

Self-Access Centre 'SAC'
Language Centre of Masaryk University
(Jazyková studovna CJV MU)
Žerotínovo n. 9, Brno

I. General information

What are the opening hours of SAC?

Where will you leave your bags and coats?

What about your personal things, such as ISIC card, money, mobile phone.

Where can you find a list of SAC materials (two possibilities)?

What is the web address of the Language Centre and what kind of information can you find there?

What languages are represented in SAC.

What languages are represented on our satellite channels? (You don't have to list all of them ☺)

II. English for Specific Purposes (ESP):

Make a list of literature concerning your field of study.

Find a CD-ROM where natural sciences are represented.

Focus on your field of study and make a list of areas you can explore.

Can you find any worksheets relevant to your studies which are based on CD-ROMs? Give their titles (five at least). Explore them.

III. Choose relevant materials

Choose some materials which you would use
to improve your vocabulary

to revise grammar

to prepare for 'certificate exams' (TOEFL, CAE, IELTS, etc.)

IV. Use the dictionary

A. Find the word in each column which is not in alphabetical order:

stud studio student study stuff stumble

B. Put the words in alphabetical order

ID card round-trip press-up honeymoon evacuate queen bee

C. Alternative spelling

Use the dictionary to find the alternative spellings and write these in the first column. If the alternative is American or British English, tick the second or third column.

	alternative spelling	American English	British English
defense	defence		
encyclopaedia			
okay			
enquiry			
swap			
catalog			
program			

D. Macmillan English Dictionary (red and black words)

The red words in the Macmillan Dictionary are the most frequently used words in English (***) These are in general the words native speakers use every day to express themselves in speaking or writing. Open the dictionary and notice how many red words appear on the page.

E. Pronunciation and stress

1. Put the words in the box in the correct column according to their vowel sound. Check in the dictionary.

put fool floor goods cool do

cook [ʊ]	door [ɔ:]	food [u:]

2. The spelling *ough* has several possible pronunciations. Put these words in the correct column according to the pronunciation of *ough* in each one.

cough brought enough thought rough drought thought through

ʌ	ɔ:	aʊ	əʊ	u:

3. Write the words

ˈpræktikli
kæm'peɪn,
ɔ:lðəʊ
ˈpɔɪznəs



4. Silent letters

English spellings sometimes contain letters that are not pronounced.
Which letters in the following words are silent?

honest, knee, salmon, psyche, pneumonia, fasten, comb, knit, knowledge

5. Stress in English words (words that can be both nouns and verbs)

A characteristic of English is that many words can be used both as nouns and verbs with the same spelling but with different word stress. Where the stress is different in the noun and verb, the stress is usually on the first syllable for the noun and the second syllable for the verb, e.g. *an* 'object - noun, to ob'ject – verb.

	noun 	verb 
increase		
export		
transfer		
import		
suspect		
record		
progress		
permit		

6. Stress in compounds

Some compounds are written as single words. These are shown as headwords in the dictionary. The pronunciation and stress for these words are given in the normal way, e.g. 'house, work.

Other compounds are written as separate words, for example *black belt*, or as hyphenated words, for example *sister-in-law*. Usually the main stress of these compounds is on the first word but the dictionary will tell you by showing the stress marks.

ice cream, floppy disk, bookmark, matchbox, roadside, mobile phone, workload

F. Grammar

1. Irregular noun plurals

What are the plurals of the words in the table? Write their pronunciation in singular and plural.

singular	pronunciation singular	plural	pronunciation plural
thesis			
analysis			
phenomenon			
nucleus			
criterion			
fungus			
basis			

gentleman			
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2. Prepositions

She has never worried.....finding a job.

She wanted to prevent himdriving her car.

They were always arguing.....silly things.

Please put out your cigarette. I object.....people smoking in the house.

He succeeded.....passing his exams, to my great surprise.

3. Verb patterns

Some verbs are followed by the infinitive form of the verb and some are followed by the -ing form of the verb.

Complete the sentences with the infinitive or the -ing form of the verb in brackets. Check in the dictionary.

If there is a mechanical problem, we suggest (contact) the manufacturer directly.

I don't enjoy(go) on holiday as much as I used to.

I happened.....(meet) an old friend in town.

She closed her eyes and pretended(be) asleep.

They don't mind.....(go) if no one else wants to.

I expect.....(get) paid on time.

She had just finished (dress) the children when the phone rang.

I do think you should have offered.....(help).

G. Finding and exploring meanings

Circle the pairs of words that are pronounced differently in the sentences. Then write the pronunciation of each word.

lead/lead

Lead is a type of metal

He was already in the lead after the first lap.

mine/mine

People still mine for gold in this area.

Is this your copy or mine?

wind/wind

The southerly wind brought moist air from the sea.

