

Unit 5

Unit (5) - Grammar Summary

(to be able to) to be able to expresses ability.

Present: She is able to drive.

(**can** is more common: She **can** drive.)

Past: I was able to swim when I was four.

(**could** has the same meaning: I **could** swim when I was four.)

Future: He will be able to speak fluently soon.

Present perfect: I haven't been able to sleep.

Past perfect: They had been able to escape.

Conditional: If we had a car, we would be able to drive to school.

Conditional perfect: If you hadn't overslept, you would have been able to catch the train.

Infinitive constructions: he hopes to be able to study law.

Gerund constructions: I enjoy being able to travel.

Modal constructions: They should be able to survive.

He must have been able to buy it.

was / were able to also describes an achievement in the past, something that was successfully completed.

The violet storm was terrifying but eventually the ship was able to reach the safety of the harbour.

(Here it means the same as managed to or succeeded in. It does not have the same meaning as **could**.)

Reported questions with modal verbs

When the reporting verbs is in the past tense, some modal verbs change in reported speech.

"**Must** we leave?" →

He asked if we **had to** leave.

"Do you **have to** go?" →

I wanted to know if they **had to** go.

"**Can** I help you?" →

She asked whether she **could** help me.

"Where **may** I sit?" →

She wondered where she **might** sit.

Some modal verbs do not change:

"What **should** I say?" →

He asked what he **should** say.

These verbs do not change: should, ought to, might.

When reporting questions, you can use if, whether or a question word.

Be very careful about the order!



Revision based on Unit 5

A. Language functions

1. Supply the missing parts in the following dialogue:

Samir :

Yasser: My favourite hobby is scuba diving.

Samir :

Yasser: when I was ten years old.

Samir :

Yasser: I practise it with my father.

Samir : How do you feel when you practise it?

Yasser:

Samir : Can you teach me how to practise it?

Yasser:

B. Vocabulary & Structure

2. Choose the correct words in brackets.

1. You should try to find pictures to (**turn - illustrate - spend - work**) your talk.
2. When we are nervous, ashamed or stupid, we feel (**statement - environment - embarrassment - government**).
3. She was sitting on a (**cheat - bench - punch - pinch**) when she fell down to the ground.
4. Athletes change their clothes in (**lock - locker - truck - track**) rooms.
5. A (**locker - cafeteria - spaceship - clinic**) is a place where a waitress works.
6. She asked whether she (**can - will - could - was**) help me.
7. Gustav asked where the spectators might (**find - found - finds - finding**) their tickets.
8. They asked if (**could they - they could - they are - they were**) let him know how big his audience might be.
9. Miss Jackson wanted to know (**that - not to - whether - to**) the sculpture exhibition had to be indoors.
10. She was wondering where (**should we - we should - did we - have we**) put the sculpture exhibition.

2. Choose the correct words in brackets.

1. They looked (**proud - shocked - silly - deleted**) when they knew the real thief.
2. Ahmed wanted to (**deal - back - pick - tick**) up his things himself.
3. The fact of belonging to a group or organisation is called a (**censorship - championship - membership - friendship**).
4. What are you (**taking - talking - looking - shaking**) about, buddy?
5. The waiter was very (**careful - wise - clumsy - professional**) and dropped the glass of juice.

6. She wondered if the sculptures might (**go - goes - went - gone**) outside.
7. I hope I'll be able to (**turn - turning - turns - turned**) professional one day.
8. In the last race, Tom was able to (**beat - beats - beaten - beating**) the other players.
9. Lucie asked if she (**have to - had to - will - can**) organize the refreshments.
10. Todd said, "(**I should - Should I - I have - I didn't**) speak to Miss Jackson?"

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

1. "May I go out?" Jana asked. (Jana asked if...)
.....
2. Emma is able to cross the river alone. (not)
.....
3. No, I wasn't able to swim in that canal. (Were...?)
.....
4. In the last minute of the match, our team was able to score the winning goal. (could)
.....
5. What is the city famous for? (known)
.....

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

1. The play script is shown in a special way. (set out)
.....
2. You shouldn't rely on him. He's so weak. (depend)
.....
3. They earned a lot of money from their new project. (great deal)
.....
4. We should think about each character in the film one after the other. (in turn)
.....
5. "Who is the best actor in the film?" He asked. (He asked who...)
.....

