

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

Methodological guidelines
for individual work
on the subject

“FOREING LANGUAGE”

*(for the 2-nd year full-time students education level “bachelor”
specialty 281 – Public management and administration)*

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Reviewer O. L. Illienko, PhD in Philology

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UNIT 1 ACTIVE AND PASSIVE VOICES IN DIFFERENT TENSES

Table 1 – Active and passive voices

Tense	Active	Passive = Be + Past Participle
Simple Present	<i>A committee chooses the winner.</i>	<i>The winner is chosen by a committee.</i>
Present Continuous	<i>They are presenting an award now.</i>	<i>An award is being presented now</i>
Future	<i>They will pick the best movie. They are going to pick the best movie.</i>	<i>The best movie will be picked. The best movie is going to be picked.</i>
Simple Past	<i>They announced the winner's name.</i>	<i>The winner's name was announced.</i>
Past Continuous.	<i>They were interviewing the winners.</i>	<i>The winners were being interviewed</i>
Present Perfect	<i>They have chosen the best movie.</i>	<i>The best movie has been chosen.</i>
Modal	<i>You can see the movie on DVD.</i>	<i>The movie can be seen on DVD</i>

Language Notes:

1. Both the active voice and the passive voice can be used with different tenses and with modals. The tense of the passive sentence is shown in the verb **be**. Use the past participle with every tense.

2. If two verbs in the passive voice are connected with **and**, do not repeat **be**. *The Oscar ceremony is **televised and seen** by millions of people.*

EXAMPLES	EXPLANATION
Before 1941, the winners' names were already known before the ceremony. Today the winners are never announced ahead of time	An adverb can be placed between the auxiliary verb and the main verb
Affirmative: The movie was filmed in the U.S. Negative: It wasn't filmed in Canada. Yes/No Question: Was it filmed in Hollywood? Short Answer: No, it wasn't. Wh- Question: Where was it filmed? Subject Question: Which movie was filmed in Canada?	Observe affirmative statements, negative statements, and questions with the passive voice. Never use do, does, or did with the passive voice. (Wrong: The movie didn't filmed in Canada)
Active: She saw him. Passive: He was seen by her.	Notice the difference in pronouns in an active sentence and a passive sentence.

Active: They helped us. Passive: We were helped by them	After by, the object pronoun is used
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Practice.

1. Change the sentences to passive voice.

1. Many people begin new projects in January _____
2. You must wash that shirt for tonight's party. _____
3. Mum is going to prepare the food. _____
4. They make shoes in that factory _____
5. We will have to examine you again. _____
6. The delegation will meet the visitors at the airport. _____
7. We have produced skis here since 1964. _____
8. All workers will read the memo. _____
9. Nobody can beat Tiger Woods at golf. _____

2. Complete these sentences with one of the following verbs in the correct form:

carry, check, drive, find, hear, knock, make, spend, translate, wake.

Example:

*The music at the party was very loud and **could be heard** from far away.*

- 1 A decision will not until the next meeting.
- 2 That building is dangerous. It ought to down before it falls down.
- 3 When you go through Customs, your luggage may by a customs officer.
- 4 I told the hotel receptionist that I wanted to up at 6.30.
- 5 Her new book will probably into a number of foreign languages.
- 6 Police are looking for the missing boy. He can't anywhere.
- 7 Do you think that less money should on arms?
- 8 The injured man couldn't walk and had to
- 9 I don't mind driving but I prefer toby other people.

3. Choose the correct form of the verbs in brackets.

FIAT

Fiat *was started* (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat _____ (produced/was produced) 132 cars. Some of these cars _____ (exported/were exported) by the company to the United States and Britain. In 1920, Fiat _____ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars _____ (tested/were tested) by technicians. In 1936,

Fiat launched the Fiat 500. This car _____ (called/was called) the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat _____ (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars _____ (sold/are sold) all over the world.

4. Change the following sentences into passive sentences using the words in brackets.

1. We sell tickets for all shows at the Box Office. (Tickets for all shows/sell/at the Box Office)

2. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison)

3. Someone painted the office last week. (The office/paint/last week)

4. Several people saw the accident. (The accident/see/by several people)

5. Where do they make these video recorders? (Where/these video recorders/make)

5. Complete the conversation with Steve Hobs, the manager at Grapple Phones. Use verbs in passive forms.

Interviewer: Your new Smartphone Z now. (sell)
Does it bring any new features?

Steve Hobs: Yes, it does. Smartphone Z last week (launch) with all the revolutionary features which (develop) for the previous Smartphone Y. And two new functionalities now to generation Z. (add)

Interviewer: Could you give us more details?

Steve Hobs: There is no home button in Smartphone Z. The home screen (access) by tapping on the screen.

Interviewer: And the second functionality?

Steve Hobs: Unlocking the device (done) with a new voice recognition system. It means that your phone can recognize your voice and it unlocks if you ask it to do so.

Interviewer: It is something like the facial recognition system in other phones.

Steve Hobs: Exactly. But the voice recognition system (design) for Smartphone Z because your voice, unlike your face, never changes.

Interviewer: Are you planning any other revolutionary features for the next generation of

your smartphones?

Steve Hobs: Next year we want to release a phone which, apart from other functions,

..... (use) as a microwave oven.

Interviewer: Pardon?

6. Check yourself! Choose the correct variant.

1. This problem by your brother yesterday

- a) was solved b) will be solved
c) is solved d) solves

2. My father wrote this book. It by my father

- a) will be wrote b) was write
c) was written d) is written

3. This clock in 1750

- a) is made b) was made
c) is making d) will be made

4. Bronson scored a goal. Yes, a goal by Bronson

- a) is scored b) scored
c) will be scored d) was scored

5. This job ... by my friend next week

- a) is done b) did
c) will be done d) was done

6. This house was my grandfather

- a) build for b) build by

c) built for d) built by

7. This exercise will at home by me

- a) be doing b) do
c) have done d) be done

8. Was the window pane the children?

- a) broke b) broken by
c) broke for d) broken for

9. All the beds were my grandmother

- a) made by b) made for
c) make by d) make for

10. Many writers were Shakespeare

- a) influence by
b) influenced by
c) influence for
d) influenced for

UNIT 2 CONSTRUCTIONS USED TO & BE/GET USED TO

‘Used to + infinitive’

We use this expression to talk about habits or repeated actions in the past which we don't do in the present. We also use it to talk about states in the past which are no longer true. For example:

- *I used to have long hair* (but now I have short hair).
- *He used to smoke* (but now he doesn't smoke).
- *They used to live in India* (but now they live in Germany).

