#### 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 ACCOMMONDATION's rising steadily.				
(2) ANATOMICAL	On which part of her ANATOMY is she tattooed?				
(3) DISTINGUISHED	It's not the beauty so much as the range of his voice that <u>DISTINGUISHED</u> him from other tenors.				
(4) DISTRACT	TV can be a welcome DISTRACTION after a hard day's work.				
(5) ECHOED	He shouted into the mouth of the cave and waited for the <u>ECHO</u> .				
(6) EMERGED	Sales personnel have become more efficient in matching buyers and sellers and rapidly identifying <a href="EMERGING">EMERGING</a> business opportunities.				
(7) FARED	How did you FARE in your exams?				
(8) HEATED	Shall I HEAT up some soup for lunch?				
(9) INTELLECTUAL	I can't believe that someone of her INTELLECT can read such trashy novels!				
(10) NOMINATED	These are the NOMINEES for the outstanding achievement award this year.				
(11) PRESENCE	The document was signed in the PRESENCE of two witnesses.				
(12) PROVE	I have a suspicion that he's having an affair, though I don't have any concrete PROOF.				
(13) SHRIVELED	Profits are SHRIVELING as the recession gets worse.				
(14) TAUGHT	I enjoy TEACHING , but it can be extremely exhausting.				
(15) TWISTED	She gave the cap another <u>TWIST</u> to make sure it was tight.				

## **READING (Grammar & Vocabulary Practice)**

[TEXT 1] Gender Development

PART 1:

Read the following text, and for each of the blank spaces (1 - 12) 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 & Tavris, 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 Tavris (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 (6) \_\_\_\_, 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 (7) \_\_\_\_\_, in part, from women's reproductive roles and men's greater physical (8) \_\_\_\_\_. 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 (9) \_\_\_\_\_ 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 (10) \_\_\_\_\_ female partners (Smuts, 1995; Wilson & Daly, 1996).

(11) \_\_\_\_ 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 (12) \_\_\_\_, 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) Despire	b) Almough	c) Even	a) However
(2)	a) wher <mark>e</mark> as	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) side	b) way	c) h <mark>a</mark> nd	d) point
(7)	a) raise	b) arise	c) rise up	d) climb
(8)	a) strentgh	b) strenhgt	c) strenght	d) strength
(9)	a) chosing	b) chosed	c) choosing	d) choice
(10)	a) <mark>their</mark>	b) his	c) they	d) him
(11)	a) By	b) <mark>In</mark>	c) At	d) With
(12)	a) each	b) total	c) every	d) <mark>all</mark>

#### PART 2:

Scan the text and identify the paragraph where you can find the following examples. <u>Underline</u> 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 sam-sex groups.

[Page 2]

# [TEXT 2] Cross-Cultural Perspectives on Gender-Role Development PART 1:

[Page 3]

Read the following text, and for each of the blank spaces (1 - 12) 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 (5) \_\_\_\_ 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 (6) \_\_\_\_ 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 (7) \_\_\_\_ 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 (8) \_\_\_\_\_ 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 (9) \_\_\_\_ 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 (10) \_\_\_\_ 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 (11) \_\_\_\_ their role as mothers ... Historically, they have worked outside the home, sometimes as the sole wage earners, particularly in times of (12) \_\_\_\_ 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.

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

#### PART 2:

Scan the text and identify the paragraph where you can find the following examples. <u>Underline</u> 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.

ocabulary building: Academic Collocations
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[Page 4

The following words from TEXTS 1 & 2 are used to refer to similarity and difference. Academic English often indicates whether these similarities differences are big or small. Complete the expressions below (1 - 6) using the following words. Use each word ONLY ONCE.

