

# bk4003 English

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Language Center

Masaryk University

# About the Lecturer

- Wei-lun LU
- From Taiwan
- Courses taught: Language, Culture and Mind (FF); English in Business Communication (CJV ESF); Medical English (CJV LF); Chinese for Absolute Beginners (CJV).
- Office hour at CJV FSpS: Friday 9:00-9:30 (C15/111).

# Your turn

- Roster call (attendance...)
- My questions for you (please discuss in groups of 3 or 4):
  - “What are you doing here in this course?”
  - “Do you have any expectation of this course and what is it?”
  - “What is your (academic) background?”
  - “How can I/we make English useful in your situation?”

# About the course

- Natural communication in English related to sports
- Simplified but highly informative language
- English in sports as a form of ESP, different from teaching sports in English.
- Interactive Syllabus
  - Listening
  - Answer keys to activities
  - Videos

# Course requirements and grading

- 2 absences allowed
- Final exam
  - Written part (computerized)
  - Letter writing
  - Oral exam

# Class structure

- 70-80 minutes
- First 40: warm-up, review of previous lesson, and conversation
- *Kavárna* in between for a short break
- <https://www.youtube.com/watch?v=MMmOLN5zBLY>
- Second 40: more in-class activities

# Warm-up: your background

- Now in groups of 3 people, discuss the following (3-5 min):
- “What study program are you in?”
- “In your field, in what situation do you need English in your career?”
- Then share it with the class.

# 15 Oct class meeting

- Class plan
  - Show current oral exam topics
  - New oral exam topics
  - Tips for getting ready for the oral
  - Same oral exam topic revisited
  - Short demo of written exam questions
  - Another exercise: Body donation
  - What to do with aged clients?



# More oral exam topics

- to come in December (will be uploaded in IS)
- Online oral exam terms in second half of January (current plan: 14 Jan, 28 Jan, 11 Feb), in MS Teams

# Sample oral exam topic

- A client attends a nutritional counselling. S/he has gained 20 kilos during the last year and does not feel well. S/he needs the consultant to help her make better dietary choices, lose the extra weight and regain lost confidence. The consultant gives her necessary advices.
- Role A: Client
- Role B: Consultant
- Switch roles when you finish 😊

# General tips for oral exams

- **TIP 1 Give your opinion & use hesitation words.**
- Remember you may also be asked to give your opinion on the content of the picture and/or topics related to it. To start with, here are some expressions you can use:
  - *In my opinion*
  - *As I see it*
  - *If you ask me*
  - *I suppose/believe/think/guess*
  - *As far as I'm concerned*
  - *I would say that*
  - *Personally,*
  - *From/In my point of view*
- In order to play for time, to give yourself time to think, you can use hesitation words or sounds ('delaying sounds'). Make sure you don't use them from your own language. They can sound strange in English!
  - *Well, ...*
  - *Err ...,*
  - *Let me see ...,*
  - *Mmm ...,*
  - *Then ...,*
  - *I mean ...,*
  - *You know (what I mean), ...*

- **TIP 2.** Don't be afraid to interrupt and ask if you don't understand what you are being told. To be able to ask for clarification or repetition, you may use the following phrases:
- *Shall I start?*
- *What do you mean?*
- *I don't (really) understand ...*
- *I'm not (quite) sure what I have to do ...*
- *Do you think you could say/explain that again?*
- *Would you mind repeating it, please?*
- *May / can I ask you a question?*
- *Can I interrupt or say something?*

# More Tips...

- Asking the examiner/speaking partner to repeat can actually be the perfect opportunity to show off some complex language – e.g.:
- *‘I’m sorry, I didn’t quite catch the last part ...’*
- *‘I didn’t quite get what you said ...’*
- *‘If I can just check what you are saying, you’d like me to ...’*
- And be confident to correct yourself if necessary!
- *What I mean...*
- *What I’m trying to say...*
- *I don’t think I explained that very well...*

