

Participle clauses

1) With participle clauses we use fewer words to express an idea.

When he arrived at the station, James bought a ticket.

Arriving at the station, James bought a ticket.

2) We use the present participle when two actions are happening at the same time.

Smiling cheerfully, Simon greeted his guests.

3) When one action is completed before the next starts, we can use having + past participle.

Having finished his work, he went home.

4) Passive sentences can also be expressed in fewer words by using participle clauses.

The boat was damaged by the storm and sank.

Or **Having been damaged** by the storm, the boat sank.

5) Notice how prepositions (when, while, before, after, on, instead of, without, by) can be used in participle clauses.

Before going to bed, he turned off the lights.

On arriving at the airport, we checked in.

Without thinking, he dived into the river.

In all the sentences above, notice how both clauses have the same subject.

Modal verbs + perfect infinitive

I can't find my key. I **must have left** it at home. (= I believe I left it at home.)

You **ought to / should have studied**. (= You had an obligation to study but you didn't.)

The exam was hard. I **can't have passed** it. (= It's impossible that I have passed it.)

You were there. You **could have said** something. (= It was possible to say something but you didn't.)

I can't find John. He **may / might have gone** home. (= It's possible that he has gone home.)

The boat sank? He **might have drowned!** (= Drowning was a possibility but he didn't drown.)



Revision based on Unit 3

A. Language functions

1. Supply the missing parts in the following dialogue:

Mother: Have , Susie?

Susie : Yes, mum.

Mother: Sort of? You've been doing your homework for 2 hours now.

Susie : Yeah, mum. I've got today.

Mother: Do you need?

Susie : Thanks mum, I've almost

B. Vocabulary & Structure

2. Choose the correct words in brackets.

1. It's known that a train runs on a (**bed - railway - stage - waist**) line.
2. Amego's uncle has a (**planting - printing - lending - spreading**) firm. He'll print the tickets for the festival.
3. Sarah's writing on the (**smog - mind - air - envelope**) was difficult to understand or read.
4. Radwa went into the kitchen to (**give out - pick out - find out - set out**) what was happening.
5. The new helpers should fill in this (**reflection - application - section - friction**) form.
6. (**Arrive - Arrives - Arrived - Arriving**) at the station, James bought a ticket.
7. (**Damage - Damaged - Damaging - Damages**) by the storm, the boat sank.
8. (**Have - Having - Has - Had**) been damaged by the storm, the ship sank.
9. (**Frighten - Frightening - Frightens - Frightened**) by what this mean, he was shocked.
10. Having been (**convince - convinced - convinces - convincing**) that she was alone, Ann was shocked.

2. Choose the correct words in brackets.

1. She's (**looking - taking - seeming - booking**) forward to her holiday.
2. We can start the meeting right now. What's on the (**literature - art - agenda - clue**)?
3. Tom watches day by (**week - day - month - year**) as the column of smoke comes closer.
4. You should describe (**on - in - of - off**) detail what you saw in the party.
5. The roses (**searched - spoke - deleted - swayed**) in the wind.
6. Before (**go - went - going - goes**) to bed, he turned off the lights.
7. After (**live - lived - living - lives**) alone for many years, she began to think about her friends.
8. Oh, sorry! I must (**has forgotten - have forgotten - is forgotten - was forgotten**).

Unit 3

9. You should have (**say - said - says - saying**) something in the meeting.
10. Without (**think - thinks - thought - thinking**) he dived into the river.

3. Rewrite the following sentences using the words in brackets:

1. He should have taken his pencil case. (**What**)
.....
2. Marwa hasn't finished work yet. (**may have**)
.....
3. Did the bomb explode two hours ago? (**go off**)
.....
4. The taxi approached the building. (**come up**)
.....
5. Father went to the barn to discover what was happening. (**find out**)
.....

3. Rewrite the following sentences using the words in brackets:

1. That poor dog is very thirsty. (**can't have**)
.....
2. Thank goodness you repaired my bike. (**might have**)
.....
3. While they were travelling in the desert, they saw some camels. (**travelling**)
.....
4. When did the event happen? (**take place**)
.....
5. The conference seemed to continue forever. (**go on**)
.....

C. Reading comprehension

4. Read the following passage and answer the questions below:

Many things we use every day go from place to place on wheels, e.g. the bus, the motorbike, the car, ... etc. One of the vehicles that move on wheels is the bicycle. Bicycles are important for both young people and grown-ups. People use them for fun and for work all over the world.