Don't forget to wind the clock up before you go to bed.

minute/minute

I'll be back in a few minutes.

Minute amounts of chemicals.

OXFORD DICTIONARY OF COLLOCATIONS

1. Ideas into words

Look at the entry for ideas sense 1 (plan/suggestion)

Look at the adjectives section. Find adjectives you might use to express the following ideas. Sometimes more than one adjective is possible.

- an idea that is helpful, rather than being negative or impractical
- an idea that is slightly crazy, in a good way
- an idea that is completely crazy, in a bad way
- an idea that has not been carefully thought out
- an idea that seems very impressive but is not really very practical

Now find verbs that you might use to express the following ideas. Usually more than one verb is possible.

- to find an idea
- to suggest an idea
- to suggest an idea in a very forceful way because you really want people to accept it
- to think about an idea for a while before you decide whether or not it is a good idea
- to talk about a number of different ideas before you decide which ideas are the best

Find verbs that you might use to express the following.

- when you think of an idea
- when an idea develops into something important
- when an idea does not develop into anything

2. Using a verb entry

a. In each of the following sentences one of the adverbs in italics is not a common collocate of the verb in bold. Decide which it is and cross it out.

- She **argued** *fiercely/heatedly/hotly* about her right to compensation.
- They will *fiercely/heatedly/hotly* **defend** their rights.
- Her tragic story *brutally/markedly/starkly* **illustrates** how vulnerable children can be.

b. For each group, find an adverb in the box that collocates with all the adjectives in the group.

dead	distinctly	fiercely	grossly	painfully	wildly
------	------------	----------	---------	-----------	--------

- aware, honest, shy, slow..... *painfully*
- boring, funny, good, right
- competitive, independent, loyal, protective
- different, odd, uncomfortable, uneasy
- enthusiastic, inaccurate, optimistic, popular
- inaccurate, inadequate, offensive, unfair

c. Make collocations. Where do the verbs belong?

give do take have make

	give	do	take	have	make
research	an appointment	an accident	an exam	sb an answer	
an exam	an attempt	an argument	a holiday	sb a chance	
a degree	the bed	a bath	an interest in sth	sb a help	
the dishes	a cake	a break	a nap	sb an idea	
homework	changes	breakfast	notes	the impression	
nothing	a decision	a chat	a photo	that	
a translation	dinner	a cold	a walk	sb a kiss	
the washing	an effort	difficulty		sb lessons	
some writing	a film	a drink		sb a lift	
do judo	a guess	a feeling		your opinion	
do the food for a party	an impression	fund		a party	
	a mistake	a guess		a performance	
	money	a holiday		sb a present	
	a noise	an idea		priority to st	
	peace	an interest		sb a push	
	a suggestion	a look		a sigh	
	a speech	time		a speech	
	a promise				
	progress				

d. Using the entry for the word in bold to help you, cross out any of the words in *italics* that do not form common collocations.

- He got *full/maximum/top* **marks** in the listening test.
- We have to *do/make/write* a vocabulary **test** every Friday.
- She's busy *reviewing/revising/studying* for her **exam**.
- How many students have *enrolled on/signed up for/undertaken* the **course**?
- She was always *losing/missing out/ skipping* **lessons** – no wonder she *crashed/failed/flunked* the **exam**.
- He suffers badly from **exam** *nerves/stress/worries*, which affects his **concentration** *length/span/time*.
- The teacher *made up/set/wrote* a difficult **exam** but *checked/corrected/marked* it leniently.
- We were supposed to *do/compose/write* the **essay** by Friday but I *delivered it/gave it in /handed it in* late.

LONGMAN LANGUAGE ACTIVATOR / ESSENTIAL LONGMAN ACTIVATOR

1. The same, but different

Below are pairs of sentences. Complete the second sentence so that it has the same meaning as the first sentence, using the word in bold that you are given. You must not change the word you are given. Use *the Longman Language Activator* or *Essential Longman Activator* to help you.

e.g. Can you describe the man you saw? (description) → Can you *give a description* of the man you saw?

- That kind of hat is unfashionable these days. (fashion)
That kind of hat is these days.
- I think you should apologize. (sorry)
I think you should
- When they arrived, they were taken to the hotel. (arrival)
....., they were taken to the hotel.
- I would never be confident enough to do that. (confident)
I would never to do that.
- One of the guests has complained. (complaint)
One of the guests
- Could you advise me on buying a car? (advise)
Could you on buying a car?
- Workmen are repairing the library roof.
Workmen are the library roof. (repair)
Then I noticed that he was holding a gift. (hold)
Then I noticed that there was a gift

2. Join them up.

Below are several groups of 'broken phrases' which you have to join up. Above each group of phrases is a word in CAPITALS. Look this word up in *the Longman Language Activator* or *Essential Longman Activator* to find the information you need. Then join up the phrases in that group. The first one has been started for you.

e.g.

