

Mirela Staicu

Practical English Course **- for university use -**



Presa Universitară Clujeană

Mirela Staicu

PRACTICAL ENGLISH COURSE
For University Use

With Answer Key

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ENGLISH COURSE**

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With Answer Key

PRESA UNIVERSITARĂ CLUJEANĂ

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UNIT 1.

Academic Communication & Introductions

PART I. GRAMMAR

Focus:

- Present Simple vs Present Continuous
- State vs dynamic verbs
- Question formation
- Adverbs of frequency & degree
- Discourse markers (basic use)

I. Fill in the gaps (Present Simple / Present Continuous)

Complete the text with the correct form of the verb in brackets.

I currently _____ (1. study) Economics at university and I _____ (2. be) in my second year. This semester, I _____ (3. take) a course in Applied Statistics. I usually _____ (4. spend) about three hours a day studying, but this week I _____ (5. prepare) for a midterm exam. I _____ (6. believe) that practical

courses _____ (7. help) students develop relevant skills. At the moment, many universities _____ (8. adapt) their curricula to market demands.

II. Error Correction

Identify and correct the mistakes.

1. I am knowing English quite well.
2. She studies currently for her final exams.
3. This semester I take five courses.
4. I am agreeing with your opinion.
5. He usually is working in the library.
6. We are having a strong academic background.

III. State vs Dynamic Verbs

Choose the correct form.

1. I (think / am thinking) that this course is useful.
2. She (has / is having) two major projects this semester.
3. I (see / am seeing) what you mean.
4. We (consider / are considering) changing our research topic.
5. The department (offers / is offering) new electives this year.
6. I (understand / am understanding) the main concepts now.

IV. Question Formation (Academic Context)

Rewrite as questions.

1. You are specializing in marketing.
2. She has completed her internship.
3. They are working on a joint project.
4. You usually attend lectures regularly.
5. He applied for a research grant.

V. Academic Introduction Text (Mixed Grammar)

Complete with one word.

My name ___ Ana Popescu and I ___ currently enrolled in the Faculty of Business Administration. I ___ particularly interested in digital marketing, which ___ becoming increasingly relevant in today's economy. I usually ___ part in academic workshops and I ___ recently joined a student research group.

VI. Sentence Transformation

Rewrite using the word given.

1. I am in my second year. (STUDYING) →
I _____ in my second year.
2. I often participate in conferences. (USUALLY) →
I _____ in conferences.

3. This semester I take six courses. (TAKING) →
This semester I _____ six
courses.
4. I think the subject is relevant. (BELIEVE) →
I _____ the subject is relevant.

PART II. VOCABULARY

Vocabulary

Academic Background

- undergraduate / postgraduate
- major / specialization
- academic achievement
- coursework
- curriculum
- elective
- core subject
- research interest

Skills & Competences

- analytical skills
- critical thinking
- problem-solving abilities
- time management
- teamwork

- adaptability
- communication skills
- leadership abilities

Academic Goals

- pursue a career
- broaden my knowledge
- gain practical experience
- enhance my skills
- contribute to
- engage in research
- meet academic requirements
- achieve academic excellence

VOCABULARY EXERCISES

I. Complete the text using the words below. Use each word only once.

Words:

specialization – curriculum – analytical – pursue – broaden – elective – engage – achievement – adaptability – core

I am currently enrolled in a Business Administration program, where my main _____ is Finance. The _____ includes both compulsory subjects and one _____ per semester. In addition to my _____ courses, I have chosen subjects that allow me to _____ my knowledge in related areas.

One of my most significant academic _____ was completing a research project in my first year. This experience helped me develop strong _____ skills and encouraged me to _____ in further research activities.

I believe that _____ is essential in today's academic environment, as students must constantly adjust to new requirements and expectations. In the future, I intend to _____ a career in financial consulting.

II. Collocation & Academic Register

Choose the correct option.

1. The university aims to (meet / achieve / pursue) academic requirements set by international standards.
2. Students are encouraged to (engage / broaden / gain) in independent research projects.
3. This internship allowed me to (gain / pursue / enhance) practical experience in the field.
4. Developing strong (analysis / analytical / analyzing) skills is crucial in Economics.
5. She decided to (pursue / meet / engage) a career in academia after graduation.
6. The new (curriculum / specialization / achievement) was designed to reflect labor market demands.

III. Paraphrasing

Rewrite the sentences using more formal academic vocabulary from the lists.

1. I want to learn more about marketing.
2. This course helps students get real-world experience.
3. I chose this field because I am good at solving problems.
4. The program includes required and optional subjects.
5. I want to work in this field in the future.

IV. Word Formation in Context

Complete the text with the correct form of the word in brackets.

Academic success requires more than theoretical knowledge. Students must demonstrate _____ (ADAPT) in different learning environments and develop strong _____ (ANALYZE) skills.

Participation in research projects is a significant academic _____ (ACHIEVE) and can enhance professional _____ (CREDIBLE).

Many universities encourage _____ (LEAD) through group projects, as teamwork and communication are essential _____ (COMPETE) in today's labor market.

V. Academic Text Analysis

Read the text and answer the questions.

Modern university education aims not only to provide theoretical knowledge but also to enhance students' practical competences. Through a carefully designed curriculum, students can engage in research, develop analytical skills, and broaden their academic perspectives. Elective courses allow for greater specialization, while core subjects ensure a solid foundation in the chosen field.

A. Identify:

1. One word meaning "compulsory subjects": _____
2. One word meaning "area of focus": _____
3. A phrase meaning "participate in": _____

B. Replace the underlined phrase with a synonym:

"provide theoretical knowledge" → _____

VI. Integrated Academic Writing Task

Write a structured paragraph (120–150 words) about your academic profile.

You must include:

- 2 words from List 1
- 2 words from List 2
- 2 words from List 3
- at least 3 academic collocations
- at least 1 complex sentence

VII. Academic Precision Task

Replace the informal words with more academic alternatives:

1. get better → _____
2. help → _____
3. choose → _____
4. deal with → _____
5. a lot of → _____

VIII. Match the terms

1. Elective
 2. Curriculum
 3. Analytical skills
 4. Research interest
-
- a) Ability to evaluate information logically
 - b) Optional course
 - c) Area of academic focus
 - d) Set of courses in a program

THEORY. DISCOURSE MARKERS

What are discourse markers?

Discourse markers are words or phrases that organize speech and writing, showing relationships between ideas.

They improve:

- coherence

- clarity
- logical flow

Common Discourse Markers

Adding information

- furthermore
- moreover
- in addition

Contrasting

- however
- on the other hand
- nevertheless

Giving examples

- for instance
- such as

Clarifying

- in other words
- that is to say

Concluding

- therefore
- consequently
- overall

Mini Practice

Rewrite using a discourse marker:

The course is demanding. It is extremely useful. →

The course is demanding; however, it is extremely useful.

FINAL TASK. Academic Essay

Essay Requirement (250–300 words)

Topic:

“The Importance of Practical Courses in University Education”

Requirements:

- Introduce your academic background briefly
- Present at least two arguments
- Use:
 - at least 3 discourse markers
 - 2 complex sentences
 - 2 modal verbs
- Formal academic style
- No contractions

UNIT 2.

Describing Trends & Data

PART I. GRAMMAR

- Past Simple vs Present Perfect
- Present Perfect vs Present Perfect Continuous
- Prepositions in data description
- Approximation & quantity expressions
- Complex sentence building in reports

I. Integrated Tense Analysis

Complete the report using the correct form of the verbs in brackets.

Over the past decade, university enrollment rates _____ (increase) significantly. According to recent statistics, the number of international students _____ (grow) steadily since 2018. Last year alone, enrollment figures _____ (rise) by 12%.

Researchers _____ (observe) this trend for several years, and many experts believe that governments _____ (invest) more in higher education recently.

Although tuition fees _____ (increase) sharply in 2022, student demand _____ (remain) relatively stable so far.

II. Present Perfect vs Present Perfect Continuous

Choose the correct form and justify your choice.

1. Universities (have focused / have been focusing) on digital learning platforms in recent years.
2. Researchers (have analyzed / have been analyzing) the data for over three months.
3. Enrollment rates (have risen / have been rising) steadily since 2020.
4. The government (has implemented / has been implementing) several reforms this year.
5. Scholars (have examined / have been examining) this issue repeatedly.

III. Prepositions in Data Description

Complete with the correct preposition (by, to, at, from, in, over).

1. The percentage increased ____ 15%.
2. Sales rose ____ 10% ____ 2021 and 2023.
3. The figure peaked ____ 75% in 2022.
4. The rate fell ____ 60% ____ 45%.
5. Enrollment remained stable ____ approximately 30,000 students.
6. There was a gradual decline ____ the last five years.

IV. Error Correction

Identify and correct the errors.

1. The number of students have increased significantly.
2. The percentage has fallen from 40% to 35% last year.
3. Enrollment rates have grew steadily since 2020.
4. The figure remained at 60% between 2021 to 2022.
5. There has been a sharp increase of tuition fees in 2022.

V. Sentence Transformation

Rewrite the sentences using the word given.

1. Student numbers increased by 20%. (RISE) → There _____ student numbers of 20%.
2. The rate dropped significantly in 2022. (DECLINE) → There _____ in 2022.
3. Enrollment has increased steadily since 2020. (STEADY) → Enrollment has shown _____ since 2020.
4. The percentage reached 80%. (PEAKED) → The percentage _____ 80%.

VI. Complex Data Commentary

Write 5–6 sentences describing the trend below:

- 2019: 45%
- 2020: 50%
- 2021: 65%
- 2022: 60%

- 2023: 75%

You must include:

- at least 2 Present Perfect forms
- 1 Past Simple form
- 3 data verbs (increase, decline, peak, fluctuate, remain stable)
- 2 prepositions of data

PART II. VOCABULARY

Vocabulary Lists. Data & Trends

List 1. Verbs for Trends

- surge
- decline
- fluctuate
- peak
- stabilize
- soar
- plummet
- level off

List 2. Nouns for Data Description

- upward trend
- downward trend

- sharp increase
- gradual decline
- slight fluctuation
- dramatic drop
- steady growth
- significant rise

List 3. Academic Reporting Language

- according to the data
- the figures indicate that
- it can be observed that
- the data suggests that
- a comparison reveals that
- the overall pattern shows

VOCABULARY EXERCISES

I. Contextual Gap Fill

Complete with appropriate words from Lists 1 & 2.

According to the data, there was a _____ in online course enrollment between 2020 and 2021. The number of participants _____ dramatically during the pandemic but later began to _____.

In contrast, traditional classroom attendance showed a _____, followed by a _____ in 2022. Overall, the _____ indicates a long-term transformation in learning preferences.

II. Verb Precision Task

Choose the most accurate verb.

1. Prices increased suddenly and dramatically.
 - a) rose
 - b) surged
 - c) stabilized
2. The numbers decreased extremely quickly.
 - a) declined
 - b) plummeted
 - c) fluctuated
3. The rate stopped changing after a period of growth.
 - a) peaked
 - b) leveled off
 - c) soared
4. The figures changed slightly up and down.
 - a) fluctuated
 - b) surged
 - c) plummeted

III. Collocation & Academic Register (Rewrite)

Rewrite the sentences using more formal reporting language.

1. The numbers show that enrollment is increasing.
2. If we compare the two years, we see a big difference.
3. The data shows a clear pattern.
4. It looks like online education is growing.

IV. Word Formation in Context

Complete with the correct form.