Watch out! With the negative and the question it's 'use' and not 'used':

- *Did you use to be a teacher?*
- *Did he use to study French?*
- *She didn't use to like chocolate, but she does now.*
- *I didn't use to want to have a nice house.*

Note! With this 'used to' there is no verb 'be'. We CAN'T say 'I am used to have long hair'.

'Be used to':

We use 'be used to + verb-ing' to talk about things which feel normal for us or things that we are accustomed to:

- *I'm used to **getting up** early, so I don't mind doing it* (= getting up early is normal for me, it's what I usually do).
- *My little daughter **is used to eating** lunch at noon.* So she was grumpy yesterday when we didn't eat until one.

Note that we make the negative or the question with the verb 'be' in the normal way.

The 'used to' doesn't change:

- *Lucy **isn't used to staying up** late, so she's very tired today.*
- ***Are your children used to walking** a lot?*

We can also use 'be used to + noun', which has the same meaning:

- *I've lived in the UK almost all my life, so I'm **used to rain*** (= rain is normal for me).
- *That football team always lose, so they're **used to disappointment!***

We can put the verb 'be' into any tense. So we can talk about things in the past or the future as well as the present using this expression:

- *It was difficult when I first started university, because I **wasn't used to the amount of work** we had to do.*
- *Soon I'll **be used to driving** in London and I won't be so frightened!*

We can use 'get used to + verb-ing' to talk about the change of not normal to normal.

We can also use this in any tense:

- Don't worry if your new job is hard at first. You'll get used to it.
- It took me a while, but I got used to speaking another language every day.
- It took me a few months to get used to living in Japan. At first everything seemed very different, but then gradually it became normal for me.

Practice.

1. Complete the sentences with these words. (*didn't use to used to use to*)

- 1 What did you _____ throw away?
- 2 We _____ throw things away. ✗
- 3 We _____ keep things we might want later. ✓

2. Choose the correct words to complete each sentence.

200 years ago ...

1 ... people used to / didn't use to make their own clothes.

2 ... people used to / didn't use to have mobile phones.

3 ... people used to / didn't use to read books.

4 ... people used to / didn't use to watch TV.

5 ... people used to / didn't use to drive cars.

6 ... people used to / didn't use to walk everywhere.

3. Choose the correct words to complete each sentence.

1 Why did people _____ mend their clothes?

a) used to b) use to c) didn't use to

2 I _____ like watching football, but now I do.

a) used to b) use to c) didn't use to

3 What did you _____ like doing when you were young?

a) used to b) use to c) didn't use to

4 John _____ like Mary, but he doesn't now.

a) used to b) use to c) didn't use to

5 People _____ produce as much rubbish as we do nowadays.

a) used to b) use to c) didn't use to

6 Did you _____ collect anything when you were young?

a) used to b) use to c) didn't use to

4. Make an affirmative sentence, negative sentence or question using 'used to + infinitive':

1. I / live in a flat when I was a child. _____

2. We / go to the beach every summer? _____

3. She / love eating chocolate, but now she hates it. _____

4. He / not / smoke. _____

5. I / play tennis when I was at school. _____

6. She / be able to speak French, but she has forgotten it all. _____

7. He / play golf every weekend? _____

8. They both / have short hair. _____

9. Julie / study Portuguese. _____

10. I / not / hate school. _____

5. Make sentences using 'be used to + verb-ing' or 'be used to + noun / pronoun'. You need to choose the correct tense:

1. I _____ (live) in London, so the crowds don't bother me.

2. She _____ (the Tokyo subway) so she doesn't get lost.

3. He _____ (not / deal) with animals, so he's a bit scared of the dogs.

4. John _____ (drive) in heavy traffic.

5. I _____ (wake) up in the night with my baby. I drink lots of coffee!

6. She _____ (drink) a lot of coffee, so she doesn't have a problem with going to sleep afterwards.

7. I've lived here in Hokkaido for three years but I _____ (not / the snow).

6. Grammar Quiz: Used to & Be/Get Used To. Choose the correct answer.

1 – I like it now, but I _____.

- a) didn't use to
- b) didn't used to

2 – I find it hard _____ to the dark evenings in winter.

- a) used
- b) get used
- c) to get used

3 – It took me a while to get used to _____ on a continental keyboard.

- a) type
- b) typing

4 – I _____ to being spoken to like that!

- a) am not used
- b) don't get used
- c) used

5 – I _____ play football on Saturdays when I was at school.

- a) was used to
- b) used to

6 – Before I started cycling, I _____ go to work by bus.

- a) used to
- b) got used to

7 – I haven't studied for ages and I'm finding it hard to get used to _____ every day.

- a) study
- b) studied
- c) studying

8 – I couldn't _____ used to the food.

- a) because
- b) get

9 – He never _____ behave like that.

- a) used
- b) used to

10 – It's taking me a long time to _____ speaking Norwegian.

- a) used to
- b) get used to

UNIT 3 GERUNDS AND INFINITIVES

Table – 2 Gerunds and Infinitives

Gerunds	Infinitives
<p>A gerund is a verb in “-ing” form that is used as a noun. It becomes the subject or object of a sentence.</p> <p>Examples: <i>I enjoy baking on the weekend.</i> (The gerund, “baking,” is the object.)</p> <p><i>Studying is important.</i> (“Studying” is the subject.)</p> <p><i>We discussed not attending the concert.</i> (Negative form = “not”+ gerund)</p>	<p>An infinitive is made up of “to + verb” and is also used as a subject or object in a sentence, though much less commonly as a subject.</p> <p>Examples: <i>We all want to watch a movie this weekend.</i> (The infinitive, “to watch,” is the object.) <i>To write her novel in peace and quiet was all she wanted.</i> (The infinitive, “to write,” is the subject.)</p>

