

Cambridge Academic English

An integrated skills course for EAP

Video Worksheet



Intermediate

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Video Worksheet B1+ Intermediate

These worksheets contain listening comprehension tasks which accompany Dr Patricia Fara's lecture, *Women and the History of Science*. This lecture can be found at www.cambridge.org/elt/lectureB1

Answer sheets, a worksheet on Lecture skills and more lectures can be found at www.cambridge.org/elt/lectures

Preparing for lectures

- 1.1 a** Write down the names of as many male scientists as you can in one minute. Do the same for female scientists. If you are working with a partner, work together on your lists.
- b** Compare the two lists. What conclusions can you draw?



Study tip

A lecturer will assume that you already know certain information and build on this in the lecture. It is helpful to prepare for a lecture by making sure you understand key terms and concepts that your lecturer may use.

- 1.2** You are going to watch the first extract of the lecture, *Women and the History of Science* where Dr Fara explains what her lecture is going to be about. Before you watch, read the sentences (a – h) and match the words in **bold** to a definition (1 – 10) below.

- a** The lecture gives an example of how men were **in opposition** to women joining university. She reads a poem which is **mocking** women who want to study science.
- b** The female physicist, Hertha Ayrton, wrote that the idea of woman and science is completely **irrelevant** and that a woman is either a good scientist or she is not.
- c** In the past, women weren't allowed to study in the same way as men and traditional attitudes were **overthrown** when women first went to Cambridge University.
- d** The lecturer thinks that the men who wrote the poem were in **fear and trepidation**.
- e** Hertha Ayrton was **turned down** from an important position in the Royal Society because she was married.
- f** Hertha Ayrton's story is a good example of **discrimination** against women in the past.
- g** At the end of the introduction the lecturer summarises the **approaches** that she will discuss about how women have been **perceived** by historians of science.
- h** The lecturer agrees that the statement is **ideologically sound**.

- | | |
|---|-------|
| 1 not related or not important | _____ |
| 2 the idea is a good one | _____ |
| 3 treating a person differently | _____ |
| 4 removed or defeated | _____ |
| 5 against an idea | _____ |
| 6 laughing in a cruel way | _____ |
| 7 to be worried about the future | _____ |
| 8 to be refused, rejected | _____ |
| 9 ways of considering an idea | _____ |
| 10 to believe, think about | _____ |

Understanding the lecture topic and key ideas



Study tip

You may already have a system for taking notes but if you would like some help, or would like to see some other examples, look at the advice given on the Lecture skills worksheet found at www.cambridge.org/elt/lectures

Extract 1 (starts at 00:00 and ends at 06:23)

2.1 Watch the first extract of the *Women and the History of Science* lecture, and take notes to help you answer the following questions.

Are these sentences true (T) or false (F)? Watch the extract again if necessary to check your answers.

- 1 The lecturer says that studying history is important because it might help us make the future better.
- 2 Girton College was Cambridge University's first women's only college.
- 3 The poem in *Punch* was an early example of journals and magazines accepting women as being equal to men.
- 4 The lecturer says that the old idea that it was impossible to be both a normal woman and a good scientist has finally been destroyed.
- 5 Women were not allowed to graduate from Cambridge University until 1949.
- 6 The main theme of the lecturer will be a discussion of how women scientists have been viewed by historians of science.

Listening for detail

Extract 2 (starts at 06:23 and ends at 09:17)

3.1 In the next extract Dr Fara explains how women were seen in the late-18th and early-19th century. How are women illustrated in each of the two pictures and what do the symbols mean?

3.2 Science is still a male dominated field. Why do you think this is? If you are working with a partner, discuss this question together.

Extract 3 (starts at 09:17 and ends at 15:45)

3.3 a Watch the extract and take notes to help you remember the main points. Then match the names with the descriptions.

- | | |
|-----------------------|---|
| 1 Mary Wollstonecraft | a student at Newnham College, Cambridge |
| 2 Caroline Herschel | b researcher in London |
| 3 Rosalind Franklin | c writer and philosopher |
| 4 Maurice Wilkins | d astronomer |

b What other information did you note down about the people in 3.3a?

3.4 Rosalind Franklin's contribution to the discovery of DNA was overlooked by the Nobel committee, although her male colleagues received the Nobel prize.

Why do you think so many women have received little or no distinction for their work during their lifetimes?

Extract 4 (starts at 19:14 and ends at 29:43)

- 3.5 a How does Dr Fara define 'Hidden Heroines'?
- b As you continue to listen, make notes about other woman that Dr Fara mentions and their role in the history of science.

Completing notes

Extract 5 (starts at 29:44 and ends at 31:59)

- 4 a The next extract is about women educators. Take notes to help you answer the following questions.

- 1 Who do we see in the picture with Margaret Bryan?
- 2 What did some educated women do before they were allowed to go to university?
- 3 During which period in British history did Michael Faraday live?
- 4 What did Michael Faraday's father do for a living?
- 5 What does the lecturer say is to Faraday's credit?

- b Complete the notes below with no more than three words for each answer.

Margaret Bryan ran a 1 _____ at the end of the 18th century when
2 _____ and physics were subjects for boys. Michael Faraday discovered
electromagnetism and is responsible for all the 3 _____ we have today. His
introduction to science Conversations on Chemistry was 4 _____ Jane Marcet. This
is an excellent example of how influential these women educators were, but we don't hear about them in
conventional 5 _____ .

Summarising the lecture conclusion

Extract 6 (starts at 34:47 and ends at 35:29)

- 5 Take notes from the final extract from the lecture and summarise Dr Fara's conclusion.

Follow up

- 6.1 After the lecture you may be asked to discuss a question in a seminar, present a topic, or write an essay on the lecture topic. Think about answers to the following questions.

- a What could be done to improve the position of women in science? If you are working with a partner, discuss this question together.
- b If you were going to prepare a short talk on one of the following topics, what information do you think you would include?
- 1 One particular female scientist from your own country (contemporary or historic)
 - 2 The role of female scientists in one particular scientific discipline
- c Use the internet to research one of the topics in 6.1b and write a short paragraph with your findings.