PROGETTO **cLAC** CONOSCERSI NEL MONDO

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REPUBBLICA ITALIANA

UNIVERSITÀ
DELLA CALABRIA

ESAME FINALE DI LIVELLO

COGNOME _____ **NOME** _____ **GRUPPO C1**_____

Word formationa

Read the text below. Use the word given in brackets to form a word that fits in each gap. Write your answers in the right-hand column.

Recently I decided to take up *(photograph)*   …....1......... as a hobby.   1. _____

I like taking snaps, but I am not very *(skill)* ………2…… .   2. _____

My snaps are either a complete *(fail)* ……3…… for   3. _____

technical reasons, or are just not very *(imagine)*………4……. .   4. _____

First I decided that to be *(success)* ………5…… , I would have to   5. _____

buy new equipment. Just then I had an *(expect)* ……6… piece of good   6. _____

luck. A friend who works in a camera shop said she

could sell me a *(value)* ……7……….camera. A customer had   7. _____

left it at the shop to be repaired, but there had been

a *(understand)* ……8……. , and it was actually for sale.   8. _____

I thought this was a rather *(belief)* ………9…… explanation   9. _____

and so I asked her some more questions. She said

she had had a *(agree)* ……10……with the customer and he   10. _____

had thrown the camera at her because she disliked his photos!

Language in contexta

Read the following text and select the answer (a, b, c, or d) which completes each sentence. Write your answers in the right hand-column.

From the _____1_____ of everyday life families are taken for _____2_____ as part of the social landscape. After all, most of us have direct experience of family relationships and have spent at least part of our lives living with those we _____3_____ as 'family'. Yet 'the family' is also the focus of a great deal of public concern and political _____4_____, frequently represented as a cherished endangered institution, threatened by changes in the moral climate, high rates of divorce and single parenthood. Here, as elsewhere, sociology fosters a _____5_____ of scepticism about commonsense views of the world and offers fresh insights into public issues. Sometimes the questions sociologists raise are disquieting, for they invite us to look critically at valued personal relationships; to consider for example, _____6_____ of power and inequality within the families. We might ask whether the popular image of a 'normal family' corresponds with empirical reality: indeed the concept of 'the family' itself is now being _____7_____ into question, and there is an increasing tendency to talk of households or families rather than 'the family' in the singular.

Some of the difficulties presented by the concept of 'the family' are obvious once we reflect on the multiple meanings which the term has in our everyday language. When someone says that they _____8_____ 'all the family' to sit down together to the main meal of the day, they usually mean those family members who live together. When they say that 'the whole family' attended a wedding or funeral, usually this implies a wider group of relatives - uncles, aunts, cousins and so on. When we say that a _____9_____ possession has been 'in the family' for generations we are speaking of the family through time, _____10_____ relationships back to our forebears. When a couple talk of 'starting a family' they usually mean having children, implying that a couple on their own are not a family, but with children they become one. We also recognize different types of families such as lone parent or lesbian and gay families - but the two parent, heterosexual family remains the dominant, normative ideal.

Jackson, S. Families, Households and Domestic life. In Taylor, S (ed) Sociology: issues and debates. 1999 Macmillan press Ltd, page 159

1	a) standpoint	b) view	c) order	d) advantage	1._____
2	a) set	b) granted	c) consideration	d) now	2._____
3	a) amount	b) figure	c) count	d) quantity	3._____
4	a) question	b) argue	c) climate	d) debate	4._____
5	a) degree	b) point	c) question	d) part	5._____
6	a) fonts	b) sources	c) springs	d) beginning	6._____
7	a) asked	b) demanded	c) called	d) queried	7._____
8	a) have	b) wish	c) would	d) like	8._____
9	a) worthy	b) pricy	c) worthless	d) treasured	9._____
10	a) backing	b) copying	c) tracing	d) calling	10._____

Text Cohesiona

The following headings have been taken from current newspaper articles. Complete each sentence with a phrase from the box below. Write the letter that corresponds to the ending in the right-hand column.

