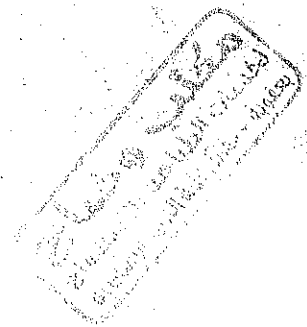


**DYALA UNIVERSITY  
COLLEGE OF BASIC  
EDUCATION  
ENGLISH DEPARTMENT**

# **GRAMMAR**

**SECOND STAGE**

الفصل الدراسي الثاني



Handwritten text, possibly a signature or date, located in the center of the page.

Small handwritten mark or characters located below the main text.

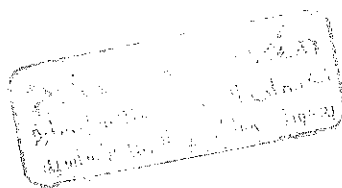
کتابخانه  
موسسه عالی  
آموزش عالی  
تهران

Second edition

# Oxford Practice Grammar

with answers

John Eastwood



Oxford University Press

Oxford University Press  
Great Clarendon Street, Oxford OX2 6DP

Oxford New York  
Auckland Bangkok Buenos Aires Cape Town  
Chennai Dar es Salaam Delhi Hong Kong Istanbul  
Karachi Kolkata Kuala Lumpur Madrid Melbourne  
Mexico City Mumbai Nairobi São Paulo Shanghai  
Singapore Taipei Tokyo Toronto

with an associated company in Berlin

*Oxford* and *Oxford English*  
are trade marks of Oxford University Press.

SBN 0 19 431369 7 (with answers)  
SBN 0 19 431427 8 (with answers with CD-ROM)  
SBN 0 19 431370 0 (without answers)

© Oxford University Press 1992, 1999

First published 1992 (reprinted nine times)  
Second edition 1999

Fifth impression 2002

Printing ref. (last digit): 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of Oxford University Press.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Illustrated by Richard Coggan  
Designed by Richard Morris, Stonesfield Design  
Typeset by Tradespools Ltd., Frome, Somerset  
Printed in China

## Thanks

*The author and publisher would like to thank:*

all the teachers in the United Kingdom and Italy who discussed this book in the early stages of its development;

the teachers and students of the following schools who used and commented on the pilot units of the first edition:

The Bell School of Languages, Bowthorpe Hall,  
Norwich

The Eckersley School of English, Oxford  
Eurocentre, Brighton

Eurocentre, London Victoria

King's School of English, Bournemouth

Academia Lacunza - International House,  
San Sebastian, Spain

the teachers and students of the following schools who used and commented on the first edition of this book:

Anglo World, Oxford

Central School of English, London

Linguarama, Birmingham

Thomas Lavelle for his work on the American English appendix;

Rod Bolitho for his valuable advice on what students need from a grammar book.

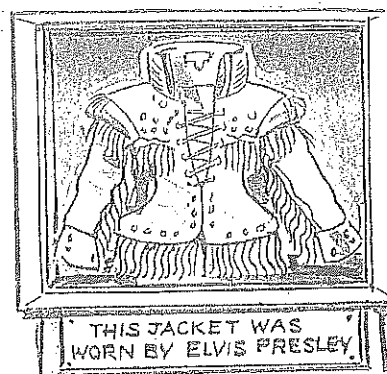
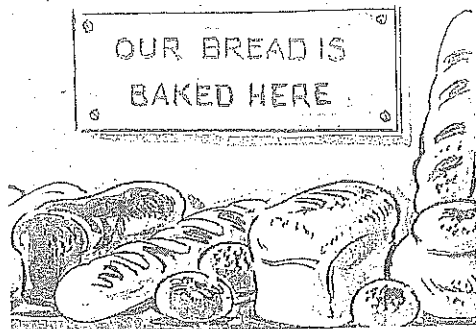
*The author would also like to thank:*

Stewart Melluish, David Lott and Helen Ward of Oxford University Press for their expertise and their commitment in guiding this project from its earliest stages to the production of this new edition;

Sheila Eastwood for all her help and encouragement.

## A Introduction

A passive verb is a form of be + a passive participle, e.g. is baked, was worn. Some participles are irregular (see page 383).



## B Summary of verb tenses

	ACTIVE	PASSIVE
Present simple:	<i>We bake the bread here.</i>	<i>The bread is baked here.</i>
Present continuous:	<i>We are baking the bread.</i>	<i>The bread is being baked.</i>
Present perfect:	<i>We have baked the bread.</i>	<i>The bread has been baked.</i>
Past simple:	<i>We baked the bread yesterday.</i>	<i>The bread was baked yesterday.</i>
Past continuous:	<i>We were baking the bread.</i>	<i>The bread was being baked.</i>
Past perfect:	<i>We had baked the bread.</i>	<i>The bread had been baked.</i>

We form negatives and questions in the same way as in active sentences.

*The bread isn't baked in a factory. The jacket hasn't been worn for years.*  
*Where is the bread baked? Has the jacket ever been worn by anyone else?*

## C The future and modal verbs in the passive

We use be + a passive participle after will, be going to, can, must, have to, should, etc.

*The gates will be closed this evening. This rubbish should be thrown away.*  
*The machine has to be repaired. The news might be announced soon.*  
*Seats may not be reserved. How can the problem be solved?*

	ACTIVE	PASSIVE
Future:	<i>We will bake the bread next.</i>	<i>The bread will be baked next.</i>
	<i>We are going to bake the bread.</i>	<i>The bread is going to be baked.</i>
Modal verb:	<i>We should bake the bread soon.</i>	<i>The bread should be baked soon.</i>
	<i>We ought to bake the bread.</i>	<i>The bread ought to be baked.</i>

## D The passive with get

We sometimes use get in the passive instead of be.

*Lots of postmen get bitten by dogs. I'm always getting chosen for the worst jobs.*  
*Last week Laura got moved to another department.*

Get is informal. We often use it for something happening by accident or unexpectedly.

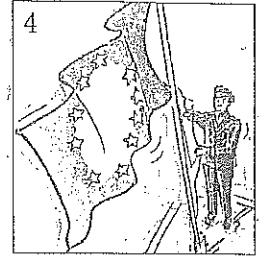
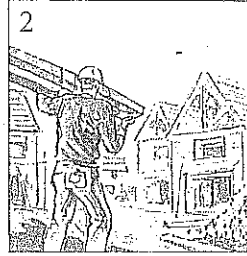
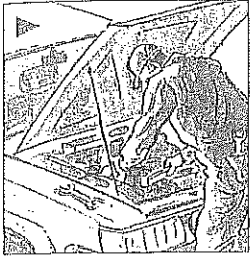
In negatives and questions in the present simple and past simple, we use a form of do.  
*The windows don't get cleaned very often. How did the painting get damaged?*

We also use get in these expressions: get dressed/changed, get washed (= wash oneself), get engaged/married/divorced, get started (= start), get lost (= lose one's way).

*Emma and Matthew might get married. Without a map we soon got lost.*

1 The present continuous passive (B)

Look at the pictures and say what is happening. Use these subjects: *the car, dinner, a flag, some houses, the seals.* Use these verbs: *build, feed, raise, repair, serve.*



▶ *The car is being repaired.*

- 1 ..... 3 .....  
 2 ..... 4 .....

2 Passive verb tenses (B)

Complete the information about Barford Hall. Put in the correct form of these verbs.

- |                               |                                |                                  |                               |
|-------------------------------|--------------------------------|----------------------------------|-------------------------------|
| ▶ <i>build</i> (past simple)  | 2 <i>use</i> (past continuous) | 4 <i>not look</i> (past perfect) | 6 <i>use</i> (present simple) |
| 1 <i>own</i> (present simple) | 3 <i>buy</i> (past simple)     | 5 <i>do</i> (present perfect)    |                               |

The building at the end of the High Street is Barford Hall, which (▶) *was built* in 1827. Today the Hall (1) ..... by Bardale Council. It (2) ..... as a warehouse when it (3) ..... by the Council in 1952, and it (4) ..... after very well. Since then a lot of work (5) ..... on it, and these days the Hall (6) ..... as an arts centre.

3 The future and modal verbs in the passive (C)

A press conference is being held. Put in the correct form of the verbs.

- ▶ Reporter: Can this new drug prolong human life?  
 Professor: Yes, we believe that human life *can be prolonged* by the drug.
- 1 Reporter: Are you going to do any more tests on the drug?  
 Professor: Yes, further tests ..... soon.
- 2 Reporter: What ..... the drug ..... ?  
 Professor: It will be called Bio-Meg.
- 3 Reporter: Can people buy the drug now?  
 Professor: No, it ..... by the public yet.
- 4 Reporter: Do you think the company should sell this drug?  
 Professor: Yes, I think Bio-Meg ..... to anyone who wants it.

4 The passive with *get* (D)

Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*

- ▶ If we're going out to the theatre, I'd better *get changed*.
- 1 Daniel ..... when he tried to break up a fight.
- 2 I know the way. We won't .....
- 3 You'd better wrap up the glasses, so they don't .....
- 4 They were only married a year before they .....

What is the sentence about?

Compare these two entries in an encyclopedia.

### Alexander Graham Bell

A British inventor who went to live in Canada and then the USA. Bell invented the telephone.

### Telephone

An apparatus with which people can talk to each other over long distances. The telephone was invented by Alexander Graham Bell.

Look at these two sentences.

ACTIVE

*Bell invented the telephone.*

PASSIVE

*The telephone was invented by Bell.*

The two sentences have the same meaning, but they are about different things. One sentence is about Bell, and the other is about the telephone. Each sentence begins with the subject. The subject is the starting-point of the sentence, the thing we are talking about. The new information about the subject comes at the end of the sentence.

We say *Bell invented the telephone* because we are talking about **Bell**, and the new information is that he invented **the telephone**.

When the subject is the person or thing doing the action (the agent), then we use an active verb.

ACTIVE

**Bell** *invented the telephone.*

Subject and agent

The subject (**Bell**) is the agent.

We say *The telephone was invented by Bell* because we are talking about **the telephone**, and the new information is that it was invented by **Bell**.

When the subject is not the agent (is not doing the action), then we use a passive verb.

PASSIVE

**The telephone** *was invented by Bell.*

Subject

Agent

The subject (**the telephone**) is not the agent. It is the thing that the action is directed at.

## B The passive and **by the police**, in 1876, etc

In a passive sentence, when we want to say who or what did the action, we use **by**:

*On our way home we were stopped by the police.*    *The new hospital will be opened by the Queen.*

*The paper was all blown away by the wind.*

We can give other details about the action. For example, we can use a phrase saying when or where something happens.

*The telephone was invented in 1876.*    *The visitors will be driven to the airport.*

*The concerts are usually held at the university.*

Sometimes there is no phrase after the verb.

*A new swimming-pool is being built.*    *All the documents have been destroyed.*

For more details see Unit 56.

## 1 Active or passive verb? (A)

Choose the correct verb forms in this news report about a storm.

Millions of pounds' worth of damage (▶) has caused/has been caused by a storm which (1) swept/was swept across the north of England last night. The River Ribble (2) burst/was burst its banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

## 2 By the police, etc (B)

In each of these sentences underline who or what is doing the action (the agent).