DIFFI	ERENCE	/	DIFFERENT	/	DISTINC	TION	/	SIMILAR	/	SIMILARITY	/	VARY	
(1) complete quite radically somewho	DIFFE	EREI	NT (from)	(2)	/ARY	enor grea cons slight	ıtly sider	,	(	<ol> <li>substantial major considerabl small</li> </ol>	_	FERENCE (ir	ነ)
(4) striking a strong close weak	S <u>IMILAI</u>	RITY	(to)	_	clear ear-cut	DIS	TING	<u>CT</u> ION	(	<ul><li>6) remarkably very broadly somewhat</li></ul>	_	SIMILAR (to	o) 

## **VERB/ADJECTIVE + PREPOSITION COMBINATIONS**

Some verbs and adjectives that are common in academic writing are frequently followed by a particular preposition. Complete the following extracts from TEXTS 1 & 2 using a suitable preposition – then check your answers in the TEXTS.

(1)one of the most consistent differences between males and females cross-culturally is that women participate <a href="IN">IN</a> more childcare
(2)the particular content of what is <b>assigned</b> TO men and women can vary from culture to culture.
(3)men <b>engage</b> IN more violence against other males than females do against other females
(4) There are also cross-cultural similarities in gender roles <b>related</b> TO dating and mating
(5) In these groups, boys are more <b>concerned</b> WITH dominance and social status
(6)girls are more likely to care FOR younger children*
(7) Gender-role socialization varies <b>depending ON</b> one's cultural background.
(8) Traditional Asian American families are patriarchal, with status and power <b>determined</b> BY age, generation, and gender
(9) Gender and birth positions were <b>associated</b> WITH certain duties and privileges.
(10)family lineage was passed through the male, while females were <b>absorbed</b> NTO the families of their husbands.

# \* CARE

Fill in the blank spaces in the followng sentences (1 - 12) with either ABOUT, FOR or OF

- (1) His secretary always took care OF the details.
- (2) Caring FOR a sick relative is a task that brings both pleasure and pain.
- (3) Don't you care <u>ABOU</u>This country's future?
- (4) Take good care OF that girl of yours, Patrick she's very special.
- (5) The dictionary defines aftercare as "the care OF people after they have left a hospital or prison".
- (6) She had to give up her job to care <u>FOR</u> her elderly mother.
- (7) All the travel arrangements have been taken care OF.
- (8) She's never cared very much ABOUTher appearance.
- (9) I just want to make enough money to take care OF my family.
- (10) The children were all clean and well cared FOR .
- (11) He was criticized for his delay in taking care OF the matter.
- (12) He only cares **ABOUT** himself.

## BY & UNTIL describe a time limit.

"BY" means "no later than" or "at the point in time when."

EXAMPLES: I need an answer **by** next Tuesday. (= no later than)

We should have your car repaired by 4 o'clock this afternoon. (= no later than)

By the time you read this letter, I'll already be on my way to California. (= at the point in time when)

"UNTIL" expresses how long an activity has continued or will continue.

EXAMPLES: They'll keep talking **until** you tell them to be quiet.

Seth lived at home with his parents **until** he was 25.

Use "UNTIL" with "HAVE" or "GIVE" to express a deadline:

EXAMPLES: You <u>have</u> **until** midnight on April 14 to file your taxes.

I'm <u>giving</u> you **until** tomorrow morning to turn in your homework.

Use "BY" with "NEED" or "HAVE TO" to express a deadline:

EXAMPLES: You <u>need</u> to file your taxes **by** midnight on April 14.

You have to turn in your homework by tomorrow morning.