Here is a list of verbs that are commonly followed	
by gerunds:	by infinitives:
<p><i>Enjoy, fancy, discuss, dislike, finish, suggest, recommend, avoid, miss, appreciate, delay, postpone, practise, consider, risk, deny, mention, imagine, tolerate, understand, involve, complete, report, anticipate, recal, admit, advise, allow, can't help, can't, stand, dislike, fancy, keep, permit, practise, waste time / money, quit, stop, think/talk about, mind, put off, etc.</i></p>	<p><i>Offer, wish, promise, intend, hope, learn, decide, tend, prepare, wish, afford agree, appear, arrange, beg, choose, decide, expect, fail, help (also without to), hesitate, hope, learn, manage, mean, offer, plan, prepare, pretend, promise, refuse, want, wish, would like, would love, would prefer, etc.</i></p>
Examples:	
<p><i>Let's consider spending more time on this paper.</i> <i>She quit worrying about punctuation.</i> It is incorrect to follow these verbs with infinitives: <i>We considered to stay up late and study.</i> <i>Our teacher enjoys to read our essays</i></p>	<p><i>We offered to give them a ride home.</i> <i>I intend to finish my paper early.</i> It is incorrect to follow these verbs with gerunds: <i>I promise helping you revise your eessay.</i> <i>Let's prepare researching the topic at the library.</i></p>
<p>Some verbs can be followed by either a gerund or an infinitive, but the meaning changes depending on which is used.</p> <p>Examples: <i>She forgot closing the door behind her.</i> (She closed the door but forgot that she did so.) <i>She forgot to close the door.</i> (She did not close the door.) <i>He stopped eating.</i> (He was eating, and now he is not.) <i>He stopped to eat.</i> (He was doing some activity and stopped in order to eat.)</p> <p>Finally, some verbs can be followed by a gerund or an infinitive with no change in meaning.</p> <p>Examples: <i>The family likes swimming. The family likes to swim.</i> <i>I prefer sitting in the front row. I prefer to sit in the front row.</i></p>	

Practice.

1. Choose the correct forms to complete these sentences.

- | | |
|----------------------------------|-------------------------|
| 1. I thought you were about..... | a) for interrupting |
| a) leaving | b) to interrupt |
| b) to leave | 3. I need a stamp |
| 2. Please, forgive me | on this letter. |
| you. | a) put |

- b) to put
4. My father suggested a BMW.
- a) to buy
b) buying
5. Have you ever heard her a joke?
- a) tell
b) to tell
6. I promise I'll attempt on computer.
- a) working
b) to work
7. He won't admit the money.
- a) taking
b) to take
8. She is so noisy! I can't stand to her.
- a) to listen
b) listening
9. I'd rather them later.
- a) to meet
b) meet
10. As far as I know he agree....it.
- a) doing
b) to do

2. Complete these sentences with the verbs in brackets.

1. I've always disliked (smoke)
2. Where did you learn French? (speak)
3. Is the exhibition worth? (visit)
4. You'd better him now. (contact)
5. This hall wants (paint)
6. I didn't dare it. (try)
7. I don't mind early. (get up)
8. We'd love with you. (come)
9. She seems this place. (know)
10. I'm sorry that Jane is ill. (hear)

3. Underline mistakes and correct them.

Example: I can't stand ~~to get up~~ early. I can't stand **getting** early.

1. He helped me solving my problems.
2. The policeman ordered me stop.
3. You shouldn't risk to lose your reputation.
4. My hair wants to cut.
5. I advised him accepting the offer.
6. Excuse me, may I to ask you a question?
7. Why did you pretend eating my hamburger?
8. Excuse me to be late.
9. Don't worry. I'll remember calling you tonight.
10. They invited me coming.

4. Complete this dialogue with gerunds or infinitives.

Kate: Why has Mike moved out of your house? Let him
(explain) what he means (do) now.

Beryl: No, never. I gave up (try) to understand him a long time ago.
Kate: Still – would you consider (get) in touch with him if I called him?

Beryl: I can't forbid you (call) him, but I warn you (not tell) him that I know about it.

Kate: I don't understand (do) such stupid things. I'd hate (find) my house empty one day.

Beryl: I hate (find) it empty every day. My mother suggests (stay) with me for a couple of weeks, but I've made up my mind (get) over it on my own.

Kate: I always advise (go) out in such cases. It helps you (forget).

Beryl: Please, don't advise me (go) out, if it means (go) out alone.

Kate: O.K. I'll try (call) Mike first and then we'll see.

5. Complete these sentences with the given verbs below.

Shout, have, swim, clean, text, read, water, ski, ask, work, watch, iron, live, go, come, play, listen, ride, travel, cut.

1. You needn't the flowers.
2. We suggested to a restaurant.
3. Did you enjoy the horse?
4. We stopped a rest after three hours drive.
5. Have you finished in the garden?
6. Go on the article.
7. Did you hear him home?
8. I can't stand shirts.
9. Stop at me.
10. I'm looking forward to in the mountains.
11. Let the children with the toys.
12. We'd prefer in a house.
13. We saw her in the lake.
14. Are you interested in to foreign countries?
15. It's no use them about it.
16. When did you start the windows?
17. I prefer to classical music.
18. Your grass needs
19. I'm sorry for the message to you. It was rude.
20. I simply love romantic comedies on TV.

UNIT 4. REPORTED SPEECH

There are two ways of relating what a person has said: direct and indirect. In direct speech we repeat the original speaker's exact words:

He said, "I have lost my umbrella."

Remarks thus repeated are placed between inverted commas, and a comma is placed immediately before the remark. Direct speech is found in conversations in

books, in plays and in quotations. In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words:

He said (that) he had lost his umbrella.

There is no comma after **say** in indirect speech. That can usually be omitted after say and **tell + object**. But it should be kept after other verbs: **complain, explain, object, point out, protest etc.** Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes here to give a more dramatic effect. When we turn direct speech into indirect, some changes are usually necessary.

PRONOUNS: CHANGES NECESSARY.