- ▶ The traffic was all heading out of town.
- 1 The photo was taken by my brother.
  - 2 The water was pouring out of the hole.
  - 3 A policeman has been murdered by terrorists.
  - 4 We were woken by the alarm.
  - 5 The guide led a group of tourists around the castle.
  - 6 The dog has bitten several people.

## 3 Active and passive (A-B)

You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.

- ▶ (Past simple: Claire / go / to Florida / last month)  
You remember Claire? She *went to Florida last month*.
- ▶ (Present perfect: send / our luggage / to Australia)  
Bad news about our luggage. It's *been sent to Australia*.
- 1 (Past simple: Claude Jennings / win / the quiz competition)  
Did you hear about the quiz competition? It .....
  - 2 (Past simple: Mrs Miles / do / a parachute jump / last week)  
You know Mrs Miles? She .....
  - 3 (Present perfect: a bull / attack / David)  
Have you heard about David? He's .....
  - 4 (Present continuous: build / the house)  
Trevor and Laura have bought a house. It's still .....
  - 5 (Present simple: Andrew / like / Jessica)  
Did I tell you about Andrew? He .....
  - 6 (Present perfect: throw away / your stamp collection)  
Bad news about your stamp collection. It's .....
  - 7 (Present perfect: Martians / kidnap / my neighbours)  
Did I mention my neighbours? They've .....
  - 8 (Past simple: five people / see / the ghost)  
Did you hear about the ghost? It .....



## The passive and the agent

In a passive sentence, we sometimes mention the agent (the person or thing doing the action).

We use **by** with the agent.

*The cheque must be signed by the manager.*

*The medals were presented by Nelson Mandela.*

But we mention the agent only if it is important for the meaning of the sentence.

Sometimes we do not mention it.

- 1 We do not mention the agent if it does not add any new information.  
*All our money and passports were stolen.*  
*A man was arrested last night.*  
 We do not need to say that the money was stolen 'by a thief' or that the man was arrested 'by the police'.
- 2 We do not mention the agent if it is not important.  
*The streets are cleaned every day.*  
*Oil has been discovered at the North Pole.*  
 Who discovered the oil is less important than the fact that it is there.
- 3 It is sometimes difficult to say who the agent is.  
*This kind of jacket is considered very fashionable these days.*  
*A number of attempts have been made to find the Loch Ness monster.*

## B Empty subjects (they, people, etc)

Compare these two sentences.

ACTIVE

*They clean the streets every day.*

PASSIVE

*The streets are cleaned every day.*

The new and important information is how often the streets are cleaned. We are not interested in saying who cleans them. In the active sentence we can use the 'empty subject' **they**. We sometimes use a sentence with an empty subject instead of the passive, especially in conversation.

We can also use the empty subjects **people, you, one** and **someone**.

ACTIVE

*People use this footpath all the time.*  
*You/One should check the details.*  
*Someone took my purse.*

PASSIVE

*This footpath is used all the time.*  
*The details should be checked.*  
*My purse was taken.*

## C When do we use the passive?

We use the passive in both speech and writing, but it is more common in writing. We see it especially in textbooks and reports. We use it to describe activities in industry, science and technology, and also for official rules.

*Bananas are exported to Europe. The liquid is heated to boiling point.*

*Payment can be made at any post office. Cars left here will be towed away.*

In these situations, it is often not important to say who is doing the action, or it is difficult to say.

The passive is also often used in news reports.

*A number of political prisoners have been released.*

*Talks will be held in London next week.*

## 1 The passive and the agent (A)

Laura is writing to a friend. This is part of her letter.

Someone broke into our house at the weekend. The burglar took some jewellery. But luckily he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police have arrested a man and are questioning him. But they haven't found the jewellery.

Now complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

Laura: Our house (▶) *was broken into at the weekend*

Melanie: Oh no!

Laura: Some jewellery (1) .....  
But luckily no damage (2) .....

Melanie: Did the police come and see you?

Laura: Yes, they did. I (3) .....

Melanie: I don't suppose they know who did it.

Laura: Well, amazingly they do. Some (4) .....  
and the (5) .....  
A man (6) ..... and (7) .....

Melanie: Wonderful.

Laura: There's only one problem. The (8) .....

## 2 Active or passive sentence? (A)

Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive. Use a phrase with *by* only if it adds information.

▶ a Belgian called Etienne Lenoir / make / the first motor car

The first *motor car* was made by a Belgian called Etienne Lenoir.

1 but / Lenoir / not produce / many cars / for sale

But Lenoir .....

2 a German called Karl Benz / start / commercial production

Commercial .....

3 people / now / see / Benz / as the father / of the motor car

Benz .....

## 3 Empty subjects (B)

Reply to what people say. Use the subject in brackets.

▶ Daniel: The bus fares have been increased. (they)

Vicky: What? You mean *they've increased the bus fares* again!

1 Melanie: Bicycles should be used for short journeys. (people)

David: Yes, I agree. ....

2 Emma: A new source of energy has been discovered. (someone)

Daniel: What? Did you say that .....

3 Rachel: This building is going to be knocked down. (they)

Vicky: Well, no one told me that .....

4 David: Eggs shouldn't be kept in a freezer. (you)

Tom: Really? I didn't know .....

5 Vicky: Why isn't litter put in the bin? (people)

Emma: Exactly. Why don't .....

### I was given ...

Look at these sentences.

*Henry gave some flowers to Claire. Henry gave Claire some flowers.*

An active sentence with a verb like **give** can have two different structures (see Unit 3).

If we use a passive sentence, either **some flowers** or **Claire** can be the subject.

*Some flowers were given to Claire.*

This is about the flowers, and it tells us who received them.

*Claire was given some flowers.*

This is about Claire, and it tells us what she received.

It is quite normal in English for a person to be the subject in a passive sentence like the one about Claire.

*Mike was sent tickets for the concert. My wife is paid more than I am.*

*Andrew has been awarded a prize for his essay.*

We can use the following verbs in this structure: **allow, award, feed, give, grant, hand, leave (in a will), lend, offer, owe, pay, promise, sell, send, show, teach**

### 3 It is said that ...

*It is said that Henry is in love with Claire.*

(= People say that Henry is in love with Claire.)

We can use the structure **it + passive verb + clause** with verbs of reporting. We use this structure when we cannot say or do not need to say who the speaker is, for example in news reports.

*It is thought that the company is planning a new advertising campaign.*

*It was reported that the President had suffered a heart attack.*

*It has been agreed that changes to the scheme are necessary.*

Here are some verbs we can use in this structure: **agree, allege, announce, assure, believe, consider, decide, expect, explain, hope, know, report, say, suggest, suppose, think, understand**

### C He is said to ...

We can also use **subject + passive verb + to-infinitive**.

*Henry is said to be in love with Claire.*

This structure is also used in news reports.

*United were expected to win.* (= People expected that they would win.)

*The company is thought to be planning a new advertising campaign.*

(= Someone thinks that it is planning a new advertising campaign.)

*The President was reported to have suffered a heart attack.*

(= Someone reported that he had suffered a heart attack.)

We can use the following verbs in this structure: **believe, expect, find, know, report, say, think, understand**

We often use **be supposed to** for things that people say.

*I might watch this programme. It's supposed to be very funny.*



1 I was given ... (A)

Zedco managers are writing a report saying how well the company looks after its employees. Write sentences from the notes. Put the important underlined information at the end of the sentence.

- ▶ useful work skills / they are taught to our staff  
Our staff are taught useful work skills.
- ▶ people with initiative / they are given opportunities  
Opportunities are given to people with initiative.
- 1 special training / it is given to new employees  
.....
- 2 staff who perform well / they are given extra payments  
.....
- 3 company shares / they are offered to most employees  
.....
- 4 six weeks' holiday / this is allowed to all Zedco staff  
.....
- 5 women who leave to have children / they are paid a full salary  
.....

2 It is said that ... (B)

Report these rumours. Instead of the active (e.g. *People say ...*) use the passive (e.g. *It is said that ...*).

▶ People say this.

*The quiz champion Claude Jennings has lost his memory.*

*It is said that the quiz champion Claude Jennings has lost his memory.*

1 Everyone expects this.

*The soap opera 'Round the Corner' will end next year.*

It is .....

2 Journalists suppose so.

*The footballer Wayne Johnson is earning £10 million a year.*

.....

3 Lots of people believe this.

*The Prime Minister and his wife have separated.*

.....

3 He is said to ... (C)

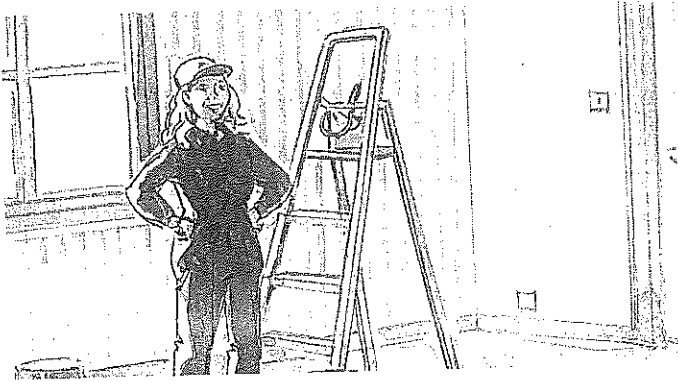
Now report the rumours in Exercise 2 like this.

▶ *The quiz champion Claude Jennings is said to have lost his memory.*

- 1 The soap opera 'Round the Corner' .....
- 2 .....
- 3 .....

## A Introduction

Compare these situations.



*Claire decorated the room.*  
(She did the work herself.)



*Claire had the room decorated.*  
(A decorator did the work.)

We can use **have** in a passive structure. *Claire had the room decorated* means that she arranged for a decorator to do it for her as a professional service.

## B Form

Look at these examples.

	HAVE	SOMETHING	DONE	
<i>You should</i>	<i>have</i>	<i>your car</i>	<i>serviced</i>	<i>regularly.</i>
<i>Mark usually</i>	<i>has</i>	<i>his suits</i>	<i>cleaned</i>	<i>at Superclean.</i>
<i>We</i>	<i>had</i>	<i>the television</i>	<i>repaired</i>	<i>only last year.</i>
<i>You've</i>	<i>had</i>	<i>your hair</i>	<i>cut.</i>	
<i>Our neighbours are</i>	<i>having</i>	<i>a new garage</i>	<i>built.</i>	
<i>Is Melanie</i>	<i>having</i>	<i>a new cooker</i>	<i>installed?</i>	

Note that we can use the perfect or the continuous (have had, are having).

In negatives and questions in simple tenses, we use a form of **do**.

*Mark doesn't have his suits cleaned at Fastclean.*

*We didn't have new windows put in because it was too expensive.*

*Do you have your car serviced regularly? Where did you have your hair cut?*

## C Get something done

We can also use **get something done**.

*We must have another key made.* OR *We must get another key made.*

The sentences have the same meaning, but **get** is more informal than **have**.

Here are some more examples with **get**.

*Laura got her shoes repaired. We're getting the carpet cleaned.*

*Where did you get your hair cut? Do you get your heating checked every year?*

## D Have meaning 'experience'

We can use **have** in this structure with the meaning 'experience something', often something unpleasant.

*We had all our money stolen. The car had its mirror pulled off.*

**Have something done (A-B)**

Look at the pictures and say what people are doing or what they did.  
 Use these phrases: *her photo, his windows, his car, her eyes, his hair*  
 Use these verbs: *clean, cut, repair, take, test*



▶ At the moment Trevor *is having his hair cut*.