COLUMN A

1. Every so often, the educational supplements of British broadsheets devote an entire issue   1._____

2. Most recently, the German ambassador lambasted the British for only speaking English,   2._____

3. Foreign languages are phenomenally unpopular in secondary schools because   3._____

4. British people loath to study other languages also because they are bought up to believe that the whole world speaks English,   4._____

5. Young people increasingly see the investment in learning a language to be difficult and pointless, despite   5._____

6. Due to the constant export of English culture and language to other countries there is a prevailing feeling amongst many Brits that there is no need   6._____

7. One recent proposal to encourage Brits to get interested in learning foreign languages, was to make language learning easier, lowering standards unrealistically to the point   7._____

8. The British must overcome their reluctance to learn foreign languages, otherwise,   8._____

9. The lack of proficiency shown by Brits in Modern Foreign Languages is a hindrance to   9._____

10. British companies are starting to understand that they are losing business by not   10._____

COLUMN B

A. of swotting up the sort of expressions you're likely to find in a foreign language phrase book for tourists.

B. having foreign language capacity, and in a global economy they are looking to recruit graduates with foreign languages.

C. therefore struggling to communicate in another language is a frustrating experience, which if not necessary, is best avoided.

D. they will become more insular and culturally impoverished in the global economy.

E. a rebuke echoed by his French and Spanish counterparts.

F. the fact that an international employment market is clearly developing.

G. of their poor teaching and the late introduction of the subject.

H. to learn a foreign language, as somebody somewhere will speak English and so translate for them.

I. to the danger that the British face of falling behind in Europe because so few schoolkids take up the study of foreign languages.

J. business, which to some extent is detrimental to the United Kingdom's economy.

Text flowa

The correct use of discourse markers is very important in academic writing. Complete the following text by using some of the words in the box to create a coherent and cohesive text. Write your choice in the right-hand column.

How are we able to judge whether a sentence sounds okay? Linguist Noam Chomsky argues that we can make these judgments _____1_____ we possess an abstract   1._____
system of unconscious knowledge about our language. How do we come by this knowledge of language; how do we learn our native language? He argues that something specifically about human language must be innate, _____2_____, available to us by virtue of being human,   2. _____
specified somehow in our genetic makeup.
Chomsky is not saying that humans are born with English or Vietnamese or any other language
'hardwired-in'. These innate properties must be properties available to all human languages.
_____3_____ one theory, these properties are composed of principles and parameters—   3. _____
what is called 'universal grammar'— principles being universal to all human languages,
with cross-language variation accounted for by parameters each of which can be set in any of a
small number of ways, like a light switch that can be turned on or off. Learning a language,
in this view, means setting parameter values; setting the switches in a particular way.
_____4_____, how do Chomsky's theories of knowledge of language and how we come   4. _____
to know it relate to the study of human nature? As one might guess, he rejects the view of the
human mind as a blank slate at birth, filled in by experience. Rather, Chomsky
suggests that components of the mind, including language _____5_____ other systems   5. _____
of knowledge, are largely innately determined. Experience (of one's culture, language, etc.) does not fill
a blank slate, but interacts with innate properties to form 'competence' in these different systems
of knowledge. All these components interact with each other, or are linked in unknown ways to
form the object of vast complexity that is the human mind.
Chomsky's theory of language and mind has been influential on scholars in many
different fields, for _____6_____, cognitive psychology, philosophy, some branches of   6. _____
mathematics. _____7_____ in the U.S. where his theories have perhaps been the most   7. _____
influential, there are, _____8_____, many competing models of language and the mind.   8. _____
_____9_____ some who object to Chomsky's arguments seem to misunderstand   9. _____
his theories, naturally many have genuine disagreements with some of his assumptions.
But most, perhaps, would recognize some of his general contributions to the
modern study of the mind. Chomsky has shown that the study of the mind cannot limit
itself strictly to the examination of behavior. The concept of an unconscious 'knowledge state'
is not unscientific, as some other modern theorists of mind have assumed. _____10_____,   10. _____
such concepts are essential in order to account for the complexity and creativity exhibited by the
normal human mind— a mind that each of us possesses.

Adapted from *Noam Chomsky on Language* (Stark, 1998)

according to	after	as far as	because	by contrast
by the end	however	instance	instead	on account of
even	and	that is	therefore	while

Text completiona

Complete the text below by thinking of an appropriate word for each of the blank spaces. Write your answers in the blank spaces.

Recently, a historian **1.**_____ that "the Southern Question was not born with the political unification of Italy; it had its roots in the history of Mezzogiorno" (De Rosa 1993: v). But this is an unusual **2.** _____.