## NOTE: "Till" or "Til" are INFORMAL forms of "until." → ...and are NOT generally ACCEPTABLE in Academing Writing

<b>PRACTICE:</b> Fill in the blank spaces in the following sentences (1 - 16) with either <b>BY</b> or <b>UNTIL</b> .
(1) Please let us know BY next Wednesday if you're planning on coming to the wedding.
(2) You have <u>UNTIL</u> 3 o'clock to finish the exam.
(3) The store closes at 6 p.m., so if you want to get your shopping done you'd better get there $\frac{BY}{}$ 5:45
(4) You need more time to finish your essay? Okay, I'll give you UNTIL tomorrow, 5 p.m.
(5) We stayed at the beach <u>UNTIL</u> sunset.
(6) I will be home <u>UNTIL</u> 5:00 PM. Then I'm going out.
(7) I will be home BY 5:00. Come over any time after that.
(8) The application must be in <u>BY</u> the 31st to be accepted.
(9) The photographs will be on exhibition <u>UNTIL</u> the end of the month.
(10) The film didn't end UNTIL eleven o'clock.
(11) The movie will be finished BY 9 pm.
(12) There's a room free in Bob's house next week but you can stay with us UNTIL then.
(13) His work was so stressful that BY the end of the day he was worn out.
(14) I was up UNTIL three o'clock trying to get it finished!
(15) We'll leave on Tuesday always assuming the car's repaired BY then.
(16) BY the time we finished dinner last night, it was too late to go to the movies.

## **English or Czenglish?**

# By / Until

I have to have it finished until the end of the week.

Mnozí čeští mluvčí přesně nevědí, jaký je rozdíl mezi by a until.

Many Czech speakers do not know the precise difference between by and until.

*Until* použijeme, když hovoříme o probíhajícím ději nebo současném stavu, který bude pokračovat do jistého okamžiku v budoucnosti.

Use until when talking about an ongoing event or current state that will continue 'until'at a certain point in the future.

I'm staying in Prague until Saturday.

By se objevuje ve větách vypovídajících o činnosti, která skončí, nebo o události, která proběhne v určitém okamžiku v budoucnosti nebo v období před tímto okamžikem.

By appears in sentences which speak about an activity that will end or an event that will take place at some point in the future or in the period before that point.

I have to have it finished by the end of the week.

V kladné větě lze v dané situaci použit jen jednu z obou eventualit, kdežto v záporné větě je možné použít obě – ovšem s podstatným významovým rozdílem.

In a positive sentence, only one of the two eventualities can be used in a given situation, whereas in a negative sentence it is possible to use both/either - but with a significant difference in meaning.

The translation won't be ready until the end of the month. (Ten překlad bude hotov až koncem měsíce.) The translation won't be ready by the end of the month. (Ten překlad nebude hotov do konce měsíce.)

The nature versus nurture debate is about whether human behaviour is determined by the environment, either prenatal or during a person's life, or by a person's genes. Nature is what we think of as pre-wiring and is influenced by genetic inheritance and other biological factors. Nurture is generally taken as the influence of external factors after conception e.g. the product of exposure, experience and learning on an individual.

Read the following extracts (1-9) and for each of the blank spaces (1 - 24) choose the correct word (a, b, c

