

# BOB04B22 - Anglický jazyk B2-2

## WEEK 2

Listening Practice\*

Reading: Reading: Finding Examples / Supporting Information\*\*

Prepositions\*\*\* / Vocabulary – Word Formation\*\*\*\* Practice

Wh- Noun Clauses (OPTIONAL)

**Listening skills\*** are essential for comprehending lectures, which are a primary source of information in many academic settings. Students need to listen carefully to understand assignments, projects, and exam instructions. Active listening helps students identify the main ideas and supporting details of a lecture or reading, aiding in comprehension and retention.

Good listening skills enable students to follow the flow of discussions, contribute relevant points, and build upon others' ideas. Active listening is crucial for effective collaboration in group projects and discussions. Students who listen attentively are better equipped to identify areas of confusion and ask relevant questions to deepen their understanding.

Listening skills are essential for understanding presentations, engaging in meetings, and contributing to discussions in professional settings. Active listening helps individuals build rapport and establish strong relationships with colleagues and clients. Listening skills are fundamental to effective communication in any professional context.

In academic English, **examples and supporting information\*\*** are crucial for clarity, credibility, and effective communication. They demonstrate a deep understanding of a topic, strengthen arguments, and enhance reader engagement. Using them appropriately is a key skill in academic writing and research.

Examples help to illustrate abstract concepts or complex ideas, making them easier for the reader to grasp. They provide concrete evidence to support claims and arguments, making the writing more persuasive. In academic work, providing examples shows that you not only understand the material but can also apply it to specific situations.

Supporting information, including data, statistics, and expert opinions, provides the foundation for logical and well-reasoned arguments. Academic writing strives for objectivity, and supporting information helps to maintain a neutral and evidence-based tone.

**Prepositions\*\*\*** clarify the relationships between words, phrases, and clauses, helping readers understand the context and meaning of the text. By correctly using prepositions, writers can avoid ambiguity and ensure that their intended meaning is clear and unambiguous.

Prepositions are used to express spatial, temporal, and logical relationships, such as location, direction, time and cause and effect. Proper prepositional usage contributes to the flow and coherence of academic writing, making it easier for readers to follow the writer's line of reasoning.

In academic writing, nuanced meanings are often conveyed through precise language, and prepositions play a vital role in expressing these subtle differences in meaning.

**Academic vocabulary\*\*\*\*** provides the specific terms needed to grasp the slight differences of academic subjects and engage with challenging materials. It helps students understand both oral and written directions and classroom instructions across various subjects. Academic vocabulary acts as a foundation for learning new concepts, as it allows students to connect new information to existing knowledge and build a deeper understanding of the subject matter.

Academic vocabulary allows students to communicate their ideas with greater clarity and precision, both in writing and speaking. It enables students to participate effectively in academic discussions, present arguments, and engage in critical analysis. Mastering academic vocabulary is essential for writing well-structured and persuasive academic papers, essays, and reports.

Proficiency in academic vocabulary can significantly improve test scores and open doors to educational and professional opportunities. A strong command of academic vocabulary is valued in professional settings, enabling individuals to engage in sophisticated conversations and comprehend complex documents. It is crucial for excelling in various careers that require advanced training or specialized knowledge.

**LISTENING**

You will hear a short lecture entitled 'Women in the Academy.'

For each of the questions below (1 – 5), choose the answer (a, b, or c) which fits best according to what you hear. You will hear the recording twice. **CIRCLE** your answer (a, b, or c).

- (1) Marie Curie was the first woman nominated to the French Academy of Sciences.  
a) True                                      b) False                                      c) Not Enough Information Given
- (2) Based on the information in this lecture, what can be assumed to have taken place after 1945?  
a) The French Academy of Sciences voted to bar female members.  
b) The British Royal Society began admitting female members.  
c) Marie Curie won her second Nobel Prize.
- (3) Which of these was NOT mentioned as a reason for doubting women's scientific ability?  
a) The female skull was too small to allow for a brain large enough for scientific thought.  
b) Scientific brains needed to be "hard" and "hot."  
c) Women did not have enough access to "left-brain" thinking.
- (4) In the early days of modern science...  
a) ...women were granted certain opportunities.  
b) ...women were only allowed to be lecturers if they were old and distinguished.  
c) ...women were considered too beautiful to teach in public.
- (5) According to the speaker, women...  
a) ... have been frequently prevented from pursuing academic activities.  
b) ... were not sufficiently educated to perform academic research until recent years.  
c) ... are fundamentally different from men.