- 1 Last week Mike .....
- 2 At the moment Melissa .....
- 3 Yesterday David .....
- 4 At the moment Rachel .....

**2 Have something done (A-B)**

Read about each situation and write sentences with *have something done*.

▶ Melanie is paying the man who has repaired her bicycle.  
*Melanie has had her bicycle repaired.*

- 1 David went to the hospital. A nurse bandaged his arm.  
 .....
- 2 Daniel is going to the dentist. She's going to fill his tooth.  
 .....
- 3 Laura is walking around town while her photos are being developed.  
 .....

**3 Get something done (C)**

Look again at Exercise 2. The jobs are all done now. Complete the questions using *get*.

▶ Mike: Where *did you get your bicycle repaired, Melanie?*

- 1 Harriet: Why .....
- 2 Emma: Where .....
- 3 Sarah: Where .....

**4 Have meaning 'experience' (D)**

Say what happened to these people.

▶ Claire (whose luggage was searched in customs)  
*Claire had her luggage searched in customs.*

- 1 Tom (whose car was stolen from outside his house)  
 .....
- 2 Rita (whose rent was increased by ten per cent)  
 .....
- 3 David (whose electricity has been cut off)  
 .....



## A Active and passive forms



Compare the active and passive.

	ACTIVE	PASSIVE
to-infinitive:	<i>I ought to meet Sarah at the airport.</i>	<i>I hope to be met at the airport.</i>
ing-form:	<i>I insist on meeting you at the airport.</i> (I meet people.)	<i>I love being met at the airport.</i> (People meet me.)

Here are some more examples.

*I want to play volleyball. I hope to be chosen for the team.*  
*The minister agreed to answer questions. He agreed to be interviewed on television.*  
*Why did Tom keep making jokes about me? I don't enjoy being laughed at.*  
*You say you remember telling me the news. But I certainly can't remember being told.*

An ing-form sometimes comes after a preposition.

*The postman complained about being attacked by Nick's dog.*  
*Famous people get tired of being recognized everywhere they go.*

## B Active forms with a passive meaning

The active ing-form after **need** has a passive meaning.

*The bicycle needs oiling.* (= The bicycle needs to be oiled.)  
*The windows need cleaning.* (= The windows need to be cleaned.)

We cannot use the passive ing-form here.

NOT *The bicycle needs being oiled.*

We sometimes use an active to-infinitive when we talk about a job to be done.

*I've got some letters to write today. We've got this bill to pay.*

Here we use the active (to write) because the subject of the sentence (I) is the person who has to do the job. But if the subject is not a person, then we use the passive infinitive.

*The letters are to be written today. The bill is to be paid without delay.*  
*All this mess has to be cleared away. The goods have to be shipped.*

We can use the structure **be + to-infinitive** to give an order.

*The matter is to be given top priority. You're not to drive too fast.*

After the subject there, we can use either an active or a passive to-infinitive.

*There are some letters to write/to be written today. There's a bill to pay/to be paid.*

▷ 62 Verb + active to-infinitive or ing-form    ▷ 73 Preposition + active ing-form



1 Passive forms (A)

A REFUGEE HAS ARRIVED IN BRITAIN.

MOITA



*I am asking the government to allow me into Britain. I am worried about them refusing me entry. I am afraid of your officials sending me away. I don't want you to misunderstand me. I hope someone in Britain will offer me a job. I don't mind them paying me low wages at first. I am willing for my employer to re-train me. I would like Britain to give me a chance.*

Report what the man says. Use the passive to-infinitive or ing-form.

- He's asking to be allowed into Britain.
- He's worried about being refused entry.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

2 Active and passive forms (A)

TV reporter Kitty Beamish is interviewing some workers who are protesting about not being paid enough. Complete the workers' statements. Put in an active or passive to-infinitive or ing-form.

- We want to be paid (pay) better wages.
- 1 We don't enjoy ..... (use) as cheap labour.
- 2 We're tired of ..... (work) for low wages.
- 3 We expect ..... (treat) like human beings.
- 4 We don't want ..... (give) up all our rights.
- 5 We hope ..... (invite) to a meeting with the management.
- 6 We insist on ..... (take) seriously.

3 Active and passive forms (A-B)

Put in an active or passive to-infinitive or ing-form.

Jessica: Are you going to be busy today?

Andrew: Well, I've got a few things (➤) to do (do).

I've got an essay (1) ..... (write). And this room ought (2) ..... (tidy) up a bit.

This carpet needs (3) ..... (hoover).

Jessica: I've got some jobs (4) ..... (do), too.

Most of my clothes need (5) ..... (iron).

And I've got my project (6) ..... (finish) off.

I'm worried about (7) ..... (miss) the deadline.

It has (8) ..... (hand) in tomorrow.

I don't want (9) ..... (be) late with it.

Andrew: I don't remember (10) ..... (tell) when the project was due in.

Jessica: Why? Haven't you done it yet?

Andrew: Oh, yes. I handed it in ages ago.

# Test 11 The passive (Units 54-59)

## Test 11A

Rewrite these sentences beginning with the underlined words.

► Thieves robbed a woman.

*A woman was robbed.*

1 They may ban the film.

2 They offered Nancy a pay increase.

3 We need to correct the mistakes.

4 Someone reported that the situation was under control.

5 They are testing the new drug.

6 We haven't used the machine for ages.

## Test 11B

Read the story and write the missing words. Use one word only in each space.

During periods of terrorist activity by the IRA, people in Britain are always (►) *being* warned to look out for bombs. Any bag or parcel without an owner (1) ..... seen as a risk to the public. Some time ago a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2) ..... a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3) ..... killed. So army bomb experts (4) ..... called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5) ..... was reported that the box had (6) ..... left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) ..... it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8) ..... be unenthusiastic about looking after people's unwanted pets. No one knows what the rat thought about (9) ..... blown up.

## Test 11C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► We have to test these products. (be)

*The products have to be tested.*

1 Pavarotti sang the song. (by)

*The song was sung by Pavarotti.*

2 Nigel's passport was stolen. (had)

*Nigel had his passport stolen.*

3 They pay doctors a lot of money. (are)

*Doctors are paid a lot of money.*

4 I hope they'll interview me for the job. (to)

*I hope to be interviewed for the job.*

5 Someone was cleaning the floor. (being)

*The floor was being cleaned.*

6 A mechanic is repairing Jude's car. (having)

*Jude is having her car repaired.*

### A Direct speech

Look at these examples of direct speech.

*Trevor: I'm tired.*

*Wasn't it Greta Garbo who said, 'I want to be alone'?*

*'But I don't love you, Henry,' replied Claire.*

We can show that words are direct speech by putting them in quotation marks (' '). See page 373. Sometimes the words are put after the speaker's name, in the script of a play or film, for example. In a picture we can put the words in a speech bubble.



### B Reported speech

In reported speech we give the meaning of what was said rather than the exact words.

*Trevor says he's tired.*

*Wasn't it Greta Garbo who said that she wanted to be alone?*

*Claire replied that she didn't love Henry.*

In reported speech we often change the actual words, e.g. *I'm tired* → *he's tired*. Sometimes the verb tense changes, e.g. *I want* → *she wanted* (see Unit 134).

In reporting we use verbs such as **announce**, **answer**, **explain**, **mention**, **promise**, **reply**, **say**, **suggest**, **tell**, **warn**. The most common of these are **say** and **tell** (see C). We can also report thoughts.

*We think the meal was expensive.*    *Nick knew Rita wanted to be with someone else.*

When we report statements, we often use **that**, but we can sometimes leave it out.

*You promised (that) you wouldn't be late.*    *Sarah was saying (that) there's a problem.*

The actress Melissa Livingstone and supermarket owner Ron Mason have announced that they are getting married next month. Melissa is sure they will be happy together, she told reporters.

### C Tell or say?

#### TELL

We use **tell** if we want to mention the hearer (the person spoken to).

*Sarah's boss told her she could leave early.*

NOT *Sarah's boss told she could leave early.*

*Daniel tells me he's ready.*

We use **tell** without an indirect object (e.g. **her**, **me**) only in the expressions **tell a story**, **tell the truth** and **tell a lie**.

#### SAY

When we do not mention the hearer, we use **say**.

*Sarah's boss said she could leave early.*

NOT *Sarah's boss said her she could leave early.*

*Daniel says he's ready.*

We sometimes use **to** after **say**, especially when the words are not reported.

*The boss wanted to say something to Sarah.*

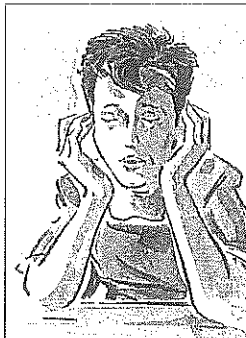
*What did Matthew say to you?*

1 Reported speech (B)

Why are these people at the doctor's? What do they say is wrong with them?



► I get pains in my leg.



1 I can't sleep.



2 I've hurt my back.



3 I feel sick all the time.



4 I fell over and hurt myself.

► She says *she gets pains in her leg.*

- 1 She says ..... 3 .....
- 2 He says ..... 4 .....

2 Reported speech (B)

Who said what? Match the words to the people and report what they said. If you can't match them, look at the answers at the bottom of the page.

- Mrs Thatcher a) 'All the world's a stage.'
- 1 Stokeley Carmichael b) 'Black is beautiful.'
- 2 Galileo c) 'Big Brother is watching you.'
- 3 Shakespeare d) 'There is no such thing as society.'
- 4 George Orwell e) 'The earth moves round the sun.'

► Mrs Thatcher said that there is no such thing as society.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

3 Tell or say? (C)

Put in *tell* or *say*.

- All the experts *say* the earth is getting warmer.
- Did you *tell* Mark and Sarah how to find our house?
- 1 The Sales Manager is going to ..... everyone about the meeting.
- 2 Vicky, why don't you just ..... what the matter is?
- 3 They ..... they're going to build a new Disney World here.
- 4 What did Natasha ..... about her holiday plans?
- 5 Could you ..... me the way to the train station, please?
- 6 The company should ..... its employees what's going on.
- 7 You shouldn't ..... lies, you know, Matthew.
- 8 Did you ..... anything to Melanie about the barbecue?

Answers: 1 b) 2 e) 3 a) 4 c)

## A Introduction



It's Friday afternoon. David is at Tom's flat. Tom has decided to have a party for all his friends.



A few minutes later Nick has arrived at the flat. Now David is reporting what Tom said. So instead of Tom's words **I'm having**, David says **he's having**.



The next day David is talking to Harriet. Now David is in a different place from where Tom first told him about the party. So instead of **here**, he says **at his flat**. And a day has passed since he first heard about it. It is now the day of the party. So instead of **tomorrow evening**, David says **this evening**.

## B Changes in reported speech

Changes from direct speech to reported speech depend on changes in the situation. We may have to make changes when we are reporting something another person has said, or when we report it in a different place or at a different time. Here are some typical changes.

Person:	<i>I</i>	→	<i>he/she</i>
	<i>my</i>	→	<i>his/her</i>
Place:	<i>here</i>	→	<i>there, at the flat</i>
Time:	<i>now</i>	→	<i>then, at the time</i>
	<i>today</i>	→	<i>that day, on Monday, etc</i>
	<i>yesterday</i>	→	<i>the day before, the previous day</i>
	<i>tomorrow</i>	→	<i>the next/following day, on Saturday, etc</i>
	<i>this week</i>	→	<i>that week</i>
	<i>last week</i>	→	<i>the week before, the previous week</i>
	<i>an hour ago</i>	→	<i>an hour before/earlier</i>

1 Changes in reported speech (A–B)

Read what each person says and then complete the sentences.