For most **3.**_____ today, the "Question," understood as a global representation of the Mezzogiorno's people and heritage, was born after 1860, in the wake of the Risorgimento. The arguments are mainly about **4.**_____ there was in the process of unification that caused the "Question" to crystallize as a discourse. Some scholars, following the well-known thesis of Emilio Sereni (1974), **5.**_____ that, by broadening the market, unification simply exposed what was already there - namely the structural "backwardness" of the southern economy. Others, in the Gramscian tradition, see unification **6.**_____ its aftermath as having provided an opportunity for southern agrarian conservative interests to strike a mutually advantageous alliance **7.**_____ Northern industrialists; this so-called "historical block" in turn caused the economic dualism that condemned the South to the role of a permanent periphery. Yet others, influenced **8.**_____ the dependency school, interpret unification as straightforward colonization. In one, economically oriented, version of this scenario, Northern colonizers forcibly destroyed the existing industries of the South in order **9.**_____ turn the Mezzogiorno into an outlet for northern commodities and a source of cheap and compliant labor. In the second, more political **10.**_____, the emphasis is placed on the "conquest of the South," the conqueror overthrowing, manu militari, a legitimate southern dynasty and pillaging the territory that was defeated.

Petrusewicz, M. *'Before the Southern Question: "Native" Ideas on Backwardness and Remedies in the Kingdom of Two Sicilies', 1815-1849* in *Italy's "southern question": Orientalism in one country*. Schneider, J. (Editor) 1998 Berg; Oxford, p.27.

Note takinga
Read the following text and complete the notes below (1-10).

Consumer behaviour: the psychology of marketing

'Consumer behaviour' is the behaviour that consumers display in seeking, purchasing, using, evaluating and disposing of products and services that they expect will satisfy their personal needs. The study of consumer behaviour is the study of how individuals make decisions to spend their available resources (money, time and effort) on products and services. Consumer behaviour includes both mental decisions and the physical actions that result from those decisions. Although some social scientists limit their understanding of 'behaviour' to observable actions, it is apparent that the reasons and decisions behind the actions involved in human (and consumer) behaviour are as important to investigate as the actions themselves.

People engage in activities for many purposes other than consumption but, when acting as a customer, individuals have just one goal in mind – to obtain goods and services that meet their needs and wants. All consumers face varying problems associated with acquiring products to sustain life and provide for some comforts. Because solutions to these problems are vital to the existence of most people, and the economic well-being of all, they are usually not taken lightly. The process is complex, as choices must be made regarding what, why, how, when, where and how often to buy an item.

Take, for instance, the product bottled water – a multimillion-dollar industry. A study of consumption behaviour in this area would investigate what kinds of consumers buy bottled water, and why, when and where they buy it. The study might find that, among some consumers, the growing use of bottled water is tied to concerns with fitness; and, among others, with the quality of tap water. It might find that domestic brands have a totally different image from imported brands, and that the reasons and occasions for usage vary among consumers. By contrast, a more durable product such as a document scanner would have a very different target market. What kinds of consumers buy, or would buy, a scanner for home use? What features do they look for? How much are they willing to pay? How many will wait for prices to come down? The answers to these questions can be found through consumer research, and would provide scanner manufacturers with important input for product design modification and marketing strategy.

The word 'consumer' is often used to describe two different kinds of consuming entities; the personal consumer and the organisational consumer. The personal consumer buys goods and services for his or her own use (e.g. shaving cream), for the use of the whole household (television set), for another member of the household (a shirt or electronic game) or as a gift for a friend (a book). In all these contexts, the goods are bought for final use by individuals who are referred to as 'end-users' or 'ultimate consumers'.

The second category of consumer includes profit and non-profit businesses, public sector agencies (local and national) and institutions (schools, churches, prisons), all of which buy products, equipment and services in order to run their organisations. Manufacturing companies must buy the raw materials and other components to manufacture and sell their products; service companies must buy the equipment necessary to render the services they sell; government agencies buy the office products needed to operate agencies; institutions must buy the materials they need to maintain themselves and their populations.

