Chapter 8

The Passive Voice (p. 185)

We use the passive voice when we want to focus attention on the person or thing that received the action of the verb (the object of the verb), rather than the person or thing that performed the action (the subject of the verb). To form the passive voice, use the verb *to be* and the *past participle of the verb* in the active sentence. Use the same tense for the verb *to be* as the tense of the verb in the active sentence. Put the doer of the action into a prepositional phrase introduced by *by*. This prepositional phrase may sometimes be omitted.

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>They speak English.</td>
<td>English is spoken (by them).</td>
</tr>
<tr>
<td>They are speaking English.</td>
<td>English is being spoken.</td>
</tr>
<tr>
<td>They spoke English.</td>
<td>English was spoken.</td>
</tr>
<tr>
<td>They were speaking English.</td>
<td>English was being spoken.</td>
</tr>
<tr>
<td>They have spoken English.</td>
<td>English has been spoken.</td>
</tr>
<tr>
<td>They will speak English.</td>
<td>English will be spoken.</td>
</tr>
<tr>
<td>They are going to speak English.</td>
<td>English is going to be spoken.</td>
</tr>
<tr>
<td>They should speak English.</td>
<td>English should be spoken.</td>
</tr>
<tr>
<td>They should have spoken English.</td>
<td>English should have been spoken.</td>
</tr>
<tr>
<td>They must speak English.</td>
<td>English must be spoken.</td>
</tr>
<tr>
<td>They had to speak English.</td>
<td>English had to be spoken.</td>
</tr>
<tr>
<td>They might speak English.</td>
<td>English might be spoken.</td>
</tr>
</tbody>
</table>

Exercise 1

Write these sentences in the passive voice.

1. For centuries people all over the world have admired and used olive trees.   
   **Olive trees have been admired and used by people all over the world for centuries.**

2. According to legend the goddess Athena gave the olive tree to the Greeks.

3. The ancient Greeks named the city of Athens after her for this reason.

4. The Greeks used the olive tree as a symbol of freedom and peace.

5. They crowned the winner in the Olympic Games with a wreath of olive leaves.
6. In modern times people have exploited the products of the olive tree as well.

7. Missionaries from Mexico first introduced olive seeds to California in 1769.

8. The missionaries grew olive trees and developed the California olive industry.

9. Olive trees produce large quantities of both oil and fruit.

10. People can pickle or can the olives.

11. To produce olive oil, people handpick the fruit.

12. They have to clean the fruit, pit it, and gently press it to obtain olive oil.

13. People use olive oil in cooking and in preparing medicines.

Exercise 2
Rewrite these active sentences about the earthquake in Haiti in the passive voice.

   The Caribbean nation of Haiti was struck by a massive 7.0 earthquake on Jan. 12, 2010.

2. The earthquake wrecked the presidential palace, the UN headquarters, and many other buildings in the capital city.

3. People could feel the earthquake in the neighbouring countries of the Dominican Republic, Jamaica, and Cuba.

4. The earthquake has affected approximately three million people.

5. The earthquake also killed some of the foreign peacekeepers from China, Brazil, and Jordan.

6. The USA and other countries have organized aid for the earthquake victims.

7. They are sending supplies to help the earthquake victims.

8. Everywhere people could see bodies piled onto trucks rushing victims to hospitals.
9. Four hurricanes and storms had hit Haiti in 2008 and the country was still struggling to recover from those disasters.

10. Although the earthquake had damaged the presidential palace and many ministries, it had not affected the airport.

11. The earthquake destroyed the local offices of the World Bank but the people in charge accounted for the staff.

12. The earthquake made thousands of people homeless.

Exercise 3
Use the correct form of each verb to fill in the blanks in this passage. Use the passive voice or the active voice, as required.

Thomas Edison (bear) was born and (raise) raised in Ohio. As a child, he (take) __________ out of school by his mother. His teacher (think) ___________ that he (be) __________ too stupid to stay in school because he (ask) __________ too many questions. As a youth he (experiment) __________ with chemicals and (print) __________ a newspaper.

In 1869, Edison (move) _______ to New York City. At the age of 22, Edison (open) _______ a plant in New Jersey. Over the next five years many new inventions (develop) _______. The first typewriter (invent) __________ at this time, as well as the automatic telegraph system. This (not, be) ________ enough for Edison, however.