► Vicky: Daniel told me on Friday that he'd had a job interview the previous day.  
Daniel had a job interview on *Thursday*.

1 Trevor: Laura tells me I need a haircut.  
..... needs a haircut.

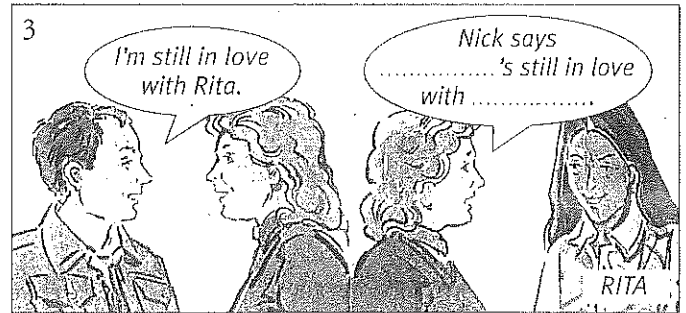
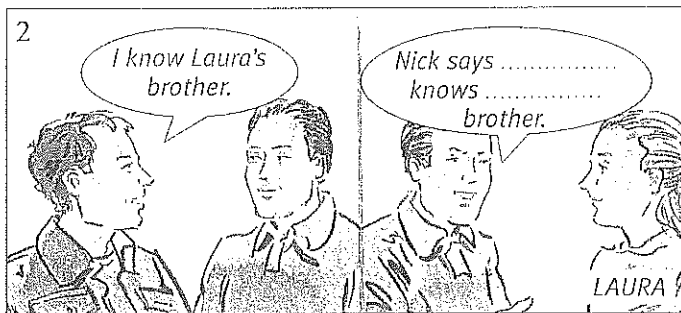
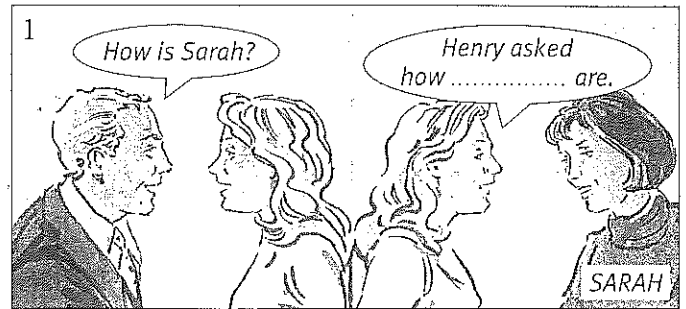
2 Claire: My brother told me in 1997 that he expected to become Manager the following year.  
Claire's brother expected that he would become Manager in .....

3 Alice: I wanted to see Mark in April, but he said he was very busy that month.  
Mark was very busy in .....

4 Harriet: I saw Nick last week. He said he'd given up smoking the week before.  
Nick gave up smoking ..... ago.

2 Changes of person (A–B)

Put in the missing words.



3 Changes of place and time (A–B)

Put in *here*, *that day*, *the day before*, *the next day*, *the week before*.

► Rachel (a week ago): I'm taking my driving test tomorrow.  
You (today): When I saw Rachel, she said she was taking her driving test *the next day*

1 Emma (two days ago): I've only had this new computer since yesterday.  
You (today): Emma said she'd only had the new computer since .....

2 Matthew (a week ago): I'm meeting a friend at the station later today.  
You (today): Matthew said he was meeting a friend at the station later .....

3 Mark (in the street): I'll see you in the office.  
You (in the office): Mark said he would see me .....

4 Sarah (a month ago): The conference was last week.  
You (today): Sarah told me the conference had taken place .....

### A When do we change the tense?

After a past-tense verb (e.g. **said**), there is often a tense change.

*'It really is cold today.'* → *Vicky said it was cold.*

If the statement is still up to date when we report it, then we have a choice.

We can either leave the tense the same, or we can change it.

*You said you like/liked chocolate.*     *Claire told me her father owns/owned a racehorse.*

*Sarah said she's going/she was going to Rome in April.*

We can say that Sarah **is** going to Rome because it **is** still true that she will go there.

If the statement is no longer up to date, then we change the tense.

*Claire once told me that her father **owned** a racehorse.* (He may no longer own one.)

*Sarah said she was going to Rome in April.* (Now it is May.)

Now Sarah's trip is over, so it is no longer true that she **is** going to Rome.

We usually change the tense if we think the statement is untrue or may be untrue.

*You said you **liked** chocolate, but you aren't eating any.*

*The Prime Minister claimed that the government **had** made the right decision.*

### B Is → was, like → liked, etc

Look at these examples of the tense change.

#### DIRECT SPEECH

#### REPORTED SPEECH

<i>'Andrew <b>is</b> working.'</i>	→	<i>Jessica said Andrew <b>was</b> working.</i>
<i>'The windows <b>aren't</b> locked.'</i>	→	<i>Mark told me the windows <b>weren't</b> locked.</i>
<i>'I've fixed the shelves.'</i>	→	<i>Trevor said he'd fixed the shelves.</i>
<i>'It's been raining.'</i>	→	<i>We noticed it <b>had</b> been raining.</i>
<i>'We've got plenty of time.'</i>	→	<i>Rachel insisted they <b>had</b> plenty of time.</i>
<i>'We like the flat.'</i>	→	<i>The couple said they <b>liked</b> the flat.</i>

If the verb phrase is more than one word (e.g. **is working**), then the first word changes, e.g. *is working* → *was working*, *have fixed* → *had fixed*, *don't know* → *didn't know*.

If the verb is already in the past tense, then it can stay the same or change to the past perfect.

<i>'We <b>came</b> by car.'</i>	→	<i>They said they <b>came</b>/they <b>had come</b> by car.</i>
<i>'Sorry. I <b>wasn't</b> listening.'</i>	→	<i>I admitted I <b>wasn't</b> listening/<b>hadn't</b> been listening.</i>

If the verb is past perfect, it stays the same.

<i>'My money <b>had</b> run out.'</i>	→	<i>Daniel said his money <b>had</b> run out.</i>
---------------------------------------	---	--

### C Modal verbs: can → could, etc

Can, may and will change to could, might and would.

<i>'You <b>can</b> sit over there.'</i>	→	<i>The steward said we <b>could</b> sit here.</i>
<i>'I <b>may</b> go to Bali again.'</i>	→	<i>Claire said she <b>might</b> go to Bali again.</i>
<i>'I'll help if you like.'</i>	→	<i>Tom said he <b>would</b> help.</i>

Could, might, ought to, should and would stay the same. But must can change to have to.

<i>'Sarah <b>would</b> love a holiday.'</i>	→	<i>Mark thought Sarah <b>would</b> love a holiday.</i>
<i>'I <b>must</b> finish this report.'</i>	→	<i>Sarah said she <b>must</b> finish/<b>had to</b> finish the report.</i>

1 When do we change the tense? (A)

Put in *is* or *was*. Sometimes both are possible.

- ▶ I heard today that the house *is* for sale. I wonder who will buy it.
- ▶ I saw David yesterday. He said he *was* on his way to visit his sister.
- 1 This wallet is made of plastic not leather. Why did you tell me it ..... leather?
- 2 We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train ..... about to leave.
- 3 I saw Emma just now. She said her tooth ..... still aching.
- 4 I'm surprised Matthew lost. I thought he ..... much better at tennis than Daniel.
- 5 When he spoke to reporters yesterday, Mr Douglas said that Zedco ..... now in a much better financial position.

2 The tense change (B)

Complete the replies. The second speaker is surprised at what he or she hears.

- ▶ Matthew: Emma and I are getting married.  
Rachel: Really? But you said last week *you weren't getting married*.
- ▶ Rita: I like pop music more than classical music.  
Laura: I'm sure you told me *you liked classical music best*.
- 1 Vicky: I haven't finished my project.  
Emma: Haven't you? I thought you said .....
- 2 Rachel: I'm on a diet.  
Natasha: But you told me .....
- 3 Andrew: I enjoy parties.  
Daniel: Surely I remember you saying .....
- 4 Matthew: I'm applying for the job.  
Rachel: I thought you told me .....

3 The tense change (B-C)

A comedy show called 'Don't Look Now!' has just closed after five years in London's West End. Here's what the critics said when it opened five years ago.

- ▶ 'It's a marvellous show.' *The Daily Mail*
- ▶ 'You'll love it.' *The Guardian*
- 1 'The production is brilliant.' *The Sunday Times*
- 2 'I can't remember a funnier show.' *Edward Devine*
- 3 'It made me laugh.' *Robert Walsh*
- 4 'You must see it.' *The Evening Standard*
- 5 'It will be a great success.' *The Telegraph*
- 6 'You might die laughing.' *The Express*
- 7 'It's the funniest show I've ever seen.' *Susan Proctor*
- 8 'You shouldn't miss it.' *Time Out*

Now report what the critics said.

- ▶ *The Daily Mail* said it was a marvellous show.
- ▶ *The Guardian* said people would love it.
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....



## Wh-questions

We can report questions with verbs like *ask*, *wonder* or *want to know*. Look first at these wh-questions.

## DIRECT QUESTION

'When did you start acting, Melissa?'  
 'What's the time?'  
 'Which way is the post office?'  
 'How can we find out?'  
 'Where can we eat?'

## REPORTED QUESTION

→ Guy asked Melissa when she started acting.  
 → I just asked what the time is.  
 → Someone wants to know which way the post office is.  
 → I was wondering how we can find out.  
 → They're asking where they can eat.

Wh-questions have a word like *when*, *what*, *which* or *how* both in direct speech and in reported speech.

## Yes/no questions

## DIRECT QUESTION

'Has the taxi arrived yet?' ~  
 'No, not yet.'  
 'Can we take photos?' ~  
 'Yes, of course.'  
 'Is there a café nearby?' ~ 'No.'

## REPORTED QUESTION

→ Someone was wondering if/whether the taxi has arrived yet.  
 → The visitors want to know if/whether they can take photos.  
 → Daniel asked if/whether there was a café nearby.

Reported yes/no questions have *if* or *whether*.

## Word order

In a reported question the subject comes before the verb, as in a statement.

Guy asked Melissa when she started acting.

NOT Guy asked Melissa when did she start acting.

Someone was wondering if the taxi has arrived yet.

NOT Someone was wondering if has the taxi arrived yet.

## D Asking for information

To ask politely for information, we sometimes use a reported question after a phrase like *Could you tell me ...?* or *Do you know ...?*

Could you tell me what time the concert starts?

Do you know if there's a public phone in the building?

Have you any idea how much a taxi would cost?

Note the word order a taxi would cost (see C).

E The tense change: *is* → *was*, etc

In reported speech there are often changes to the tense, to pronouns and so on. This depends on changes to the situation since the words were spoken.

For details see Units 133 and 134. Here are some examples of the tense change.

'What's the problem?'

→ We asked what the problem was.

'How much money have you got, Vicky?'

→ I was wondering how much money Vicky had.

'Does Nick need a lift?'

→ Tom asked if Nick needed a lift.

'Can you type?'

→ They asked me if I could type.

1 Reported questions (A-C)

These people are at the tourist information centre. What do they want to know?