The person who purchases a product is not always the sole user of the product. Nor is the purchaser necessarily the person who makes the decision or pays for the product. Thus the marketplace activities of individuals entail three functions, or roles, as part of the processes involved in consumer behaviour. The three functions are the consumer, the person who consumes or uses the product or service; the purchaser, the person who undertakes the activities to obtain the product or service; and the payer, the person who provides the money or other object of value to obtain the product or service. Marketers must decide whom to direct their marketing efforts toward. For some products or services, they must identify the person who is most likely to influence the decision. Some marketers believe that the buyer of the products is the best prospect, others believe it is the user of the product, while still others play it safe by directing their promotional efforts to both buyers and users. For example, some toy manufacturers advertise their products on children's television shows to reach the users, others advertise in magazines to reach the buyers, and others run dual campaigns designed to reach both children and their parents.

In addition to studying how consumers use the products they buy, consumer researchers are also interested in how individuals dispose of their once-new purchases when they are finished with them. The answer to this question is important to marketers, as they must match production to the frequency with which consumers buy replacements. It is also important to society as a whole, as solid waste disposal has become a major environmental problem that marketers must address in their development of products and packaging. Recycling is no longer a sufficient response to the problem. Many manufacturers have begun to remanufacture old components to install in new products, because remanufacturing is often cheaper, easier and more efficient than recycling.
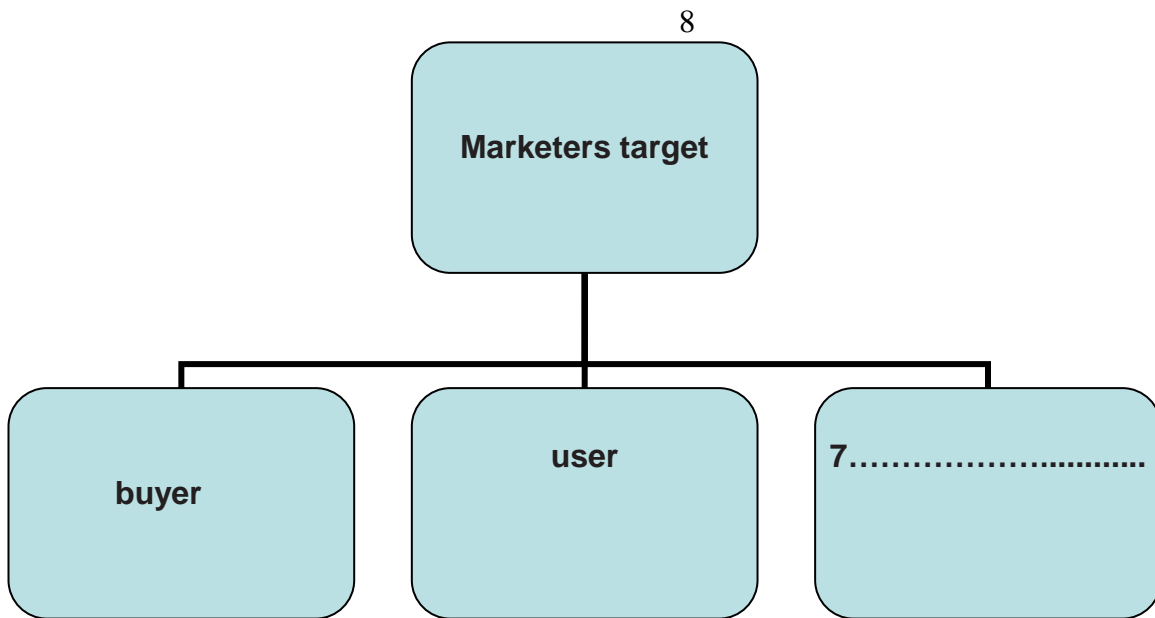
Complete the notes below.