The _____ (FLUCTUATE) in student numbers reflects economic uncertainty. A _____ (DRAMA) decline was recorded in 2020, followed by gradual _____ (RECOVER). The overall _____ (STABLE) of the market remains uncertain.

V. Data Commentary Analysis

Read the paragraph and answer:

The percentage of international students has increased steadily since 2018. However, a slight decline was observed in 2020. Nevertheless, the overall upward trend has continued.

1. Identify one contrast marker.
2. Identify one noun phrase describing a trend.
3. What tense is used to describe the long-term change?

VI. Integrated Academic Writing Task

Write a 150–180 word analytical paragraph describing trends in one of the following:

- social media usage
- university enrollment
- online shopping
- renewable energy consumption

You must include:

- 5 Vocabulary items from Lists 1–3
- at least 3 complex sentences
- 2 Present Perfect forms
- 1 noun phrase describing a trend
- at least 2 prepositions of data

Approximation & Quantifiers in Data

Used to avoid overprecision:

- approximately
- roughly
- nearly
- just over
- just under
- around
- the majority of
- a minority of
- a significant proportion of

Example:

Approximately 60% of students have participated in online learning.

UNIT 3.

Academic Paragraph Structure

PART I. GRAMMAR

- Complex sentences (subordination & coordination)
- Relative clauses (defining & non-defining)
- Noun clauses
- Advanced linking devices
- Nominalisation
- Cohesion through referencing

I. Complex Sentence Construction (Integrated Text)

Complete the paragraph using the correct connector from the list:

although – whereas – which – that – while – in order to – despite – because

Many students prefer practical courses _____ they provide direct career benefits. Theoretical subjects, _____ essential for academic development, are sometimes perceived as less relevant. Universities are redesigning their curricula _____ meet labor market demands.

_____ the growing emphasis on employability, some

scholars argue _____ higher education should maintain its traditional research focus. Practical training enhances employability, _____ theoretical knowledge develops critical thinking skills.

II. Relative Clauses & Precision

Combine the sentences using relative clauses.

1. The course focuses on academic writing. It was introduced last year.
2. Students attend workshops. These workshops improve analytical skills.
3. The professor explained the theory. The theory was difficult to understand.
4. The report examines digital transformation. It was published in 2023.
5. Universities invest in research. This investment increases innovation.

III. Nominalisation

Rewrite using nominalisation.

1. Students improved their performance significantly.
2. The government reduced funding abruptly.
3. Researchers analyzed the data carefully.
4. Universities expanded their programs rapidly.
5. Technology has changed education dramatically.

IV. Cohesion & Referencing

Replace repeated words using appropriate referencing (*this, these, such, it, they, former, latter*).

Practical courses improve employability. Practical courses also enhance students' confidence. Practical courses are often preferred over theoretical subjects. Theoretical subjects, however, develop abstract reasoning. Theoretical subjects require extensive reading.

Rewrite to improve cohesion.

V. Error Correction

Identify and correct the errors.

1. Students prefer courses which they are practical.
2. Despite universities invest more in research, funding remains limited.
3. The report suggests that education is changing rapidly, however many institutions resist reform.
4. The data indicates a steady increase, this shows growing demand.
5. Although the program is demanding but it is highly beneficial.

VI. Controlled Academic Paragraph

Write one structured paragraph (120–150 words) including:

- 1 topic sentence
- 2 supporting arguments

- 1 counterargument
- 1 concluding sentence
- at least:
 - 2 complex sentences
 - 1 relative clause
 - 1 nominalisation
 - 3 linking devices

Topic:

“The Role of Research in Undergraduate Education”

PART II. VOCABULARY

Vocabulary Lists – Academic Argumentation

List 1. Paragraph Structure

- topic sentence
- supporting argument
- counterargument
- evidence
- justification
- concluding statement
- coherence
- cohesion

List 2. Academic Verbs

- demonstrate
- highlight
- emphasize
- challenge
- suggest
- imply
- reinforce
- undermine

List 3. Linking Devices

- on the one hand / on the other hand
- to a certain extent
- in contrast
- consequently
- in addition
- from this perspective
- it can be argued that
- a key issue is whether

VOCABULARY EXERCISES

I. Extended Analytical Gap Fill

Complete the paragraph using appropriate words from the lists.

A strong _____ is essential in academic writing, as it clearly introduces the central idea of the paragraph. Each _____ should be supported by relevant _____. Furthermore, logical _____ ensures that ideas flow naturally.

Some scholars _____ that practical education should dominate university curricula. However, others _____ this view, claiming that theoretical knowledge plays an equally important role. From this perspective, the debate _____ broader tensions within higher education.

II. Verb Precision (Contextual Choice)

Choose the most precise verb.

1. The study clearly (shows / demonstrates / tells) that practical courses improve employability.
2. The findings (support / reinforce / imply) the initial hypothesis.
3. Critics (attack / challenge / fight) the effectiveness of online learning.
4. The evidence (weakens / undermines / damages) the argument.

III. Academic Paraphrasing

Rewrite in more formal academic language.

1. The paragraph talks about both sides of the issue.

2. This example makes the argument stronger.
3. The data makes us think that reform is necessary.
4. The idea goes against traditional views.

IV. Collocation & Structure

Complete the sentences.

1. A well-structured paragraph begins with a clear _____.
2. Each claim must be supported by empirical _____.
3. Logical _____ improves readability.
4. A strong concluding _____ reinforces the central idea.
5. A key _____ is whether practical education should dominate curricula.

V. Cohesion Identification

Read and identify:

On the one hand, research activities enhance analytical thinking. On the other hand, they require significant time investment. Consequently, universities must balance theory and practice.

1. Two contrast markers: _____
2. One cause-effect marker: _____
3. What type of structure is illustrated? _____

VI. Advanced Integrated Writing Task

Write a 180–220 word academic paragraph answering:

“Should universities prioritize practical skills over theoretical knowledge?”

Requirements:

- 1 clear topic sentence
- 2 supporting arguments
- 1 counterargument
- 1 concluding statement
- 5 Vocabulary items from Lists 1–3
- 2 relative clauses
- 1 nominalisation
- 4 advanced linking devices

UNIT 4.

Expressing Opinion & Hedging

PART I. GRAMMAR

- Modal verbs (may, might, must, can't, should, could)
- Degrees of certainty
- Hedging structures (It seems that..., It is likely that...)
- Zero & First Conditional
- Contrast markers in argumentation

I. Integrated Gap Fill

Complete the text using:

may – might – must – cannot – should – seems – likely – could

The increasing emphasis on practical education _____ reflect changes in labor market demands.

Many employers argue that graduates _____ possess not only theoretical knowledge but also practical skills.

It _____ that universities are adapting their curricula accordingly. However, this shift _____ create challenges for traditional academic disciplines.

While practical training is valuable, it _____ replace theoretical foundations entirely. A balanced curriculum _____ be the most effective solution.

It is _____ that future reforms will continue to reshape higher education.

II. Degrees of Certainty (Choose the Best Option)

Choose the most appropriate modal verb.

1. The reform (must / might / can't) be beneficial, but more research is needed.
2. This policy (must / may / can't) lead to improved employment rates; the evidence is not conclusive.
3. Universities (should / must / might) provide clearer career guidance to students.
4. The results are inconsistent; the data (must / can't / should) be interpreted cautiously.
5. The increase in enrollment (may / must / can't) be related to economic factors.

III. Hedging & Academic Tone

Rewrite the sentences using hedging.

1. Practical courses are better than theoretical ones.
2. Online learning is ineffective.
3. University reform will solve all educational problems.
4. Employers prefer practical skills.
5. This approach is the only solution.

IV. Zero & First Conditional

Complete with correct conditional forms.

1. If universities _____ (focus) only on theory, students may lack practical experience.
2. If students _____ (gain) relevant skills, they are more employable.
3. If the curriculum _____ (change), academic priorities might shift.
4. If institutions _____ (not adapt), they may face declining enrollment.
5. If funding _____ (increase), research output will improve.

V. Error Correction

Correct the errors.

1. Universities must to adapt to market demands.
2. If students will gain experience, they will be more competitive.
3. This reform might solves several issues.
4. Online education cannot to replace traditional learning entirely.
5. It seems that practical courses are dominate university programs.

VI. Short Analytical Commentary

Write 5–6 sentences expressing your opinion on:

“Universities should focus primarily on employability.”

Include:

- 3 modal verbs
- 2 hedging structures
- 1 conditional sentence
- 1 contrast marker

PART II. VOCABULARY

Vocabulary Lists. Expressing Opinion & Evaluation

List 1. Opinion Phrases

- from my perspective
- it can be argued that
- in my view
- to a certain extent
- I tend to believe that
- it appears that

List 2. Evaluation Vocabulary

- beneficial
- effective
- relevant

- essential
- controversial
- sustainable
- efficient
- significant

List 3. Academic Argument Language

- a key factor
- a major concern
- long-term impact
- short-term benefits
- potential consequences
- underlying issue
- broader context
- competing priorities

VOCABULARY EXERCISES

I. Extended Analytical Gap Fill

Complete the paragraph using words from the lists.

From my perspective, practical education plays an _____ role in modern universities. However, it can be argued that theoretical knowledge remains _____ in the _____ of academic development.

A _____ is whether institutions should prioritize short-term employability or long-term intellectual growth. Although practical training may bring immediate benefits,

the _____ of reducing theoretical content _____
create serious challenges in the future.

II. Precision in Evaluation

Choose the most appropriate adjective.

1. The reform is highly (beneficial / controversial / sustainable), as many experts disagree with it.
2. Developing critical thinking is (essential / efficient / short-term) for academic success.
3. The long-term (impact / issue / priority) of this policy remains uncertain.
4. Online learning can be cost-effective and (efficient / controversial / essential).

III. Collocation Practice

Complete:

1. a _____ concern
2. _____ consequences
3. a _____ factor
4. _____ priorities
5. long-term _____

IV. Academic Reformulation

Rewrite using academic opinion phrases.

1. I think this reform is useful.

2. I partly agree with this argument.
3. This is an important issue.
4. This might cause problems later.

V. Opinion Analysis

Read the paragraph and answer:

It can be argued that practical skills are increasingly relevant in today's labor market. However, theoretical knowledge remains essential in the broader context of higher education. Consequently, universities must balance competing priorities.

1. Identify one hedging structure.
2. Identify one contrast marker.
3. Identify one cause-effect marker.
4. Identify one phrase expressing evaluation.

VI. Integrated Writing Task (B2 Academic Opinion Paragraph)

Write a 160–190 word paragraph answering:

“Is theoretical knowledge still relevant in modern universities?”

You must include:

- 4 Vocabulary items from the lists
- 3 modal verbs
- 2 hedging expressions

- 1 conditional sentence
- 3 linking devices
- clear paragraph structure (topic sentence + support + brief counterargument + conclusion)

UNIT 5.

Cause & Effect in Academic Context

PART I. GRAMMAR

- Cause & effect connectors (because, since, due to, owing to, as a result, therefore, consequently)
- Noun clauses (that, whether, if)
- Cause-effect sentence transformations
- Complex sentences in academic style
- Logical sequencing

I. Extended Academic Gap Fill

Complete the paragraph using:

because – due to – therefore – as a result – since – consequently – that

University enrollment has increased significantly _____ online education has become more accessible. Many students choose distance learning _____ it offers flexibility.

_____ technological advancements, institutions have expanded digital platforms. _____, competition among universities has intensified.

Researchers suggest _____ financial accessibility plays a crucial role in academic participation. _____

tuition fees remain high in some countries, enrollment rates may decline.