First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words. (I = he, she; me = him, her; my = his, her; mine = his, hers; we = they...) *She said, "he's **my** son". (She said that he was **her** son.) "I'm ill", she said. (She said that **she** was ill.)*

Table – 3 Changes in time and adverbs in indirect speech

Changes in time and adverbs in indirect speech	
Today	that day/ the same day
Tomorrow	the next day/the following day
Yesterday	the day before/the previous day
Next week/month/year	the following week/month/year
Last week/month/year	the previous week/month/year
Now/just	then
Ago	before
Here	there
This	that
These	those

Table – 4 Direct and indirect speech

DIRECT SPEECH	INDIRECT SPEECH
PRESENT TENSE	
PRESENT SIMPLE changes into PAST SIMPLE	
<i>He said, "I write a letter"</i>	<i>He said that he wrote a letter.</i>
PRESENT CONTINUOUS changes into PAST CONTINUOUS	
<i>He said, "he is listening to the music"</i>	<i>He said that he was listening to the music.</i>
PRESENT PERFECT changes into PAST PERFECT	
<i>I said, "she have eaten the meal"</i>	<i>I said that she had eaten the meal.</i>

PRESENT PERFECT CONTINUOUS changes into PAST PERFECT CONTINUOUS	
<i>He said, "I have been studying since 3 O'clock"</i>	<i>He said that he had been studying since 3 O'clock.</i>
PAST TENSE	
PAST SIMPLE changes into PAST PERFECT	
<i>He said to me, "you answered correctly"</i>	<i>He said to me that I had answered correctly.</i>
PAST CONTINUOUS changes into PAST PERFECT CONTINUOUS	
<i>They said, "we were enjoying the weather"</i>	<i>They said that they had been enjoying.</i>
PAST PERFECT changes into PAST PERFECT (tense does not change)	
<i>She said, "She had visited a doctor"</i>	<i>She said that she had visited a doctor.</i>
FUTURE TENSE	
FUTURE SIMPLE TENSE WILL changes into WOULD	
<i>He said, "I will study the book"</i>	<i>He said that he would study the book.</i>
FUTURE CONTINUOUS TENSE WILL BE changes into WOULD BE	
<i>I said to him, " I will be waiting for him"</i>	<i>I said to him that I would be waiting for him.</i>
FUTURE PERFECT TENSE WILL HAVE changes into WOULD HAVE	
<i>He said, "I will have finished the work"</i>	<i>He said that he would have finished the work.</i>
<p>Note : The tense of reported speech may not change if reported speech is a universal truth though its reporting verb belongs to past tense.</p> <p>Examples.</p> <p>Direct speech : <i>He said, "Mathematics is a science"</i></p> <p>Indirect Speech : <i>He said that mathematics is a science.</i></p> <p>Direct speech : <i>He said, "Sun rises in east"</i></p> <p>Indirect Speech : <i>He said that sun rises in east.</i> (Tense didn't change because reported speech is a universal truth thought its reporting verb belongs to past tense)</p> <p>Indirect speech for sentence having MODALS, 'can, may, must'</p>	

Direct Speech	Indirect Speech
Indirect speech for sentence having MODALS, “can, may, must ”	
CAN changes into COULD	
He said, “I can drive a car”	He said that he could drive a car.
MAY changes into MIGHT	
He said, “I may buy a computer”	He said that he might buy a computer.
MUST changes into HAD TO	
He said, “I must work hard”	He said that he had to work hard.
Indirect speech for sentence having MODALS, should, ought to, might, would, and could”. The modal will not change in indirect speech	
Direct Speech	Indirect Speech
THESE MODALS DO NOT CHANGE Would, could, might, should, ought to”	
They said, “we would apply for a visa”	They said that they would apply for visa.
She said, “she could play a piano”	She said that she could play a violin.
He said, “guests might come”	He said that guest might come.
He said, “I should avail the opportunity”	He said that he should avail the opportunity.
He said to me, “you ought to wait for him”	He said to me that I ought to wait for him.

Indirect speech of imperative sentence

A sentence which expresses command, request, advice or suggestion is called ***imperative sentence*** :

Open the door. Please help me. Learn your lesson.

To change such sentences into indirect speech, the word “**ordered**” or “**requested**” or “**advised**” or “**suggested**” or “**forbade**” or “**not to do**” is added to reporting verb depending upon nature of imperative sentence in reported speech.

Table 4 – Indirect speech of imperative sentence

Direct speech	Indirect Speech
He said to me, “please help me”	He <i>requested</i> me to help him.
She said to him, “you should work hard	He <i>suggested</i> him to work hard for

for exam”	exam.
They said to him, “do not tell a lie”	They said to him not to tell a lie.
He said, “open the door”	He ordered to open the door.
Doctor said to me, “Do not smoke”	Doctor advised me not to smoke.

Indirect speech of exclamatory sentences

Sentence which expresses state of joy or sorrow or wonder is called exclamatory sentence :

- *Hurrah ! We won the match.*
- *Alas ! I failed the test.*
- *Wow ! What a nice shirt it is.*

To change such sentences, the words “exclaimed with joy” or “exclaimed with sorrow” or “exclaimed with wonder” is added in the reporting verb depending upon the nature of exclamatory sentence in indirect speech.

Table 5 – Indirect speech of exclamatory sentences

Direct speech	Indirect Speech
He said, “Hurrah ! I won a prize”	He exclaimed with joy that he had won a prize.
She said, “Alas ! I failed in exam”	She exclaimed with sorrow that she failed in the exam.
John said, “Wow ! What a nice shirt it is”	John exclaimed with wonder that it was a nice shirt.
She said, “Hurrah ! I am selected for the job”	She exclaimed with joy that she was selected for the job.

Practice.

1. People made these statements. Report them, using said.

1. “Mary works in a bank”, Jane said.

2. “I’m staying with some friends”, Jim said.

3. “I’ve never been to Russia”, Mike said.

4. “Tom can’t use a computer”, Ella said.

5. “Everybody must try to do their best”, Jill said.

6. “Jane may move to a new flat”, Rachel said.

7. "I'll stay at home on Sunday", Bill said.

2. Report what the guests said at a wedding last Sunday.

1. Miss Moore: "They'll make a lovely couple."

2. Mr Smith: "They're going to live in Brighton."

3. Mrs Jones: "The bride and the groom are very nice young people."

4. Mr Roberts: "The bride is wearing a beautiful wedding dress."

5. Mr Clarke : "The couple's parents look happy."

6. Miss Mayall : "The bride's father has bought them a big flat."

3. Change the following statements into the reported speech.

1. "I have something to show you", I said to her.

2. "I'm going away tomorrow", he said.

3. "I've been in London for a month but I haven't had time to visit the Tower", said Rupert.

4. "I'll come with you as soon as I'm ready", she replied.

5. "We have a lift but very often it doesn't work", they said.

6. "I must go to the dentist tomorrow", he said.

7. "I found an old Roman coin in the garden yesterday and I am going to take it to the museum this afternoon", he said.

4. Write these sentences in indirect speech.

1. "I'm very tired", she said.

2. "I'll see them soon", he said.

3. "I'm going to the cinema", she said.

4. "I see the children quite often", he said.