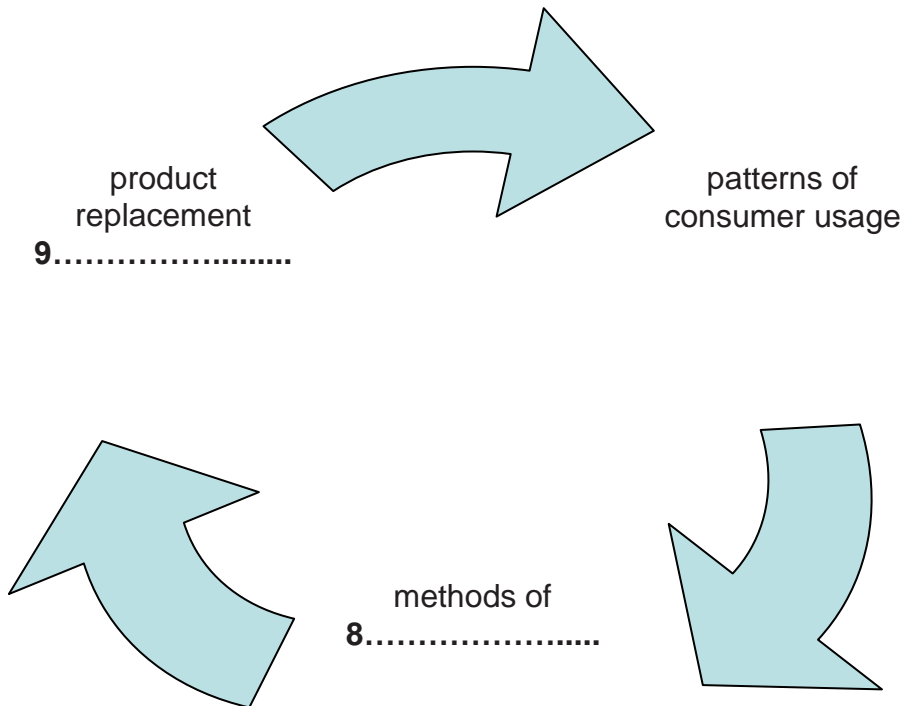*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Market research

- Market research carried out on non-durable products like **1……….………….………….** aims to find out who buys these goods and why.

- Researchers look at what motivates buyers, such as issues of personal **2………..………….………….……….** or environmental factors.

- They may discover that **3……………….……….……….** are viewed differently from a local product.

- Research on durable, manufactured goods is likely to focus more on **4……………….……….……….**, and the results may help suggest appropriate changes to the **5……………….……….……….** of the product, as well as showing how best to market it.

Marketplace activities involve:
• consumer
• **6…………………….……….**
• payer

8

Marketers target

buyer

user

7………………...........

Researchers study:

product
replacement
9……………..........

patterns of
consumer usage

methods of
8………………......

Remanufacture is replacing **10…………….……….** .

Reading comprehensiona

Read the following text and choose the answer (**a**, **b**, **c** or **d**) that best completes each question (1-10). Write the answer in the right-hand column.

Environmentalism is a global social movement that demonstrates a concern to protect nature or the biosphere. In this section we examine its various claims and goals and ask how valid these are. We also explore the sometimes contradictory moments of protest in which the environmental or green movement is engaged, considering the reason why its actions have become increasingly transnational. We begin however, with a brief discussion concerning our complex relationship with nature and the role this has played in creating environmental problems.

Until recently the viability of nature, or the biosphere, was not especially at risk from humans. However, our relentless scramble to increase wealth is damaging the very forces that ultimately make material progress and indeed life itself possible. It is hardly surprising therefore that what the green movement seeks to protect the environment from is ourselves "from the harmful effects of human activities" (Milton 1996:27). Both human agency and structural forces inter-relate in complex ways in the impact society has on the environment.

Sociology tends to view nature both as an objective reality governed by its own physical laws and therefore external to us-although increasingly affected by our actions -and at the same time as an entity subject to the social construction imposed by human actors. In terms of the first view it is widely accepted that the health of the biosphere is a precondition for the survival of all life. If, by contrast, we think nature is socially constructed it seems that our actions and feelings with respect to nature are very difficult to make sense of separately from the ways we choose to conceptualise it. Similarly, we tend to imbue nature with different meanings over time and depending upon their interests in varying situations.

Accordingly, nature and its meanings are frequently contested and manipulated. For example, one study of a public enquiry into a planning dispute showed how green groups, opposed to the development of a new landfill site for municipal waste disposal, employed a definition of nature that emphasised its untouched, wilderness qualities and the need to preserve this. The commercial developers, in contrast, argued that the countryside had already been altered by generations of human activity. They were simply proposing to extend this process of "managing" the land in a caring way (MacNaughten 1993).

How have the deeply rooted conceptualisations of nature present in different kinds of society altered over time and how have these changes shaped the ways we treat nature? Merchant (1990) has identified two crucial historical periods with respect to our attitudes towards nature:

Pre-industrial societies. Most pre-industrial societies imagined nature as active, alive and nurturing, akin to a caring mother. She permitted humans to enjoy her bounty but also demanded respect demonstrated through religious ceremonies and sacrifices. Until around 1600, Europeans shared an organic view of the universe where the human and nonhuman, inanimate and living were all seen as part of the same seamless structure created by God. Similarly, they accepted the idea of ethical restrictions on the exploitation of nature that should be respected. Despite Christianity's insistence on the worship of one transcendental God, most people continued to believe that numerous spirits resided in hills, woods and other wild places -a survival from a pre-Christian era.