II. Sentence Transformation (Cause → Effect)

Rewrite the sentences using the word given.

1. Tuition fees increased, so fewer students enrolled.
(AS A RESULT) → Tuition fees increased. _____
_____.
2. The reform failed because it lacked funding. (DUE TO)
→ The reform failed _____
funding.
3. Online learning is flexible; therefore, it attracts
working students. (BECAUSE) → Online learning
attracts working students _____
flexible.
4. Students improve when they receive feedback.
(BECAUSE) → Students improve _____
they receive feedback.
5. There was a decline in applications because
economic conditions worsened. (OWING TO) →
There was a decline in applications
_____ economic conditions.

III. Noun Clauses in Academic Writing

Complete with *that* / *whether* / *if*.

1. Studies indicate _____ practical experience enhances employability.
2. It remains unclear _____ the reform will succeed.
3. Researchers are examining _____ students benefit from hybrid learning.
4. Experts argue _____ theoretical knowledge is still essential.
5. The debate focuses on _____ universities should prioritize research or teaching.

IV. Error Correction (Cause-Effect Logic)

Correct the mistakes.

1. Due to universities invest more, research output increased.
2. The program was successful because of it was well-funded.
3. Since the tuition fees increased therefore enrollment declined.
4. As a result of the policy was ineffective, reforms were introduced.
5. Students improved consequently they practiced regularly.

V. Logical Sequencing

Reorder the sentences into a coherent paragraph.

- A. Consequently, universities must reconsider funding strategies.
- B. Government investment in higher education has declined.
- C. As a result, many institutions face financial difficulties.
- D. Since public funding is limited, tuition fees have increased.

VI. Controlled Analytical Commentary

Write 5–6 sentences explaining:

Why has online education expanded in recent years?

Include:

- 3 cause-effect connectors
- 1 noun clause
- 1 complex sentence
- logical progression

PART II. VOCABULARY

Vocabulary Lists. Cause & Effect / Academic Impact

List 1. Cause Expressions

- due to
- owing to
- as a consequence of
- as a result of
- resulting from
- stems from

List 2. Effect Vocabulary

- impact
- outcome
- consequence
- implication
- effect
- result

List 3. Academic Context Vocabulary

- economic constraints
- technological advancement
- policy reform
- financial accessibility

- labor market demands
- institutional strategy
- educational inequality
- long-term development

VOCABULARY EXERCISES

I. Extended Analytical Gap Fill

Complete using words from the lists.

The rapid expansion of online education stems from _____ and increased internet access. _____ economic constraints, many students seek more affordable alternatives.

One significant _____ of this transformation is greater financial accessibility. However, this shift may also have long-term _____ for institutional strategy.

Educational inequality often results from limited access to resources, and its social _____ can be substantial.

II. Precision Task

Choose the most appropriate word.

1. The long-term (impact / cause / stem) of tuition increases remains uncertain.
2. The reform had unexpected (results / stems / owing).

3. Economic instability often (results from / due to / impact) structural weaknesses.
4. One major (consequence / stem / owing) of digitalization is increased accessibility.

III. Collocation Completion

Complete:

1. long-term _____
2. policy _____
3. economic _____
4. labor market _____
5. institutional _____

IV. Academic Reformulation

Rewrite more formally.

1. Because of money problems, universities changed their plans.
2. This caused many students to leave.
3. Technology made education more accessible.
4. The policy created several problems.

V. Cause-Effect Identification

Read the paragraph:

Due to economic constraints, public investment declined. As a result, universities increased tuition fees. Consequently, enrollment rates fell in certain regions.

Identify:

1. Two cause markers
2. One effect marker
3. One noun describing result

VI. Integrated Academic Writing Task

Write a 170–200 word analytical paragraph:

“What are the main causes and consequences of rising tuition fees?”

You must include:

- 5 Vocabulary items from Lists 1–3
- 4 cause-effect connectors
- 1 noun clause
- 2 complex sentences
- 1 concluding sentence showing logical consequence

UNIT 6.

Formal Emails & Academic Requests

PART I. GRAMMAR

- Polite requests (Could you..., Would you mind..., I would appreciate it if...)
- Modal verbs in formal context (could, would, may, might)
- Indirect questions
- Formal register (no contractions)
- Reported requests
- Fixed expressions in academic emails

I. Extended Email Gap Fill

Complete the email using:

**could – would – appreciate – regarding – further – inform
– available – whether**

Subject: Inquiry _____ Internship Opportunities

Dear Professor Smith,

I am writing to inquire _____ potential internship opportunities within the department. I _____ be

grateful if you _____ inform me _____ there are any positions currently _____.

I would also _____ it if you could provide _____ information about the application process.

Thank you in advance for your time and consideration.

Kind regards,

Ana Popescu

II. Indirect Questions (Formal Style)

Rewrite as formal indirect questions.

1. When is the deadline?
→ I would like to know _____.
2. Are there any available research positions?
→ Could you please inform me _____?
3. Where should I submit the application?
→ I would appreciate it if you could tell me
_____.
4. Has the schedule been confirmed?
→ I am writing to inquire _____.

5. Can I receive feedback on my assignment?
→ I would be grateful if you could _____.

III. Register Correction (Formal vs Informal)

Rewrite in formal academic style.

1. I want to ask about the exam date.
2. Can you send me the details?
3. Thanks for your help.
4. I am sorry I did not reply earlier.
5. Please get back to me soon.

IV. Error Correction (Formal Email)

Correct the errors.

1. I would like that you send me the syllabus.
2. Could you to clarify the requirements?
3. I am writing for ask about the internship.
4. I look forward to hear from you.
5. Thank you in advance for consider my request.

V. Sentence Transformation

Rewrite using more polite forms.

1. Send me the schedule.
2. Tell me if the position is open.

3. Give me more information about the project.
4. Explain the evaluation criteria.
5. Check my application.

VI. Controlled Production

Write a 6–8 sentence formal email to a professor:

Topic: Requesting an extension for an assignment.

Include:

- 3 polite request structures
- 1 indirect question
- 1 apology
- formal closing

PART II. VOCABULARY

Vocabulary Lists. Formal Communication

List 1. Email Functions

- inquiry
- clarification
- request
- attachment

- deadline
- confirmation
- extension
- feedback

List 2. Formal Phrases

- I am writing to inform you that...
- I would like to inquire about...
- I would appreciate it if...
- Please find attached...
- Thank you for your consideration.
- I look forward to your response.

List 3. Academic Context Vocabulary

- submission guidelines
- assessment criteria
- academic requirements
- evaluation process
- research supervision
- administrative procedures
- course registration
- supporting documents

VOCABULARY EXERCISES

I. Extended Contextual Gap Fill

Complete the email using appropriate Vocabulary.

Dear Dr. Brown,

I am writing to request _____ regarding the _____ for the final project. I would like to confirm the exact _____, as the information on the platform appears unclear.

Additionally, could you please provide details about the _____ process? I would also appreciate feedback on whether any additional _____ are required for submission.

Thank you for your time and _____.

II. Collocation & Precision

Choose the correct option.

1. Please find (attached / attachment / attaching) my CV.
2. I am writing to (request / demand / order) an extension.
3. The (evaluation / evaluating / evaluate) process takes two weeks.
4. Students must meet all academic (requirements / requiring / require).

5. The professor provided detailed (feedback / feedbacks / feed).

III. Reformulation Task

Rewrite formally.

1. I need more time because I was sick.
2. I forgot to attach the document.
3. I want confirmation about my registration.
4. The instructions are not clear.

IV. Functional Identification

Read the sentences and identify the function:

1. I would appreciate it if you could clarify the assessment criteria.
2. Please find attached the requested documents.
3. I apologize for the inconvenience caused.
4. I look forward to your response.

Functions:

- a) apology
- b) attachment reference
- c) polite request
- d) closing formula

V. Tone Analysis

Identify whether the sentence is appropriate (A) or inappropriate (I) for formal academic email.

1. Send me the info ASAP.
2. I would be grateful for your assistance.
3. Thanks a lot!
4. I apologize for the delayed submission.
5. Let me know quickly.

VI. Integrated Writing Task

Write a 180–220 word formal email:

Situation: You are applying for a research assistant position.

You must include:

- 5 Vocabulary items from Lists 1–3
- 4 polite request forms
- 1 indirect question
- 1 attachment reference
- 1 expression of gratitude
- clear paragraph structure

UNIT 7.

Passive Voice in Academic English

PART I. GRAMMAR

- Passive forms (all tenses, modals)
- Use in academic writing (reports, research summaries)
- Impersonal structures (It is believed that..., Research has shown that...)
- Transformations: Active → Passive
- Cause-effect and emphasis in passive constructions

I. Extended Text Gap Fill (Passive Voice)

Complete using the correct passive form of the verbs in brackets.

The final report _____ (submit) by all students before the deadline.

Several experiments _____ (conduct) to test the hypothesis.

It _____ (believe) that the new method improves learning outcomes.

Feedback from participants _____ (collect) during the trial period.

The curriculum _____ (update) regularly to reflect changes in labor market demands.

A detailed analysis of results _____ (prepare) by the research team.

II. Modal Verbs in Passive

Rewrite the sentences in passive using the modal in parentheses.

1. Students must submit their essays on time. (must)
2. The committee should review all applications carefully. (should)
3. Researchers can access the database remotely. (can)
4. The instructor may provide additional guidance. (may)
5. The department might announce the results next week. (might)

III. Active → Passive Transformation

Rewrite the sentences in passive.

1. The professor explained the methodology to the students.
2. Students complete the survey online.
3. Researchers publish their findings in journals.
4. The university will introduce new guidelines next semester.
5. The team has conducted the study carefully.

IV. Impersonal Academic Style

Complete with the correct passive / impersonal structure.

1. It _____ (believe) that online learning enhances flexibility.
2. It _____ (suggest) that student engagement improves performance.
3. It _____ (report) that tuition fees have increased recently.
4. It _____ (consider) necessary to revise the curriculum.
5. It _____ (recommend) that students submit applications early.

V. Error Correction

Correct the mistakes.

1. The results was analysed carefully by the team.
2. The feedback are collected at the end of each session.
3. It is believed that the new policy have positive effects.
4. All assignments will submitted before the deadline.
5. Several studies have been conduct to support the claim.

VI. Controlled Analytical Commentary

Write 5–6 sentences describing **a research process or experiment** using:

- 3 passive constructions
- 1 impersonal passive
- 1 complex sentence
- 1 modal passive (should / must / may)

PART II. VOCABULARY

Vocabulary Lists. Passive & Academic Style

List 1. Reporting Verbs

- conduct
- analyze
- collect
- publish
- prepare
- review
- evaluate
- test

List 2. Academic Passive Structures

- is believed to
- is suggested that
- has been reported
- is considered necessary
- is recommended that
- can be observed that
- was carried out by

List 3. Research Context Vocabulary

- hypothesis
- methodology
- trial period
- dataset
- curriculum
- assessment criteria
- research team
- outcomes

VOCABULARY EXERCISES

I. Extended Text Gap Fill

Complete using words from the lists.

A series of experiments _____ to verify the initial hypothesis. Data _____ from multiple sources _____ analyzed carefully. It _____ that participant engagement influences the outcomes. A detailed report _____ prepared by the research team. The methodology _____ updated regularly to reflect new insights. The assessment criteria _____ clearly stated in the project guidelines.

II. Collocation & Precision

Choose the correct option.