- ▶ She wants to know what the most interesting sights are.
- ▶ He wants to know if the centre has got a town plan.

1 .....

2 .....

3 .....

4 .....

2 Asking for information (D)

You need information. Ask for it using *Could you tell me ...?* or *Do you know ...?*

- ▶ Where are the toilets? (tell) *Could you tell me where the toilets are?*
- 1 Can I park here? (know) .....
- 2 How long does the film last? (tell) .....
- 3 How often do the buses run? (know) .....
- 4 Are we allowed to smoke? (know) .....
- 5 What time is the flight? (tell) .....
- 6 How much does a ticket cost? (tell) .....

3 The tense change (E)

Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career. He can still remember his first job interview after leaving school.

- |  |   |
|--|---|
| Interviewer:                           | Barry:  |
| ▶ 'Where do you live?'                 | The interviewer asked me <i>where I lived</i> . |
| ▶ 'Have you worked before?'            | She asked me <i>if I had worked before</i> .    |
| 1 'What was the name of the job?'      | She wanted to know .....                        |
| 2 'What was it about?'                 | I remember she asked .....                      |
| 3 'How often did you work?'            | She wondered .....                              |
| 4 'How many days a week?'              | Then she asked me .....                         |
| 5 'How long did you work?'             | She wanted to know .....                        |
| 6 'What was the salary?'               | And she asked me .....                          |
| 7 'How much did you have to earn?'     | She also asked .....                            |
| 8 'What was the best part of the job?' | And finally she asked .....                     |

## Reported orders and requests

We can use the structure **tell/ask someone to do something**.

## DIRECT SPEECH

'Please move this car.'

'You really must be careful.'

'Would you mind turning the music down?'

## REPORTED SPEECH

→ A policeman **told me to move the car**.

→ Melanie is always **telling David to be careful**.

→ We **asked our neighbours to turn the music down**.

The negative is **tell/ask someone not to do something**.

'You **mustn't** leave the door unlocked.'

'Please **don't** wear those boots in the house.'

→ Mr Atkins **told Mark not to leave the door unlocked**.

→ I **asked you not to wear those boots in the house**.

We can also use the structure **ask to do something**.

'Can I see your ticket, please?'

→ The inspector **asked to see my ticket**.

We use **ask for** when someone asks to have something.

'Can I have some brochures, please?'

→ I **asked (the travel agent) for some brochures**.

It is also possible to report an order or request like this.

A policeman **told me (that) I had to move the car**.

We **asked our neighbours if they would mind turning the music down**.

## 3 Reported offers, suggestions, etc

We can use **agree, offer, promise, refuse and threaten** with a to-infinitive.

## DIRECT SPEECH

'We'll pay for the damage.'

'I'll definitely finish it by the end of next week.'

## REPORTED SPEECH

→ We **offered to pay for the damage**.

→ You **promised to finish the work by the end of this week**.

We can also use an object + to-infinitive after **advise, invite, remind and warn**.

'I think you should take a taxi.'

'Don't forget to ring me.'

→ Mark **advised us to take a taxi**.

→ I **reminded David to ring me**.

We can use an ing-form after **admit, apologize for, insist on and suggest**.

'I really must have a rest.'

'Shall we go to a nightclub?'

→ Emma **insisted on having a rest**.

→ Claire **suggested going to a nightclub**.

## C Admit that, insist that, etc

We can use a clause with **that** after **admit, advise, agree, insist, promise, remind, suggest and warn**.

Trevor **admitted (that) he had forgotten the shopping**.

Claire **insisted (that) we all went round to her flat for coffee**.

You **promised (that) you would finish the work by the end of this week**.

I **warned you (that) Nick's dog is very fierce**.

▷ 62 Verb + to-infinitive/ing-form ▷ 65 Verb + object + to-infinitive

1 Tell/ask someone to do something (A)

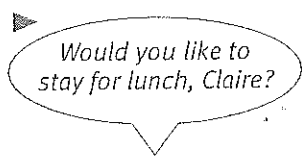
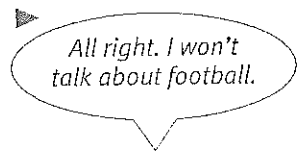
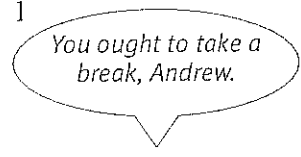
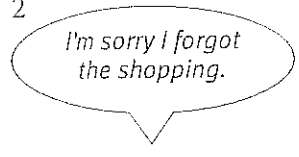
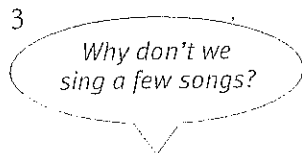
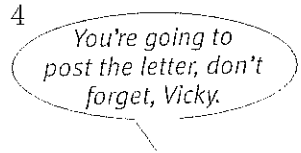
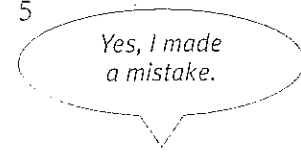
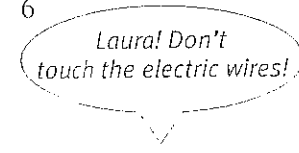
Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

▶ His mother: Can you dig my garden, please, Trevor?  
*His mother asked him to dig her garden.*

- 1 The doctor: You must take more exercise.  
 .....
- 2 His boss: Would you mind not playing computer games in the office?  
 .....
- 3 A traffic warden: You can't park your car in the High Street.  
 .....
- 4 Laura: Could you put some shelves up, please, Trevor?  
 .....

2 Reported offers, suggestions, etc (B)

Complete the sentences. Report what was said.

▶ 	▶ 	1 	2 
3 	4 	5 	6 

▶ Sarah invited *Claire to stay for lunch.*  
 ▶ Tom agreed *not to talk about football.*

- 1 Matthew advised .....
- 2 Mike apologized .....
- 3 Tom suggested .....
- 4 Rachel reminded .....
- 5 Mr Atkins admitted .....
- 6 Trevor warned .....

3 Admit that, insist that, etc (C)

Combine each pair of sentences using *that*.

▶ The roads were dangerous. The police warned us.  
*The police warned us that the roads were dangerous.*

- 1 Everything will be ready on time. The builders have promised.  
 .....
- 2 We have to check the figures carefully. The boss insists.  
 .....
- 3 Tom's story wasn't completely true. He's admitted it.  
 .....
- 4 Emma's train was about to leave. Matthew reminded her.  
 .....

# 144 ) Conditionals (1)

## Introduction



Vicky and Rachel are talking about possible future actions. They may catch the bus, or they may miss it.

## B Type 1: If we hurry, we'll catch the bus

IF-CLAUSE	MAIN CLAUSE
if Present simple	will
If we hurry,	we 'll catch the bus.
If we miss it,	there 'll be another one.
If it doesn't rain,	we 'll be having a picnic.
If I don't practise my golf,	I won't get any better.

The verb in the if-clause (e.g. hurry) is in the present simple, not the future.

NOT ~~If we'll hurry, we'll catch the bus.~~

But we can use will in the if-clause when we make a request.

If you'll just wait a moment, I'll find someone to help you. (= Please wait a moment ...)

We can use the present continuous (e.g. are doing) or the present perfect (e.g. have done) in the if-clause.

If we're expecting visitors, the flat will need a good clean.

If you've finished with the computer, I'll put it away.

The main clause often has will. But we can use other modal verbs (e.g. can).

If you haven't got a television, you can't watch it, can you?

If Henry jogs regularly, he might lose weight.

If Matthew is going to a job interview, he should wear a tie.

The if-clause usually comes first, but it can come after the main clause.

If I hear any news, I'll phone you. / I'll phone you if I hear any news.

## C More uses of type 1

We can use type 1 conditionals in offers and suggestions:

If you need a ticket, I can get you one. If you feel like seeing the sights, we can take a bus tour.

We can also use them in warnings and threats.

If you go on like this, you'll make yourself ill. If you don't apologize, I'll never speak to you again.

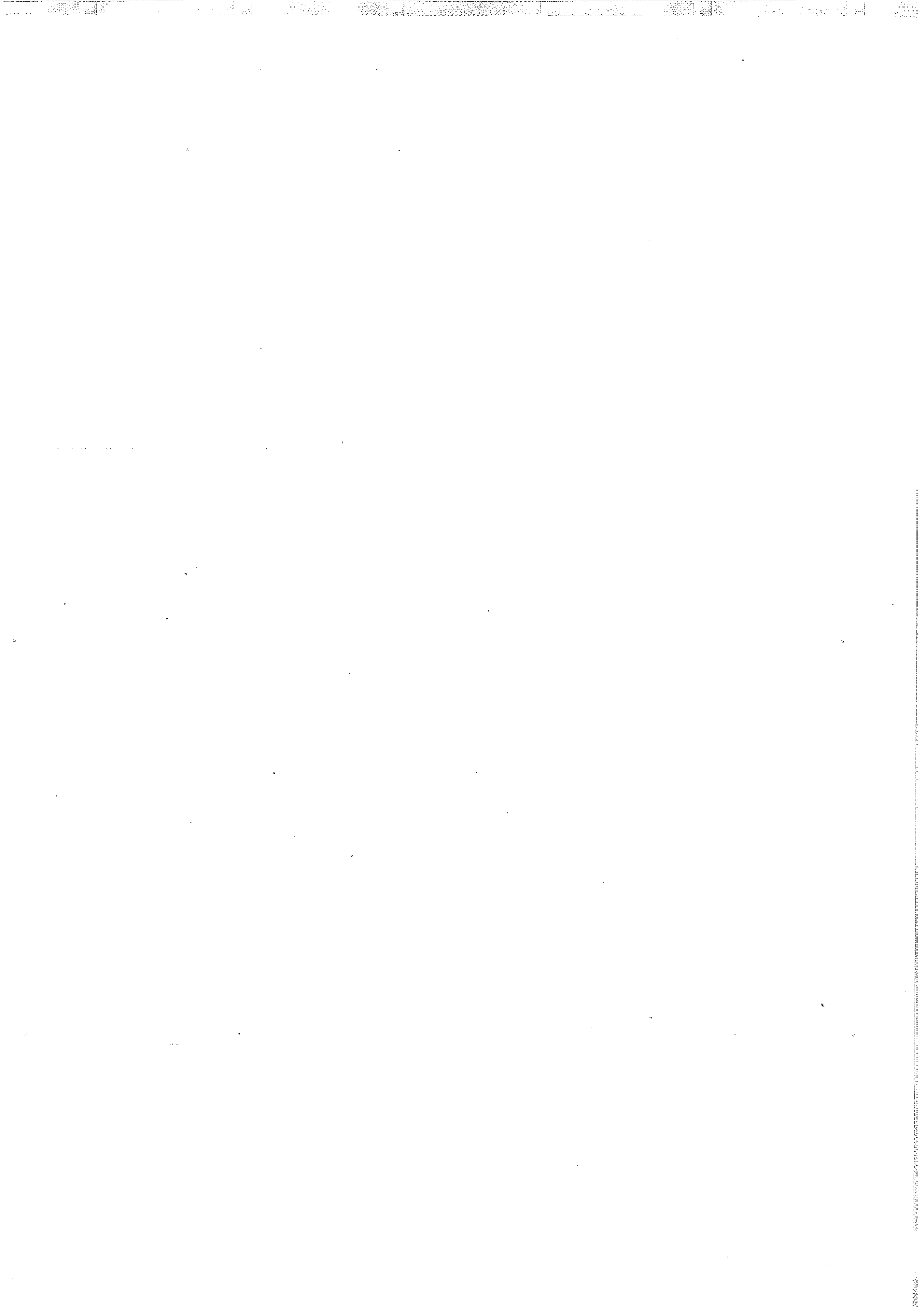
## D If you heat water, it boils

We sometimes use the present simple in both clauses.