Then	decide which	answer (a, b, on of the extraction)  and of the extraction or neither?	•	ture' and whic	h of them support 'nurture'? Or, do any of
reseai in thei of the	dren learn to b rch suggests th ir lives (Bandurc se dimensions.	at children are a & Huston, 196 This leads to the to imitate their	most likely to imi I; Bandura, Ross e obvious predic mothers.	tate people wh , & Ross, 1963; <i>N</i> tion that boys a	mitating the behaviour of others. Considerable o are powerful, nurturing, and who control rewards lischel & Grusec, 1966). Parents fit the bill (2) all re particularly likely to imitate their fathers and girls (2nd edn.) Mahwah, N.J.: Lawrence Erlbaum Associates.
(1)	a) in	b) on	c) with	d) by	
(2)	a) in	b) <mark>on</mark>	c) at	d) by	
consti	raints. The lingu	ist Noam Chom s them to learn	sky proposed th to talk seeming!	at all children a y effortlessly.	ts. These are usually described as inborn biases or re born (6) a Language Acquisition Device  Childhood Studies: An Introduction. Oxford: Blackwell.
(3)	a) for	b) by	c) in	d) at	
(4) (5)	a) of	b) by	c) on	d) to	
(5) (6)	a) to a) <mark>with</mark>	b) with b) to	c) on c) into	d) <mark>in</mark> d) by	
hered 1987]. be sej	ouble <b>(7)</b> lity and experie In fact, nature	ence. The deba and nurture are liam Verplanck	te wrongly implice inextricably int [1955] put it long	es that the answerwoven <b>(8)</b> g ago, "learned	artificial division between the contributions of ver must be one or the other [Kuo, 1967; Midgley, a kind of Gordian knot. The two strands cannot behaviour is innate, and vice versa" [see also edn.). Belmont, CA: Wadsworth Cengage Learning.
(7) (8)	a) for a) to	b) <mark>with</mark> b) at	c) on c) on	d) to d) <mark>in</mark>	
appa of the mech arises fertilize appro	behaviours, est rent influence of organism. This anism and that from inherited ation. On the oppriate manner	of the environm means that the t the conditions characteristics ther hand, som as a result of its	ent or the exper behaviour is set in which the org - that is, the beh e behaviour is e s experience in t	ience of the org t in train (10) ganism is growin naviour is innate nvironmentally o the environment	rly stages of an individual's life, develop without any ganism – the behaviour develops due to the nature the appropriate time by some internal g are not influential. This implies that the behaviour and is already built (11) the organism at determined – that is, the organism behaves in an in which it lives. Such behaviours are said to be due racting (12) its parents and sibs others in the

Dockery, M. and Reiss, M. (1999). Behaviour. Cambridge: Cambridge University Press

(9)	a) on	b) to	c) with	d) for
(10)	a) <mark>at</mark>	b) by	c) on	d) to
(11)	a) into	b) in	c) with	d) on
(12)	a) with	b) on	c) to	d) at

group, with predatory animals, with the food available in the environment, and so on.

Frederica ed	· <b>r</b> .			[Page 7]			
of envi Sloveni	ould dispute that ronment. No one ian-speaking env	e is born <b>(13)</b> vironment, or bei	_ the ability to sp ng taught Slover would seem to b	c inheritance, or that the ability to speak Slovenian is a product beak Slovenian. The ability is acquired either by growing up in a nian (14) someone else who speaks it. On the other hand, be the product of genetic inheritance.  1) Human Growth and Development. London: Sage.			
(13) (14)	a) by a) <mark>by</mark>	b) to b) with	c) <mark>with</mark> c) on	d) into d) from			
Extract 6:  Richard Herrnstein and Charles Murray's The Bell Curve: Intelligence and Class Structure in American Life has revived the ongoing debate (15) the appropriateness and usefulness of IQ as an explanatory variable in models predicting behaviour. The work's main thesis is that an individual's intelligence – no less than 40% and no more than 80% of which is inherited genetically from his or her parents – has more effect than socioeconomic background (16) future life experiences, including criminal actions.  Manolakes, L.A. (1997). Cognative Ability, Environmental Factors, and Crime: Predicting Frequent Criminal Activity. In B. Devlin, S.E. Fienberg, & K. Roedler (Eds.). Intelligence, Genes, and Success: Scientists respond to the Bell Curve. New York: Springer.							
(15) (16)	a) for a) <mark>on</mark>	•	c) to c) for	d) <mark>over</mark> d) at			
reality describ	simplistic to redu a whole range o ped as nature, so	f different factor me as nurture, so	s contributes <b>(18</b> ome of which co nd environmento	e people what they are to 'nature' and 'nurture'. (17) ) making us what we are, some of which could be ould be assigned to either category. (19) many cases, a late factors is at work.  ). Human Growth and Development. London: Sage			
(17) (18) (19)	a) With a) <mark>to</mark> a) <mark>In</mark>	b) On b) on b) On	c) In c) with c) To	d) For d) for d) By			
people when t	ler the question, e of Africa, violen he population d their behavic	nce against their ensity <b>(20)</b> our, their per cap Chance, P.	fellows was almosthese people wo ita murder rate r (2009). Learning a	Wilson (1978) reports that among the !Kung San, an aboriginal ost unknown. But Wilson points out that several decades earlier, as greater and when there was less governmental control ivalled that of America's most dangerous cities.  Ind Behaviour (6th edn.). Belmont, CA: Wadsworth Cengage Learning.			
(20) (21)	a) between a) <mark>over</mark>	b) throughout b) to	c) with c) on	d) among d) with			
(1999), percer	gh there is no cle a Johns Hopkins nt variation in ten	-educated neur nperament and	oscientist and bion personality traits	the percentage of nature and nurture mix is, Debra Nicholl omedical communications professional, reports a 40- to 60-that can be attributed (23) genetic factors. She maintains beginning at birth "in the form of individual variation in			

