## Università degli Studi di Napoli ‘L’Orientale’

## Lingue e Culture Orientali e Africane

## Inglese II – a.a. 2018-2019 – Settembre 2019

Docente: Margherita Dore

## Cognome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nome\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Matricola \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Firma\_\_\_\_\_\_\_\_\_\_\_

**1. DERIVATIONAL MORPHOLOGY
Derive the correct missing word from the given root and insert it. (20 marks)**

**Overpopulation and biodiversity**

A growing scientific consensus is emerging about human population impacts upon our planet:

In November 2017, 15 000 (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**science**) signed a [“warning to (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**human**)”](http://scientistswarning.forestry.oregonstate.edu/sites/sw/files/Warning_article_with_supp_11-13-17.pdf) which identified population as a “primary driver” of

(3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**environment**) destruction. Sir David Attenborough has spoken (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**frequent**) about the issue. In [an interview](https://www.newscientist.com/article/2165330-david-attenborough-its-time-we-humans-came-to-our-senses/) this March he said:  “The

(5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**nature**) world is steadily being (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**impoverish**). The situation is becoming more and more (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**worry**) and still our population continues to increase. It’s time the human population of the world did something about it.” A paper published in [Nature Ecology](http://www.abc.net.au/news/science/2018-03-27/corruption-population-impact-biodiversity-loss/9586556)  this March identified population (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**grow**) and intensive use of resources as the “main drivers” of biodiversity loss. Meanwhile, (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**lead**) from the Global South have repeatedly expressed concerns about the impact of population increase on their economic (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**develop**).

**2. FILL IN THE BLANKS**

**Complete the passage using the right voice and tense of the verb provided in brackets. (20 marks)**

Alex Honnold is an American [rock climber](https://en.wikipedia.org/wiki/Rock_climber) best known for his [free solo](https://en.wikipedia.org/wiki/Free_solo_climbing) ascents of [big walls](https://en.wikipedia.org/wiki/Big_wall_climbing).

Honnold was born in [California](https://en.wikipedia.org/wiki/Sacramento%2C_California).  He **(1)** ……………...…………. (**start**) climbing at the age of five. “I **(2)** ……………………… (**climb**) many times a week by the time I **(3)** …………………. (**be**) ten. “I just loved it”, he says, “ and **(4)** I …………………………..…………….. (**do**) it all the time ever since." In 2017 he **(5)** …………………………. (**ascend**) the 900m vertical cliff-face ‘El Capitan’ with no ropes, even though if he **(6**) ……………………………… (make) a single mistake he **(7)** ………..……………………………. (**fall**) to his death. In 2017, his memoir *Alone on the Wall* **(8)** …………………………………… (**publish**) and he also **(8) ……………………..** (**make**) the first free solo ascent of [El Capitan](https://en.wikipedia.org/wiki/El_Capitan).  This event **(9)** ………………………………. (**film**) for the 2018 biographical documentary [*Free Solo*](https://en.wikipedia.org/wiki/Free_Solo), which **(10)** ……………………… (**win**) a [BAFTA](https://en.wikipedia.org/wiki/BAFTA) and an [Academy Award](https://en.wikipedia.org/wiki/Academy_Awards).

When asked about his future, he said, “I’m **(10)** …………………………………….. (**continue**) going on expeditions as I normally do”

**3. SENTENCE TRANSFORMATION**

**Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between TWO and FIVE words, including the word given. (10 marks)**

1. They are filming the video in Rome. [**filmed**]

The video ................................................................................................... in Rome.

1. Do you share my opinion? [**agree**]

................................................................................................. me?

1. When we were children we often went to the cinema on Saturday afternoon. [**go**]

When we were children we ……………………………………………. to the cinema on Saturday afternoon.

1. There’s no point arguing about it. (**worth**)

It ………………………………………………………………………..……….. about it.

1. My teacher said I should study medicine at university. [**advised**]

My teacher .......................................................................................................... at university.