If you heat water, it boils. If Daniel has any money, he spends it.

If you press this switch, the computer comes on.

This means that one thing always follows automatically from another. Pressing the switch always results in the computer coming on.



## 1 Type 1 (A-C)

Read the conversation and then choose the correct forms.

Rachel: Have you heard about the pop festival?

Vicky: Yes, (►) it's/it'll be good if Express are playing. They're a great band.

Rachel: Will you be able to go, Nick?

Nick: If (1) I ask/I'll ask my boss, he'll give me some time off work, I expect.

Vicky: How are we going to get there?

Rachel: Well, if (2) there are/there'll be enough people, we can hire a minibus.

Vicky: I won't be going if (3) it's/it'll be too expensive.

Rachel: It (4) isn't costing/won't cost much if we all (5) share/will share the cost.

Nick: If (6) I see/I'll see the others later on tonight, (7) I ask/I'll ask them if they want to go.

## 2 Type 1 (A-C)

Comment on the situations. Use *if* + the present tense + *will/can*.

► It might rain. If it does, everyone can eat inside.

*If it rains, everyone can eat inside.*

► The children mustn't go near Nick's dog. It'll bite them.

*If the children go near Nick's dog, it'll bite them.*

1 Rachel might fail her driving test. But she can take it again.

2 United might lose. If they do, Tom will be upset.

3 The office may be closed. In that case Mark won't be able to get in.

4 Nick may arrive a bit early. If he does, he can help Tom to get things ready.

5 The party might go on all night. If it does, no one will want to do any work tomorrow.

6 Emma may miss the train. But she can get the next one.

7 Is Matthew going to enter the race? He'll probably win it.

## 3 Present simple in both clauses (D)

Match the sentences and join them with *if*.

► You lose your credit card. I can't sleep.

1 You get promoted. You get a warning letter.

2 I drink coffee late at night. You have to ring the bank.

3 You don't pay the bill. Your salary goes up.

4 I try to run fast. The alarm goes off.

5 Someone enters the building. I get out of breath.

► If you lose your credit card, you have to ring the bank.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## A Introduction

Rachel: *Would you like some cake, Jessica?*

Jessica: *No thanks. If I ate cake, I'd get fat.*

Rachel: *But it's delicious.*

Jessica: *It looks delicious. If I had your figure, I'd eat the whole lot.*

*I ate cake and I had your figure are imaginary or unreal situations.*

Jessica isn't going to eat the cake, and she hasn't got a figure like Rachel's.

## B Type 2: If I ate cake, I'd get fat

IF-CLAUSE	MAIN CLAUSE
<b>if</b> Past simple	<b>would</b>
<i>If I ate cake,</i>	<i>I 'd get fat.</i>
<i>If I had your figure,</i>	<i>I 'd eat the whole lot.</i>
<i>If we didn't have a car,</i>	<i>we 'd find it difficult to get about.</i>
<i>If Rachel got up earlier,</i>	<i>she wouldn't always be late.</i>

Note the past simple (e.g. *ate*). We do not use **would** in the if-clause. NOT *If I'd eat cake.*

But we can use **would** in the if-clause when we make a request.

*If you'd like to come this way, the doctor will see you now.* (= Please come this way ...)

As well as the past simple we can use the past continuous (e.g. **was doing**) in the if-clause.

*If Rachel was playing her stereo, it wouldn't be so quiet in here.*

In a type 2 if-clause we sometimes use **were** instead of **was**, especially in the clause **if I were you**.

*If Rachel were playing her stereo, it wouldn't be so quiet in here.*

*If I were you, I'd ask a lawyer for some advice.*

The main clause often has **would**. We can also use **could** or **might**.

*If we had a calculator, we could work this out a lot quicker.*

*If Rachel worked harder, she might do even better at her studies.*

The if-clause usually comes first, but it can come after the main clause.

*If I knew, I'd tell you. / I'd tell you if I knew.*

## C Type 1 and type 2

Compare these examples.

Type 1: *If you have a lie-down, you'll feel better.* (see Unit 144B)

Type 2: *If I had a million pounds, I'd probably buy a yacht.*

The present tense (**have**) refers to a possible future action, something which may or may not happen.

The past tense (**had**) refers to something unreal. *If I had a million pounds* means that I haven't really got a million pounds, but I am imagining that I have. Compare these examples.

Type 1: *If we take the car, we'll have to pay for parking.*

Type 2: *If we took the car, we'd have to pay for parking.*

Here both sentences refer to a possible future action. But in the type 2 conditional, the action is less probable. *If we took the car* may mean that we have decided not to take it.

We can use type 2 conditionals in offers and suggestions.

*If you needed a ticket, I could get you one.*

*If you felt like seeing the sights, we could take a bus tour.*

Type 2 is less direct than type 1 (Unit 144C). The speaker is less sure that you want to see the sights.



1 Type 2 (A-B)

Comment on these situations. Use a type 2 conditional with *would* or *could*.

- ▶ Andrew is such a boring person because he works all the time.  
You know, *if Andrew didn't work all the time, he wouldn't be such a boring person.*
- ▶ You can't take a photo because you haven't got your camera.  
How annoying. *If I had my camera, I could take a photo.*
- 1 You can't look the word up because you haven't got a dictionary.  
I'm sorry. ....
- 2 You don't write to your friends because you're so busy.  
I've got so much to do. ....
- 3 You can't play tennis because your back is aching.  
It's a nuisance. ....
- 4 Claire won't marry Henry because she doesn't love him.  
Of course, ....
- 5 Nick can't find the way because he hasn't got a map.  
Nick's lost, but ....
- 6 David has so many accidents because he's so clumsy.  
You know, ....

2 Type 1 and type 2 (A-C)

Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

- Matthew: I haven't forgotten your birthday, you know. If you like, (▶) *I'll book* (I / book) a table for Thursday at our favourite restaurant.
- Emma: My birthday is on Wednesday, Matthew. You're playing basketball then, aren't you? If you cared for me, (1) ..... (you / not / play) basketball on my birthday.
- Matthew: What's the difference? If (2) ..... (we / go) out on Thursday, it'll be just the same. If (3) ..... (I / not / play), I'd be letting the team down.
- Emma: Yes, I suppose (4) ..... (it / be) a disaster if you missed one game. Well, if (5) ..... (you / think) more of your friends than you do of me, you can forget the whole thing.
- Matthew: I just don't understand you sometimes, Emma.
- Emma: If (6) ..... (you / think) about it, you'd understand. And I think (7) ..... (it / be) better if we forgot all about my birthday.
- Matthew: Don't be silly, Emma. If you get into one of your bad moods, (8) ..... (it / not / do) any good.
- Emma: If you were interested in my feelings, (9) ..... (I / not / get) into a bad mood.

3 Type 1 and type 2 (C)

What does the if-clause mean? Write a sentence with *isn't* or *might*.

- ▶ If this room was tidy, I could find things. *The room isn't tidy.*
- ▶ If we're late tonight, we can get a taxi. *We might be late tonight.*
- 1 If the phone was working, I could call you. ....
- 2 If it rains, can you bring the washing in? ....
- 3 If Mike was here, he'd know what to do. ....
- 4 If this spoon was silver, it would be worth a lot. ....
- 5 If Sarah calls, can you say I'll ring back? ....

## A Introduction

- David: How was your camping holiday?  
 Mike: Well, it would have been all right if it hadn't rained all the time.  
 Harriet: If we'd gone two weeks earlier, we'd have had better weather.



*If it hadn't rained* and *if we'd gone two weeks earlier* are imaginary situations in the past. It did rain, and they didn't go two weeks earlier.

## B Type 3: If we had gone earlier, we would have had better weather

## IF-CLAUSE

- if Past perfect  
*If we 'd gone earlier,*  
*If Matthew had phoned her,*  
*If you hadn't made that mistake,*  
*If David had been more careful,*

## MAIN CLAUSE

- would have  
*we 'd have had better weather.*  
*Emma wouldn't have been so annoyed.*  
*you 'd have passed your test.*  
*he wouldn't have fallen.*

Note the verb in the past perfect (e.g. **had been**). We do not use **would** in the if-clause.

NOT *If David would have been more careful, he would have fallen.*

The main clause often has **would have**. We can also use **could have** or **might have**.

*If I'd had my mobile yesterday, I could have contacted you.*

*We just caught the train. If we'd stopped to buy a paper, we might have missed it.*

The short form 'd can be either **had** or **would**.

*If you'd rung me, I'd have come to see you. (= If you **had** rung me, I **would** have come to see you.)*

## C The use of type 3

We use type 3 conditionals to talk about things in the past happening differently from the way they really happened. This sometimes means criticizing people or pointing out their mistakes.

*If you'd been a bit more careful, you wouldn't have cut yourself.*

*If Matthew had set his alarm clock, he wouldn't have overslept.*

We can also use this structure to express regret about the past.

*If I hadn't fallen ill and missed the interview, I might have got the job.*

## D Type 2 and type 3

Compare these examples.

Type 2: *If you **planned** things properly, you **wouldn't** get into a mess.* (You don't plan.)

Type 3: *If you **had planned** things properly, you **wouldn't have got** into a mess.* (You didn't plan.)

We can mix types 2 and 3.

*If you **had planned** things at the start, we **wouldn't** be in this mess now.*

*If you **hadn't left** all these dirty dishes, the place **would** look a bit tidier.*

*If Matthew **was** more sensible, he **would have worn** a suit to the interview.*

*If I **didn't have** all this work to do, I **would have gone** out for the day.*

## 1 Type 3 (A-C)

Complete the conversation. Put in the correct form of the verb. Use the past perfect or *would have*.

Nick: United didn't play very well today.

Tom: We were awful. But if Hacker (▶) *had taken* (take) that easy chance,  
(▶) *we would have won* (we / win).

Nick: We didn't deserve to win. It (1) ..... (be) pretty unfair if Rangers  
(2) ..... (lose).

Tom: Hacker was dreadful. My grandmother (3) ..... (score) if  
(4) ..... (she / be) in that position.

Nick: And if Burley (5) ..... (not / be) asleep, he (6) .....  
(not / give) a goal away.

Tom: If Johnson (7) ..... (not / be) injured when we needed him most,  
(8) ..... (it / be) different.

Nick: Yes, (9) ..... (we / beat) them if (10) ..... (he / be) fit.

## 2 Type 3 (A-C)

Comment on each situation using a type 3 conditional with *if*. Use *would have*, *could have* or *might have*.

▶ In a bookshop yesterday Daniel saw a book he really wanted. The only problem was that he didn't have any money. *Daniel would have bought the book if he had had any money.*

▶ Rita often goes to concerts at the town hall, although not to every one. There was one on Saturday, but she didn't know about it. *Rita might have gone to the concert if she had known about it.*

1 On Sunday the guests had to have their lunch inside. Unfortunately it wasn't warm enough to have it outside. ....

2 There was a bomb scare last Tuesday. Sarah wanted to fly to Rome, but she wasn't able to. The airport was closed. ....

3 Laura has only met Nick once, and it's possible she wouldn't recognize him. He passed her yesterday, but he had a crash-helmet on. ....