In 1876 he (establish) _______ his laboratory in Menlo Park, New Jersey. It (be) ______ here that the phonograph (invent) ____________, the electric light bulb (produce) ____________, and the electric railway (develop) ____________. Many other inventions (credit) ___________ to Edison. These (include) ___________ the motion picture camera, the dictating machine, and the electric megaphone. Edison (think) ___________ that the reason he was successful as an inventor (be) _______ his hard work and not his genius. He frequently (sleep) ___________ only four or five hours a night and he (had to, remind) ___________ to eat his meals. He (consider) ___________ eating and sleeping to be a complete waste of time. Edison (honour) ___________ for his work by the Legion of Honour of France and the Royal Society of Arts of Britain.

Edison (set) _________ up a scholarship for young scientifically minded Americans. The winner (give) ___________ a technical education and then (promise) ___________ a job at the Edison Laboratory after graduation.
To Be Supposed To (p. 191)

We use *to be supposed to* + *the base form of the verb* to state what is expected.

**Examples**
Students are supposed to come to school on time.
That movie isn’t supposed to be very good.
What are you supposed to say to the bride at a wedding?

**Exercise 4**
Rewrite these sentences. Use *be supposed to*.

1. Teachers expect students to do their homework.
   *Students are supposed to do their homework.*

2. Teachers expect students to ask questions if they don’t understand something.

3. Do teachers expect students to tell them what they are interested in talking about?

4. Do students expect teachers to correct them whenever they make mistakes?

5. Do students expect teachers to do most of the talking in class?

6. Teachers expect students to do a lot of studying and practicing on their own.

7. Students expect teachers to help them and give them advice.

8. Students expect teachers to encourage them to speak and write more.

9. Teachers expect students to learn from their mistakes.

10. Teachers expect students not to use their cell phones in class.
We use the past form of *to be supposed to* + *the base form of the verb* to state what was expected in the past (but did not happen). Often the function of the past of *to be supposed to* is to criticize.

**Examples**
People aren’t supposed to mistreat animals. (But sometimes they do.)
You weren’t supposed to use a dictionary for this exercise. (But you did.)
Everyone was supposed to bring something for the party. (But they didn’t.)

**Exercise 5**
Make sentences criticizing the following actions. Use *be supposed to*.

1. Sometimes month-old baby seals are killed for their fur.
   
   **Month-old baby seals aren’t supposed to be killed for their fur.**

2. The hunters can be very cruel.

3. The hunters brutally club the seals to death.

4. Some baby seals suffer before they die.

5. Some baby seals are skinned alive for their fur.

6. Some baby seals are beaten to death with spiked clubs.

7. Many baby seals aren’t dead when they are skinned.

8. Hunters don’t kill the seals humanely enough.

9. The Canadian government supports the seal hunt financially.

**Exercise 6**
Make sentences criticizing the following actions. Use *be supposed to* in the past.

1. President Obama promised to protect endangered plants and animals but he hasn’t done that.
   
   **President Obama was supposed to protect endangered species.**

2. President Obama promised to improve the US government’s record on endangered species.

3. The Obama administration promised to protect bison, grouse, and hundreds of other species.
4. The American government promised that they would not take a long time to improve their record.

5. The government has been delaying and dragging its feet on new laws.

6. The government promised to protect the Idaho spotted frog and the Massassauga rattlesnake years ago.

7. Some animals on endangered species lists waited for years before they were protected.

8. Some species became extinct while waiting for protection laws.

9. Many governments didn’t work hard enough to protect endangered plants and animals.

Expressing Regrets Using Wish (Present) (p. 200)

We can use wish to express regrets. We can use wish when we are expressing a desire for actions or situations contrary to fact. When we are talking about the present time we use wish + subject + past tense. In formal English were is used after wish for all forms of the verb to be.

Examples
I wish I were rich.
Everybody wishes they had more money.
John wishes he didn’t have to work.
Ellen wishes she could travel around the world.
I wish I were sitting on the beach now.

Exercise 7
Write sentences using wish for the following situations.

Jennifer is a foreign student from Shanghai. She is taking English classes and marketing courses at a community college in Barrie, Ontario. What does she wish in the following situations?

1. Jennifer thinks Barrie is too small.
   Jennifer wishes Barrie weren’t so small.
2. Barrie doesn’t have a lot of Chinese stores.
3. Jennifer doesn’t know very many people in Barrie.

4. Jennifer finds it hard to make friends with Canadians.

5. Jennifer makes a lot of mistakes when she is speaking English.

6. Jennifer isn’t taking nursing courses but she would really like to.

7. Jennifer has to get up early to get to class.

8. Jennifer gets home very late at night.

9. Jennifer doesn’t have enough time for a social life.

10. She has to pay very high fees.

11. It snows a great deal in Barrie in the winter.

12. There aren’t very many places to get Chinese food in Barrie.

**Expressing Desires Contrary to Fact Using Wish (Future)**

We use *wish* when we are expressing a desire for actions or situations contrary to facts or reality. When we are talking about the future we use *wish* + *noun* + *would* + *base form of the verb*.