1. The study was (conduct / conducted / conducting) by the team.
2. Feedback is (collect / collected / collecting) at the end of each module.
3. The results (has been / have been / is) reported in journals.
4. The methodology can be (observed / observe / observing) in Appendix A.
5. The analysis should be (prepare / prepared / preparing) before submission.

III. Reporting Verbs Practice

Complete:

1. It is _____ that critical thinking is essential for academic success.
2. Data was _____ to determine the impact of study habits.
3. Several studies have been _____ in recent years.
4. The survey was _____ to evaluate student satisfaction.
5. Results can be _____ in Figure 2.

IV. Transforming Active → Impersonal Passive

Rewrite formally:

1. Researchers argue that practical skills improve employability.
2. Students complete assignments online.
3. The department considers the new curriculum important.
4. Experts recommend submitting applications early.

V. Error Correction

Correct the errors:

1. The data have been analysed by students.
2. The research has been conduct carefully.

3. It is believe that attendance improves results.
4. Assignments is submitted by students electronically.
5. Several experiments was carried out last month.

VI. Integrated Writing Task

Write a 170–200 **word academic paragraph/report summary**:

Topic: A small research project you have done (or hypothetical).

Requirements:

- 5 passive constructions
- 2 impersonal passive sentences
- 1 modal passive
- 3 reporting verbs
- 1 complex sentence
- 3 vocabulary items from research context

UNIT 8.

Linking Ideas & Cohesion in Academic Writing

PART I. GRAMMAR

- Cohesive devices: addition, contrast, cause-effect, result, exemplification
- Relative clauses for cohesion
- Conjunctive adverbs (however, moreover, therefore, consequently)
- Avoiding repetition: referencing (this, these, such, former/latter)
- Complex sentences to link ideas

I. Extended Text Gap Fill

Complete the paragraph using:

however – moreover – therefore – consequently – this – such – whereas – in addition

Online learning offers flexibility and access to a wider range of courses. _____, it can enhance self-paced learning. The platform, which provides interactive tools, is widely used. _____ tools improve engagement and participation.

Attendance in traditional lectures has declined, _____ students prefer online alternatives. Digital platforms require investment in infrastructure; _____, universities face higher costs. _____ challenges are not limited to technology but also include training staff to use new systems effectively.

II. Conjunctive Adverbs

Choose the best option to complete the sentences.

1. Enrollment increased in 2021; _____, universities hired more teaching assistants. (however / consequently / in addition)
2. The survey results were inconclusive; _____, further research is needed. (therefore / moreover / however)
3. Students receive training in research methods; _____, they are taught data analysis skills. (however / in addition / consequently)
4. Attendance in workshops is voluntary; _____, many students prefer practical sessions. (however / moreover / therefore)

III. Reference & Cohesion

Replace repeated words with appropriate referencing.

Practical courses improve employability. Practical courses also enhance confidence. Practical courses are increasingly

popular. The theoretical modules, however, are still essential. The theoretical modules require critical thinking.

IV. Relative Clauses for Cohesion

Combine sentences using relative clauses.

1. The report discusses digital learning. The report was published last year.
2. Students completed workshops. The workshops focused on project management.
3. Universities implemented new policies. The policies address online learning challenges.
4. The survey collected feedback. The feedback helped improve the curriculum.
5. The data shows trends in enrollment. The data was analyzed by the research team.

V. Error Correction

Correct the mistakes.

1. Moreover, students improved their skills. However they did not attend lectures.
2. These modules, which improve knowledge. They are mandatory.
3. Attendance declined, therefore the results was lower.
4. Such workshops are important, in addition they require preparation.

5. Students prefer online courses however they find some modules challenging.

VI. Controlled Academic Paragraph

Write 5–6 sentences describing **the advantages and challenges of online learning**, including:

- 3 linking devices
- 2 relative clauses
- 1 reference word (this / these / such)
- 1 complex sentence

PART II. VOCABULARY

Vocabulary Lists. Cohesion & Linking

List 1. Linking Devices

- however
- moreover
- in addition
- therefore
- consequently
- for example
- as a result
- on the other hand

List 2. Reference Words

- this
- these
- that
- those
- such
- former / latter
- the former / the latter
- it

List 3. Academic Cohesion Vocabulary

- trends
- patterns
- outcomes
- findings
- evidence
- implications
- comparisons
- observations

VOCABULARY EXERCISES

I. Extended Gap Fill

Complete the paragraph using words from the lists.

Online courses provide flexibility for students.
_____, they can learn at their own pace. The platform

includes interactive tools; _____ features improve engagement. Attendance in traditional classes has decreased, _____ students prefer digital learning. Universities face additional costs; _____, they must plan carefully. _____ challenges include training staff and providing technical support.

II. Collocation & Precision

Choose the correct option.

1. The data (shows / observes / demonstrates) trends in enrollment.
2. The report highlights key (findings / comparisons / outcomes).
3. Students completed surveys; the (results / implications / evidence) were analyzed.
4. The former modules improved knowledge, whereas the (latter / former / these) focused on skills.
5. The observations provide (evidence / outcomes / findings) for future policy decisions.

III. Relative Clauses

Combine sentences formally.

1. The study analyzed student behavior. The study was published last month.

2. Participants attended workshops. The workshops were highly interactive.
3. The data shows enrollment patterns. The data was collected from five universities.

IV. Linking Device Practice

Complete the sentences.

1. Attendance declined; _____, universities invested in online platforms.
2. Students prefer interactive lessons; _____, practical workshops are emphasized.
3. The results are inconclusive; _____, further research is recommended.
4. Traditional courses remain important; _____, online options offer flexibility.

V. Reference Words in Context

Replace repeated words with references.

Online courses improve engagement. Online courses are more flexible. Online courses have higher satisfaction rates.

VI. Integrated Writing Task

Write a 160–190 word paragraph summarizing trends in student enrollment in online vs traditional courses. Include:

- 3 linking devices
- 2 relative clauses
- 2 reference words (this / these / such / former / latter)
- 3 Vocabulary items from cohesion list
- 1 complex sentence

UNIT 9.

Comparing and Evaluating

PART I. GRAMMAR

- Comparative & superlative forms (adjectives & adverbs)
- Comparative structures: more... than, less... than, as... as
- Evaluative language: strong, moderate, weak evidence
- Modals for evaluation: might, could, may, should, must
- Relative clauses for comparison
- Conjunctive adverbs for evaluation: however, in contrast, whereas, on the other hand

I. Extended Text Gap Fill

Complete the text with appropriate comparative or superlative forms.

Online learning platforms are often _____ (effective) than traditional lectures in terms of flexibility. However, classroom interaction is sometimes _____ (important) for developing teamwork skills. Student engagement in hybrid courses is _____

(high) in the first semester but tends to decline later. Research shows that participation in online workshops can be _____ (beneficial) than self-paced modules. Overall, the blended approach seems to offer the _____ (good) balance between autonomy and guidance.

II. Comparative Structures

Choose the correct option.

1. Online courses are (more flexible / flexibler / most flexible) than traditional ones.
2. Participation in seminars is (less effective / more less effective / effective) than in workshops.
3. The latter method is (as engaging as / more engaging than / most engaging) the former.
4. Hybrid learning can be (more beneficial / beneficialer / most beneficial) for students.
5. Self-paced modules are (less challenging / least challenging / more less challenging) than timed assessments.

III. Modals for Evaluation

Complete with might, could, may, should, must.

1. Online learning _____ improve student independence.

2. Hybrid courses _____ be more suitable for working students.
3. The new platform _____ face technical difficulties initially.
4. Self-paced modules _____ complement classroom instruction.
5. Attendance in optional workshops _____ influence final outcomes.

IV. Relative Clauses in Comparison

Combine sentences using relative clauses.

1. The first course focuses on theory. The first course is popular among seniors.
2. The second course emphasizes practical skills. The second course attracts more students.
3. Online modules provide flexibility. Online modules improve engagement.
4. Blended learning combines classroom and online activities. Blended learning yields higher satisfaction.
5. The new evaluation method is innovative. The new evaluation method is adopted by several universities.

V. Error Correction (Comparison & Evaluation)

Correct the mistakes.

1. Online courses is more easier than traditional lectures.

2. Hybrid learning are as effective than self-paced modules.
3. The latter course is beneficial than the former.
4. Participation should improves student outcomes.
5. Classroom interaction is importanter for teamwork.

VI. Controlled Academic Paragraph

Write 5–6 sentences **comparing two learning methods**.

Include:

- 2 comparative forms
- 1 superlative form
- 2 modals for evaluation
- 1 relative clause
- 1 linking word for contrast

PART II. VOCABULARY

Vocabulary Lists. Comparing & Evaluating

List 1. Comparative & Evaluative Phrases

- more... than
- less... than
- as... as
- the most / the least
- similar to
- compared with

- in contrast to
- whereas

List 2. Evaluation Vocabulary

- effective / ineffective
- beneficial / less beneficial
- significant / insignificant
- high / low
- strong / moderate / weak
- satisfactory / unsatisfactory
- superior / inferior
- preferable

List 3. Academic Linking Phrases

- according to the data
- the figures indicate that
- it can be observed that
- a comparison reveals that
- on the other hand
- in contrast
- this suggests that
- these findings imply that

VOCABULARY EXERCISES

I. Extended Gap Fill

Complete the paragraph using words from the lists.

A comparison of hybrid and online courses shows that hybrid programs are generally _____ flexible, but they are _____ effective in enhancing self-directed learning. Participation in online modules tends to be _____ than in face-to-face workshops.

Students report that blended learning is _____ overall. _____, classroom interaction is still valuable for teamwork.

_____, the choice of method depends on student needs and course objectives.

II. Comparative Vocabulary

Choose the correct option.

1. The online module is (more beneficial / less beneficial / most beneficial) than the traditional one.
2. Participation in optional workshops is (stronger / weaker / as strong as) for learning outcomes.
3. Hybrid learning provides (superior / inferior / satisfactory) support for project-based assignments.
4. Self-paced modules are (less challenging / more challenging / most challenging) than timed assessments.

5. The first course is (more effective / effectiveer / most effective) compared with the second.

III. Evaluative Sentences

Complete the sentences using Vocabulary for comparison/evaluation.

1. Course A is _____ than Course B in terms of engagement.
2. The online workshop is _____ effective than the seminar.
3. Participation in blended courses _____ the highest among all methods.
4. The traditional lecture is _____ suitable for independent learning.
5. Student satisfaction is _____ across different learning methods.

IV. Linking & Contrast

Combine sentences using appropriate linking words.

1. Online modules are flexible. Traditional lectures offer peer interaction. (whereas)
2. Attendance increased in hybrid courses. Participation in self-paced modules remained stable. (in contrast)
3. The first approach improved engagement. The second approach was less effective. (however)

4. Group projects help teamwork. Online assignments develop independence. (on the other hand)

V. Reference Words

Replace repeated words with references.

Hybrid courses improve engagement. Hybrid courses are more flexible. Hybrid courses are popular among students.

VI. Integrated Writing Task

Write a **160–190 word paragraph** comparing two teaching methods (e.g., online vs hybrid). Include:

- 3 comparative or superlative forms
- 2 modals for evaluation
- 2 relative clauses
- 2 linking words for contrast
- 3 Vocabulary items from evaluation/linking lists

Unit 10.

Conditionals & Problem Solving

PART I. GRAMMAR

- Conditional sentences (zero, first, second, third, mixed)
- If-clauses in academic/problem-solving contexts
- Modals in conditionals (could, would, might, should)
- Cause-effect structures
- Expressing hypotheses, predictions, and consequences
- Problem-solution structures in academic writing

I. Zero & First Conditional

Complete with the correct form of the verb.

