thesis** ✓

**What is the information that supports the writer's reasoning?**

- a. topic**
- b. claim**
- c. conclusion**
- d. evidence ✓**

**The conclusion of an argumentative essay should:**

**a. include new facts & more arguments.**

**b. have a restatement of the thesis and summarizes the arguments** ✓

**c. never use a personal anecdote explaining how the topic personally affects the writer**

**Which option below is an example of a thesis?**

**a. Deforestation is detrimental to our environment because species are losing their habitats, climate change, and fewer forests. ✓**

**b. Deforestation can be good and bad for the environment.**

**c. Does deforestation hurt the environment?**

**The smooth, logical flow of sentences within a paragraph is called...**

**a. Paragraph deduction**

**b. Paragraph coherence** ✓

**c. Paragraph personality**

**.....are the clue words for sequencing ..**

**a. Hence, Therefore, etc.**

**b. First, Next, Then, Finally, etc. ✓**

**c. Main idea, Details, etc.**

**the order of the sentences in a body paragraph should be ..**

**a. Evidence, explanation and topic sentence.**

**b. Explanation, evidence and topic sentence**

**c. Topic sentence, evidence, explanation.✓**

**d. Explanation, topic sentence ,evidence**



**Nonetheless is a linking word to...**

**a. List an argument**

**b. Add more points**

**c. Contrast** 

**Which transition signals a conclusion?**

**a. In short** ✓

**b. In addition**

**c. Henceforth**

# Thank you for your attention!

Do you have any questions?

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