**Examples**

Teachers wish students would not break school rules. (But they probably will break them.)

Many people wish it wouldn’t snow so much in Canada. (But it will snow.)

People wish that politicians would keep their promises. (But they probably won’t keep them.)
Exercise 8
Make sentences using *wish* to express a desire for actions or situations contrary to fact or reality.

1. Industries use lead in paints, batteries, and pesticides. This causes lead poisoning in millions of people. **I wish industries wouldn’t use lead so much.**
2. Mercury, which is used in mining and industry, can contaminate water and soil. It affects the health of 15 million people.

3. People use arsenic in mining, pesticides, and wood preservation. Once in the air it can kill humans.

4. People use pesticides in agricultural. These can enter the water and soil and have devastating effects on humans.

5. In many countries, industries discharge their toxic waste into rivers, lakes, and streams which people depend on for their water.

6. An accident resulting in the worst oil spill in American history was caused because people in the oil industry did not follow the correct safety procedures.

7. In the USA more people drive than anywhere else in the world. This causes smog and air pollution which can cause lung damage.

8. North Americans produce more garbage than any other area of the world. This causes huge problems in disposing of the garbage.

Expressing Desires Contrary to Fact Using *Wish* (Past)

To express a desire for actions or situations contrary to fact, when we are talking about the past we use *wish* + *the past perfect tense*.

Exercise 9
Make statements using *wish* in these situations.

1. The students didn’t study for the test. They failed. What do the students wish?
   **The students wish they hadn’t failed the test.**
2. The policeman gave us a fine for not wearing seatbelts. What do we wish?

3. Bruce forgot his girlfriend’s birthday. She was very upset. What does Bruce wish?

4. George didn’t get the job because he didn’t have the required experience. What does George wish?

5. Doris was fired because she often came to work late. What does Doris wish?

6. The customer filed a complaint because the sales clerk was very rude. What does the sales clerk wish?

7. Sally and Claire got lost because they didn’t follow the directions. What do they wish?

8. Joanne couldn’t afford to take the trip because she hadn’t saved her money. What does she wish?

9. Doug lost his wallet because he wasn’t careful. What does he wish?

10. We didn’t have time to visit Niagara Falls. We were too busy. What do we wish?

Exercise 10
Read the short article about the Chilean mine disaster and then answer the questions using wish.

Chilean Mine Disaster
On August 5, 2010, a cave-in occurred at the San José copper-gold mine in the Atacama Desert in Chile. The accident left 33 men trapped 700 metres (2,300 feet) below ground. The miners survived underground for 69 days. All 33 were rescued and brought to the surface on October 13, 2010. After the last trapped miner was brought to the surface, the rescue workers held up a sign stating “Misión cumplida, Chile” (Mission accomplished Chile) to the estimated more than a billion people watching the rescue on live television around the world.

The San José Mine is in northern Chile. The miners were trapped approximately five kilometres (three miles) from the mine entrance. The mine had a history of instability that had led to previous accidents, including one death. Several miners needed to have surgery when they were rescued.

The total cost of the rescue operation was about 20 million USD, a third covered by private donations with the rest coming from the state-owned mining corporation and the government.
1. The mine owners ignored safety rules and regulations. What do people in Chile wish?
   Chileans wish the owners hadn’t ignored the safety rules and regulations.

2. The cave-in occurred because the mine owners didn’t pay attention to safety issues. What do people wish?

3. The government didn’t inspect the mine. What do people wish?

4. The miners were trapped for 69 days. What do people wish?

5. The miners weren’t able to communicate with their loved ones. What do the miners wish?

6. The miners’ families were overcome by worry and grief. What do the miners wish?

7. Some of the miners lost hope that they would be rescued. What do people wish?

8. Some miners had serious medical problems. What do people wish?

9. The government of Chile had to spend a lot of money to rescue the miners. What does the government wish?

10. Some of the miners became very depressed. What do their families wish?

11. Some miners weren’t able to relax or sleep. What do their families wish?

12. The rescue operation cost 20 million dollars. What does the government wish?

13. The miners were not compensated for their dangerous ordeal. What do they wish?

**Reporting Information: Direct Speech and Indirect Speech (p. 202)**

We can report what someone has said in writing by using quotation marks around the speaker’s words. This is the direct speech of the speaker.