1. If students _____ (study) regularly, they _____ (perform) better in exams.
2. If the internet _____ (fail), online classes _____ (not start).
3. If researchers _____ (analyze) the data carefully, they _____ (find) useful patterns.
4. If the deadline _____ (be) missed, students _____ (lose) marks.

5. If we _____ (use) collaborative tools, the project _____ (run) more smoothly.

II. Second Conditional (Hypothetical)

Complete the sentences.

1. If I _____ (have) more time, I _____ (participate) in the research project.
2. The experiment would succeed if the team _____ (follow) all instructions.
3. If the system _____ (be) more reliable, students _____ (submit) assignments online without errors.
4. Universities _____ (invest) in better infrastructure if funding _____ (be) higher.
5. If students _____ (receive) feedback earlier, they _____ (improve) their results faster.

III. Third Conditional

Complete using the past perfect and *would/could/might have*.

1. If the students _____ (submit) their assignments on time, they _____ (avoid) penalties.
2. The project _____ (succeed) if the team _____ (plan) better.
3. If the instructions _____ (be) clearer, fewer mistakes _____ (occur).

4. Students _____ (achieve) higher grades if they _____ (revise) more thoroughly.
5. The experiment _____ (produce) better results if the equipment _____ (function) correctly.

IV. Mixed Conditionals

Complete the sentences.

1. If the student _____ (study) harder last semester, they _____ (be) more confident now.
2. If the university _____ (invest) more in online platforms, students _____ (benefit) more this year.
3. If researchers _____ (collect) more data, they _____ (have) better insights now.
4. Students would perform better if they _____ (apply) lessons learned in previous courses.
5. If the assignment _____ (be) submitted late, the final grade _____ (be) affected.

V. Conditional Problem-Solving

Rewrite sentences using conditionals and modals to suggest solutions.

1. Students do not understand the instructions → Use a conditional sentence with “should.”
2. The software crashes frequently → Suggest a solution with “could.”

3. There is a high absentee rate → Use “might” to indicate a possible consequence.
4. Some experiments fail → Suggest a preventive action using a first conditional.
5. Students submit incomplete reports → Suggest a recommendation using “would.”

VI. Controlled Writing (Problem-Solving Paragraph)

Write 5–6 sentences describing a **common academic problem** (e.g., low participation, incomplete data, scheduling conflicts) and propose **solutions**, using:

- 2 first conditionals
- 1 second conditional
- 1 third conditional
- 2 modals for suggestions
- 1 cause-effect connector

PART II. VOCABULARY

Vocabulary Lists. Problem-Solving & Conditionals

List 1. Problems & Challenges

- difficulty / challenge / issue / obstacle
- delay / failure / mistake / error

- conflict / limitation / misunderstanding
- insufficient / inadequate / lack of

List 2. Solutions & Suggestions

- solution / recommendation / strategy / approach
- should / could / might / would
- implement / revise / improve / clarify
- adjust / reconsider / provide / support

List 3. Academic Linking & Evaluation

- as a result
- therefore
- consequently
- due to
- in order to
- it is essential that
- one possible approach is
- this implies that

VOCABULARY EXERCISES

I. Extended Gap Fill

Complete the paragraph.

Students often face _____ when submitting assignments online. _____, instructors need to provide clear instructions and deadlines. One common

_____ is technical failure, which _____ the submission process. If students _____ difficulties, support services _____ offered.

_____, careful planning can reduce errors and improve outcomes.

II. Modals & Recommendations

Choose the best modal.

1. If deadlines are unclear, students _____ ask for clarification. (should / might / could)
2. The lab equipment is faulty → It _____ be replaced immediately. (must / would / could)
3. If participation is low, instructors _____ introduce incentives. (should / could / might)
4. Some experiments failed → The team _____ review the procedure. (might / could / should)
5. Students struggle with time management → They _____ plan ahead. (should / might / could)

III. Clause-Effect in Problem-Solving

Complete using: **because / due to / as a result / therefore / consequently**

1. Assignment submissions are late _____ students misunderstand instructions.

2. The survey results are incomplete _____ missing responses.
3. Students revised the project; _____, the final outcome improved.
4. Technical errors occurred; _____, some data was lost.
5. Instructions were unclear; _____, students requested clarification.

IV. Conditional Vocabulary

Complete sentences using the vocabulary lists.

1. If the group encounters a major _____, they should discuss it.
2. Students often make _____ when submitting assignments.
3. One possible _____ is to revise the schedule.
4. If resources are _____, alternative strategies might be needed.
5. Problems arise _____ poor communication between instructors and students.

V. Linking for Evaluation

Complete with appropriate connectors.

1. Students did not follow the instructions; _____, results were incorrect.

2. The deadline was extended; _____, more students submitted work.
3. Some modules were removed due to low enrollment; _____, students focused on the remaining courses.
4. A lack of feedback was reported; _____, the team revised the guidance.

VI. Integrated Writing Task

Write a 160–190 word academic paragraph describing a problem in an academic or research context and propose solutions. Include:

- 2 first conditionals
- 1 second conditional
- 1 third conditional
- 2 modals for suggestions
- 2 cause-effect connectors
- 3 Vocabulary items from problem-solving lists.

UNIT 11.

Reporting & Paraphrasing

PART I. GRAMMAR

- Reported speech for academic writing (reporting verbs, tense changes)
- Paraphrasing techniques (changing words, sentence structure, active/passive)
- Modal verbs in reported statements (can → could, may → might)
- Impersonal reporting (It is reported that..., Studies show that...)
- Summarizing and condensing information without changing meaning

I. Reporting Verbs & Tense Changes

Rewrite the sentences in reported speech.

1. "The results show a significant increase in online course enrollment", said the professor.
2. "Students must submit their assignments by Friday", the instructor said.
3. "We conducted five surveys last semester", the research team explained.

4. "This method may improve learning outcomes," the study suggested.
5. "The experiment failed due to technical errors", the lab manager reported.

II. Impersonal Reporting

Complete using impersonal passive structures.

1. It _____ (report) that participation in online workshops has increased.
2. It _____ (believe) that hybrid courses improve engagement.
3. It _____ (suggest) that students submit their work earlier.
4. It _____ (consider) necessary to revise the curriculum.
5. It _____ (recommend) that additional training be provided to instructors.

III. Paraphrasing Sentences

Paraphrase the sentences without changing the meaning.

1. Online courses are more flexible than traditional lectures.
2. Participation in the seminar increased last year.
3. The study shows that blended learning improves student engagement.
4. Students should submit assignments before the deadline.

5. The survey results indicate that students prefer hybrid courses.

IV. Paraphrasing with Active/Passive Change

Rewrite using passive or active voice to paraphrase.

1. Researchers conducted the survey → _____
2. Students completed the assignments → _____
3. The professor explained the methodology → _____
4. The lab team collected the data → _____
5. The study suggested an improvement in learning outcomes → _____

V. Error Correction

Correct the mistakes.

1. The study says that students has improved their skills.
2. It is report that participation has declined.
3. The instructor explained that the assignments must submitted on time.
4. According to the survey, students prefers hybrid courses.
5. The lab manager said that experiment fail due to equipment errors.

VI. Controlled Academic Writing

Write 5–6 sentences **reporting findings from a small research project or survey** using:

- 2 reporting verbs
- 2 impersonal reporting structures
- 1 paraphrased sentence
- 1 passive sentence
- 1 modal in reported speech

PART II. VOCABULARY

Vocabulary Lists. Reporting & Paraphrasing

List 1. Reporting Verbs

- report
- explain
- suggest
- indicate
- state
- recommend
- observe
- emphasize

List 2. Academic Linking Phrases

- according to the study

- the research shows that
- it has been observed that
- findings indicate that
- the data suggest that
- it is reported that
- the study demonstrates that
- these results imply that

List 3. Paraphrasing Vocabulary

- improve → enhance / increase / boost
- decline → decrease / fall / reduce
- important → significant / essential / crucial
- method → approach / strategy / technique
- students → participants / learners / respondents

VOCABULARY EXERCISES

I. Extended Gap Fill

Complete the paragraph using words/phrases from the lists.

According to the study, participation in hybrid courses _____ significantly last year. It _____ that blended learning enhances engagement. The researchers _____ that additional support should be provided to students.

It _____ that technical issues have affected online submissions. Participants _____ positive feedback on

the new methodology. The study _____ that deadlines must be clearly communicated to improve outcomes.

II. Reporting Verbs in Context

Choose the correct verb.

1. The survey _____ that students prefer online modules. (report / observe / explain)
2. The professor _____ the methodology for the experiment. (indicate / explain / suggest)
3. Researchers _____ that blended learning can improve engagement. (recommend / report / observe)
4. The study _____ that deadlines influence submission rates. (state / suggest / explain)
5. The lab manager _____ the results of the experiment. (emphasize / indicate / report)

III. Paraphrasing Practice

Paraphrase the sentences.

1. Students submit assignments late → _____
2. Participation in workshops has increased → _____
3. The method is effective → _____
4. Online courses are flexible → _____
5. Survey results show positive trends → _____

IV. Reporting in Passive

Rewrite in passive.

1. Researchers conducted a survey → _____
2. Students completed the questionnaire → _____

3. The instructor explained the guidelines → _____

4. The study suggested a new approach → _____

5. The lab team collected the data → _____

V. Error Correction (Vocabulary & Reporting)

Correct the mistakes.

1. The study suggest that students has improved their results.
2. It is report that blended learning increase engagement.
3. Participants gives feedback on the new approach.
4. Findings indicate that online courses are flexibles.
5. The research states that assignment were late submitted.

VI. Integrated Writing Task

Write a **160–190 word academic paragraph** summarizing findings **from a survey or experiment**, using:

- 2 reporting verbs

- 2 impersonal reporting phrases
- 2 paraphrased sentences
- 1 passive construction
- 1 modal in reported speech
- 3 Vocabulary items from paraphrasing list

UNIT 12.

Academic Presentations

PART I. GRAMMAR

- Future forms: will, going to, present continuous for future, future perfect
- Modals for predictions, expectations, and advice (might, should, must, could)
- Conditional language for hypotheses during presentations
- Reporting results in presentations (It is observed that..., These findings suggest...)
- Complex sentences and connectors to structure speech

I. Future Forms Gap Fill

Complete the sentences with the correct future form (will / going to / present continuous / future perfect).

1. By next week, we _____ (complete) the survey analysis.
2. The students _____ (present) their projects on Friday.

3. I think the new platform _____ (improve) engagement significantly.
4. If we start early, we _____ (finish) the report before the deadline.
5. According to the plan, the lecture _____ (begin) at 10 a.m. tomorrow.

II. Modals in Presentations

Complete with might, should, could, must.

1. The experiment _____ provide interesting results if executed carefully.
2. Participants _____ consider the safety guidelines before starting.
3. This approach _____ be more effective than traditional methods.
4. The results _____ be influenced by external factors.
5. We _____ provide clear instructions to ensure accurate data collection.

III. Conditional Statements for Hypotheses

Complete the sentences.

1. If the participants _____ (follow) the instructions, the results _____ (be) reliable.
2. The presentation will be successful if you _____ (organize) it clearly.

3. If we _____ (analyze) the data more thoroughly, we _____ (discover) interesting trends.
4. The findings _____ be more significant if the sample size _____ (increase).
5. If students _____ (practice) their speeches, they _____ (gain) confidence.

