VOCABULARY noun suffixes

A Complete the table with words from the box and nouns formed from the words.

achieve	develop	impossible	responsible
argue	hard	kind	sad
available	ill	possible	

Verb + *-ment*	Adjective + *-ness*	Adjective ending in *-able/-ible* + *-ity*
entertain–entertainment	*happy–happiness*	*able–ability*

B **IN PAIRS** Ask and answer the questions.

1 What do you think your greatest achievement is?
2 What was the last argument you had? What happened?

ANSWER 1:

ANSWER 2:

LISTENING

A 1.02 You are going to listen to part of a lecture. Look at the pictures and say why you think these two people might be mentioned in the lecture. Listen and check.



Wolfgang Amadeus Mozart (1756–1791)



Daniel Tammet (1979–)

1.02 Listen again and complete the notes with the relevant numbers.

1 People with perfect pitch: 1 in _____
2 Mozart played violin and keyboard, age _____
3 Mozart wrote symphony, age _____
4 Daniel Tammet speaks _____ languages.
5 David Tammet learned Icelandic in _____ week.

GRAMMAR expressing ability

A Match the sentences (1–5) with the correct explanations of the language of ability (a–c). You will use some explanations more than once.

1 People with perfect pitch **can** hear a musical note and tell you exactly what it is. ____
2 Mozart **could** play the violin and the keyboard at the age of five. ____
3 And he **managed to** write his first symphony at the age of eight. ____
4 And many of us **have succeeded in** learning one or two foreign languages. ____
5 Some people **are able to** learn languages amazingly quickly. ____

a a general ability in the present
b a general ability in the past
c an ability that has been achieved despite difficulty

LIVEWORKSHEETS

UNIT 1 — expressing ability

Function

We can express general ability in the present with *can* or *am/is/are able to*. We can express general ability in the past with *could* or *was/were able to*. To express a particular ability, we can use phrases such as *manage* (+ infinitive) and *succeed in* (+ gerund).

Form

Present ability	Past ability
I can speak two languages. I can't speak three languages.	He could play the violin at the age of five. He couldn't play the violin at the age of three.
I'm able to remember people's faces easily. I'm not able to learn people's names easily.	He was able to play the French horn 10 years ago. He was not able to compose music 10 years ago.

A Choose the correct option.

1 People who **can** / **able to** speak two languages are often valued by employers.
2 When I was young, I **am** / **was** able to develop an ear for music.
3 They have succeeded **in learning** / **to learn** Portuguese.
4 She managed **in learning** / **to learn** the guitar without a teacher.
5 Can you **play** / **to play** the piano without looking at the piano keys?
6 He **has succeeded** / **was able to** learn the Korean alphabet in only two hours.
7 Benjamin is able **hear** / **to hear** a song once and remember all the words.
8 Not many people **succeed in** / **manage to** become professional musicians.

B Rewrite the sentences in a different way.

1 I couldn't swim until I was a teenager. *I wasn't able to swim until I was a teenager.*
2 He can name a hundred different kinds of fish. _____
3 Are you able to sing as well as your mother? _____
4 We weren't able to take private music lessons. _____
5 I can't explain the difference between a viola and a violin. _____
6 Could you speak English when you were young? _____

B Choose the correct options.

1 Some people ... speak more than one language.
a don't succeed in **b** aren't able to **c** don't manage
2 How many languages ... now?
a can you speak **b** could you speak **c** did you manage to speak
3 After a lot of practice, I finally ... to learn how to play the piano.
a succeeded **b** could **c** managed
4 I ... ride a bike by the time I was six.
a managed **b** can **c** could
5 Even though my brother has perfect pitch, he ... becoming a professional musician.
a couldn't **b** wasn't able to **c** didn't succeed in

LIVEWORKSHEETS