

[TEXT 1] Gender Development

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 & 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 (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) 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) side | b) way | c) hand | 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) their | b) his | c) they | d) him |
| (11) | a) By | b) In | c) At | d) With |
| (12) | a) each | b) total | c) every | d) all |

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 |

Vocabulary building: Academic Collocations

[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.

DIFFERENCE / DIFFERENT / DISTINCTION / SIMILAR / SIMILARITY / VARY

- | | | |
|---|--|--|
| (1) completely
quite _____ (from)
radically
somewhat | (2) _____
enormously
greatly
considerably
slightly | (3) substantial
major _____ (in)
considerable
small |
| (4) striking
a strong _____ (to)
close
weak | (5) sharp
a clear _____
clear-cut
fine | (6) remarkably
very _____ (to)
broadly
somewhat |

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

* CARE

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

- (1) His secretary always took care _____ the details.
- (2) Caring _____ a sick relative is a task that brings both pleasure and pain.
- (3) Don't you care _____ this country's future?
- (4) Take good care _____ that girl of yours, Patrick - she's very special.
- (5) The dictionary defines aftercare as "the care _____ people after they have left a hospital or prison".
- (6) She had to give up her job to care _____ her elderly mother.
- (7) All the travel arrangements have been taken care _____.
- (8) She's never cared very much _____ her appearance.
- (9) I just want to make enough money to take care _____ my family.
- (10) The children were all clean and well cared _____.
- (11) He was criticized for his delay in taking care _____ the matter.
- (12) He only cares _____ 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 have **until** midnight on April 14 to file your taxes.
 I'm giving you **until** tomorrow morning to turn in your homework.

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

EXAMPLES: You need 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 Academic Writing

PRACTICE: Fill in the blank spaces in the following sentences (1 - 16) with either **BY** or **UNTIL**.

- (1) Please let us know _____ next Wednesday if you're planning on coming to the wedding.
- (2) You have _____ 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 _____ 5:45.
- (4) You need more time to finish your essay? Okay, I'll give you _____ tomorrow, 5 p.m.
- (5) We stayed at the beach _____ sunset.
- (6) I will be home _____ 5:00 PM. Then I'm going out.
- (7) I will be home _____ 5:00. Come over any time after that.
- (8) The application must be in _____ the 31st to be accepted.
- (9) The photographs will be on exhibition _____ the end of the month.
- (10) The film didn't end _____ eleven o'clock.
- (11) The movie will be finished _____ 9 pm.
- (12) There's a room free in Bob's house next week but you can stay with us _____ then.
- (13) His work was so stressful that _____ the end of the day he was worn out.
- (14) I was up _____ three o'clock trying to get it finished!
- (15) We'll leave on Tuesday -- always assuming the car's repaired _____ then.
- (16) _____ 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 použít 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.)

SOURCE: Sparling, Don. (1989). Státní pedagogické nakladatelství, Praha. English or Czenglish?: Jak se vyhnout čechismům v angličtině.

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

Then decide which of the extracts support 'nature' and which of them support 'nurture'? Or, do any of them support both...or neither?

Extract 1:

...children learn to behave as boys or girls **(1)** _____ observing and imitating the behaviour of others. Considerable research suggests that children are most likely to imitate people who are powerful, nurturing, and who control rewards in their lives (Bandura & Huston, 1961; Bandura, Ross, & Ross, 1963; Mischel & Grusec, 1966). Parents fit the bill **(2)** _____ all of these dimensions. This leads to the obvious prediction that boys are particularly likely to imitate their fathers and girls are particularly likely to imitate their mothers.

Lippa, R.A. (2005). Gender, Nature and Nurture. (2nd edn.) Mahwah, N.J.: Lawrence Erlbaum Associates.

- | | | | | |
|------------|-------|-------|---------|-------|
| (1) | a) in | b) on | c) with | d) by |
| (2) | a) in | b) on | c) at | d) by |

Extract 2:

The concept here is that each baby is programmed **(3)** _____ some way to take greater account **(4)** _____ certain kinds of information, or respond **(5)** _____ particular ways to certain objects. These are usually described as inborn biases or constraints. The linguist Noam Chomsky proposed that all children are born **(6)** _____ a Language Acquisition Device (LAD), which enables them to learn to talk seemingly effortlessly.

Leather, N. (2004). Attachment. In Wyse, D. (Ed.) Childhood Studies: An Introduction. Oxford: Blackwell.