responsiveness, intensity, ability to adapt to change, reactions to novelty – traits that collectively define the characteristic approach to the world known as temperament and that are demonstrably sensitive (24) \_\_\_\_\_ genetic influence" (p. 45).

> Given, B.K. (2002). Teaching to the brain's natural learning systems. Alexander, VA: Association for Supervision and Curriculum Development, USA.

(22)	a) for	b) to	c) of	d) by
(23)	a) to	b) by	c) on	d) at
(24)	a) on	b) to	c) for	d) with

Wh- noun clauses [Page 8]

A noun clause is a type of clause that functions like a noun or noun phrase. A noun clause begins with a whword (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.

<b>D</b> 11	-
Practica	
Practice	

•	plete the following sentence pairs (1a $\&$ b – 4a $\&$ b) using why, where, when or how. Use the same word the pair.								
1a 1b	Researchers have only recently discovered the birds spend the winter.  It is impossible to predict meteorites will hit the Earth.								
2a 2b	In this section we will consider language is used in different ways for different purposes.  Smith (2011) provides an interesting example of wikis can be used to help younger children improve their reading ability.								
3a 3b	It is not clear the two studies gave such different results.  Their theory does not explain boys read less than girls of the same age.								
4a 4b	Subjects were asked they first noticed symptoms.  We do not know exactly the temple was constructed, but it was certainly more than a thousand years ago.								
	ce 2: In the beginnings (1 - 6) to the endings (a - f) of the following sentences. Replace the words in <b>bold</b> with why, where, when or how.								
1) Fisc	her's principle is an explanation of								
2) A m	narketing organization needs to understand								
3) In p	planning medical care, it is important to be able to predict								
4) Pra	gmatics is a branch of linguistics which studies								
5) Lan	adscape history is the study of								
6) Rec	cent observations will help cosmologists settle the question of								
	a) <del>the places that</del> disease outbreaks may occur.								
	b) <b>the reason</b> the sex ratio of most species is approximately 1:1.								
	c) <b>the ways in which</b> people have changed the physical appearance of the environment.								
	d)the time at which the universe was formed.								
	e) <del>the ways in which</del> context contributes to meaning.								

f) \_\_\_\_\_ ...**the kinds of** benefits that its customers are seeking.

MORE ON NOUN CLAUSES [Page 9]

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 space	s in the	sen	itences b	pelov	w with ONE o	f the	following	wor	ds:
	THAT	/	WHAT	/	WHATEVER	/	WHERE	/	WHY
(1) I cannot understar	nd		she	is ar	ngry with me.				
<b>(2)</b> They said	the	y w	ould ac	cept	the offer.				
(3) I think	_I will w	in.							
4) He told me he would come.									
(5) you si	hould c	hec	ıt me hui	ts m	e.				
(6) You can eat		you	want.						
(7) Can you guess		I	want?						
(8) I feel certain		she	will com	ne.					
(9) I do not know		_ sh	e wants.						
(10) No one knows		ł	ne is.						