5. "I'm having a bath", she said.

6. "I've already met their parents", she said.

7. "I stayed in a hotel for a few weeks", she said.

8. "I must go home to make dinner", he said.

9. "I haven't been waiting long", she said.

10. "I'm listening to the radio", he said.

11. "I'll tell them the news on Saturday", she said.

12. "I like swimming, dancing and playing tennis", he said.

5. Here are some things that Michael has told Helen recently. For each of these six statements, choose the one correct reported speech sentence that Helen uses when she tells Alice what Michal said.

1. Michal said "I'm from Poland". He told me ...

- a) I was from Poland
- b) I'm from Poland
- c) he was from Poland
- d) he is from Poland

2. Michal said "I really like you". He told me that ...

- a) he really liked my
- b) he really liked I
- c) he really liked you
- d) he really liked me

3. Michal said "I will try to cook". He promised me ...

- a) he would tried to cook
- b) he would try to cook
- c) he will try to cook
- d) he will try to cooked

4. Michal said "You have to study more". He insisted that ...

- a) you have to study more
- b) she had to study more
- c) I have to study more
- d) I had to study more

5. Michal said "I'm sure my parents will like you". He said ...
- he was sure we would like me
 - he is sure we would like you
 - he was sure they would like me
 - he is sure they would like you
6. He said "I'll try to find some Polish recipes". He agreed that ...
- he would try to find some Polish recipes
 - he will try to find some Polish recipes
 - he would try to found some Polish recipes
 - he'll try to find some Polish recipes

UNIT 5 CONDITIONALS

Conditional sentences usually have two parts, known as clauses. One of these is a result clause; the other is an if clause. The order of the clauses can usually be reversed.

If I get a good result I will be very happy. [if clause] [result clause]

I will be very happy if I get a good result. [result clause] [if clause]

The traditional types of conditional are called zero, first, second and third.

Zero conditional

The zero conditional describes situations that are always true. **If** has the same meaning as **when** or **whenever**.

Zero: if + present + present. We use the present simple tense in both the main clause and the if clause.

If I go to school, I get up at seven. (Whenever I go to school I get up at the same time.)

If you park your car on double yellow lines, you pay a fine. (Whenever you park illegally, you pay a fine.)

First conditional

The first conditional refers to the present or future. First conditional sentences are used to speculate about possible situations that can really happen.

First: if + present + future simple. We use the present tense in the if clause and will + bare infinitive in the main clause.

If he studies hard, he'll pass the exams. If we catch the 10.15 train, we will arrive on time.

If you don't get the ticket, what will you do?

Second conditional

The second conditional also refers to the present or future. In second conditional sentences we speculate about situations that will probably never happen.

Second: if + past simple + would + infinitive. We use the past tense in the if clause and would + bare infinitive in the main clause.

If I had more time, I would help you. (But I am not free at the moment. I can't help you).

If I won a million dollars, I would start a business of my own. (But I know that it is not realistic.)

Note: the verb to be can have a specific form in the if clause.

*If I **were** rich, I wouldn't work. If he **were** younger, he would marry her.*

(But was is also possible: *If I **was** rich, I wouldn't work. If he **was** younger, he would marry her.*)

But: *If I **were** you, I wouldn't do it.* (In this expression, were is much more usual than was.)

Third conditional

The third conditional sentences always refer to the past. We speculate about situations that happened or did not happen in the past.

Third: if + past perfect + modal + have + past participle. We use the past perfect in the if clause and perfect infinitive (have + past participle) in the main clause.

If I had won a million, I would have started a business of my own. (But I didn't win anything.)

If he had met her, he would have told her. (Unfortunately, he didn't meet her.)

If we hadn't practised, we wouldn't have won the match. (But we practised and won.)

Practice.

1. Fill in the gaps with the correct forms of the first conditional. Use the verbs in

brackets.

1) If I..... (study) hard, I..... (pass) this year's exam.

2) If the weather..... (be) fine, we..... (go) on a picnic.

3) If I..... (travel) to Paris, I..... (visit) the Eiffel Tower.

4) If they..... (not invite) me to their birthday party, I (not go).

5) If he..... (get) my email, he..... (send) us the information we need.

6) If she..... (travel) to London, she..... (visit) the museums.

7) If I..... (get) the money, I..... (buy) a mobile phone.

8) If I..... (have) enough time this evening, I..... (watch) a movie.

2. Fill in the blanks with the correct forms of the second conditional.

Jack is daydreaming about winning the next lottery jackpot. Here is what he is saying:

- 1) If I..... (win) the lottery, I.....(be) a millionaire.
- 2) If I..... (be) rich , I.....(quit) my job.
- 3) I..... (buy) anything I want if I..... (get) that jackpot.
- 4) I..... (buy) the most expensive car if I.....(want).
- 5) If I..... (travel) somewhere, I..... (stay) in the most luxurious hotels.
- 6) But I..... (not be) too materialistic if I..... (win) millions of dollars.
- 7) I..... (help) the poor if I..... (become) a millionaire.
- 8) I..... (give) some money to charities if..... (be) rich.

3. Complete the following sentences with the third conditional.

- 1) If you..... (work) hard, you..... (pass) the exam.
- 2) If they..... (take) him to hospital earlier, he..... (not die).
- 3) I..... (send) you the document if you..... (give) me your email address.
- 4) He..... (not miss) the bus if he..... (wake up) earlier.
- 5) If I..... (know) you were coming, I..... (prepare) a delicious meal.
- 6) If you..... (not be) late, you..... (catch) the six o'clock train.
- 7) If the weather (be) better last weekend, we..... (go) to the beach.
- 8) If you..... (come) to the meeting yesterday, you..... (met) Jane.

4. Complete these conditional sentences with a suitable form. Use conditional types 0, 1, 2 and 3, and write next to each sentence which type of conditional is.

- 1) If I were you, (marry) him.
- 2) If I had known, I..... (lend) you my car.
- 3) (call) me if you are free?
- 4) Would you buy this car if you..... (have) enough money?
- 5) I..... (watch) the match if I have enough time.
- 6) If you..... (turn) the tap, water pours.
- 7) If I get there on time, I..... (call) you .
- 8) If you had worked hard, you..... (be) promoted

5. Choose the correct option.

- 1.- I wouldn't tell her if I you. She can't keep a secret.