- | | | | | |
|------------|---------|---------|---------|-------|
| (3) | a) for | b) by | c) in | d) at |
| (4) | a) of | b) by | c) on | d) to |
| (5) | a) to | b) with | c) on | d) in |
| (6) | a) with | b) to | c) into | d) by |

Extract 3:

The trouble **(7)** _____ the nature-nurture debate is that it creates an artificial division between the contributions of heredity and experience. The debate wrongly implies that the answer must be one or the other [Kuo, 1967; Midgley, 1987]. In fact, nature and nurture are inextricably interwoven **(8)** _____ a kind of Gordian knot. The two strands cannot be separated. As William Verplanck [1955] put it long ago, "learned behaviour is innate, and vice versa" [see also Schneider, 2003].

Chance, P. (2009). Learning and Behaviour (6th edn.). Belmont, CA: Wadsworth Cengage Learning.

- | | | | | |
|------------|--------|---------|-------|-------|
| (7) | a) for | b) with | c) on | d) to |
| (8) | a) to | b) at | c) on | d) in |

Extract 4:

Some behaviours, especially those associated **(9)** _____ the very early stages of an individual's life, develop without any apparent influence of the environment or the experience of the organism – the behaviour develops due to the nature of the organism. This means that the behaviour is set in train **(10)** _____ the appropriate time by some internal mechanism and that the conditions in which the organism is growing are not influential. This implies that the behaviour arises from inherited characteristics – that is, the behaviour is innate and is already built **(11)** _____ the organism at fertilization. On the other hand, some behaviour is environmentally determined – that is, the organism behaves in an appropriate manner as a result of its experience in the environment in which it lives. Such behaviours are said to be due to nurture. An organism's experience might be gained through interacting **(12)** _____ its parents and sibs, others in the group, with predatory animals, with the food available in the environment, and so on.

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

- | | | | | |
|-------------|---------|-------|---------|--------|
| (9) | a) on | b) to | c) with | d) for |
| (10) | a) at | b) by | c) on | d) to |
| (11) | a) into | b) in | c) with | d) on |
| (12) | a) with | b) on | c) to | d) at |

Extract 5:

Few would dispute that hair colour is the result of genetic inheritance, or that the ability to speak Slovenian is a product of environment. No one is born **(13)** _____ the ability to speak Slovenian. The ability is acquired either by growing up in a Slovenian-speaking environment, or being taught Slovenian **(14)** _____ someone else who speaks it. On the other hand, the ability to acquire language as such would seem to be the product of genetic inheritance.

Beckett, C. (2002). *Human Growth and Development*. London: Sage.

- (13)** a) by b) to c) with d) into
(14) a) by b) with c) on 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). *Cognitive 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)** a) for b) with c) to d) over
(16) a) on b) to c) for d) at

Extract 7:

It's too simplistic to reduce the various factors that make people what they are to 'nature' and 'nurture'. **(17)** _____ reality a whole range of different factors contributes **(18)** _____ making us what we are, some of which could be described as nature, some as nurture, some of which could be assigned to either category. **(19)** _____ many cases, a complex interplay between inherited and environmental factors is at work.

Beckett, C. (2002). *Human Growth and Development*. London: Sage

- (17)** a) With b) On c) In d) For
(18) a) to b) on c) with d) for
(19) a) In b) On c) To d) By

Extract 8:

Consider the question, Are humans naturally aggressive? Wilson (1978) reports that among the !Kung San, an aboriginal people of Africa, violence against their fellows was almost unknown. But Wilson points out that several decades earlier, when the population density **(20)** _____ these people was greater and when there was less governmental control **(21)** _____ their behaviour, their per capita murder rate rivalled that of America's most dangerous cities.

Chance, P. (2009). *Learning and Behaviour* (6th edn.). Belmont, CA: Wadsworth Cengage Learning.

- (20)** a) between b) throughout c) with d) among
(21) a) over b) to c) on d) with

Extract 9:

Although there is no clear way **(22)** _____ knowing what the percentage of nature and nurture mix is, Debra Nicholl (1999), a Johns Hopkins-educated neuroscientist and biomedical communications professional, reports a 40- to 60-percent variation in temperament and personality traits that can be attributed **(23)** _____ genetic factors. She maintains that nature is revealed in personality and learning style 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*. Alexandria, 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

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.*