ACCEPT	take a job	
	agree	the suggestion
	welcome	to do it

GET	inherit	experience
	be awarded	fortune
	gain	a medal

THROW	pass	a coin
	flip	stones
	hurl	the ball

WRITE	jot down	a symphony
	sign	a contract
	compose	your ideas

MAKE	publish	power
	generate	cars
	manufacture	a magazine

3. Yes or no? (p11)

- a. Look at SAYING YES, SAYING NO, AND PERMISSION in the Essential communication section of the *Essential Longman Activator*. Write phrases that mean 'no' or 'yes' in the spaces provided.

Find a way to say NO...

- ...when you're not sure:
 ...when you think someone will be disappointed:
 ...when you want to emphasize your answer:
 ...when someone has asked you to do something:

Find a way to say YES...

- ...when someone is checking facts:
 ...when you're not sure:
 ...when you are surprised that someone has asked:
 ...when someone has asked if they can do something:

- b. Which question goes with which answer? Write the number in the box under the correct letter. One has been done for you.

- | | |
|--|---|
| A Are there any tickets left? | 1 No way! I can't afford to do that! |
| B Is it OK if I use your phone? | 2 Of course! I told her right away. |
| C I have to apply in writing, don't I? | 3 I think so, but I'd better check. |
| D Did you give Tara my message? | 4 Sorry, but I'm working at the weekend. |
| E Will Danny be at the party? | 5 I'm afraid not. We've sold out. |
| F Could you look after the kids on Saturday? | 6 I doubt it. I think he's away. |
| G Did you lock the back door? | 7 Yes, sure. It's on the table in the hall. |
| H Why don't you just pay for it yourself? | 8 That's right. |

A	B	C	D	E	F	G	H
						3	

4. Find a phrase

Next to the sentences below, write a phrase (two or more words) which you can use instead of the word or words in bold. Read the sentence carefully and use *the Longman Language Activator* or *Essential Longman Activator* to help you choose a phrase that is suitable.

e.g. Quick! Catch him! Don't let him **escape**. → get away.

- Would you like **some food** before you go? (food) →
- These shoes are worn out. I **need** a new pair. (need) →
- We want to know **your opinion** about this idea. (opinion) →
- Let's **visit** my aunt while we're in Colorado. (visit) →
- This drink **contains sugar**. (contain) →
- Can I **talk to** you? I need your advice. (talk) →

5. Travelling

Use *the Longman Language Activator* or *Essential Longman Activator* to help you find the six missing words in the sentences below. Make sure each word has the right number of letters, shown in brackets ().

- What did you do..... holiday? (2) (holiday)
- A long journey by sea: (6) (journey)
- Visiting all the interesting places: (11) (visit)
- We talked to some of the other on the train (10) (travel)
- Will we stay the night there or just go there on a trip? (3)
(journey)
- Someone visiting and travelling in a foreign country:(7) (visit)

6. Advice and suggestions

- a. A friend is asking for your advice. Look at GIVING ADVICE in the *Essential Longman Activator* and choose a phrase you could use to advise your friend in situations 1-3. Use a different phrase each time.

I love this dress, but it's very expensive. Do you think I should buy it?

.....I would wait and see if you can get a cheaper one somewhere else.

I am going to Barbados next month.

.....take plenty of sun cream with you, so you don't get burned.

I've got a terrible cough. I've had it for days and I think it's getting worse.

It sounds pretty bad.go and see a doctor before it gets serious.

- b. Now look at MAKING SUGGESTIONS in the Essential communication section of the *Essential Longman Activator*, and choose phrases which you could use to make suggestions in situation 4-6. Use a different phrase each time.

<p>I just can't decide where to go this summer ...</p>	<p>.....go to Mexico? You've always said you wanted to go there one day.</p>
<p>What do you want to do tonight?</p>	<p>.....go to the movies. We could go and see the new Disney movie.</p>
<p>Would you like to come for a picnic with us on Saturday?</p>	<p>I'd love to bring some sandwiches with me, or a cake or something?</p>

7. Make it stronger

Use the *Longman Language Activator* or *Essential Longman Activator* to find ways of making the words in the table below stronger, without using the word 'very'. The first one has been done for you.

	stronger	look here in the dictionary
advise	strongly advise	advise
ashamed		ashamed
better		better
horrible		horrible/unpleasant
need		need
scared		frightening/frightened
improvement		improve
awake		sleep
cold		cold

8. Complete the sentence

The sentences below are incomplete. Underneath each sentence there are four words or phrases, marked A,B,C, and D. Choose the one word or phrase that best completes the sentence. Use *the Longman Language Activator* or *Essential Longman Activator* to help you.