**VOCABULARY PRACTICE:**

Form used in text:

Use the correct form to complete the sentences below:

- (1) ACCOMMODATE                      The cost of student \_\_\_\_\_ is rising steadily.
- (2) ANATOMICAL                        On which part of her \_\_\_\_\_ is she tattooed?
- (3) DISTINGUISHED                      It's not the beauty so much as the range of his voice that \_\_\_\_\_ him from other tenors.
- (4) DISTRACT                            TV can be a welcome \_\_\_\_\_ after a hard day's work.
- (5) EMERGED                            Sales personnel have become more efficient in matching buyers and sellers and rapidly identifying \_\_\_\_\_ business opportunities.
- (6) HEATED                                Shall I \_\_\_\_\_ up some soup for lunch?
- (7) INTELLECTUAL                        I can't believe that someone of her \_\_\_\_\_ can read such trashy novels!
- (8) NOMINATED                           These are the \_\_\_\_\_ for the outstanding achievement award this year.
- (9) PRESENCE                            The document was signed in the \_\_\_\_\_ of two witnesses.
- (10) PROVE                                I have a suspicion that he's having an affair, though I don't have any concrete \_\_\_\_\_.

[TEXT 1] Gender Development

PART 1:

Read the following text, and for each of the blank spaces (1 - 10) choose the correct option (a, b, c or d) from below. **CIRCLE** your answer (a, b, c or d).

Social scientists including sociologists, anthropologists, and psychologists have also examined gender roles across cultures (Best, 2001; Best & Williams, 1997; Gibbons, 2000; Williams, Satterwhite, & Best, 1999). (1) \_\_\_ all cultures make distinctions between male and female roles, the particular content of what is assigned to men and women can vary from culture to culture (Wade & Tavis, 1999). For example, in some cultures women may do the marketing or weaving, (2) \_\_\_ men do so in other cultures. Cultures vary in how much emotion men and women are expected to show, whether women in particular are expected to remain sexually chaste before marriage, and how much contact men and women can have on a daily basis. Cultures also vary in the (3) \_\_\_ to which the genders are expected to be different at all. Wade and Tavis (1999) give the example of Tahiti as one of the least gender-differentiated cultures; there are few differential expectations for the behaviors of men and women. Even their language lacks gender pronouns, and most names are used for either males or females.

Although certain aspects of gender roles vary greatly from culture to culture, (4) \_\_\_ aspects are often similar. Williams and Best and their colleagues (Williams & Best, 1990; Williams et al., 1999) have studied (5) \_\_\_ attributes about gender-related personality traits in 25 countries from all over the world. They have found a remarkable degree of consistency in the traits assigned to males and females in these 25 countries. For example, in these various countries, males were consistently seen as active, adventurous, aggressive, independent, strong, logical, and unemotional. Women, on the other hand, were consistently seen as affectionate, emotional, fearful, submissive, talkative, timid, weak, and whiny.

There is also cross-cultural similarity among the genders in aspects of production tasks. In many societies men are more likely to hunt large animals, do metalworking, and do lumbering, whereas women are more often found carrying water, cooking, laundering, and gathering vegetables (Eagly et al., 2000; Wood & Eagly, 2002). These differences seem to (6) \_\_\_, in part, from women's reproductive roles and men's greater physical (7) \_\_\_. Of course, one of the most consistent differences between males and females cross-culturally is that women participate in more childcare (Geary, 2000; Kenrick & Luce, 2000).

There are also cross-cultural similarities in gender roles related to dating and mating, with men (8) \_\_\_ younger women, less powerful partners, and more partners than women (Buss, 2000; Kenrick & Luce, 2000); and in interpersonal violence in that men engage in more violence against other males than females do against other females, and partner violence is typically related to males' attempts to control their female partners (Smuts, 1995; Wilson & Daly, 1996).