4 Sarah has been quite busy, and she hasn't watered her plants for some time. As a result, they've died. ....

5 Nick likes ice hockey, but he didn't have a ticket to the game last week, so unfortunately he wasn't able to get in. ....

## 3 Type 2 and type 3 (D)

Complete the conversations. Put in the correct form of the verb.

Use the past simple, the past perfect, *would*, or *would have*.

▶ Mike: You look tired.

Harriet: Well, if *you hadn't woken* (you / not / wake) me up in the middle of the night,  
*I wouldn't be* (I / not be) so tired.

1 Rita: Is Trevor a practical person?

Laura: Trevor? No, he isn't. If ..... (he / be) practical,  
..... (he / put) those shelves up a bit quicker. It took him ages.

2 Tom: Why are you sitting in the dark?

David: Let's just say that if ..... (I / pay) my electricity bill last month,  
..... (I / not be) in the dark now.

3 Matthew: Why are you so angry with me? All I did yesterday was play basketball.

Emma: If ..... (you / love) me,  
..... (you / not / leave) me here all alone on my birthday.

## A Types 1, 2 and 3



There are three main types of conditional. Study the examples.

Type 1: **if ... the present simple ... will/can/might**, etc

*If we win today, we'll go to the top of the league.* (We may win, or we may not.)

Type 2: **if ... the past simple ... would/could/might**

*If Johnson was in the team, I'd feel more confident.* (Johnson isn't in the team.)

Type 3: **if ... the past perfect ... would have/could have/might have**

*If Johnson had played, we'd have won.* (Johnson didn't play.)

Here are some more examples with different verb forms.

Type 1 *If I'm going shopping, I'll need some money.*

*If the disco has finished, we might be able to get some sleep.*

*You should stay in bed if you feel unwell.*

Type 2 *If I didn't like this pudding, I wouldn't eat it.*

*If the video recorder was working, we could watch a film.*

*The alarm might go off if we tried to get in through a window.*

Type 3 *If we'd dropped the piano, it would have been a disaster.*

*If Vicky had come to the theme park with us last week, she might have enjoyed it.*

*We could have given you a lift if we'd known you were coming this way.*

## B Other conditional sentences

As well as the three main types, there are other types of conditional sentence.

For example, we can use two present-tense verbs (see Unit 144D).

*If you ring this number, no one answers.*

We can also use a present-tense verb and an imperative.

*If you need any help, just ask. If you drink, don't drive.*

We can use **be going to**.

*If it's going to rain, I'd better take an umbrella.*

*If they try to cut down the trees, there's going to be a big protest.*

We can mix types 2 and 3 (see Unit 146D).

*If Matthew had booked a table, we wouldn't be standing here in a queue.*

*If you needed help, you should have asked me.*

1 Types 1, 2 and 3 (A)

Match the sentences and join them with *if*. Say what type they are.

- ▶ I went to bed earlier. I'll try to follow them.
- 1 The twins had worn different clothes. You might not be warm enough.
- 2 You tell me what the instructions say. I wouldn't have bought it.
- 3 People used public transport. I wouldn't sleep.
- 4 You don't wear a sweater. There'd be less pollution.
- 5 I hadn't seen the product advertised. We could have told them apart.

▶ *If I went to bed earlier, I wouldn't sleep.*

type 2

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

2 Types 1, 2 and 3 (A)

Adam is a music student. He rents a room from Mr Day. Put in the correct forms.

Mr Day: Can't you stop playing that trumpet? You're making an awful noise.

Adam: Well, if (▶) *I don't practise* (I / not practise), I won't pass my exam.

Mr Day: But why at night? It's half past twelve. If (1) ..... (you / play) it in the daytime, (2) ..... (I / not / hear) you because I'd be at work. If (3) ..... (you / tell) me about this trumpet when you first came here, (4) ..... (I / not / let) you have the room. I'm afraid it's becoming a nuisance. If (5) ..... (you / not / play) so loud, (6) ..... (it / not / be) so bad.

Adam: I'm sorry, but you can't play a trumpet quietly.

Mr Day: If (7) ..... (I / realize) a year ago what you were going to do, then (8) ..... (I / throw) you out long ago. If (9) ..... (you / go) on making this noise at night, (10) ..... (I / have) to complain to your college.

3 Conditionals (A–B)

What might you say in these situations? Use a conditional sentence.

▶ You think Emma should book a seat on the train. The alternative is having to stand.

*If Emma doesn't book a seat on the train, she'll have to stand.*

- 1 You didn't know how unpopular Jason was when you invited him to your party.  
.....
- 2 Warn your friend not to put too many tins into the plastic bag or it'll break.  
.....
- 3 You haven't got a pen, so you can't write down the address.  
.....
- 4 You should have started your project earlier. You're so far behind now.  
.....
- 5 Your friend might need some help. If so, tell her to give you a ring.  
.....
- 6 The automatic result of the door opening is the fan coming on.  
.....

### A Present simple for the future

Look at these examples.

*You'll be tired tomorrow if you stay up late. Tell me when the water boils.*

*I won't do anything unless you agree. Write the name down in case you forget it.*

We use the present simple for the future after linking words such as **if**, **when**, **unless** and **in case** (see also Units 27 and 144B).

### B If or when?

*If you hear any news, can you ring me immediately?*

(You might hear some news.)

*I'll probably go for a walk later on if it stays fine.*

(It might stay fine.)

*When you hear some news, can you ring me immediately?*

(You will hear some news.)

*I'll make myself an omelette when I get home tonight.*

(I will get home tonight.)

We use **if** for something that we think might happen.

We use **if** (not **when**) for something impossible or imaginary.

*If I were you, I'd refuse.*

We use **when** for something that we know will happen.

We can use either **if** or **when** in contexts where they mean 'every time'.

*If you run, you use up energy.*

*When you run, you use up energy.*

### C If and unless

**If ... not** means the same as **unless**.

*I can't see if I don't wear glasses.*

*The doctor will be here if she isn't called to an emergency.*

*If you can't pay your bills, you'll have to leave.*

*I wouldn't say that if I didn't believe it.*

= *I can't see unless I wear glasses.*

= *The doctor will be here unless she's called to an emergency.*

= *Unless you can pay your bills, you'll have to leave.*

= *I wouldn't say that unless I believed it.*

### D In case

Look at these examples.

*Take a sandwich with you in case you get hungry.*

*I'd better reserve a seat today in case the train is full tomorrow.*

*Laura took two photos in case one of them didn't come out.*

We use **in case** to talk about doing something to avoid a possible problem later on. (For American English, see page 381.)

Compare **if** and **in case**.

*I'll bring in the washing if it rains.*  
(= I'll bring it in at the time it starts raining.)

*I'll bring in the washing in case it rains.*  
(= I'll bring it in now because it might rain later.)

## A Introduction



We can use **I wish** or **if only** to express a wish. Jessica wishes she was slimmer. **If only** is stronger and more emphatic than **wish**.

We can use a clause with **if only** on its own, or we can add another clause.  
*If only I wasn't so fat. If only I wasn't so fat, I would be able to get into these trousers.*

## B Wish ... would

Look at these examples.

*I wish you would put those shelves up soon.*

*Tom wishes his neighbours wouldn't make so much noise.*

*If only you'd try to keep the place tidy.*

**Wish/If only ... would** expresses a wish for something to happen, or to stop happening.

## C Wish ... the past

Look at these examples.

*I wish I lived in a big city. It's so boring in the country.*

*We all wish we had more money, don't we? If only I was taller, I might be better at basketball.*

**Wish** and **if only** with a past-tense verb express a wish for things to be different.

We can use **were** instead of **was** (see also Unit 145B).

*If only I were taller, I might be better at basketball.*

We cannot use **would** in these sentences, but we can use **could**.

*I wish I could sing (but I can't). I feel so helpless. If only I could speak the language.*

Compare **wish** with **would** and with the past.

*I wish something exciting would happen. (I wish for an action in the future.)*

*I wish my life was more interesting. (My life isn't interesting.)*

## D Wish ... the past perfect

We use **wish** and **if only** with the past perfect to express a wish about the past.

*I wish you had told me about the dance. I would have gone.*

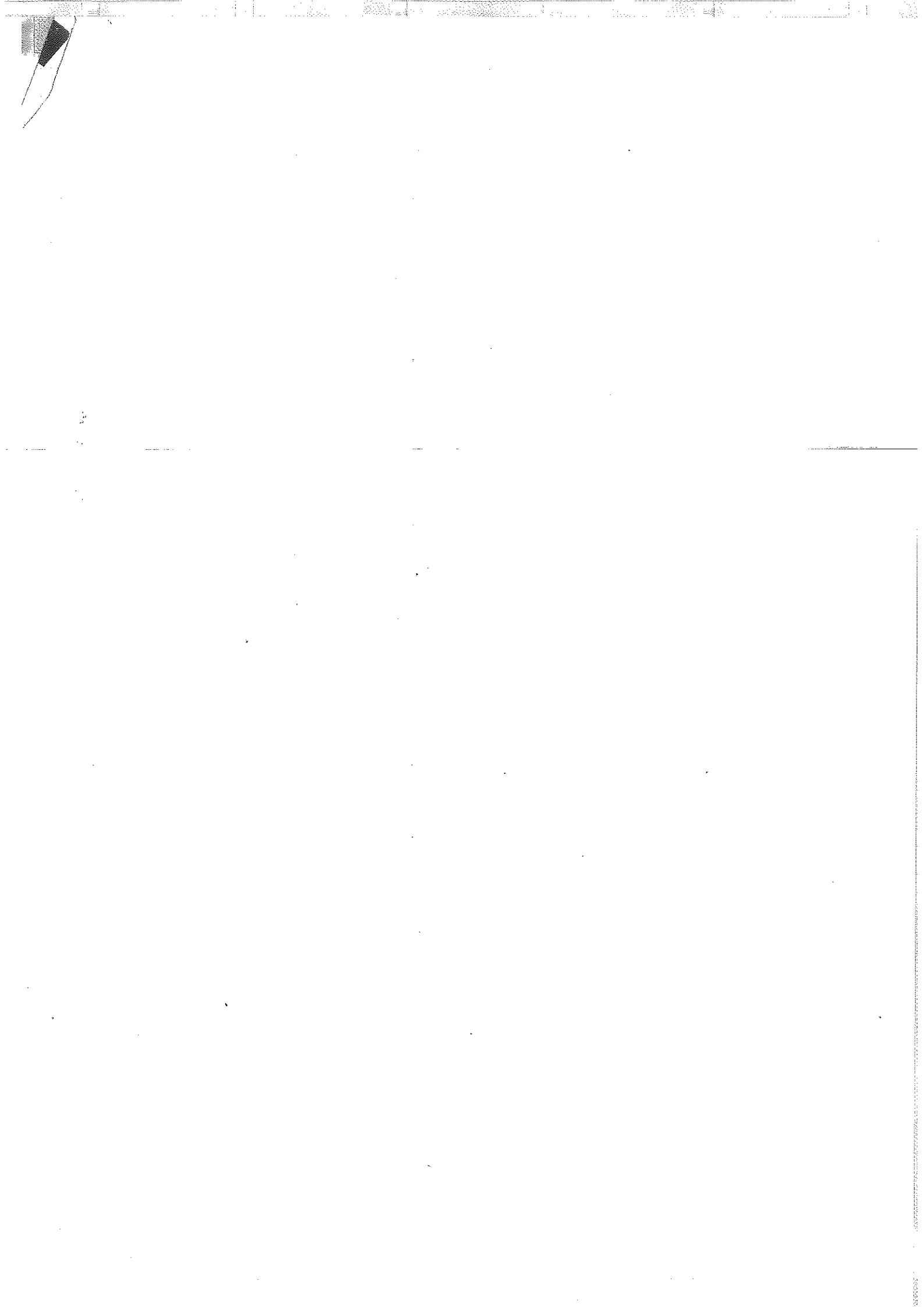
*I wish I'd got up earlier. I'm behind with everything today.*

*I wish you hadn't lost that photo. It was a really good one.*

*If only David had been a bit more careful, he'd have been all right.*

We do not use **would have** for the past, but we can use **could have**.