**Examples**
May said, “I am sick and tired of staying at home.”
“I don’t have any friends,” she complained.
“I am always studying and I never have any fun,” she continued.
May said, “I want to get out and meet some new people my own age, but I don’t have any idea how to do this.”

We can also report what someone has said by using reporting verbs such as *say* and *tell*. This is called indirect speech or reported speech.

**Examples**

May said that she was sick and tired of staying at home.
She complained that she didn’t have any friends.
May said that she was always studying and that she never had any fun.
May said that she wanted to get out and meet some new people her own age, but that she didn’t have any idea how to do that.

When we change direct speech to reported speech, we make the following changes:

1. We change the personal pronouns
2. If the first verb (the reporting verb) is in the past tense, we change the form of the following verbs. Please see the chart below.
3. We do not make tense changes if the reporting verb is in the present. We can, but don’t have to, make tense changes if the reported statement is a fact or general truth, or if the statement was made a very short time before the reporting.
4. We change *this/these* to *that/those* and *here* to *there*. Time references also change. For example, *now* changes to *then* or *at that time*, *tomorrow* changes to *the next day*, and *yesterday* changes to *the day before.*
The following chart illustrates some of the changes which occur when the reporting verb is in the past tense.

<table>
<thead>
<tr>
<th>Present Changes to Past</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Speech</strong></td>
<td><strong>Reported Speech</strong></td>
</tr>
<tr>
<td>“The earth is becoming overcrowded.”</td>
<td>The speaker said that the earth was becoming overcrowded.</td>
</tr>
<tr>
<td>“Climate change causes droughts.”</td>
<td>He told the audience that climate change caused droughts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Past and Present Perfect Change to Past Perfect</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Speech</strong></td>
<td><strong>Reported Speech</strong></td>
</tr>
<tr>
<td>“The earthquake caused a lot of damage.”</td>
<td>The announcer said that the earthquake had caused a lot of damage.</td>
</tr>
<tr>
<td>“Many people have lost their homes.”</td>
<td>He told the audience that many people had lost their homes.</td>
</tr>
</tbody>
</table>

*May/Can/Will Change to Might/Could/Would*

<table>
<thead>
<tr>
<th><strong>Direct Speech</strong></th>
<th><strong>Reported Speech</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“As the earth gets warmer, there will be more wild fires.”</td>
<td>He reported that as the earth got warmer, there would be more wild fires.</td>
</tr>
<tr>
<td>“Polar bears may become extinct.”</td>
<td>He told us that polar bears might become extinct.</td>
</tr>
<tr>
<td>“Fish can’t survive in polluted lakes and rivers.”</td>
<td>He said that fish couldn’t survive in polluted lakes and rivers.</td>
</tr>
</tbody>
</table>

*might/would/should/could (possibility) do not change in reported speech*

In reported speech, we use *tell* when we mention the person who is being told something. Use *say* when there is no mention of the person.
Exercise 11
This is a conversation between May and Daniel, two English students at a community college. Change their direct statements to reported speech.

1. “I’m terribly lonely.” May told Daniel that she was terribly lonely.
2. “I’m having trouble making friends.” She said ____________________________
3. “I think I need to talk to a counselor.” She told ____________________________
4. “We have a chance to meet people at the library and in our courses.” Daniel told __________
5. “You aren’t as shy as I am and you start conversations more easily.” May replied _________
6. “You are more interesting than I am and people like you more.” Daniel said __________
7. “You can talk about anything.” May told ________________
8. “You have to develop a positive attitude.” Daniel said ________________
9. “You will see some new people at the dance this coming Friday.” Daniel told __________
10. “You’re right. I may get to know some new people at the dance.” May told ______________
11. “We can both meet some new people next Friday.” Daniel said ______________
12. “There may be a lot of others who feel lonely too.” Daniel told ______________
13. “You are cheering me up.” May told ____________________________
14. “It does a lot of good to talk things over.” Daniel told ____________________________

Exercise 12
Change the following from direct speech to reported speech.

1. “I’ll be all right. You don’t have anything to worry about.” Emma said this to Sam.
   Emma told Sam that she would be all right. She said that he didn’t have anything to worry about.
2. “I promise there won’t be any problems. I can handle anything.” Emma said this to Sam.

Have Your Say! Additional Exercises, Chapter 8
3. “I’ll take as many pictures as I can and I may bring you a souvenir.” Emma said this to Sam.

4. “I’ll miss the plane if I don’t hurry.” Emma said this to Sam.

5. “I’ll send you an email as soon as I arrive.” Emma said this to Sam.

6. “I’ll call you if I can find a phone that works.” Emma said this to Sam.