IV. Signposting Language Gap Fill

Fill in the gaps with suitable signposting expressions:

- first of all
- in addition
- moreover
- however
- on the other hand
- finally
- to conclude
- as a result

_____, I will explain the methodology of the experiment. _____, I will present the main findings. The results are promising; _____, there are some limitations. _____, we must consider the impact of external variables. _____, I will summarize the conclusions and suggest further research.

V. Structuring a Presentation

Reorder the sentences to create a logical structure of an academic presentation.

- A. I will present the methodology used in the experiment.
- B. In conclusion, the findings indicate the effectiveness of blended learning.
- C. I will start by giving some background information about online education.
- D. Next, I will show the results of the survey conducted last semester.
- E. Finally, I will answer your questions and discuss possible improvements.

VI. Controlled Speaking/Writing Task

Write 5–6 sentences (or prepare a short speech) about **your planned research/project** including:

- 2 future forms
- 2 modals for predictions/advice
- 2 signposting expressions
- 1 conditional statement
- 1 cause-effect connector

PART II. VOCABULARY

Vocabulary Lists. Academic Presentations

List 1. Signposting & Structuring

- first of all
- next / then
- in addition
- moreover
- however
- on the other hand
- finally / to conclude
- as a result

List 2. Academic Presentation Phrases

- the purpose of this presentation is...
- I will explain...
- the main findings indicate...
- the data suggest that...
- this implies that...
- our results demonstrate...
- I will summarize...
- we recommend...

List 3. Future & Hypothetical Vocabulary

- will / going to / present continuous for future

- might / could / should / must
- if... then...
- as a consequence / therefore
- anticipated / expected / projected
- potential impact / possible outcome

VOCABULARY EXERCISES

I. Gap Fill with Signposting

Complete the sentences using appropriate signposting language.

1. _____, I will describe the research questions.
2. The results are encouraging; _____, there are some limitations to consider.
3. _____, I will discuss the implications for future research.
4. We found some unexpected patterns; _____, we need to revise the methodology.

II. Future Forms in Presentations

Complete the sentences.

1. We _____ (present) our findings next Monday.
2. The new approach _____ (improve) student engagement.
3. If participants complete the survey, we _____ (collect) valuable data.

4. By the end of the semester, we _____ (analyze) all responses.
5. I _____ (answer) your questions at the end of the presentation.

III. Modals for Predictions/Advice

Choose the correct modal.

1. The results _____ indicate a trend in student participation. (might / must / should)
2. You _____ provide clear instructions for participants. (might / must / could)
3. If we implement the new strategy, we _____ improve outcomes. (could / must / might)
4. Presenters _____ practice their speech before the session. (should / could / might)
5. The methodology _____ be revised if errors are detected. (must / could / might)

IV. Paraphrasing & Reporting

Paraphrase the sentences for presentation style.

1. The survey showed that hybrid learning is popular
→ _____
2. Students found the online modules effective →

3. Participation in workshops increased →

4. The results indicate a need for further research →
-

V. Structuring Practice

Put the steps of a short presentation in order.

- A. Present methodology
- B. Introduce topic & background
- C. Conclude & recommendations
- D. Present findings/results
- E. Invite questions

VI. Integrated Speaking/Writing Task

Prepare a **short academic presentation (160–190 words)** about a research/project including:

- 2 future forms
- 2 modals for advice/predictions
- 3 signposting expressions
- 1 conditional statement
- 1 cause-effect connector
- 2 academic presentation phrases

UNIT 13.

Critical Thinking & Argumentation

PART I. GRAMMAR

- Relative clauses for precision and elaboration
- Modals for expressing certainty, probability, and assumptions (must, might, could, should)
- Conditional sentences to discuss hypothetical arguments
- Reporting assumptions, evaluating bias, and discussing validity
- Complex sentences to link claims, evidence, and counterarguments

I. Relative Clauses for Argumentation

Combine sentences using relative clauses.

1. The study examines student motivation. The study was conducted at three universities.
2. The researcher presented a theory. The theory explains online engagement patterns.
3. The argument focuses on assessment methods. The argument is widely debated.
4. The participants completed a survey. The survey measured satisfaction.

5. The report highlights key findings. The report was published last year.

II. Modals for Certainty & Assumptions

Complete the sentences with **must**, **might**, **could**, or **should**.

1. The data _____ indicate a trend in student performance.
2. The participants' low response rate _____ be due to lack of interest.
3. The methodology _____ be revised to improve validity.
4. If all assumptions are correct, the experiment _____ succeed.
5. This conclusion _____ reflect bias in the selection of participants.

III. Evaluating Bias & Validity

Decide whether the statements are **valid**, **biased**, or **assumptions**.

1. The survey only included students from one faculty
→ _____
2. Students who participate in online courses are more motivated → _____
3. The data show that attendance affects grades → _____

4. Only high-achieving students were invited to the study → _____
5. Completing assignments on time improves understanding → _____

IV. Conditionals for Argumentation

Complete using first, second, or third conditionals.

1. If researchers _____ (control) for bias, the results _____ (be) more reliable.
2. The argument _____ (be) stronger if it _____ (include) more evidence.
3. If students _____ (have) participated in all sessions, the survey _____ (show) different results.
4. The conclusion _____ (be) questionable if assumptions _____ (not be) examined.
5. If universities _____ (adopt) the new policy last year, outcomes _____ (improve).

V. Error Correction

Correct the mistakes.

1. The report who was published last year contains valid data.
2. This assumption might affects the validity of the study.

3. Only high-performing students was included in the analysis.
4. The survey results must indicates bias in participant selection.
5. If researchers not considered confounding variables, the argument is flawed.

VI. Controlled Academic Writing

Write 5–6 sentences evaluating an argument or study, including:

- 2 relative clauses
- 2 modals to express certainty/probability
- 1 conditional sentence
- 1 statement identifying bias or assumption
- 1 linking word to show cause-effect

PART II. VOCABULARY

Vocabulary Lists. Critical Thinking & Argumentation

List 1. Evaluation & Analysis

- valid / invalid
- reliable / unreliable
- bias / assumption
- evidence / findings

- claim / argument
- hypothesis / conclusion
- objective / subjective
- counterargument

List 2. Linking & Reasoning

- therefore
- as a result
- consequently
- however
- on the other hand
- in contrast
- this implies that
- due to

List 3. Academic Critical Thinking Phrases

- the study assumes that...
- it is possible that...
- this suggests that...
- the evidence indicates...
- one possible explanation is...
- these findings imply that...
- the argument is supported by...
- it must be noted that...

VOCABULARY EXERCISES

I. Gap Fill with Critical Vocabulary

Complete the paragraph.

The study examined student engagement in online courses. However, it is possible that the results are affected by _____, as only high-achieving students participated. The _____ presented is supported by survey data. Some conclusions may be considered _____ due to limited sample size. _____, more research is needed to validate the findings. The report includes several _____ which help explain trends in participation.

II. Relative Clauses & Critical Phrases

Combine sentences using relative clauses and academic phrases.

1. The research examines attendance patterns. The research was conducted last semester.
2. The report suggests a new approach. The report has been widely cited.
3. The study identifies factors influencing motivation. The study is considered reliable.
4. The survey presents unexpected results. The survey was distributed online.

III. Modals & Assumptions

Complete the sentences using must, might, could, should.

1. The sample size was small; the findings _____ not represent all students.
2. Students who participated actively _____ have better outcomes.
3. The methodology _____ be revised to reduce bias.
4. The unexpected results _____ indicate a new trend.
5. If the assumptions are valid, the conclusion _____ be reliable.

IV. Bias and Validity

Decide whether each sentence refers to **bias**, **assumption**, or **validity**.

1. Only participants from one faculty were included.
→ _____
2. Students who attended all sessions performed better. → _____
3. The survey questions were carefully designed and tested. → _____
4. The study assumes all students have internet access. → _____
5. The data shows a correlation between study time and grades. → _____

V. Linking & Reasoning Practice

Fill in with appropriate connectors: therefore, however, as a result, on the other hand.

1. The data were incomplete; _____, conclusions must be cautious.
2. The methodology was rigorous; _____, the results are credible.
3. Some participants misunderstood the instructions; _____, errors occurred.
4. The online course was popular; _____, attendance in workshops declined.

VI. Integrated Writing Task

Write a **160–190 word paragraph** critically evaluating an argument or study. Include:

- 2 relative clauses
- 2 modals expressing probability or certainty
- 1 conditional sentence
- 1 bias or assumption
- 2 linking words for reasoning
- 3 vocabulary items from critical thinking list

Vocabulary / Collocations List

Academic Nouns & Verbs

- study, analyze, data, method, concept, hypothesis, finding, result, conclusion, survey, research, experiment, report, assignment, project, approach, strategy, theory, observation

Discourse & Linking Markers

- however, therefore, moreover, in addition, first of all, next, then, finally, to conclude, as a result, consequently, on the other hand, in contrast, this implies that, as a consequence

Opinion & Evaluation Vocabulary

- significant, beneficial, important, essential, crucial, effective, reliable, valid, invalid, objective, subjective, challenge, obstacle, difficulty, limitation, error, mistake

Problem-Solving & Recommendations

- solution, recommendation, strategy, approach, implement, revise, improve, clarify, adjust, reconsider, provide, support, should, could, might, would

Reporting & Paraphrasing Vocabulary

- report, explain, suggest, indicate, state, recommend, observe, emphasize
- according to the study, the research shows that, it has been observed that, findings indicate that, the data suggest that, it is reported that, the study demonstrates that, these results imply that
- enhance / increase / boost, decrease / fall / reduce, significant / essential / crucial, approach / strategy / technique, participants / learners / respondents

Presentation Vocabulary & Signposting

- the purpose of this presentation is..., I will explain..., the main findings indicate..., the data suggest that..., this implies that..., our results demonstrate..., I will summarize..., we recommend...
- first of all, in addition, moreover, however, on the other hand, finally, to conclude, as a result
- will, going to, present continuous, future perfect, might, could, should, must, if... then..., anticipated, expected, projected, potential impact, possible outcome

Critical Thinking & Argumentation Vocabulary

- valid / invalid, reliable / unreliable, bias, assumption, evidence, findings, claim, argument,

hypothesis, conclusion, objective / subjective, counterargument

- the study assumes that..., it is possible that..., this suggests that..., the evidence indicates..., one possible explanation is..., these findings imply that..., the argument is supported by..., it must be noted that...

Grammar Summary.