- a.- will be b.- were c.- am d.- had been
- 2.- Paul would be a good artist if he more patience.
a.- had b.- has c.- will have d.- have
- 3.- If they invited me to their party. I absolutely delighted.
a.- am b.- will be c.- would be d.- was
- 4.- He so many accidents if he drove more carefully.
a.- hadn't b.- wouldn't have c.- hasn't d.- won't have
- 5.- I would help them if they to me.
a.- had listened b.- listened c.- will listen d.- would listen
- 6.- If the weather warmer, we would go out.
a.- will be b.- had been c.- were d.- is
- 7.- Unless you, you won't find out the truth.
a.- will ask b.- won't ask c.- ask d.- don't ask
- 8.- If you me, I will bring you the book.
a.- reminded b.- will remind c.- would remind d.- remind
- 9.- If I about your birthday, I would have you bought a present.
a.- knew b.- would know c.- know d.- had known
- 10.- If Anna a little taller, she could become a model.
a.- will be b.- is c.- had been d.- were

UNIT 6 WISH, RATHER, IF ONLY, IT'S TIME – UNREAL USES OF PAST TENSES

I wish I did

We can use **wish** + **past simple** to talk about things that we would like to be different in the **present** or **future** (but which are very unlikely or impossible).

- *I wish things were different, but this is the way they are.*
- *We wish we had enough money to help you.*
- *I wish I could be there for you tomorrow.*

I wish I had done

We can use **wish** + **past perfect** to talk about things that happened in the past and that we regret (we would have wanted them to be different).

- *I wish I hadn't quit my job two years ago.*
- *I wish we hadn't wasted all that money.*

I wish you would do

We can use **wish** + person/thing + **would** + infinitive when we talk about situations that annoy us and we would like them to change, or to stop.

- *I wish you would stop biting your nails. I hate it when you do it.*
- *I wish it would stop raining. It's been three days!*

We CANNOT use this structure to wish about ourselves (do NOT use I wish I would).

if only

We can use **if only** instead of **I wish** to mean the same. The only difference is that **if only** is more emphatic.

- *If only I was/were a bit taller!**
- *If only you had followed my advice.*
- *If only you would make a bit of an effort. You are wasting your life!*

Note that we can use **were** instead of **was** with **I/he/she** after **I wish/if only**.

would rather (than)/would sooner (than)

We use **would rather** or **would sooner** + infinitive to talk about preference. We can use them with **than** in affirmative sentences or with **or** in questions.

- *I'd rather/sooner have tea, please.*
- *I'd rather/sooner have tea than coffee.*
- *Would you rather/sooner have tea or coffee?*

would rather/would sooner + subject + past simple

When we use a different subject after **would rather** or **would sooner**, we use past simple to refer to the present or future.

- *We'd rather/sooner she was/were with us now.**
- *She'd rather/sooner I picked her up after lunch.*
- *Would you rather/sooner we went by bus or by train?*

Note that we can use **were** instead of **was** with **I/he/she** after **would rather** or **would sooner**.

would rather/would sooner + subject + past perfect

When we use a different subject after **would rather** or **would sooner**, we use past perfect to refer to the past.

- *I'd rather/sooner you hadn't spoken to her like that.*
- *I'd rather/sooner you had called me before.*

Practice.

1. Regrets about the past. These people did something yesterday which they now regret. What does each person say? Use the Past Perfect

e.g. Clare has caught a bad cold - yesterday she went out in the rain without an umbrella.

I wish/ If only I hadn't gone out in the rain without an umbrella.

1 Joe has got very bad sunburn - yesterday he stayed in the sun for long.

I

2 He's got an awful stomachache - yesterday he ate a lot.

I

3 Lewis hurt his leg in a car crash - yesterday he didn't drive carefully.

I

4 Sue has hurt her back - yesterday she lifted a heavy table on her own.

I

2. Regrets about the present. Use the Past to complete what the speaker says.

1 I'm so shy.

I wish.....

2 I don't know what to say to people.

.....

3 I find it so difficult to make friends.

.....

4 I'm not good-looking.

.....

5 My ears are so big.

If only

3. Complaints. Complete these people's complaints, using "would/wouldn't".

1 A zoo keeper: "I wish people (feed) the animals."

2 A teacher: "I wish my students (do) their homework on time."

3 A hotel chambermaid: "If only guests (clean) the bath after they've used it."

4 A park keeper: "I wish people (pick) the flowers."

5 A street cleaner: "If only people (take) their litter home."

4. What would you say? Use "I wish.../ If only..."

1 You'd like the baby to stop crying because you're trying to sleep.

.....

2 It's a pity you can't swim.

.....

3 You don't like it when Jack leaves the door open.

.....

4 You have to work tomorrow but you'd like to stay in bed.

.....

5 You would like people to stop fighting.

.....
6 You're sorry you didn't bring your camera.

.....
7 It's a pity you didn't work harder during the term.

.....
8 You're sorry you didn't get a ticket for the concert.

.....
5. You are speaking to a friend. Complete the sentences using "I'd rather you..." and a past form.

1 You could go now, but..... (stay) a bit longer.

2 This is a secret, so..... (not tell) anyone.

3 I could phone the hotel, but (phone) them.

4..... (not turn on) the TV if you don't mind.

5 (not come) in the afternoon. I'll be quite busy then

UNIT 7 DEFINING AND NON-DEFINING CLAUSES

There are two types of relative clauses: **defining** and **non-defining**.

Defining relative clauses

- a) Use clauses to talk about what person, place or thing is or does.
- b) Use relative pronouns to join the main clause the relative clause:
 - 1. **who** for people: *He's the man **who** sold me the coat.*
 - 2. **where** for places: *This is the town **where** I was born.*
 - 3. **which** for things: *It's the hat **which** he lost.*
 - 4. **when** for times: *This was the moment **when** Mr Moran knew he was in trouble.*
 - 5. **whose** for possessions (it means 'of which or who) *This is Sarah, **whose** husband you met.*

We can use **that** instead of **which** or **who**: *You the lady **who/that** I spoke to on the phone.*

We can leave out **who**, **which** and **that** when these words are not the subject of the relative clause.

Compare: *She's the girl (**who**) I saw yesterday.* (The subject of the relative clause is I (not who). So we can omit who,) *She's the girl **who** speaks French.* (The subject of the relative clause is **who**. So we cannot omit **who**)

Non-defining relative clauses

- a) Use non-defining relative clauses to add non-essential information.
- b) The sentence is grammatically correct without the non-defining relative clause.
- c) Use a comma before the clause and a comma or full-stop after it.