# Summary: In a nutshell...

<p>Expressing opinion I think that / I would say that ... Why don't we...? It seems to me that ... I'd like to point out... I'm inclined to think that The way I see it is that ... I'm convinced that ... As far as I am concerned ... I'm fairly certain that ... In my opinion /experience... If you ask me, I would say that ...</p>	<p>Disagreeing I don't think so. But don't you think that...? I see what you mean, but... That's not always the case. I'm not so sure about that. I wouldn't say that. I agree up to a point, but... You can't be serious! Rubbish! / Nonsense!</p>
<p>Getting into a discussion Excuse me, could I just make a point here? Excuse me, could I just say something here? Sorry to interrupt but .... I wonder if I could say something. I'd like to make a point here. I have something I'd like to say. Could I just add something, please?</p>	<p>Clarifying your ideas What I'm talking about is ... In other words ... / What I said was ... What I (really) meant was ... (No) I didn't mean that, what I wanted to say was ... What I was (really) trying to say was ... Sorry, let me explain it again.</p>
<p>Agreeing I totally/fully/partly agree I'd go along with that. I couldn't agree more. / No doubt about it. Exactly. You have a very good point here. I think so too. / Yes, definitely. You're quite right. I suppose so. I guess so. So do I. Neither do I.</p>	<p>Asking for clarification I'm sorry I don't understand what you mean. What you mean is ... I'm sorry, but what do you mean by ...? Do you mean that ...? So what you're saying is ...</p>

# Oral exam topic (revisited)

- Now, with the phrases given above, retry the role play.
- A client attends a nutritional counselling. S/he has gained 20 kilos during the last year and does not feel well. S/he needs the consultant to help her make better dietary choices, lose the extra weight and regain lost confidence. The consultant gives her necessary advices.
- Role A: Client
- Role B: Consultant
- Role C: Observer (who watches and gives advice afterwards)

# Sample exam questions (transformation)

Transform the sentences so they have the same meaning as before:

It is not possible for me to go out tonight.

I \_\_\_\_\_ go out tonight.

It is absolutely impossible to train without a proper warm up.

You \_\_\_\_\_ without a proper warm up.

It is absolutely necessary to drink enough water when training.

You \_\_\_\_\_ drink enough water when training.

Teachers recommend us to study properly.

We \_\_\_\_\_ study properly.

It is possible that they are not at home.

She \_\_\_\_\_ at home.

It is possible that he knows about it.

He \_\_\_\_\_ about it.

I am sure that they will not win the game.

They \_\_\_\_\_ win the game.

It is certain that all the players are ready.

All the players \_\_\_\_\_ ready.



# Sample exam questions (passive)

Transform the sentences to the passive voice:

They built the building in 2010.

The building \_\_\_\_\_ in 2010.

They spend a lot of money on armaments.

A lot of money \_\_\_\_\_ on armaments.

We gave the police the information.

The police \_\_\_\_\_ the information.

They must prepare the materials till Monday.

The materials \_\_\_\_\_ till Monday.

We will have to finish the task next week.

The task \_\_\_\_\_ next week.

# Sample exam questions (infinitive/ing)

Change the verbs in brackets to suitable forms: inf./-ing:

She enjoys \_\_\_\_\_ (LIE) in the sun.

I promised \_\_\_\_\_ (HELP) him.

I remember \_\_\_\_\_ (LOCK) the door last night.

Please remember \_\_\_\_\_ (LOCK) the door when you leave.

I couldn't help \_\_\_\_\_ (LAUGH).

Can you help me \_\_\_\_\_ (MOVE) the table?

He denied \_\_\_\_\_ (STEAL) the money.

Would you like \_\_\_\_\_ (WATCH) TV?

# Sample exam questions (tense)

Use the verbs in brackets in a correct form:

When the bell \_\_\_\_\_ (RING), it is the end of the game.

If our team \_\_\_\_\_ (LOSE) the match, we will be the worst in the group.

If I \_\_\_\_\_ (BE) free, I would help you.

He \_\_\_\_\_ (BE) an excellent referee if he had more experience.

If we had more money, we \_\_\_\_\_ (CAN) buy a new car.

# Sample exam questions (article)

Complete the sentences with definite, indefinite or no article. For no article use “-”:

I like watching \_\_\_\_\_ TV and listening to \_\_\_\_\_ radio.

Tom plays \_\_\_\_\_ football and I play \_\_\_\_\_ ice-hockey.

The referee has got \_\_\_\_\_ assistants.

\_\_\_\_\_ Prague is \_\_\_\_\_ capital of \_\_\_\_\_ Czech Republic.

# Exam Training (Written)

- **1** Complete the gaps with most suitable words. There is always one word per gap.
- 
- **Body donation – learning from the dead**
- 
- Each year hundreds of people in England sign on to body donor registers. That decision can lead to **1** \_\_\_ being dissected and scrutinised by medical students and researchers long after their death but **2** \_\_\_ they volunteer themselves up for **3** \_\_\_ good of science. **4** \_\_\_ the millions who would be put **5** \_\_\_ donation by the thought of being used as a training device, Graeme Ellis wanted to help others in the event of his death. At first, he **6** \_\_\_ for organ donation but was told he was not a suitable candidate due to a number of health conditions. He is now on the body donor **7** \_\_\_ at De Montfort University's medical school. The 45-year-old from Leicester has diabetes, high blood pressure and suspected angina but while his health **8** \_\_\_ him from donating organs he believes body donation will help others by training the doctors of the future.

