



evropský
sociální
fond v ČR



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

SMART výuka cizích jazyků na Přírodovědecké fakultě

CZ.1.07/2.2.00/15.0264

VCJ/PGSAJ LISTENING

Name, surname:

Email:

Date:

Section 1 Poverty and education

Listen to Dan and Alice and decide whether the statements below are true or false.
Circle letter T if the statement is true and F if it is false.

1. T / F OECD stands for Organisation for Economic Co-operation and Development.
2. T / F People generally believe that poor family background means poor results at school.
3. T / F *Having the odds stuck against* means that children are used to fight.
4. T / F The phrase *a level playing field* is a situation allowing an equal chance for all participants to be successful.
5. T / F The quiz question is: In which of the three mentioned countries are the poor pupils most successful at school?
6. T / F Professor Yvonne Kelly specializes in how economic factors can influence childhood development.
7. T / F Kelly's research compared the amount of social contact with occurrence of emotional problems.
8. T / F The research also analysed children's cognitive ability skills.
9. T / F None of the findings is related to the probability of social and emotional difficulties.
10. T / F *Being fidgety* means being nervous and make quick movements.
11. T / F *Being clingy* in this context means that children do not want to speak to their parents.
12. T / F The probability that the children from poorest families will be fidgety and restless is seven or eight times higher compared to the children from richer families.
13. T / F *Better-off counterparts* are pupils of the same age with better school results.
14. T / F Finland is the most successful country in terms of poorer children achieving high school results.
15. T / F The conditions for poorer pupils are better in the USA than in the UK.

Section 2 How lectures are organised

1. Susan Fearn says that this BBC programme is about a range of that make listening to lectures easier.
2. Understanding the aim of a lecture helps you decide where to attention as it is not possible to concentrate on everything.
3. Most lectures, according to Simon Williams, follow a certain structure. And the first part – the - is the most important.
4. At the very end of a lecture, the lecturer gives some on how to use the notes for further work (besides other information).
5. Ana from Brazil agrees that the first part of a lecture provides useful that help understand the speaker's standpoint and the structure of the lecture.
6. Simon Williams points out that most lecturers their material in one of three ways.
7. The most common way is a order of presenting a topic.
8. The second type of lecture is when speakers present different aspects of the topic, or present several about it.
9. The third type of organising a lecture is to present a situation, problem, and evaluation.
10. Susan Fearn's question related to the examples of the two lectures is:
"How does the speaker her talk?"
11. The first lecture is about the British system of
12. Simon Williams calls this type of a lecture of ideas.
13. In both lectures, the speaker outlines the structure which helps to identify the speaker's points.
14. Understanding the type of a lecture helps to the content.
15. Besides intonation and stress, speakers also use during the lecture, for example: "Right", "Now, the next thing I want to turn to..."