7. “You’ll get into trouble if you aren’t careful and don’t pay attention to details.” Sam said this to Emma.

8. “I’ll get in touch with the embassy if there are any problems.” Emma said this to Sam.

9. “I’ll be worried sick until you get back.” Sam said this to Emma.

10. “I’ll be back before you even know it.” Emma said this to Sam.

Exercise 13
Report the following statements using indirect speech.

1. “I’ve never done this before.” Pamela said this to Stephen.
   **Pamela told Stephen that she had never done that before.**

2. “The water in this lake has always been clean.” The guide told the tourists
   ________________________________

3. “The bears have been waiting for the ice to freeze.” The scientist said
   ________________________________

4. “The people were looking for clean water to drink after the disaster.” The reporter said
   ________________________________________________

5. “After the earthquake, the people moved into tent cities.” The worker explained
   ________________________________________________

6. “The people had to find new sources of water because the old sources were contaminated.”
   The scientist said
   ________________________________________________

7. “These people have never understood about water safety issues.” The reporter said
   ________________________________________________

8. “The government has made many mistakes.” The doctor said
   ________________________________________________

9. “The government couldn’t solve all the problems.” The speaker explained
   ________________________________________________
10. “They didn’t do enough to look after the people.” The worker said ________________________

11. “We were waiting for you to notify us.” They told me ________________________________

12. “We’ve never had to call the police before.” She told us ______________________________

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**Reporting Speech: Direct and Indirect Questions**

When we report questions we make the necessary tense and pronoun changes. We do not use the interrogative form because the structure is an indirect question. We use *if, whether,* and *whether or not* when reporting *yes/no* questions.

**Examples**

<table>
<thead>
<tr>
<th>Direct Question</th>
<th>Indirect Question (Reported Speech)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you eat lunch?</td>
<td>She asked me if I had eaten lunch.</td>
</tr>
<tr>
<td></td>
<td>She asked me whether (or not) I’d eaten lunch.</td>
</tr>
<tr>
<td>When will the guests arrive?</td>
<td>She asked when the guests would arrive.</td>
</tr>
</tbody>
</table>

**Exercise 14**

Change the direct speech to reported speech.

1. **Doctor:** “How long have you had this terrible cough?”
   **The doctor asked Susan how long she’d had that terrible cough.**

2. **Susan:** I’m not really sure. Is there anything I can do to get rid of it?

3. **Doctor:** Are you getting enough sleep and do you eat properly?

4. **Susan:** I think so. Should I be taking extra doses of vitamin C?

5. **Doctor:** That’s not a bad idea. How long have you been taking vitamin C?

6. **Susan:** Is there anything wrong with taking vitamins?

7. **Doctor:** Sometimes it causes problems. Have you ever had stomach pains?
8. **Susan**: Sometimes I get a stomachache after meals. Will I need tests to find out if anything is wrong?

9. **Doctor**: Have you ever had an ultrasound examination?

10. **Susan**: No, I haven’t. Do I have to have one?

11. **Doctor**: I think so. When can you go for the examination?

12. **Susan**: Is next week soon enough? Will it be painful?

13. **Doctor**: You won’t feel a thing.

---

**Reporting Speech: Imperatives**

To change imperatives and requests in the imperative form from direct speech to reported speech, we use the infinitive.

**Examples**

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Please be quiet.”</td>
<td>The teacher told them to be quiet.</td>
</tr>
<tr>
<td>“Don’t use your dictionaries.”</td>
<td>The teacher told us not to use our dictionaries.</td>
</tr>
<tr>
<td>“Can you help me lift this box?”</td>
<td>She asked him to help her lift that box.</td>
</tr>
</tbody>
</table>

**Exercise 15**

Change the following imperatives from direct speech to reported speech using the infinitive.

1. “Please pay attention.” **The instructor told us to pay attention.**

2. “Don’t forget to sign your names.” The teacher reminded us __________________________

3. “You mustn’t use dictionaries during the test.” The teacher told us __________________________

4. “Don’t look at each other’s paper during the test.” The teacher warned us __________________________

5. “Could you please print your name?” The teacher asked me __________________________
6. “Could you lend me your calculator?” A classmate asked me _______________________
___________________________________________________________________________

7. “Don’t whisper to each other during the test.” The teacher warned some students _________
________________________________________________________________________________

8. “Don’t leave out any of the questions.” The teacher reminded us _______________________
________________________________________________________________________________

9. “Ask questions if there’s something you don’t understand.” The teacher told us ___________
________________________________________________________________________________

10. “Don’t be nervous and don’t worry.” The teacher told us ______________________________
________________________________________________________________________________

Exercise 16
Read about the job interview. Then write out the direct questions that the interviewer asked.