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- but **2 still** they volunteer themselves up for **3 the** good of science.
- **4 Unlike** the millions who would be put **5 off** donation by the thought of being used as a training device, Graeme Ellis wanted to help others in the event of his death.
- At first, he **6 opted/went** for organ donation but was told he was not a suitable candidate due to a number of health conditions.
- He is now on the body donor **7 register/list** at De Montfort University's medical school.
- The 45-year-old from Leicester has diabetes, high blood pressure and suspected angina
- but while his health **8 prevents/stops** him from donating organs he believes body donation will help others by training the doctors of the future.

4 You will hear two consultations with an elderly lady which are transcribed below. Assess them in terms of acceptance, empathy, support and sensitivity which the doctor in each conversation (does not) show(s) to their patient. As you read and listen, underline



- a** examples of language where the doctor shows lack of sensitivity to the patient,
- b** examples of language which helps achieve sensitivity and the other points mentioned above.

# Warm-up: Dealing with a geriatric client (15 min)

- Instructions: Listen to the conversations again and build further from there. Role play in groups of 3-4 people. Roles:
  - Student 1: physiotherapist/health consultant
  - Student 2: elderly client
  - Student 3 (and 4, if need be): observer + commentator
- Step 1: Students 1+2 use their imagination and act out a very good (or a very bad) example of consultation. (5 min)
- Step 2: Student 3 (and 4) comments on the role play (2 min)
- Step 3: Switch roles and design a new one. (5+2 min)



## Conversation 1

D: Hello, my dear.

P: Hello, Dr Griffith.

D: Is there something wrong with your mouth, dear?

P: I broke my dentures, and they won't be repaired until the end of the week. I feel so foolish without them – I didn't even go to my art class today or my coffee evening 'cos I didn't want people to see me. It's so frus...

D: Right, my dear, but it's not your mouth that you've come to see me about, is it?

P: Er, no, it's that ulcer on my ankle. It still hasn't cleared up.

D: Right. You are taking your medication like I told you to?

P: Yes!

D: Well, these things do take longer to clear up at your age, dear. Nothing to worry about, though. Is there anything else?

P: When do you think it's going to clear up?

D: It's difficult to tell with somebody your age. Tell you what, come back and see me in two weeks, and we'll have another look at it.



## Conversation 2

D: Hello, Mrs Fry.

P: Hello, Dr Griffith.

D: Your voice sounds a little different to usual.  
Is there something the matter?

P: I broke my dentures, and they won't be  
repaired until the end of the week.

D: Oh dear. You must be finding it difficult  
without them.

P: Yes, I feel so foolish without them. I didn't  
even go to my art class or my coffee evening  
'cos I didn't want people to see me. It's so  
frustrating. You must think I'm very vain!

D: Not at all, Mrs Fry. I remember losing two of  
my front teeth in a rugby match. I can  
perfectly understand you want to look your  
best, and it's hard to do that without your  
teeth.

P: Oh, thank you, Doctor. I don't feel so bad  
now.

D: So, what can I do for you today?

P: I was just wondering about this ulcer I have  
on my ankle. It still hasn't cleared up.

D: I'm sorry to hear that. Are you still taking  
the medication I prescribed?

P: Oh, yes.

D: That's good. It should help with the healing.  
Is the ulcer still causing you a lot of pain?

P: Not exactly, but it feels very tender.

D: Yes, it will do, it's such an awkward area.

P: When do you think it's going to clear up?

D: Well, it's very difficult to say, but ulcers do  
tend to take longer to clear up as people get  
older. We'll keep a close eye on it. Is there  
anything else?

P: No, Doctor.

D: OK, Mrs Fry, shall we make an appointment  
for two weeks' time to see how it's  
responding?