(9) \_\_\_ childhood, there is a great deal of cross-cultural consistency in rough and tumble play, with boys doing more, and in the phenomenon of gender segregation in which children play predominantly with children of their own sex (Best & Williams, 1997; Geary & Bjorklund, 2000). In these groups, boys are more concerned with dominance and social status, whereas girls are more intimate and communal. In addition, across many cultures, but not (10) \_\_\_, boys are also more aggressive than girls, and girls are more likely to care for younger children (Best, 2001; Edwards, 2000; Munroe, Hulefeld, Rodgers, Tomeo, & Yamazaki, 2000).

Owen Blakemore, J.E., Bernebaum, S.A. and. Liben, L.S. (2009). *Gender Development*. Psychology Press. Taylor and Francis.

- |      |                          |                          |                         |                         |
|------|--------------------------|--------------------------|-------------------------|-------------------------|
| (1)  | a) Despite               | b) Although              | c) Even                 | d) However              |
| (2)  | a) whereas               | b) except                | c) because              | d) In spite             |
| (3)  | a) extension             | b) extend                | c) expand               | d) extent               |
| (4)  | a) another               | b) other                 | c) others               | d) the other            |
| (5)  | a) universities students | b) university's students | c) university students' | d) university student's |
| (6)  | a) raise                 | b) arise                 | c) rise up              | d) climb                |
| (7)  | a) strentgh              | b) strenhgt              | c) strenght             | d) strength             |
| (8)  | a) chosing               | b) chosed                | c) choosing             | d) choice               |
| (9)  | a) By                    | b) In                    | c) At                   | d) With                 |
| (10) | a) each                  | b) total                 | c) every                | d) all                  |

PART 2:

Scan the text and identify the paragraph where you can find the following examples. Underline the information and summarise the information you find in a brief note.

- (1) A society where gender-role differences are relatively limited.

*EXAMPLE: paragraph 1 – Tahiti = few differences in expected behaviour men vs women*

- (2) Gender-related characteristics found to be similar across societies.

- (3) The effects of physical differences on gender roles.

- (4) How boys and girls play differently in same-sex groups.

**PART 1:**

Read the following text, and for each of the blank spaces (1 - 10) choose the correct option (a, b, c or d) from below.

**CIRCLE** your answer (a, b, c or d).

Gender-role socialization varies depending on one's cultural background. Differences in roles between men and women are exaggerated in some cultures and diminished in **(1)** \_\_\_\_.

Traditionally, Asian American families are patriarchal, with status and power determined **(2)** \_\_\_\_ age, generation, and gender (Balgopal, 2008, p.156; Lu, 2008). Huang and Yin (1998) describe the values associated **(3)** \_\_\_\_ a Chinese heritage:

Gender and birth positions were...associated with certain duties and privileges. Sons were more highly valued than daughters; family lineage was passed through the male, while females were absorbed **(4)** \_\_\_\_ the families of their husbands. The first-born son, the most valued child, received preferential treatment as well as more familial responsibilities. The prescriptive roles for daughters were less rewarding; females often did not come into positions of authority or respect until they assumed the role of mother-in-law. (p.38)

A son's primary responsibility is to be a "good son" throughout life, including caring **(5)** \_\_\_\_ aging parents (Balgopal, 2008, p.156; Lu, 2008). This does not apply to daughters. Although gender roles are changing somewhat for Mexican Americans, as they are for Americans in general, traditional Mexican American families adhere to strict separation of gender roles; men are to be heads of the household and women should submit themselves to their husbands, devoting their attention to caring **(6)** \_\_\_\_ the family (Longres & Aisenberg, 2008; McCammon & Knox, 2007). Ramirez (1998) describes the gender-role socialization of many Mexican Americans:

Differences in sex-role socialization are clearly evident in this culture and become especially prominent at adolescence. The adolescent female is likely to remain much closer **(7)** \_\_\_\_ the home than the male and to be protected and guarded in her contacts with others beyond the family, so as to preserve her femininity and innocence. The adolescent male, following the model of his father, is given much more freedom to **(8)** \_\_\_\_ as he chooses and is encouraged to gain worldly knowledge outside the home in preparation for the time when he will assume the role of husband and father. (p.220)

African Americans, on the other hand, are often taught to assume more egalitarian roles (Moore, 2008). Hines and Boyd-Franklin describe the gender roles characterizing many African American women: "African American women **(9)** \_\_\_\_ are often more actively religious than their mates, tend to be regarded as 'all sacrificing' and the 'strength of the family'. Their identity often is tied to their role as mothers ... Historically, they have worked outside the home, sometimes as the sole wage earners, particularly in times of **(10)** \_\_\_\_ unemployment" (p.69).