Thomas is an architect. He has just moved to Toronto from Chicago. For the past few weeks he
has been trying to find a job. He has been interviewed for about ten positions. The last interview
that he had was the most difficult one. The interviewer seemed to want to know everything about
him. First she asked him to describe his most outstanding achievement. Then she asked him what
his educational background was. After that she wanted to know why he had left his last position.
Then she asked him what the most difficult part of his last job had been and how he had handled
that. She also wanted to know how well he could work under pressure and if he could start right
away. She wanted to know if he was able to work overtime and on weekends. She asked him
whether he could meet deadlines. He was also asked what his strengths and weaknesses were.
Finally he was asked the two most difficult questions. The interviewer wanted to know why the
company should hire him instead of the other applicants and why Thomas wanted to work for
that particular company.

1. **Please describe your most outstanding achievement.**
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
6. _____________________________________________________________
7. _____________________________________________________________
8. _____________________________________________________________
9. _____________________________________________________________
10. _____________________________________________________________
11. _____________________________________________________________
12. _____________________________________________________________
**Reporting Speech with No Tense Changes**

Certain verb forms, such as the past perfect and modal auxiliaries, do not change in reported speech.

Exceptions: The modal auxiliaries *may, can, and will* change to *might, could, and would.* *Must* changes to *had to* in certain situations.

We do not change the other modal auxiliaries because this involves a change in meaning.

**Examples**

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You should take vitamins.”</td>
<td>The doctor said that I should take vitamins.</td>
</tr>
<tr>
<td>“You might enjoy the performance.”</td>
<td>She said that I might enjoy the performance.</td>
</tr>
<tr>
<td>“It could snow tomorrow.”</td>
<td>She told me that it could snow the next day.</td>
</tr>
<tr>
<td>“They must like parties.”</td>
<td>She said that they must like parties.</td>
</tr>
<tr>
<td>“He can drive very well.”</td>
<td>The instructor said that he could drive very well.</td>
</tr>
<tr>
<td>“You must take it easy.”</td>
<td>The doctor said that I had to take it easy.</td>
</tr>
</tbody>
</table>

**Exercise 17**

Report these direct statements.

1. “What time should we drop by?”
   *They asked us what time they should drop by.*

2. “Would you like us to bring some food?” They asked me __________________________

3. “Should we get the music for the party?” They asked us __________________________

4. “You’d better buy some extra food for the party.” They said __________________________

5. “Are you inviting the whole class to the party?” They asked me __________________________

6. “Will you have a lot of time to prepare for the party?” They asked me __________________________

7. “Could you have another party in a couple of weeks?” They wanted to know __________________________

8. “There may be a lot of people at the party.” They said __________________________

9. “I don’t mind having people over to my place.” I told them __________________________
10. “You must enjoy entertaining.” They said _________________________________
11. “I’d do it more often if I didn’t have to clean up afterwards.” I told them _______________  

Exercise 18
Change these statements to reported speech.

1. “You have been charged with breaking a property bylaw.” The judge said this to Sarah Simpson.  
   The judge told Sarah Simpson that she had been charged with breaking a property bylaw.
2. “Could you explain the law to me, Your Honour?” Sarah asked ________________________
3. “The law states that home owners must keep their property adequately maintained.” The judge said ___________________________________________________________  
4. “Your neighbours have complained that you haven’t mowed your lawn in two years.” The judge told Sarah _____________________________________________
5. “Your property is neglected and it is an eyesore in the neighbourhood.” The judge told Sarah _____________________________________________
6. “My neighbours are wrong. I’ve been working hard to develop an environmentally friendly lawn.” Sarah stated _____________________________________________
7. “Gasoline lawn mowers pollute the air and pesticides can damage the environment.” Sarah told the judge _____________________________________________
8. “Didn’t an inspector come out and warn you that you would be charged if you didn’t cut the grass?” The judge asked Sarah _____________________________________________
9. “It’s against my principles to damage the environment, so I ignored him.” Sarah said ______  
10. “You were given a fine of $200.00 at the time which you haven’t paid.” The judge told Sarah _____________________________________________
11. “I can’t pay because I am unemployed.” Sarah replied _____________________________________________
12. “Do you realize that in some cities two-thirds of the water is used to water lawns, and 20 per cent of commercial fertilizer is used to grow greener lawns?” Sarah asked the judge ______
___________________________________________________________________________
___________________________________________________________________________

13. “I understand your concerns, but I find you guilty and you must pay the fine.” The judge told Sarah ________________________________________________________________
___________________________________________________________________________

14. “I’ll continue fighting until one day there are more flowers growing than there is concrete and cement and I know I’ll win one day.” Sarah said __________________________
___________________________________________________________________________

Hypothesizing Using Conditional Sentences (Future Time) (p. 204)

A conditional sentence has two clauses. The conditional clause begins with *if* and states the condition. The other clause is the main clause, which states the main idea of the sentence. In conditional clauses referring to future time we use the present in the *if clause* and the future in the *main clause*. The positions of the clauses are interchangeable. We can use this structure to hypothesize about future events.