- d) We do not omit the relative pronoun (**who, which, etc**)
 a. *I saw Tim, **who** looked happy.*
 e) We cannot use **that** instead of **which** or **who**:
 a. I saw the film, which was great.

Practice.

1. Choose the correct relative pronoun.

1. The dog barking you can hear is our neighbour's dog.
 a) *who* b) *which* c) *whose*
2. This is the purse I am looking for.
 a) *what* b) *that* c) *whose*
3. Could you tell me the name of the boy is sitting opposite us?
 a) *that* b) *which* c) *whom*
4. My mother, worked as a nurse, is retired now.
 a) *that* b) *who* c) *which*
5. I don't know the phone number is used in case of emergencies.
 a) *what* b) *which* c) *who*

2. Use *that, who, which* or *whose* to complete the sentences. Write commas where necessary.

1. Miss Anderson reputation is so good comes to help us.
2. What have you done with the pen I left on the table?
3. I delivered the parcel to Charles gave it to Ann.
4. His wife is an architect designed their new house.
5. Can you hear the noise comes from the cellar?
6. Everybody saw the attack should contact the police.
7. The town towers you can see is York.
8. Is he the new teacher you told me about?
9. His last film is the best film I've ever seen hasn't a big audience.

3. Write sentences to describe people in box A using the information in box B.

Table – 6 Describe people in box A using the information in box B

A	B
a thief , a dentist a butcher, a fool, a musician, a genius, a patient, a liar, a photographer	takes photographs, is very intelligent, sells meat, plays a musical instrument, is ill in hospital, doesn't tell the truth, steal things , looks after your teeth, is very stupid

1. A thief is a person who steals things.
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____
9. _____

4. Join the sentences to write a single sentence.

1. *Ann took some photographs. Have you seen them? Have you seen the photographs Ann took?*

2. You lost a key. Did you find it? Did you find the _____?

3. Jill is wearing a jacket. I like it. I like the _____.

4. I gave you some money. Where is it? Where is the _____?

5. She told us a story. I didn't believe it. I _____.

6. You bought some oranges. How much were they? How _____?

5. Complete the sentences with the information in brackets.

(we met some people) The people we met were very nice.

1. (I'm wearing shoes) The shoes _____ are not very comfortable.

2. (you're reading a book) What's the name of the _____?

3. (I wrote a letter to her) She didn't get the _____ I _____.

4. (you gave me an umbrella) I've lost _____.

5. (they invited some people to dinner) The people _____ didn't come.

6. Choose the one word or phrase - a, b, c, or d - that best completes the sentences.

1. The children.....parents work late, are taken home by bus.
A. that B. whom C. whose D. their
2. The place..... we spent our holiday was really beautiful.
A. what B. who C. where D. which
3. My uncle _____ you met yesterday is a lawyer.
A. which B. what C. whose D. whom
4. Dr Sales is the person _____.
A. in that I don't have much confidence B. whom I don't have much confidence in him

- C. I don't have much confidence D. in whom I don't have much confidence
5. In our school library, there are several large tables _____ we can sit to read books.
A. where B. that C. when D. which
6. Describe any activities inyou participated for your community
A. which B. that C. whose D. whom
7. The boy _____ eyes are brown is my friend.
A. who B. whom C. which D. whose
8. He is the person _____.
A. from that I bought this old car B. from whom I bought this old car
C. which I bought this old car from D. from who I bought this old car .
9. I'm working on a firm main office is in London.
A. which B. that C. whose D. whom
10. A paid holiday will be given toteam has the highest sale
A. which B. who C. whichever D. whoever
11. Any boy.....disobeys the rules will be punished.
A. that B. which C. whom D. who.
13. The river from.....we get our water supply is nearly empty.
A. that B. which C. whom D. where.
14. He talked about the books and the authors.....interested him.
A. which B. who C. that D. when
15.you go, it will be an honor to accompany you.
A. Wherever B. Whomever C. Whatever D. Whoever
16. The cattail is long does not belong to me.
A whom B. that C. which D. whose.
17. We have a lot of things that we have to do today.
A. doing B. to do C. done D. do
18. The young man who lives next door is very kind to my family.
A. to live next door B. he lives next door C. living next door D. lived next door
19. He took me to an expensive restaurant where we enjoyed a good meal.
A. enjoyed a good meal B. to enjoy a good meal
C. and enjoying a good meal D. we enjoyed a good meal in .which

UNIT 8 TRANSITION SIGNALS

Examples of transition signals and their meaning. This table provides a few of the most commonly used transition words.

The connecting words within and between paragraphs are known as transition signals. They may be single words or phrases. Transition words give your paragraph coherence (unity) and demonstrate your writing skills. Moreover, they help the reader of your work to know, for instance, that a sequence of ideas, additional information, an opposite idea, a result or an example follows.

Table 7 – Transition signals and their meaning

Meaning/function	Examples of sentence connectors	Example sentence
To sequence your ideas	first(ly), second(ly), third(ly), next, then, after this, last(ly), finally, accordingly, meanwhile, henceforth	<i>Students receive a plagiarism warning. After this, penalties apply.</i>
To introduce an additional idea	also, furthermore, additionally, in addition, moreover, similarly, likewise, as well as, besides, another, too	<i>... Students, moreover, are expected to seek mandatory counselling.</i>
To introduce an opposite idea or contrast	in contrast, conversely, alternatively, yet, although, even though, nevertheless, notwithstanding, however, on the other hand, whereas, while, instead, otherwise	<i>... In contrast, inadvertent plagiarism attracts lesser penalties because the students is still learning.</i>
To add a similar idea	comparatively, coupled with, correspondingly, identically, likewise, similar to, together with, equally	<i>... Together with this, the university offers students counselling</i>
To introduce an example or illustration	for example, such as, for instance, to demonstrate, namely, in particular, specifically	<i>... Inadvertent plagiarism, for example, can be caused by poor paraphrasing skills.</i>
To indicate a consequence or result	consequently, accordingly, as a result, hence, subsequently, therefore, thus, thereupon, as a consequence, for this reason, wherefore	<i>The student submitted another's essay. As a result, a failure was recorded.</i>
To introduce a restatement or explanation	that is, in fact, indeed, namely, specifically, thus	<i>... More specifically, it is argued that unauthorised</i>

		<i>usage of information is ...</i>
To emphasise or clarify a point	even more, above all, indeed, more importantly, besides	<i>... More importantly, the university wishes to assist its students to succeed.</i>
To draw to a close or summarise	to conclude, as a final point, , in brief, in conclusion, indeed, in short, in summary, finally, lastly	<i>... Finally, the university is committed to monitoring all academic tasks to eradicate plagiarism.</i>

Placement of transition signals

Transition signals are usually placed at the **start** of sentences; however, they may also appear in the **middle** or **end** of sentences. They are ALWAYS SEPARATED from the rest of the sentence by commas. You DO NOT need to use transition words in every sentence in a paragraph; however, good use of transition words will help to make the relationship between the ideas in your writing clear and logical.