Nature and Modernity. Then, the Western view of nature underwent a massive transformation. Scientists, particularly Isaac Newton, saw nature as inert, passive, accessible to human understanding and therefore capable of serving human needs. Meanwhile, other changes such as the spread of Protestantism and the rise of a more commercialised, individualistic ethos in social and economic relations reinforced the view of nature as something that should be privately owned and could be controlled and managed for profitable and productive purposes. Nature became tamed. This reconceptualisation of nature also became entwined with the prevailing ways of thinking about women and gender relations. Both women and nature were considered to be passive, primitive, emotional forces requiring manipulation and control by the rational, 'higher' masculine forces embodied in science, industry and notions of human progress. Eventually, capitalist modernity - partly a product of this altered perspective - enabled more and more societies to conquer nature and to make human life virtually independent of it.

The contrast between this new Western concept of nature that upheld by people from other cultures was vividly and prophetically portrayed by Chief Seattle of the Sugumish Indians in North America (his name survives in the name of the city). He made the following comment on land grabbing by white settlers in 1855:

We know that the white man does not understand our ways. He is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his friend but his enemy, and when he has conquered it he moves on. He kidnaps the earth from his children. His appetite will devour the earth and leave behind a desert. If all

the beasts were gone, we would die from a great loneliness of the spirit, and whatever happens to the beasts, happens also to us. All things are connected. Whatever befalls the earth befalls the children of the earth.
Cohen, R and Kennedy, P. (2000)

1. What is one aim of this extended writing?   1._____
a) To demonstrate that the aims of environmentalism are all good.
b) To understand the transnational meaning of nature.
c) To show that man has been the cause of problems in the world in which we live.
d) To enact a short discussion between men and nature to see why the problem is complex.

2. What processes have people been involved in to harm the environment?   2._____
a) They have made the biospheres more viable
b) They have tried to become rich.
c) They force material progress for life.
d) They scramble over the hills and the areas of natural beauty.

3. Why was Milton cited?   3._____
a) To explain what mankind is doing.
b) To show human and structural forces are complex.
c) To show the surprising effects of the green movement.
d) To understand how harmful effects affect him.

4. A socially constructed view of nature means ...   4._____
a) our actions and feelings construct nature.
b) we must understand how we construct nature to understand our notions regarding it.
c) that the contrast helps our survival.
d) we try to make sense of that nature by constructing things in nature.

5. How did the commercial developers differ from the green group over the landfill?   5._____
a) They disputed more over it.
b) They saw it as an area that was not as nature had made it.
c) They wanted to alter its untouched wilderness.
d) They were both proposing basically the same ideas.

6. How does the section on pre-industrial societies help us understand historical environmentalism?   6._____
a) Because they had very caring mothers who helped nature.
b) The people's perception of nature decided their behaviour towards the environment.
c) The religious ceremonies helped the definition of a monotheistic environmental God.
d) The natural spirits lived in nature and helped Christianity form.

7. What point does the comparison between women and nature make in the text?   7._____
a) It helps us understand how Protestantism aided nature.
b) It shows how these two were seen as inferior to men, at that time.
c) It proves that women were naturally passive and primitive.
d) It shows that men are necessary to manipulate women.

8. What does Chief Seattle say?
a) That white men kidnap children and are similar to beasts.   8._____
b) The Indians respect the earth and do not want to die like beasts.
c) That white men are the enemy and that their behaviour will destroy the beast's spirit.
d) That everything in nature is interlinked.

9. Overall what does the text describe?   9._____
a) The sociology of nature.
b) The difference between pre-industrial and modern societies.
c) The way that environments affect us all in different ways.
d) The need to understand different ways of viewing nature and our relations with it.

10. What is this text an extract from?   10._____
a) A newspaper article about nature.
b) A chapter of a book about sociology.
c) A scientific paper about environmentalism.
d) An essay about man's relationship with nature.

Writing

Write about the following topic:

As computers are being used more and more in education, there will be soon no role for teachers in the classroom.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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