## SECTION C: TESTOSTERONE TREATMENT

1 Watch a commercial on a testosterone boosting product. With your colleague, discuss the questions below.

- 1) *What aspects of ageing in men is the advertisement trying to exploit?*
- 2) *Do you think the advertisement is effective? Why (not)?*



# Common mistakes (written exam review)

- Malnourished/under-nourished
- Expose > expo\_\_\_\_\_
- To gain (put   ) weight
- A patient is admitted to/discharged from hospital.
- To \_\_\_\_\_ an appointment.
- Someone be accused    CRIME/PROBLEM

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- Here is a guide to some of the test questions which may cause the most trouble:
- RELATING a WHOLE to its PARTS:
- **The thymus is a lymphoid gland \_\_\_\_d of two identically sized parts.**
- OR
- **The thymus is a lymphoid gland \_\_\_\_ing of two identically sized parts.**
- **Each nephron is composed of a glomerulus and a small tube called a renal tubule.**

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- RELATING a WHOLE to its PARTS:
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- OR
- **The thymus is a lymphoid gland **consisting** of two identically sized parts.**
- **Each nephron is **composed** of a glomerulus and a small tube called a renal tubule.**

- Common ways of relating a WHOLE to its PARTS:
- It is composed of two parts.** (passive)
- It consists of two parts.** (active phrasal verb)
- It is a whole consisting of two parts.** (-ing phrasal verb acting like an adjective)
- It is made up of two parts.** (passive phrasal verb)
- It comprises two parts.** (active)
- It is a whole comprising two parts.** (-ing verb acting like an adjective)

- Problematic PREPOSITIONS:
- ...white blood cells **capable** \_\_\_ **recognizing** foreign substances
- Kidneys are of **critical importance** \_\_\_ **maintaining** homeostasis.
- Enlargement of the prostate gland **interferes** \_\_\_ **urination**.
- Kidney failure may **lead** \_\_\_ **the need** for a transplant.
- Kidney failure may **result** \_\_\_ **the need** for a transplant.
- This tenderness is **typical** \_\_\_ **breast cancer**.
- Women are the most **susceptible** \_\_\_ **UTIs** but they also **can occur in men**.

•PREPOSITIONS:

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- Kidneys are of **critical importance in maintaining** homeostasis.
- Enlargement of the prostate gland **interferes with urination.**
- Kidney failure may **lead to the need** for a transplant.
- Kidney failure may **result in the need** for a transplant.
- This tenderness is **typical of breast cancer.**
- Women are the most **susceptible to UTIs** but they also **can occur in men.**

- LIKELIHOOD:
- **Someone with a genetic predisposition to diabetes is likely \_\_\_ develop diabetes.**
- **Heavy smokers are likely \_\_\_ get throat cancer.**
- (likely + *infinitive*)
- **Older women are the most prone \_\_\_ urinary incontinence.**
- **Someone with a tendency to become nervous is prone \_\_\_ nervousness.**
- **People in my family are prone to \_\_\_\_\_ (overeat).**
- (prone + to + *noun / V-ing*)

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- CONDITIONALS:
- **Under normal conditions, if you heat water to 100°C, it boils.**
- (Zero conditional, general truth)
- OR
- **Under normal conditions, if you heat water to 100°C, it will boil.**
- (1<sup>st</sup> conditional, common event)
- **If the patient survives, it will be a miracle.**
- (1<sup>st</sup> conditional, possible event in the future (but the context tells us it is unlikely))
- OR
- **If the patient survived, it \_\_\_ be a miracle.**
- (2<sup>nd</sup> conditional, hypothetical event in the future (and here the grammar suggests it is unlikely))
- **If I had consulted a specialist in time, I would not \_\_\_ an urgent transplant.**
- (3<sup>rd</sup> conditional, hypothetical event and hypothetical outcome, both in the past)



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- OR
- **If the patient survived, it would be a miracle.**
- (2<sup>nd</sup> conditional, hypothetical event in the future (and here the grammar suggests it is unlikely))
- **If I had consulted a specialist in time, I would not have needed an urgent transplant.**
- (3<sup>rd</sup> conditional, hypothetical event and hypothetical outcome, both in the past)

- ADVICE:
- **The doctor advised me to \_\_\_ smoking.**
- (advise + *object pronoun* + *infinitive*)
- **The doctor recommended that I \_\_\_\_\_ smoking.**
- (recommend + that + *subject pronoun* + *infinitive without 'to'*)
- **The doctor suggested that I \_\_\_ smoking.**
- (suggest + that + *subject pronoun* + *infinitive without 'to'*)
- **The doctor said I should quit smoking.**
- (should + *infinitive without 'to'*)

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- WORD FORMATION:
- Carcinoma of the testes is also called **testicular** cancer.
- The **inability** to control urination...
  - means you are **unable** to control urination.
- Blindness is considered a **disability**.
  - (If you are blind, you are considered **disabled**.)
- Unfortunately, chronic diseases are often **incurable**
  - (but some diseases which are easily **curable** with proper medical care still go **uncured** in poorer countries because people don't have access to doctors).
- STDs can cause birth defects and **infertility**.
  - After **fertilization**, the zygote travels to the uterus.