Practice.

1. Fill in each of the blanks with an appropriate transition word: *first / nevertheless / otherwise / therefore / meanwhile / however*.

1. Stephanie cooked the carrots and washed the lettuce. _____, her brother prepared the broccoli.

2. Jane wanted to drive Tanya and Michael to the mall; _____, she only had two seats in her car.

3. Rodger was a chocolate fanatic, and he ate two servings of dessert every night. _____, he began to grow incredibly overweight.

4. Julia was almost ready to perform the experiment. _____, she would need to run tests on the control group.

5. Mother said I needed to finish all of my chores. _____, I would not be able to go to the movies with my friends.

6. Katy's mother, father, and brother are all vegetarians; _____, Katy eats meat every day.

2. For each of the following sentences, indicate whether the underlined transition word shows time, similarity, contrast, or cause and effect. Also correctly punctuate the sentences.

1. I would love to stay and help you clean your room however I think I hear my mother calling me.

2. The weather is supposed to be terrible on Tuesday thus all flights out of Chicago will most likely be canceled.

3. Tanya went to the shop to get her nails done meanwhile Sarah and her mother went shopping for dresses at the mall.

4. The steak was delicious likewise the scallops were marvelous.

3. Connect the two sentences using one of the conjunctions in the box! Watch out, sometimes more than one solution is possible!

Although, despite, in spite of, unless, however, and, so, so that, until, even if

1. The weather was very bad. He went out for a walk.

2. It was a difficult task. She solved it with ease.

3. You can finish all the tasks on time. You still have to work overtime.

4. She has to finish her homework. She can go out afterwards.

5. They forgot to let me know. I found out from the papers.

6. They stayed out very late. The last train had already left.

7. The essay is really quite good. There are just a few tiny mistakes.

4. Choose the appropriate conjunctions to complete the sentences.

1. Johnny Pacheco has a creative talent as a composer; _____, he is a successful arranger.

A) owing to

B) now that

C) though

D) moreover

E) in addition to

2. _____ how long you've been using tobacco, you can still overcome your addiction to smoking.

A) Regarding

B) Although

C) No matter

D) However

E) Even though

3. _____ they tried hard, the students could not complete the project in time as they were lacking in skills and knowledge.

A) Although

- B) As
- C) Since
- D) Despite
- E) However

4. All the soldiers had to take their masks with them _____ there was a gas attack.

- A) because of
- B) so
- C) nevertheless
- D) so that
- E) in case

5. He should not have used office property, _____ he ought not to have been in the building at all outside the office hours.

- A) in addition to
- B) owing to
- C) so that
- D) furthermore
- E) so as to

6. She feels like giving up her job _____ the consequences she will face.

- A) although
- B) much as
- C) as a result
- D) regardless of
- E) since

7. Smaller companies were merged into the parent company _____ creating a single organization.

- A) despite
- B) as a consequence
- C) though
- D) in order to
- E) thereby

8. _____ you fail, you will have the satisfaction of knowing that you tried.

- A) Whereas
- B) Unlike
- C) Provided
- D) But for
- E) Even if

9. _____ a person tries very hard to suppress the obsession, it continues to reoccur in an uncontrollable fashion.

- A) No matter

- B) Besides
- C) Even though
- D) Therefore
- E) Nevertheless

10. Bicycles are the most preferable way of transport in town, _____ cars and buses just cause air pollution.

- A) whereas
- B) on the other hand
- C) on the contrary
- D) whenever
- E) as long as

5. Fill in the gaps using the words below.

Advantages and Disadvantages of Online Learning

Choose from: *also, although, because, but, even, first, however, in addition, moreover, similarly*

_____ online learning has both advantages and disadvantages, the benefits far outweigh the drawbacks. _____ most of the disadvantages can be reduced through careful planning.

The _____ and perhaps most obvious disadvantage of online classes is the lack of face to face interaction. Teachers cannot gauge their students' nonverbal reactions. _____, students miss the teacher's non-verbal cues: tone of voice, pauses, and gestures. They cannot spontaneously ask a question or volunteer an answer. They _____ have less opportunity to get acquainted with their fellow students.

To mitigate these disadvantages, teachers can post videos online so students can see and hear them almost as clearly as in a large class. They can also plan webinars in which students can ask questions and get answers in real-time, either by phone, Skype, or online chat. Lack of student interaction can be reduced by incorporating opportunities for students to introduce themselves and socialize (including through icebreaker-type games) into the class schedule. Students can work on projects together or organize study groups via Skype, chat, or instant messaging.

The greatest advantage of online learning is its great expansion of opportunities to many whose access to traditional education was very limited due to geography, income, or various disabilities. Online learning is accessible to anyone who has or can get the use of a computer, anywhere in the world. It enables major reductions in school expenses for overhead (buildings and utilities), as well as student expenses for transportation, texts, and sometimes living costs. _____ computers can accommodate physical limitations with text to speech, enlargeable print, foot or mouth-operated controls and other adaptations, many students with disabilities have much better access to information than in traditional classrooms. _____, slower students or language learners who need to hear material more than once can read or listen repeatedly and learn at their own pace.

The disadvantages of online learning can be reduced, _____ its benefits are increasing with each new technology. _____, online learning does not need to be either-or. In many cases it can be combined with traditional classroom learning to get the best of both worlds. Traditional classrooms can use online components like flipped learning to make the best use of teacher time. Online classes serving a fairly small geographic area can begin with an orientation on campus so students and teachers can meet and interact face to face. _____ in international classes, groups of students in the same area can meet and socialize. The possibilities are limited only by teacher and student imagination.

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вул. Маршала Бажанова, 17, Харків, 61002.

Електронна адреса: rektorat@kname.edu.ua

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