The history of the bike is interesting. In 1818, the bicycle had no pedals. The pedals were added in 1839. The pedals made them move faster than the old ones. More speed was possible by making the front wheel very large. But such bicycles were dangerous to ride. By 1900, most of the bicycle parts that we know today were developed. They include equal-sized wheels, brake to stop the bike, a chain connecting the pedals to the **rear** wheel, and various speeds. Bicycling is now an exciting sport and a means of transport. Using the bike to go to school or to work is a clean way of moving around. Unlike other means of transport, the bike keeps the air clean. Another good thing about the

bike is that it does not need a big space to park. This is why some big cities in the world, people only ride bicycles.

A. Answer the following questions:

1. What do buses, cars and bicycles have in common?

.....
2. How were bicycles made faster?

.....
3. When was the bicycle that we know today first produced?

B. Choose the correct answer.

4. The underlined word 'rear' means (front - side - top - back).

5. In big cities bicycles are widely used because they (can be parked in a small place - have one speed - are faster than the other means - are more dangerous than cars).

6. A bicycle is a clean means of transporter because it (has two wheels - has pedals - has no motor - is not fast).

D. Writing

5. Write a paragraph of ten sentences on only one of the following topics:

1. When I was ten,

2. Summer holidays

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Test on Unit (3)

A. Language functions

1. Supply the missing parts in the following dialogue:

Hana: How do you think we can improve our country?

Rana: The first thing is

Hana: this is the most important step?

Rana: Because education will improve our country in the long term.

Hana: But don't you think

Rana: Of course, we'll need to set up health programme too.

Hana: But how?

Rana: We can simply raise money by improving our economy.

Hana: That's idea!

B. Vocabulary & Structures

2. Choose the correct words in brackets:

1. The event is biennial. It happens every two (**centuries - years - months - days**).
2. This is the best multi- (**via - media - dia - fiacre**) show we've ever seen.
3. The telephone was (**alive - dead - facial - irritable**) last night.
4. (**Telescope - Telegraph - Telepathy - Path**) is the supposed communication of thoughts or ideas by means other than the known senses.
5. Students should be well- (**organise - organises - organised - organising**).
6. I can't find my key. I must have (**leave - leaving - leaves - left**) it at home.
7. While (**study - studied - studying - studies**) for her science exam, Sally fell asleep.
8. (**Look - looking - looks - Looked**) through her binoculars, Ann saw smoke.
9. Having (**eat - eating - eaten - eats**) all the crops, the birds flew off.
10. We (**couldn't - aren't - don't - hasn't**) have discussed it earlier.

3. Rewrite the following sentences using the words in brackets:

1. They didn't think they dived into the lake. **(Without)**
.....
2. Before the Indian tourists left the city, they bought some souvenirs. **(...leaving...)**
.....
3. He may have read the whole story. **(not)**
.....
4. Rana got a poor mark for her composition. **(should have)**
.....
5. The children's bus approached to the house. **(come up)**
.....

C. Reading comprehension**4. Read the following passage and answer the questions below:**

Many of the world's most beautiful and interesting creatures are disappearing. Why is this? in some cases, the animals' natural habitat is being destroyed. In other cases, animals are hunted for their fur, skin or other products. In China, there are now very few pandas. The forests of bamboo, which are their only food, are being cut down so that towns can be built. In Borneo, forests are also being destroyed so that farmers can use the land for growing crops. This means that the orangutan apes no longer have a home. In Asia, the number of tigers is decreasing. They are hunted for their beautiful striped skins. In Africa, elephants are shot for their tusks and rhinos for their horns. Crocodiles are hunted for their skins and whales for their meat and oil. If we want these beautiful animals to survive, we must tell the farmers, builders and hunters to stop. And they must stop now before it is too late.

A. Answer the following questions:

1. Why are most beautiful and interesting creatures disappearing?

2. Why are animals hunted?

3. Why are forests, in Borneo, being destroyed?

B. Choose the correct answer.

4. Tigers are hunted for their beautiful striped (**skins - tusks - meat - heart**).
5. Whales are hunted for their meat and (**tails - oil - eyes - brows**).
6. (**Merchants - Hunters - Farmers - Teachers**) are destroying forests in order to use the land for growing crops.

D. Writing**5. Write a paragraph of ten sentences on only one of the following topics:**

1. Unforgettable Day

2. My birthday

E. Literature**6. Poetry****Answer the following questions:**

1. Write down the first eight lines of the poem "Composed Upon Westminster Bridge".
2. What does the poet encourage the people to do in his poem "Blow Blow"?