**Examples**
If John falls in love, he will get married.
If John gets married, he will have children.
If I have time, I will call you.
I will call you if I have time.

**Exercise 19**
Write conditional sentences referring to future time.

1. If Mark (go) **goes** out to a lot of parties, he (meet) **will meet** a lot of young women.
2. If Mark (meet) _______ a lot of young women, he (fall) _______ in love with one of them.
3. If Mark (fall) _______ in love, he (get) _______ married.
4. If Mark (get) _______ married, he (have) _______ a family.
5. If Mark (have) _______ a family, he (need) _______ a big house.
6. If Mark (buy) _______ a big house, he (need) _______ to borrow money.
7. If he (borrow) _______ money, he (have) _______ to get a second job.
8. If Mark (get) _______ a second job, he (not have) _______ any time for himself.
9. If Mark (not have) _______any time for himself, he (not go)_________ to parties any more.
Exercise 20
The following are some of the results of global warming. Make sentences hypothesizing what will happen if global warming gets worse.

Results Of Global Warming
- more droughts occur
- more fires destroy forests
- more people die of hunger due to droughts
- the polar ice caps melt
- the water level of the oceans rises
- warmer waters and more hurricanes
- diseases spread due to insects spreading to northern countries
- the economies of many countries suffer

1. More droughts will occur if global warming gets worse.
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________

Hypothesizing Using Conditional Sentences (Present Time)

In conditional clauses referring to present time we use the past tense in the if clause and would + the base form of the verb in the main clause. The positions of the clauses are interchangeable. We can use this structure to hypothesize about present events.

Examples
If I had a lot of money, I would travel around the world.
(meaning: I don’t have a lot of money, so I will not travel around the world.)
You wouldn’t cough so much if you didn’t smoke.
(meaning: You cough a lot because you smoke.)
If she were paying attention, she wouldn’t be making so many mistakes.
(meaning: She isn’t paying attention so she is making a lot of mistakes.)
If you practiced speaking English, your English would improve.
(meaning: Your English doesn’t improve because you don’t practice speaking English.)
In the main clause of the present conditional, we can also use *could* + *the base form of the verb*, or *might* + *the base form of the verb*.

**Examples**
If Eric studied, he could answer the questions correctly.  
If Eric paid attention in class, he might understand more.

**Exercise 21**
Write conditional sentences in the following situations.

1. Elena spends a lot of time daydreaming because she isn’t happy.  
   If Elena were happy she wouldn’t spend a lot of time daydreaming.

2. She is unhappy because she can’t travel as much as she wants.

3. She isn’t able to travel because she has to go to school.

4. Travelling is very expensive so Elena won’t take a trip this year.

5. She can’t visit exciting places because she isn’t wealthy.

6. She doesn’t get a lot of vacation time so she can’t visit exotic places like China or Thailand.

7. She won’t see the Great Wall or the Forbidden City because she can’t visit China.

8. She can’t go to Morocco so she won’t see Casablanca.

9. She won’t visit Moscow and St. Petersburg because she isn’t able to go to Russia.

10. Elena can’t go to far-off places because she doesn’t have enough time and money.

11. Elena can’t visit a lot of unusual places because she can’t get a job as a travel writer.
**Exercise 22**
Write conditional sentences in the following situations.

1. Tigers are becoming extinct because humans hunt them.
   **If humans didn’t hunt tigers, they wouldn’t become extinct.**
2. Elephants don’t breed in zoos because they don’t have a more natural environment in zoos.
3. Many animals and plants are losing their habitats because humans cut down the rainforests for housing and farming.
4. The World Wildlife Fund raises money because they need to protect wild animals.
5. Pandas and polar bears are facing extinction because their habitats are slowly being destroyed.
6. Pollution can’t be reduced because we can’t stop using fossil fuels.
7. In Canada the swift fox is endangered because the prairies, where it lives, are disappearing.
8. The Canadian Wildlife Federation spreads information about the harm humans are doing because they want people to live in harmony with nature.
9. Conservation groups are worried about wolves in Algonquin Park so they are asking the government to stop logging in the park.
10. Canada’s water resources are vital so conservation groups are asking the government to protect them.