**Task 4**

**Read the text, then choose the option that you consider correct between A, B, Cand D (10 marks)**

Can you think without language? The answer to this question, and a good many others in linguistics, is “It depends.” Psychologists make a distinction between rational or propositional thought and emotions, which are also, of course, a kind of mental operation. You feel a response to a work of art or a piece of music, and this is clearly a kind of thought without language. But perhaps all kinds of rational thought are not the same either. Psychologists also talk about two kinds of knowledge, declarative knowledge and procedural knowledge. Knowledge of the rules of driving is declarative knowledge while the actual process of driving, a highly automatic process in experienced drivers, is procedural knowledge. That is, you are not likely to be able to explain just exactly when to push in the clutch or when you start braking. Another example that is often given is the thinking that goes on when you visualize the directions to some place you go often. You are not likely to be putting that visualization into words as you construct it. So, in that sense, there can be thinking without language.

If thinking and language can be separated, is one prior to the other? Which happens first, thought or language? Well, we all know people who seem to speak without thinking, but that’s another matter. For many scholars in the middle of the twentieth century, it was taken as a given that language determines the way we speak. The Sapir-Whorf hypothesis, named for anthropologists Edward Sapir and Benjamin Lee Whorf, had two parts. The first was linguistic determination, the idea that a people’s language dictated the way they saw the world. The second was linguistic relativity, the idea that translating ideas from one language to another was extremely difficult and perhaps impossible.

Language helps us make sense of the world. Few would argue that. Those who believed the Sapir-Whorf hypothesis went further and said that members of a culture can see the world in no way other than their language allows. This became known as the strong version of the Sapir-Whorf hypothesis or the linguistic relativity hypothesis: Language determines thought. People think a certain way and can think only that way because of their language.

Where do we stand on linguistic relativity, then? Most people seem to accept what is called the weak version of the Sapir-Whorf hypothesis: Language and culture influence each other. This is really not very satisfactory in terms of a theory, but the idea seems to pervade most people’s beliefs. Most people agree that there is an interaction between language and culture that language influences, but does not determine. Culture is also reflected in the language. In Japan, the terms *uchi* (inside) and *soto* (outside) are very important for understanding Japanese culture. Everyone knows what is inside and what is outside to them. They speak of their *haha* (my/our mother) but of someone else’s *o-ka-san* (someone else’s mother). The word for mother changes depending on whose mother it is, and that change has to do with the concept of inside/outside, which is culturally determined.

**1. Psychologists think that…**

**a.** propositional thought and emotions are related

**b.** mental operations include rational thought and emotions.

**c.** not all people think and feel the same.
**d.** answering questions regarding language and thought is not possible.

**2. Declarative knowledge is…**

**a**. a single function of many procedural activities.
**b.** something that cannot be acquired.

**c.** pertains only to driving and its rules.
**d.** knowing how to do something based on its rules.

**3. Thinking without language is…**

**a.** visualising something but not using words to conceptualise it.
**b.** a process of mental representation that happens only when you drive.

**c.** an activity that all human beings can carry out when they are children.
**d.** something that is wired into your mind.

**4. According to the Sapir-Whorf Hypothesis…**

**a.** All individuals speak in a distinctive way.
**b.** People’s way of shaping reality depends on their language.

**c.** Translating concepts from one language into another is impossible but there are exceptions.
**d.** Conceptualising a language is a matter of personal disposition.

**5. In Japanese there are different words to describe the concept of ‘mother’.**

**a.** Yet you can also use ‘inside’ or ‘outside’ to express this concept.
**b.** But *haha* and *o-ka-san* can be used interchangeably.

**c.** This seems to validate the weak version of the Sapir-Whorf Hypothesis.
**d.** Consequently, we need to revise the Sapir-Whorf Hypothesis.

**5. SUMMARY**

**Summarize the Reading Comprehension Text in your own words. Your account should be 100-120 words. (40 marks)**