Key Structures (UNITS 1–13)

1. Present Simple

- **Form:** Subject + base verb (add -s/-es for 3rd person singular)
- **Negative:** Subject + do/does + not + base verb → *I do not (don't) study; He does not (doesn't) attend*
- **Question:** Do/Does + subject + base verb? → *Do you study English? Does she attend lectures?*
- **Signal words:** always, usually, often, sometimes, never, every (day/week/year)
- **Exceptions / Notes:** “have” → *has* in 3rd person, irregular verbs
- **Use:** Habits, routines, general truths, facts

2. Present Continuous

- **Form:** Subject + am/is/are + verb-ing → *I am studying; She is presenting*
- **Negative:** Subject + am/is/are + not + verb-ing → *I am not studying; They are not working*
- **Question:** Am/Is/Are + subject + verb-ing? → *Are you listening? Is he reading?*

- **Signal words:** now, at the moment, currently, these days, today
- **Exceptions / Notes:** Verbs of perception, feeling, thinking often do not use continuous (*I know, I believe, I want*)
- **Use:** Actions happening now, temporary situations, planned future events

3. Past Simple

- **Form:** Subject + past verb (regular: +ed; irregular: see list) → *He studied; They went*
- **Negative:** Subject + did not + base verb → *I did not (didn't) attend; She did not (didn't) submit*
- **Question:** Did + subject + base verb? → *Did you complete the assignment?*
- **Signal words:** yesterday, last (week/year), in 2010, ago, when
- **Exceptions / Notes:** Irregular verbs → *go/went, have/had, make/made*
- **Use:** Completed actions in the past

4. Present Perfect

- **Form:** Subject + have/has + past participle → *I have submitted the report; She has finished her essay*

- **Negative:** Subject + have/has + not + past participle → I haven't finished; He hasn't prepared
- **Question:** Have/Has + subject + past participle? → Have you read the article? Has she done the research?
- **Signal words:** just, already, yet, so far, recently, since, for
- **Exceptions / Notes:** Not used with definite past time (I have seen him yesterday → I saw him yesterday)
- **Use:** Actions affecting present, experiences, results, unfinished time periods

5. Future Forms

a) Will

- **Form:** Subject + will + base verb → *I will explain the method*
- **Negative:** Subject + will not (won't) + base verb → *I won't forget*
- **Question:** Will + subject + base verb? → *Will you attend the lecture?*
- **Signal words:** tomorrow, next week, soon, in the future
- **Use:** Predictions, spontaneous decisions, promises

b) Be going to

- **Form:** Subject + am/is/are + going to + base verb → *They are going to submit the report*
- **Negative:** Subject + am/is/are + not + going to + base verb → *She is not going to attend*
- **Question:** Am/Is/Are + subject + going to + base verb? → *Are you going to present your findings?*
- **Signal words:** next, soon, plan, intend, about to
- **Use:** Planned future actions, intentions, predictions based on evidence

c) Present continuous for future

- **Form:** Subject + am/is/are + verb-ing → *I am meeting my advisor tomorrow*
- **Use:** Arranged future events

d) Future perfect

- **Form:** Subject + will + have + past participle → *By Friday, we will have completed the survey*
- **Use:** Actions that will be completed before a certain future time

6. Modals (for B2 Academic Use)

- **Should:** advice, recommendation → *You should check your references*

- **Must:** necessity, certainty → *Students must submit on time*
- **Might / Could:** possibility → *This might improve results; The survey could show a trend*
- **Would:** hypothetical situations / polite statements → *If we increased the sample, we would obtain better data*

7. Conditionals

Zero Conditional (general truths)

- **Form:** If + present simple, present simple → *If students submit late, they lose marks*
- **Use:** Facts, general truths

First Conditional (likely future)

- **Form:** If + present simple, will + base verb → *If we collect enough data, we will analyze it*
- **Use:** Realistic future possibilities

Second Conditional (hypothetical present/future)

- **Form:** If + past simple, would + base verb → *If students studied more, they would improve*
- **Use:** Unreal, hypothetical situations

Third Conditional (past hypothetical)

- **Form:** If + past perfect, would have + past participle
→ *If the experiment had been done correctly, we would have obtained results*
- **Use:** Hypothetical past, regrets, alternative outcomes

Mixed Conditionals

- **Form:** Combination of second + third for hypothetical past → *If we had started earlier (past), we would be ready now (present)*

8. Relative Clauses

- **Form:** who, whom, whose, which, that, where → *The researcher who conducted the study explained the method*
- **Negative / Exception:** Omit “that” in informal speech if object → *The report (that) I read*
- **Use:** Give extra info about nouns, specify identity, elaborate ideas

9. Passive Voice

- **Form:** Subject + be (am/is/are/was/were) + past participle → *The survey was conducted by the professor*

- **Negative:** Subject + be + not + past participle → *The report was not submitted on time*
- **Question:** Be + subject + past participle? → *Was the data analyzed correctly?*
- **Use:** Focus on action or result rather than actor

10. Reported Speech

- **Statements:** Subject + said/reported/explained + that + clause → *She said that the study was valid*
- **Tense shifts:** present → past, present perfect → past perfect, will → would
- **Questions:** ask if/whether → *He asked if we had finished*
- **Commands:** tell + object + to → *The teacher told students to submit their work*

11. Comparatives & Superlatives

- **Form:**
 - Comparative: adjective + -er / more + adjective → *more significant, higher, faster*
 - Superlative: adjective + -est / most + adjective → *most important, fastest, highest*
- **Exceptions:** good → better/best, bad → worse/worst

- **Use:** Comparing methods, results, evaluations

12. Signal Words & Connectors

- **Addition:** in addition, moreover, furthermore
- **Contrast:** however, on the other hand, although, in contrast
- **Cause-effect:** because, therefore, as a result, consequently
- **Sequencing:** first, next, then, finally, to conclude
- **Purpose:** in order to, so that

13. Common Exceptions / Notes Across Structures

- Verbs of perception/mental states often do not use continuous → *I know, I believe, I want*
- Irregular verbs must be memorized for past/past participle
- Passive voice may be avoided with stative verbs (*believe, know*)
- In reported speech, questions in past may omit auxiliary in indirect speech → *She asked what time it was*
- Future forms: “be going to” vs “will” → “going to” for plans/evidence, “will” for spontaneous decisions

Answer Key

Unit 1

Grammar

I.

1. am studying
2. am
3. am taking
4. spend
5. am preparing
6. believe
7. help
8. are adapting

II.

1. I **know** English quite well.
2. She **is currently studying** for her final exams.
3. This semester I **am taking** five courses.
4. I **agree** with your opinion.
5. He **usually works** in the library.
6. We **have** a strong academic background.

III.

1. think
2. has
3. see
4. are considering
5. is offering
6. understand

IV.

1. Are you specializing in marketing?

2. Has she completed her internship?
3. Are they working on a joint project?
4. Do you usually attend lectures regularly?
5. Did he apply for a research grant?

V.

1. is
2. am
3. am
4. is
5. take
6. have

VI.

1. am studying
2. usually participate
3. am taking
4. believe that

Vocabulary

I.

specialization
curriculum
elective
core
broaden
achievement
analytical
engage
adaptability
pursue

II.

1. meet
2. engage

3. gain
4. analytical
5. pursue
6. curriculum

III.

1. I aim to broaden my knowledge in marketing.
2. This course enables students to gain practical experience.
3. I chose this field due to my strong problem-solving abilities.
4. The program includes core and elective subjects.
5. I intend to pursue a career in this field.

IV.

adaptability
analytical
achievement
credibility
leadership
competences / competencies

V.

- A1. core subjects
A2. specialization
A3. engage in
B. deliver theoretical knowledge / offer theoretical knowledge

VII.

Suggested answers:

enhance / assist / select / address / numerous

VIII.

1-b, 2-d, 3-a, 4-c

Unit 2

Grammar

I.

have increased
has grown
rose
have observed
have invested
increased
has remained

II.

1. have been focusing (ongoing trend)
2. have been analyzing (duration + process)
3. have risen (result emphasis)
4. has implemented (completed actions)
5. have examined (repeated completed actions)

III.

1. by
2. by / between
3. at
4. from / to
5. at
6. over

IV.

1. has increased
2. fell from 40% to 35% last year.
3. have grown
4. between 2021 and 2022
5. increase in tuition fees

V.

1. was a rise in
2. was a significant decline
3. a steady increase
4. peaked at

Vocabulary

I.

significant rise
soared
level off
gradual decline
slight fluctuation
upward trend

II.

1-b, 2-b, 3-b, 4-a

III.

1. The figures indicate that enrollment is increasing.
2. A comparison reveals a significant difference between the two years.
3. The overall pattern shows a clear trend.
4. The data suggests that online education is experiencing steady growth.

IV.

fluctuation
dramatic
recovery
stability

V.

However / Nevertheless
upward trend
Present Perfect

Unit 3

Grammar

I.

because
which
in order to
Despite
that
whereas

II.

1. The course, which was introduced last year, focuses on academic writing.
2. Students attend workshops which improve analytical skills.
3. The professor explained the theory, which was difficult to understand.
4. The report, which was published in 2023, examines digital transformation.
5. Universities invest in research, which increases innovation.

III.

1. There was a significant improvement in student performance.
2. There was an abrupt reduction in funding.
3. The careful analysis of the data revealed...
4. There was a rapid expansion of university programs.
5. There has been a dramatic transformation of education.

IV.

Practical courses improve employability and also enhance students' confidence. **For these reasons, they** are often

preferred over theoretical subjects. **The latter**, however, develop abstract reasoning and require extensive reading.

V.

1. courses which are practical / courses that are practical
2. Despite investing / Although universities invest
3. ...rapidly; however, many institutions resist reform.
4. ...increase. This shows... / ...increase, which shows...
5. Although the program is demanding, it is highly beneficial.

Vocabulary

I.

topic sentence
supporting argument
evidence
coherence
suggest
challenge
highlights

II.

demonstrate / reinforce / challenge / undermines

III.

1. The paragraph presents both sides of the issue.
2. This example reinforces the argument.
3. The data suggests that reform is necessary.
4. The idea challenges traditional perspectives.

IV.

topic sentence
evidence
coherence
statement
issue

V.

On the one hand / On the other hand
Consequently
balanced argument structure

Unit 4

Grammar

I.

may
must
seems
might
cannot
could
likely

II.

1. might
2. may
3. should
4. must
5. may

III.

1. Practical courses **may be more beneficial** than theoretical ones.
2. Online learning **may not be as effective in certain contexts.**
3. University reform **is unlikely to solve all educational problems.**
4. Employers **tend to prefer** practical skills.

5. This approach **could be considered one possible solution.**

IV.

focus
gain
changes
do not adapt
increases

V.

must adapt
If students gain experience...
might solve
cannot replace
are dominating / dominate

Vocabulary

I.

essential
relevant
broader context
key factor
potential consequences
might

II.

controversial
essential
impact
efficient

III.

major
potential
key

competing
impact

IV.

1. In my view, this reform is beneficial.
2. To a certain extent, I agree with this argument.
3. This represents a significant issue.
4. This may have potential long-term consequences.

V.

It can be argued that
However
Consequently
essential / relevant

Unit 5

Grammar

I.

because
since
Due to
Consequently / Therefore
that
Since

II.

1. As a result, fewer students enrolled.
2. due to a lack of
3. because it is
4. because
5. owing to worsening

III.

that
whether
whether / if
that
whether

IV.

1. Due to increased investment / Because universities invested more
2. because it was well-funded
3. Since tuition fees increased, enrollment declined.
4. As a result of the policy being ineffective...
5. Students improved; consequently, they practiced regularly.

V.

B – C – D – A

Vocabulary

I.

technological advancement
Due to
impact / outcome
implications
consequences

II.

impact
results
results from
consequence

III.

development
reform

constraints
demands
strategy

IV.

1. Due to economic constraints, universities revised their institutional strategies.
2. As a result, numerous students withdrew from their programs.
3. Technological advancement enhanced financial accessibility.
4. The policy led to several unintended consequences.

V.

Due to
As a result
Consequently
result / consequence (implicit: rates fell)

Unit 6

Grammar

I.

regarding
about
would
could
whether
available
appreciate
further

II.

1. when the deadline is.
2. whether there are any available research positions.
3. where I should submit the application.
4. whether the schedule has been confirmed.
5. provide feedback on my assignment.

III.

1. I am writing to inquire about the exam date.
2. Could you please send me the relevant details?
3. Thank you for your assistance.
4. I apologize for the delayed response.
5. I look forward to your reply.