*I wish I could have been at the wedding, but I was in New York.*





1 Wish ... would (B)

What might you say in these situations? Begin I wish ...

▶ to someone who never answers your e-mails

I wish you'd answer my e-mails.

▶ to someone who makes rude remarks about you

I wish you wouldn't make rude remarks about me.

1 to someone who won't hurry up

2 to someone who never does the washing-up

3 to someone who isn't telling you the whole story

4 to someone who blows cigarette smoke in your face

5 to someone who won't tell you what he's thinking

Wish ... the past (C)

Vicky is fed up. What is she saying? Use I wish or if only.

▶ (She can't think straight.) I wish I could think straight.

1 (She is so tired.)

2 (She gets headaches.)

3 (Her work isn't going well.)

4 (She can't concentrate.)

5 (Life is so complicated.)

Wish ... the past perfect (D)

Complete the sentences. Use these words: *accepted, caught, found, played, saved, stayed*

▶ I spent all my money. I wish now that I had saved it.

1 I missed the train. I really wish

2 Rita left the party early. Nick wishes

3 Emma refused the offer. But her parents wish

4 I looked everywhere for the key. I wish

5 The injured player could only watch. He wishes

Wish and if only (B-D)

Complete the conversation.

Claire: Oh, Henry. You're giving me another present. It's very sweet of you, but I wish (▶) you wouldn't give me so many presents.

Henry: Claire, I've been thinking. I shouldn't have asked you to marry me. I wish now that (1)

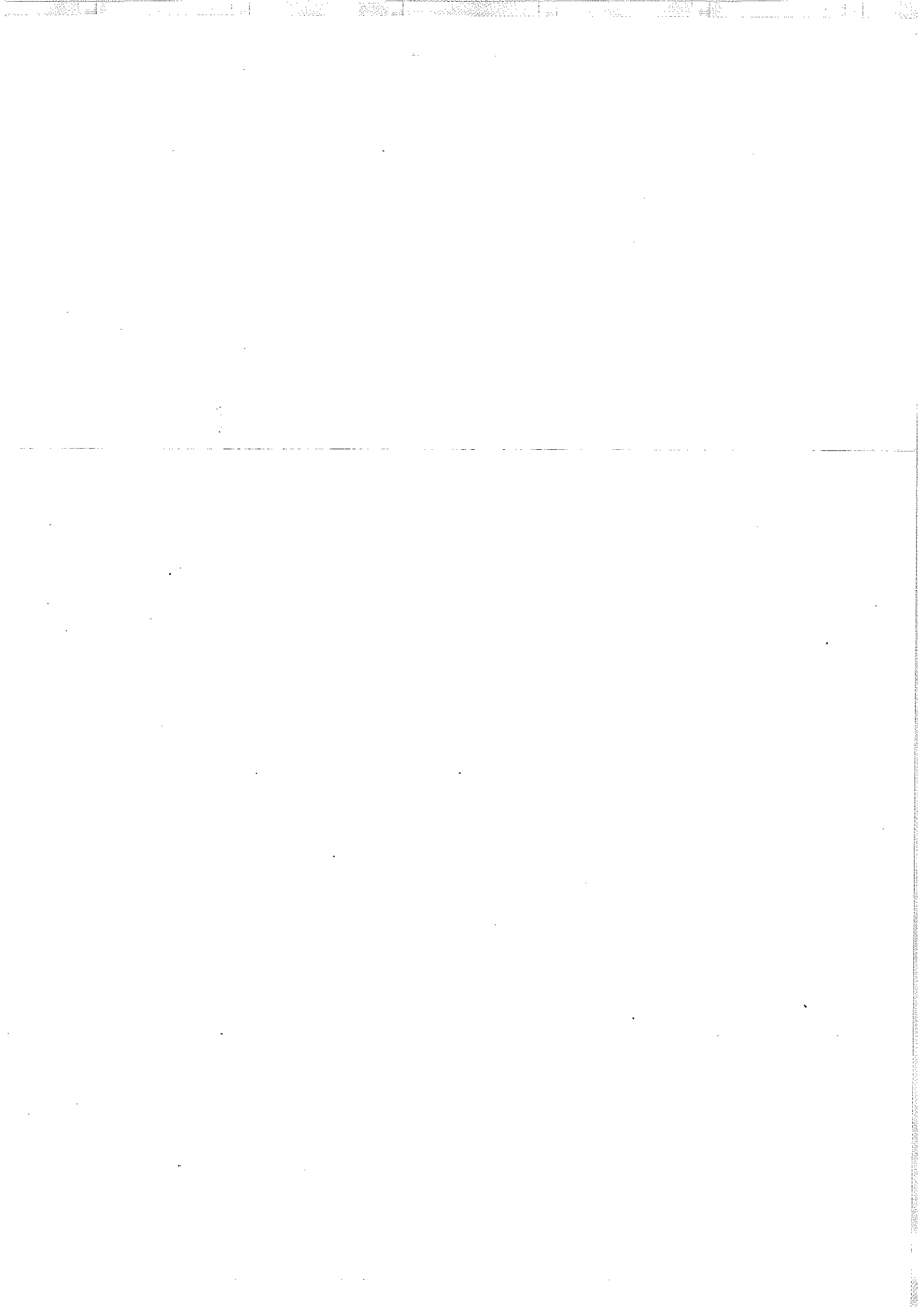
Claire: Now you're talking nonsense. I wish (2)

Henry: I'm not a young man, am I? Of course I wish (3)

Claire: Why don't you listen? If only (4)

Henry: Why couldn't we have met twenty years ago? I wish (5) you then.

Claire: Henry, twenty years ago I was just starting school.



# Appendix 1: Word formation

revision

## Introduction

Look at these examples.

Lots of people believe that God exists.

Lots of people believe in the **existence** of God:

**exist** is a verb and **existence** is a noun. The word **existence** has two parts: **exist** and **ence**. We call **ence** a suffix. We add it to end of the verb **exist** to form a noun.

We can also use suffixes to form verbs, adjectives and adverbs.

The system is being **modernized**. (= made modern)

I grew up in an **industrial** town. (= a town where there is a lot of industry)

The man was behaving **strangely**. (= in a strange way)

There are many different suffixes, such as **ence**, **ize**, **al**, **ly**, **tion** and **ment**. Some of them can be used to form many different words. For example, there are a lot of nouns ending in **tion**: **action**, **education**, **explanation**, **information**, **instruction**, etc. There are no exact rules about which suffix you can add to which word. Adding a suffix can also involve other changes to the form of a word.

industry → industrial    repeat → repetition    science → scientist.

Now look at these examples.

They're going to **play** the match on Wednesday.

They're going to **replay** the match on Wednesday.

We can add **re** to the beginning of the verb **play**. We call **re** a 'prefix'. A prefix adds something to the meaning of a word. The verb **replay** means 'play again'. We can also add prefixes to nouns and adjectives. See G and H.

## Noun suffixes

ment	the prospects for <b>employment</b>	reach an <b>agreement</b>	
ion/tion/sion	take part in a <b>discussion</b>	increase steel <b>production</b>	ask for <b>permission</b>
ation/ition	an <b>invitation</b> to a party	people's <b>opposition</b> to the idea	
ence/ance	a <b>preference</b> for houses rather than flats	a <b>distance</b> of ten miles	
ty/ity	no <b>certainty</b> that we shall succeed	keep the door locked for <b>security</b>	
ness	people's <b>willingness</b> to help	recovering from an <b>illness</b>	
ing	enter a <b>building</b>	reach an <b>understanding</b>	

## Nouns for people

er/or	the <b>driver</b> of the car	a newspaper <b>editor</b>
ist	a place full of <b>tourists</b>	a <b>scientist</b> doing an experiment
ant/ent	an <b>assistant</b> to help with my work	<b>students</b> at the university
an/ian	<b>Republicans</b> and Democrats	the <b>electrician</b> rewiring the house
ee	an <b>employee</b> of the company (= someone employed)	
	notes for <b>examinees</b> (= people taking an exam)	

We also use **er** for things, especially machines.

a hair-**dryer**    a food **mixer**    a cassette **player**

## Verb suffixes

Many verbs are formed by adding **ize** or **ise** to an adjective. Some are formed by adding **en**.

<b>ize</b>	European safety rules are being <b>standardized</b> .	They <b>privatized</b> the company.
<b>en</b>	They're <b>widening</b> the road here.	Meeting you has really <b>brightened</b> my day.

## Adjective suffixes

Most of these adjectives are formed from nouns.

al	a professional musician	Britain's coastal waters
ic	a metallic sound	a scientific inquiry
ive	an informative guidebook	an offer exclusive to our readers
ful	a successful career	feeling hopeful about the future
less	feeling hopeless about the future (= without hope)	powerless to do anything about it
ous	guilty of dangerous driving	luxurious holiday apartments
y	a rocky path	the salty taste of sea water
ly ▷ 109A	a friendly smile	a very lively person
able/ible	an acceptable error (= an error that can be accepted)	a comprehensible explanation
	a valuable painting (= worth a lot of money)	a comfortable chair

## Adverbs

ly ▷ 108 He looked around nervously. I moved here quite recently.

## Some common prefixes

anti (= against)	anti-roads protestors	anti-government troops
inter (= between)	an international match	interstate highways in the US
mini (= small)	a minicomputer	the minibar in your hotel room
mis (= wrongly)	mishear what someone says	miscalculate the amount
multi (= many)	multicoloured lights	a multimillionaire
over (= too much)	too fond of overeating	overcrowded roads
post (= after)	the post-war world	a postgraduate student
pre (= before)	pre-match entertainment	in prehistoric times
re (= again)	a reunion of old friends	reread a favourite book
semi (= half)	semi-skilled work	sitting in a semicircle
super (= big)	a huge new superstore	a supertanker carrying oil
under (= too little)	thin and underweight	underpaid work

## Negative prefixes

We can also use a prefix to form an opposite. For example, the opposite of **clear** is **unclear** (= not clear).

**Un** is the most common negative prefix.

dis	a dishonest way to behave	can't help being disorganized	dislike the idea
	disappear from the scene	a disadvantage of the plan	
il (+ l)	an illegal drug	an illiberal attitude	
im (+ m or p)	an impossible task	an impolite question	
in	an indirect route	the invisible man	a great injustice
ir (+ r)	an irregular shape	an irrelevant remark	
non	non-alcoholic drinks	a non-stop flight	
un	an uncomfortable chair	an unusual event	an undated letter
	uncertain what to do	unpack your suitcase	unzip the bag