C. Reading comprehension

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

Fifty Years On

Sir David King, former scientific adviser to the British Government

If we don't reduce carbon emissions, the earth will become warmer, polar ice will melt and the oceans will rise. People will flock inland from coastal areas causing overcrowding in many cities, where the population is already too high. Cities like London and New York will disappear under the water. By 2100, Antarctica could be the only continent that is suitable for human life the

rest of the world will be too hot.

Francis Collins, geneticist

Fifty years from now, millions of people will live past the age of 100 and remain healthy. This will happen because we'll be able to study each person's genetic code and find the best way to treat and prevent illnesses in that individual. We're close to finding the mistakes in the genome that cause cancer, so in the future diseases like this may no longer be life-threatening. In about fifty years' time, the most important question for our society might not be 'How long can humans live?' but 'How long do we want to live.'

A. Answer the following questions:

1. Who is Sir David King?

.....

2. What will happen if we don't reduce carbon emissions?

.....

3. Why will people flock inland from coastal areas?

.....

B. Choose the correct answer.

4. By 2100, (**Africa - Asia - Antarctica - Europe**) will be the only continent.

5. If we don't reduce carbon emissions, the Earth will become (**colder - warmer - ice - cold**).

6. Polar ice will melt and the (**oceans - lakes - rivers - lands**) will rise in the future.

D. Writing

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

1. Animal's rights

2. Computers

.....

.....

.....

.....

.....

.....

.....

Test on Unit (5)

A. Language functions

1. Supply the missing parts in the following dialogue:

Teacher: Have you got a computer, Maha?

Maha :

Teacher:?

Maha : It is an important invention because it can do difficult sums very quickly.

Teacher: What can you do with it in your studying?

Maha :

Teacher:?

Maha : In banks, at home, and in schools.

Teacher: Is it hard for you to use it?

Maha :

B. Vocabulary & Structures

2. Choose the correct words in brackets.

- Maha and Rasha have picked (**at - on - up - with**) some forms for festival volunteers.
- Tom and his partners are discussing problems, getting advice and problem- (**solve - solves - solving - solved**).
- Why didn't you say anything to her straight (**way - way's - away - a way's**)?
- Islam and Mai felt boredom during the film. It wasn't (**boring - interesting - uninteresting - nasty**).
- They're (**making - doing - convincing - reacting**) some research in biology now.
- He asked if (**I could - could I - am I - had I**) let him go out.
- Gustav asked (**where - if - who - which**) they might sit.
- Lamia asked, "Might Professor Barnes (**get - got - getting - gets**) a big audience?"
- She must have (**be able - being able - been able - is able**) to buy it.
- The violent storm was terrifying but eventually the ship (**was able to - be able to - are able to - been able to**) reach the safety of the harbour.

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

- "Where may the spectators sit?" (George asked...)
.....
- No, he won't be able to attend the meeting. (will...?)
.....
- No, I wasn't able to speak English when I was four. (couldn't)
.....
- What is your city best known for? (famous)
.....

5. We can't trust him. He is very coward.

(depend)

C. Reading comprehension

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

J. Richard Gott, physicist predicts that during the next fifty years, our planet might suffer a catastrophe. There is a possibility that the Earth could be hit by a comet, which is a big ice ball. Humans could disappear, just like the dinosaurs and hundreds of other species did. The best way to make humans safe from extinction is to set up a self-supporting colony on Mars. Will we be smart enough to do it before money for investment in space exploration runs out?

Ellen Heber-Katz, biologist,

I believe that in the future we will have the technology to cause damaged body parts to grow again. Five years from now, we will able to grow new fingers, and a few years after that, new limbs. Doctors will soon be able to prescribe drugs that cause broken spinal cords to heal and hearts to regenerate. Within fifty years, renewing an old and malfunctioning body part will be the solution to the health problems of many elderly people.

A. Answer the following questions:

1. What is J. Richard Gott's job?
2. What might our planet suffer during the next fifty years?
3. What is the best way to make humans safe from extinction?

B. Choose the correct answer.

4. The Earth could be hit by a (comet - gun - chocolate - sweat) in the future.
5. We should move before investment in space exploration runs (in - out - of - off).
6. Doctors will be able to prescribe drugs that cause broken (spinal cords - cards - carts - cars) to heal.

D. Writing

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

1. Bad habits

2. Lovers of running

E. Literature

6. Poetry (The Rainbow)

Answer the following questions:

A rainbow in the sky

1. Write the next four lines.
2. Paraphrase these lines?