- a. I'm sorry, but I you. (disagree)
 disagree to
 am disagreeing with
 disagree
 disagree with
- b. We need a government that will improve (money)
 economy
 the economy
 an economy
 economies
- c. The illness had a terrible on him, making him depressed. (result)
 results
 consequence
 effect
 outcome
- d. Could you give me some about hotels in Madrid? (information)
 data
 fact
 informations
 information
- e. She wants to you. (want)
 talking
 to talk
 talk
 talks
- f. It's a strange story, but I it. (believe/not believe)
 believe
 don't believe to
 am believing
 believe to
- g. Do you this house or is it rented? (have/not have)
 have
 having
 possess
 own
- h. Why don't we a Mexican meal? (meal)
 take
 go out
 eating
 have

9. Calculations

Look at the five mathematical problems below. You have all the numbers, but some words are missing. Use *the Longman Language Activator* or *Essential Longman Activator* to help you fill in the gaps.

- a. Start with the number 250.
Now it to make 500. (increase)
Now multiply that 3 and you get 1500. (count/calculate)
- b. There are 360 girls at the school.
Theof girls to boys is 3:1. (amount/number)
So there are 120 boys at the school.
- c. 600 cows live on the farm.
Cows pigs by 200. (more)
So 400 pigs live on the farm.
- d. The chef made 400 pizzas and 600 pies, but more pizzas were eaten than pies.
In fact, 100 pies were eaten than pizzas. (less)
All the pizzas were eaten, so only 300 pies were eaten.
- e. Start with the number 725.
Subtract 425 it to make 300. (count/calculate)
Now that by 2 and you get 150.
- f. Now find the answer to the last mathematical problem by doing the calculations.
Start with the numbers 350 and 480.
Divide the higher number by 2.
Now subtract 200 from that.
Now multiply that by 3.
That is the number of CDs I have.
The ration of CDs to cassettes is 4:1.
Records outnumber cassettes by 200.
There are 30 fewer books than records.
How many books are there? ANSWER:

10. Time expressions – Exam week

- a. Read what Mark wrote in his diary about the week of his exam.

Monday 8th July

Letter from college. My exam will be on Friday 12th July, starting at 10am and finishing at 1pm.

Tuesday 9th July

We had our last class with Mrs Miller. She told us which topics we needed to prepare for the exam.

Wednesday 10th July

I worked for eight hours and prepared four topics.

Thursday 11th July

I prepared two more topics, and I practised doing questions from 1994 and 1995 exam papers. Then I went to bed at 10.45pm.

Friday 12th July

Exam day!!! I missed the train, and only arrived one minute before the exam started! I did three questions, but the exam supervisor said 'Stop' before I finished my fourth question. Then I had some lunch with friends.

Friday 19th July

Letter from college: I failed the exam. Now I have to do it all AGAIN!!!

- b. Now complete the sentences below, choosing a word or phrase from *the Longman Language Activator* or *Essential Longman Activator* to fill each gap. Sometimes more than one answer is possible.
- On Monday, Mark got a letter telling him the *date* of the exam. (time)
 - The letter said the exam would 3 hours. (time)
 - Mrs Miller gave her students the exam topics....., so that they could prepare them. (before)
 - On Wednesday, it Mark eight hours to prepare four topics. (time)
 - The day....., he prepared two more topics. (after)
 - He practised exam questions fromyear (before)
 - That night, he was in bed 11 pm. (before)
 - On Friday, he got to the college justfor the exam. (time)
 - He and couldn't finish the exam. (time)
 -, Mark went for lunch with his friends.
 - One week, he heard that he had failed the exam. (after)

11. Match them up

Look at the groups of sentences below. Next to each group there are three words which have similar meanings. For each group, decide which word fits best in each sentence. Use *the Longman Language Activator* or *Essential Longman Activator* to help you. The first one has been done for you.

- things - outfit - suit** (CLOTHES)
I wore my dark *suit* to the interview.
Don't forget your swimming
- I've bought a new for the wedding.
- profession - job - work** (JOB)
She wants a in advertising.
Are you still looking for?
After years of training she entered the legal
- get - grow - turn** (BECOME)
In autumn, the leaves brown.
As youolder, you become wiser.
Don't worry, things willbetter.
- enter - burst in - come in** (ENTER)
Tell them to
- She was not allowed to
- Suddenly a man, shouting loudly.
- salary - pay - income** (EARN)
What was your total last year?
I get an annualof £18,000.
We get our weeklyon Fridays.
- see - follow - figure out** (UNDERSTAND/NOT UNDERSTAND)
The story was long and hard to
- Oh yes, I
- I can't how to do this.

Sources:

Macmillan English Dictionary for Advanced Learners Workbook, Adrian Unnderhill,
Macmillan, 2002

Longman Essential Activator Workbook, Nick Ham, Longman Corpus Network (BNC), 1998

Oxford Collocations – dictionary for students of English, OUP, 2002