**Hypothesizing Using Conditional Sentences (Past Time)**

In conditional clauses referring to past time we use the past perfect tense in the *if clause* and *would + have + the past participle* in the *main clause*. The positions of the clauses are interchangeable. This conditional refers to a situation which was contrary to fact or hypothetical in the past. We can use this structure to hypothesize about past events.

**Examples**
If I had grown up in Canada, I would have spoken English as a child.
(meaning: I didn’t grow up in Canada, so I didn’t speak English as a child.)
We would have passed the test if we had studied.
(meaning: We didn’t pass the test because we didn’t study.)
If she had been paying attention, she wouldn’t have made so many mistakes.
(meaning: She didn’t pay attention so she made a lot of mistakes.)
If you had practiced speaking English, your English would have improved.
(meaning: Your English didn’t improve because you didn’t practice speaking English.)

In the main clause of the past conditional, we can also use could + have + the past participle, or might + have + the past participle.

Examples
If Eric had studied, he could have answered the questions correctly.
If Eric had paid attention in class, he might have understood more.

Exercise 23
The following statements are true. Hypothesize about the opposite situation. Write past conditional sentences for each.

1. Lillian didn’t go to her English class because she didn’t feel well.
   **If Lillian had felt well, she would have gone to her English class.**
2. Lillian didn’t eat supper because she didn’t have an appetite.

3. She didn’t call up her friends because she didn’t feel like talking to anyone.

4. She didn’t go out because she didn’t have any energy.

5. She couldn’t get out of bed because her muscles were very sore.

6. She had chills because she had a high fever.

7. She had a sore throat so she couldn’t talk a lot.

8. She thought that she had come down with the flu so she took some medicine.

9. She had a terribly upset stomach so she made an appointment with the doctor.

10. She wasn’t well enough to take the bus, so she took a taxi to the doctor’s office.
Exercise 24
Read the paragraph about Canada’s early history and write complete past conditional sentences.

The first inhabitants of Canada were aboriginal peoples: the Inuit in the Far North and many other nations across the country. The Norse explorer Leif Ericsson was the first European to reach the shores of eastern Canada. He established a small settlement called Vineland in approximately 1000 CE, but this settlement died out due to the harsh climate. The actual history of Europeans in Canada began in 1497, when John Cabot, an Italian who worked for Henry VII of England, reached Newfoundland or Nova Scotia. He was followed by French explorers and Canada was claimed for France in 1534 by Jacques Cartier. Starting in 1604, French people began to settle in New France, as it was called at that time. The first settlement was at Port Royal in Nova Scotia. In 1608, Samuel de Champlain founded Quebec City. France’s colonization efforts were not as successful as they could have been because France neglected the colony. Nevertheless, French explorers travelled beyond the Great Lakes to the western prairies and south along the Mississippi to the Gulf of Mexico by the end of the 17th century. Meanwhile, the English established the Hudson’s Bay Company in 1670. The fish and fur trade was very valuable to them and they didn’t want the French to have it. A conflict developed between the French and English. In 1713, England won a lot of territory from France. They gained Newfoundland, Hudson Bay, and Nova Scotia (Acadia). The French settlers were expelled from Acadia and they suffered terrible hardships. During the Seven Years’ War (1756–1763), England continued its conquests, and the British Major-General James Wolfe won his famous victory over Major-General Louis-Joseph de Montcalm outside Quebec City on Sept. 13, 1759. This victory resulted in all of Canada belonging to Britain. The British permitted the French settlers to keep their language and their religion. The Treaty of Paris in 1763 gave England control of the territory of Canada.

1. What would have happened if the Leif Ericsson hadn’t reached eastern Canada?
   **If Leif Ericsson hadn’t reached eastern Canada, Vineland would not have been established.**

2. What would have happened to Vineland if the climate hadn’t been so harsh?

3. What would have happened if John Cabot had claimed Canada for the English?

4. What would have happened if Jacques Cartier hadn’t come to Canada?

5. What would have happened if Samuel de Champlain hadn’t come to Canada?

6. What would have happened if the French hadn’t settled in Canada?
7. What would have happened if France hadn’t neglected its colony?

8. What would have happened if the fur trade hadn’t been so valuable?

9. What would have happened if England hadn’t fought the French in 1713?

10. What would have happened to the French settlers if England hadn’t won the war?

11. What would have been the result if the Seven Years’ War hadn’t taken place?

12. What would have happened if Major-General Louis-Joseph de Montcalm had won in 1759?