*Zastrow, C. and Kirst-Ashman, K.K. (2010). Understanding Human Behavior and the Social Environment (8th edn.). Belmont, CA: Brooks/Cole, Cengage Learning.*

- |             |                |              |                |             |
|-------------|----------------|--------------|----------------|-------------|
| <b>(1)</b>  | a) the others  | b) another   | c) other       | d) others   |
| <b>(2)</b>  | a) with        | b) on        | c) by          | d) at       |
| <b>(3)</b>  | a) with        | b) to        | c) at          | d) for      |
| <b>(4)</b>  | a) at          | b) in        | c) into        | d) from     |
| <b>(5)</b>  | a) of          | b) about     | c) for         | d) on       |
| <b>(6)</b>  | a) of          | b) about     | c) for         | d) on       |
| <b>(7)</b>  | a) by          | b) to        | c) at          | d) near     |
| <b>(8)</b>  | a) come and go | b) come back | c) go and come | d) go there |
| <b>(9)</b>  | a) who         | b) , who     | c) which       | d) , that   |
| <b>(10)</b> | a) big         | b) high      | c) large       | d) hard     |

**PART 2:**

Scan the text and identify the paragraph where you can find the following examples.

Underline the information and summarise the information you find in a brief note.

- (1)** A society where men take responsibility for their ageing parents.
- (2)** A society where traditionally a woman becomes part of the husband's family when she marries.
- (3)** A society where female teenagers' contacts with people outside the family are carefully controlled.
- (4)** A society where gender roles traditionally are clearly differentiated.
- (5)** A society where wives have a more important role than husbands in holding the family together.
- (6)** A society where women traditionally have gone out to work.

## WEEK 2 PREPOSITIONS

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Complete the following sentences (1 - 25) by filling in the blank spaces with the proper preposition. You may use ONLY ONE word for each blank space.

- (1) She never participates \_\_\_\_\_ any of our discussions, does she?
- (2) An experienced detective was assigned \_\_\_\_\_ the case.
- (3) Your parents are only doing this because they care \_\_\_\_\_ you.
- (4) They were engaged \_\_\_\_\_ conversation.
- (5) Experts believe that the large number of cancer cases in the area are directly related \_\_\_\_\_ the new nuclear power station.
- (6) Her job is something concerned \_\_\_\_\_ computers.
- (7) The expenses you claim can vary enormously, depending \_\_\_\_\_ travel distances involved.
- (8) The number of staff we can take on will be determined \_\_\_\_\_ how much money we're allowed to spend.
- (9) \_\_\_\_\_ many cases, the clothes people wear identify them as belonging to a particular social class.
- (10) Most people associate this brand \_\_\_\_\_ good quality.
- (11) Our countryside is increasingly being absorbed \_\_\_\_\_ large cities.
- (12) Children learn \_\_\_\_\_ observing adults.
- (13) Oral history enables us to take account \_\_\_\_\_ those many aspects of history that are not recorded in documents.
- (14) We all respond \_\_\_\_\_ our own unique ways.
- (15) You will be informed of the details \_\_\_\_\_ the appropriate time.
- (16) Who's going to take care \_\_\_\_\_ me in my old age?
- (17) We usually look \_\_\_\_\_ the neighbours' cat while they're away.
- (18) An allowance for travel expenses was built \_\_\_\_\_ the budget.
- (19) Dominique's teacher says that she interacts well \_\_\_\_\_ the other children.
- (20) During my illness I was taught \_\_\_\_\_ a series of home tutors.
- (21) There has been widespread public debate \_\_\_\_\_ the introduction of genetically modified food.
- (22) Oil spills are having a devastating effect \_\_\_\_\_ coral reefs in the ocean.
- (23) The research showed beyond doubt that smoking contributes \_\_\_\_\_ heart disease.
- (24) The car accident was attributed \_\_\_\_\_ faulty brakes.
- (25) The children are being cared \_\_\_\_\_ by a relative.

A noun clause is a type of clause that functions like a noun or noun phrase. A noun clause begins with a *wh*-word (*what, why, where, when, how*). For example:

- The particular content of **what is assigned to men and women** can vary from culture to culture.
- There is no clear way of knowing **what the percentage of nature and nurture mix is**.