IV.

1. I would like you to send me...
2. Could you clarify...
3. I am writing to ask about...
4. I look forward to hearing from you.
5. Thank you in advance for considering my request.

V.

1. Could you please send me the schedule?
2. I would appreciate it if you could inform me whether the position is open.
3. I would be grateful if you could provide further information about the project.
4. Could you please explain the evaluation criteria?
5. Would you mind reviewing my application?

Vocabulary

I.

clarification
submission guidelines
deadline

evaluation
supporting documents
consideration

II.

attached
request
evaluation
requirements
feedback

III.

1. I would like to request an extension due to a recent illness.
2. I apologize for failing to attach the document.
3. I am writing to request confirmation regarding my registration.
4. The submission guidelines appear to lack clarity.

IV.

1-c
2-b
3-a
4-d

V.

I
A
I
A
I

Unit 7

Grammar

I.

was submitted
were conducted
is believed
was collected
is updated
was prepared

II.

1. Essays must be submitted on time.
2. All applications should be reviewed carefully.
3. The database can be accessed remotely by researchers.
4. Additional guidance may be provided by the instructor.
5. The results might be announced next week by the department.

III.

1. The methodology was explained to the students by the professor.
2. The survey is completed online by students.
3. Their findings are published in journals by researchers.
4. New guidelines will be introduced next semester by the university.
5. The study has been conducted carefully by the team.

IV.

1. is believed
2. is suggested
3. has been reported
4. is considered
5. is recommended

V.

1. were analysed
2. is collected
3. has
4. be submitted
5. conducted

Vocabulary

I.

was conducted
was collected
was
is believed
was
is
are

II.

1. conducted
2. collected
3. have been
4. observed
5. prepared

III.

believed
analyzed
conducted
prepared
observed

IV.

1. It is argued that practical skills improve employability.
2. Assignments are completed online by students.

3. The new curriculum is considered important by the department.
4. It is recommended that applications be submitted early.

V.

1. have been analysed
2. conducted
3. believed
4. are submitted
5. were

Unit 8

Grammar

I.

Moreover
These
whereas
therefore
Such

II.

1. consequently
2. therefore
3. in addition
4. However

III.

Practical courses improve employability and also enhance confidence. **These courses** are increasingly popular. **The latter**, however, are still essential and require critical thinking.

IV.

1. The report, which was published last year, discusses digital learning.

2. Students completed workshops which focused on project management.
3. Universities implemented new policies that address online learning challenges.
4. The survey collected feedback, which helped improve the curriculum.
5. The data, which was analyzed by the research team, shows trends in enrollment.

V.

1. However, they did not attend lectures.
2. These modules, which improve knowledge, are mandatory.
3. Attendance declined; therefore, the results were lower.
4. Such workshops are important; in addition, they require preparation.
5. Students prefer online courses; however, they find some modules challenging.

Vocabulary

I.

Therefore

These

because / as

consequently

Such

II.

1. demonstrates
2. findings
3. results
4. latter
5. evidence

III.

1. The study, which was published last month, analyzed student behavior.
2. Participants attended workshops which were highly interactive.
3. The data, which was collected from five universities, shows enrollment patterns.

IV.

1. therefore / consequently
2. in addition
3. therefore
4. however / on the other hand

V.

Online courses improve engagement. **These courses** are more flexible and have higher satisfaction rates.

Unit 9

Grammar

I.

more effective
more important
highest
more beneficial
best

II.

1. more flexible
2. less effective
3. as engaging as
4. more beneficial
5. less challenging

III.

1. might
2. could
3. may
4. should
5. could

IV.

1. The first course, which focuses on theory, is popular among seniors.
2. The second course, which emphasizes practical skills, attracts more students.
3. Online modules, which provide flexibility, improve engagement.
4. Blended learning, which combines classroom and online activities, yields higher satisfaction.
5. The new evaluation method, which is innovative, is adopted by several universities.

V.

1. Online courses are easier than traditional lectures.
2. Hybrid learning is as effective as self-paced modules.
3. The latter course is more beneficial than the former.
4. Participation should improve student outcomes.
5. Classroom interaction is more important for teamwork.

Vocabulary

I.

more
less
lower
the most satisfactory
However
Therefore / Consequently

II.

1. more beneficial
2. weaker
3. superior
4. less challenging
5. more effective

III.

1. more engaging
2. less
3. shows
4. less
5. variable

IV.

1. Online modules are flexible, whereas traditional lectures offer peer interaction.
2. Attendance increased in hybrid courses; in contrast, participation in self-paced modules remained stable.
3. The first approach improved engagement; however, the second approach was less effective.
4. Group projects help teamwork; on the other hand, online assignments develop independence.

V.

Hybrid courses improve engagement. **These courses** are more flexible and popular among students.

Unit 10

Grammar

I.

1. study / perform
2. fails / will not start
3. analyze / will find
4. is / will lose
5. use / will run

II.

1. had / would participate
2. followed
3. were / could submit
4. would invest / were
5. received / would improve

III.

1. had submitted / would have avoided
2. could have succeeded / had planned
3. had been / would have occurred
4. could have achieved / had revised
5. might have produced / had functioned

IV.

1. had studied / would be
2. had invested / would benefit
3. had collected / would have
4. applied
5. were / would be

V.

1. If students do not understand the instructions, teachers **should** clarify them.
2. If the software crashes frequently, the IT team **could** update it.

3. If absentee rates continue to rise, student performance **might** decline.
4. If experiments are carefully planned, they **will** succeed.
5. If students submit incomplete reports, the professor **would** request revisions.

Vocabulary

I.

challenges / difficulties

Therefore

issue

delays / hinders

experience / should be

As a result

II.

1. should

2. must

3. could / should

4. should

5. should

III.

1. because / due to

2. due to

3. as a result / therefore

4. consequently

5. therefore

IV.

1. obstacle / challenge

2. mistakes / errors

3. solution / recommendation

4. insufficient / inadequate

5. due to

V.

1. as a result / consequently
2. therefore
3. as a consequence / consequently
4. therefore

Unit 11

Grammar

I.

1. The professor said that the results **showed** a significant increase in online course enrollment.
2. The instructor said that students **had to submit** their assignments by Friday.
3. The research team explained that they **had conducted** five surveys last semester.
4. The study suggested that this method **might improve** learning outcomes.
5. The lab manager reported that the experiment **had failed** due to technical errors.

II.

1. is reported
2. is believed
3. is suggested
4. is considered
5. is recommended

III.

1. Traditional lectures are less flexible compared with online courses.
2. Last year, seminar participation rose.

3. According to the study, blended learning enhances student engagement.
4. Assignments ought to be submitted before the deadline by students.
5. The survey indicates that hybrid courses are preferred by students.

IV.

1. The survey was conducted by researchers.
2. The assignments were completed by students.
3. The methodology was explained by the professor.
4. The data was collected by the lab team.
5. An improvement in learning outcomes was suggested by the study.

V.

1. The study says that students **have** improved their skills.
2. It is **reported** that participation has declined.
3. The assignments **must be submitted** on time.
4. Students **prefer** hybrid courses.
5. The experiment **failed** due to equipment errors.

Vocabulary

I.

increased
is observed
suggested
is reported
gave
demonstrates

II.

1. reports
2. explained
3. observed / suggested

4. indicates / suggests
5. reported

III.

1. Assignments are submitted late by students.
2. Workshop participation has risen.
3. The approach is effective.
4. Online courses provide flexibility.
5. Positive trends are indicated by the survey results.

IV.

1. A survey was conducted by researchers.
2. The questionnaire was completed by students.
3. The guidelines were explained by the instructor.
4. A new approach was suggested by the study.
5. The data was collected by the lab team.

V.

1. suggests / have
2. is reported / increases
3. gave
4. flexible
5. were

Unit 12

Grammar

I.

1. will have completed
2. are going to present / will present
3. will improve
4. will finish
5. will begin

II.

1. might
2. should
3. could
4. might
5. must

III.

1. follow / will be
2. organize
3. analyze / will discover
4. could / increases
5. practice / will gain

IV.

First of all
In addition
However
On the other hand
Finally / To conclude

V.

$C \rightarrow A \rightarrow D \rightarrow B \rightarrow E$

Vocabulary

I.

1. First of all
2. however
3. Finally / To conclude
4. As a result

II.

1. will present / are going to present
2. will improve
3. will collect
4. will have analyzed

5. will answer

III.

1. might
2. must
3. could
4. should
5. must / might

IV.

1. The survey indicates that hybrid learning is popular.
2. Students reported that online modules were effective.
3. Workshop participation has risen.
4. The results suggest the need for further research.

V.

$B \rightarrow A \rightarrow D \rightarrow C \rightarrow E$

Unit 13

Grammar

I.

1. The study, which was conducted at three universities, examines student motivation.
2. The researcher presented a theory that explains online engagement patterns.
3. The argument, which focuses on assessment methods, is widely debated.
4. The participants completed a survey which measured satisfaction.
5. The report, which was published last year, highlights key findings.

II.

1. must / might
2. might / could
3. should
4. could / should
5. might

III.

1. bias
2. assumption
3. valid
4. bias
5. valid

IV.

1. control / will be
2. would be / included
3. had / would have shown
4. would be / are not
5. had adopted / would have improved

V.

1. The report **which** was published last year contains valid data.
2. This assumption might **affect** the validity of the study.
3. Only high-performing students **were** included in the analysis.
4. The survey results must **indicate** bias in participant selection.
5. If researchers **did not** consider confounding variables, the argument is flawed.

Vocabulary

I.

bias
argument / claim
assumptions
Therefore / As a result
findings / evidence

II.

1. The research, which was conducted last semester, examines attendance patterns.
2. The report, which has been widely cited, suggests a new approach.
3. The study, which is considered reliable, identifies factors influencing motivation.
4. The survey, which was distributed online, presents unexpected results.

III.

1. might / could
2. might / could
3. should
4. might
5. should

IV.

1. bias
2. assumption
3. valid
4. assumption
5. valid

V.

1. therefore
2. as a result
3. however
4. on the other hand

Irregular Verbs List

Infinitive	Past Simple	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was / were	been
bear	bore	borne / born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid / bade	bid / bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt / burned	burnt / burned

Irregular Verbs List

buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung

fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got / gotten*
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung / hanged	hung / hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt / kneeled	knelt / kneeled
know	knew	known
lay	laid	laid
lead	led	led
lean	leant / leaned	leant / leaned

Irregular Verbs List

leap	leapt / leaped	leapt / leaped
leave	left	left
lend	lent	lent
let	let	let
lie (recline)	lay	lain
lie (untruth)	lied	lied
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown / mowed
overcome	overcame	overcome
pay	paid	paid
put	put	put
quit	quit	quit
read	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn / sawed

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn / sewed
shake	shook	shaken
shed	shed	shed
shine	shone / shined	shone / shined
shoot	shot	shot
show	showed	shown / showed
shrink	shrank / shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
speed	sped	sped
spend	spent	spent

Irregular Verbs List

spill	spilt / spilled	spilt / spilled
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt / spoiled	spoilt / spoiled
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
strive	strove	striven
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke / waked	woken / waked

wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

Notes / Exceptions

- **Get** → past participle: got (BrE) / gotten (AmE)
- **Learn / dream / spill / smell / burn / kneel / lean / leap / light / mow / sew / shine / show / spoil** → regular or irregular forms possible depending on context
- **Lie vs lay** → lie (recline) → lay / lain; lie (tell untruth) → lied / lied



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