### Practice 1:

Complete the following sentence pairs (1a & b – 4a & b) using *why, where, when* or *how*. Use the same word in each pair.

- 1a Researchers have only recently discovered \_\_\_\_\_ the birds spend the winter.  
1b It is impossible to predict \_\_\_\_\_ meteorites will hit the Earth.
- 2a In this section we will consider \_\_\_\_\_ language is used in different ways for different purposes.  
2b Smith (2011) provides an interesting example of \_\_\_\_\_ wikis can be used to help younger children improve their reading ability.
- 3a It is not clear \_\_\_\_\_ the two studies gave such different results.  
3b Their theory does not explain \_\_\_\_\_ boys read less than girls of the same age.
- 4a Subjects were asked \_\_\_\_\_ they first noticed symptoms.  
4b We do not know exactly \_\_\_\_\_ the temple was constructed, but it was certainly more than a thousand years ago.

### Practice 2:

Match the beginnings (1 - 6) to the endings (a - f) of the following sentences. Replace the words in **bold** with *what, why, where, when* or *how*.

- 1) Fischer's principle is an explanation of...  
2) A marketing organization needs to understand...  
3) In planning medical care, it is important to be able to predict...  
4) Pragmatics is a branch of linguistics *which studies*...  
5) Landscape history is the study of...  
6) Recent observations will help cosmologists settle the question of...

- \_\_\_ a) \_\_\_\_\_ ...~~the places that~~ disease outbreaks may occur.  
\_\_\_ b) \_\_\_\_\_ ...~~the reason~~ the sex ratio of most species is approximately 1:1.  
\_\_\_ c) \_\_\_\_\_ ...~~the ways in which~~ people have changed the physical appearance of the environment.  
\_\_\_ d) \_\_\_\_\_ ...~~the time at which~~ the universe was formed.  
\_\_\_ e) \_\_\_\_\_ ...~~the ways in which~~ context contributes to meaning.  
\_\_\_ f) \_\_\_\_\_ ...~~the kinds of~~ benefits that its customers are seeking.

A **clause** is a group of words, consisting of a subject and a finite form of a verb:

In the sentence "I can't cook very well but I make quite good pancakes", both "I can't cook very well" and "I make good pancakes" are **main/independent clauses** (= they are of equal importance and could each exist as a separate sentence).

In the sentence "I'll get you some stamps if I go to town", "if I go to town" is a **subordinate/dependent clause** (= it is not as important as the main part of the sentence and could not exist as a separate sentence).

A **noun clause** is a group of words which does the work of a noun.

EXAMPLE(S): "That she has won the prize surprised me."

Here the noun clause **'that she has won the prize'** acts as the **subject of the verb** surprised.

"I believe that I will pass the test."

Here the noun clause **'that I will pass the test'** is the **object of the verb** believe.

Noun clauses are usually introduced by the connecting word **that**. The question words **why, what, where, when, how** etc., can also be used to introduce noun clauses. **If** is also sometimes used.

### PRACTICE 1:

Identify the noun clauses in the following sentences.

- (1) I wondered what he was doing there.
- (2) He replied that he would come.
- (3) She asked if I could help her.
- (4) That honesty is the best policy is a well-known fact.
- (5) I expected that I would win first prize.
- (6) Do you know why he is late?
- (7) I don't know what he wants.
- (8) Pay careful attention to what I am going to say.
- (9) That she should forget me so quickly hurts me.
- (10) That you should behave like this is strange.

### PRACTICE 2:

Fill in the blank spaces in the sentences below with ONE of the following words:

THAT / WHAT / WHATEVER / WHERE / WHY

- (1) I cannot understand \_\_\_\_\_ she is angry with me.
- (2) They said \_\_\_\_\_ they would accept the offer.
- (3) I think \_\_\_\_\_ I will win.
- (4) He told me \_\_\_\_\_ he would come.
- (5) \_\_\_\_\_ you should cheat me hurts me.
- (6) You can eat \_\_\_\_\_ you want.
- (7) Can you guess \_\_\_\_\_ I want?
- (8) I feel certain \_\_\_\_\_ she will come.
- (9) I do not know \_\_\_\_\_ she wants.
- (10) No one knows \_\_\_\_\_ he is.

Please notice that there are NO COMMAS (,) in the sentences above.