

LÍNGUA INGLESA

Israel and the Palestinian territories are among the most climate vulnerable places on the planet. Whereas worldwide temperatures have increased by an average of 1.1 °C (1.9 °F) since pre-industrial times, in Israel and the surrounding areas, average temperatures have risen by 1.5 °C (2.7 °F) between 1950 and 2017, with a forecasted increase of 4 °C (7.2 °F) by the end of the century. Meanwhile, rising sea levels — projected by Israel’s Environment Ministry to be as high as a meter by 2050, according to a new investigative report by *Haaretz* newspaper — threaten to obliterate Israel’s famed beaches, damage its desalination plants and undermine the sewage and drainage systems of many coastal cities. In the densely populated Gaza strip, where 2.1 million Palestinians are crammed into 365 square km (141 sq. mi.), sea level rise means a loss of precious real estate as well as saltwater intrusion into an already overtaxed aquifer.

In an arid region already threatened by desertification and declining precipitation, one would think that the looming climate catastrophe would catalyze a powerful climate movement. Instead, the whole thing is largely an afterthought. In Israel and the Palestinian territories the threat is both existential and more acute. In this contested land, climate action is hamstrung by zero-sum battles over territorial, political and historic rights, even as a warming climate exacerbates those tensions.

Aryn Baker. *The Israeli-Palestinian conflict is also a looming climate disaster*. *Time*, January 2023 (adapted).

Based on the preceding text, judge the following items.

- 1 The *Haaretz* newspaper has projected that sea levels in the region of Israel will be one meter high by 2050.
- 2 Temperatures in Israel and region have risen 1.5 °C more than in the rest of the world in the same period of time.
- 3 In the first paragraph, the information between parentheses indicate the equivalent values in Fahrenheit degrees, for temperature, and in square miles, for length, which are usually adopted in the United States of America.
- 4 The expression “desalination plants” (third sentence of the first paragraph) refers to aquatic vegetation that is able to take salt out of seawater.
- 5 In the excerpt “where 2.1 million Palestinians are crammed into 365 square km”, the use of the verb “crammed” emphasizes how very densely populated the Gaza Strip is.
- 6 In the second paragraph, the pronoun “one” in “one would think” could be, without harming the grammar of the sentence, replaced by **you** or by **people**.
- 7 The word “Whereas” (second sentence of the first paragraph) can be correctly replaced, without changing the meaning of the text, by **While**.
- 8 When the author states “the whole thing is largely an afterthought” (second sentence of the last paragraph), it can be correctly inferred that environmental concerns are not being considered as important as “battles over territorial, political and historic rights” in Israel and the Palestinian territories.

Gender inequality coupled with the climate crisis is one of the greatest challenges of our time. It poses threats to ways of life, livelihoods, health, safety and security for women and girls around the world.

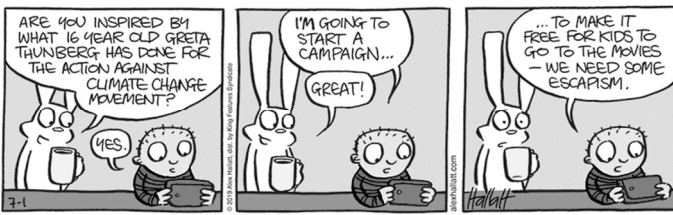
It is important to acknowledge that the climate crisis is not “gender neutral”. Across the world, women depend more on, yet have less access to, natural resources. In many regions, women bear a disproportionate responsibility for securing food, water, and fuel. Agriculture is the most important employment sector for women in low- and lower-middle income countries. During periods of drought and erratic rainfall, women, as agricultural workers and primary procurers, work harder to secure income and resources for their families. This puts added pressure on girls, who often have to leave school to help their mothers manage the increased burden.

Climate change is a “threat multiplier”, meaning it escalates social, political and economic tensions in fragile and conflict-affected settings. As climate change drives conflict across the world, women and girls face increased vulnerabilities to all forms of gender-based violence, including conflict-related sexual violence, human trafficking, child marriage, and other forms of violence.

UNWomen. *Explainer: How gender inequality and climate change are interconnected*. *Explainer* (adapted).

According to the previous text, judge the items below.

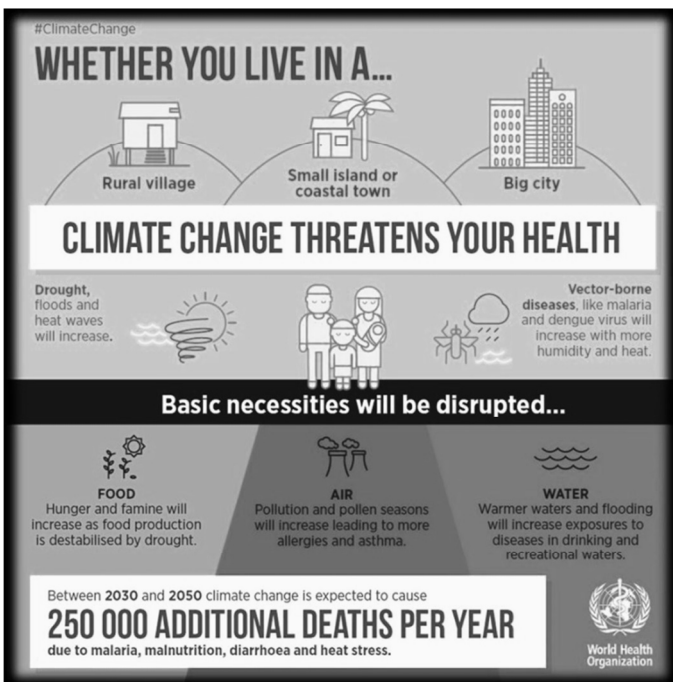
- 9 The passage “periods of drought and erratic rainfall” (fourth sentence of the second paragraph) means **periods when there is no rain and periods when there is too much rain**.
- 10 Climate change can both worsen existing conflicts between nations and peoples as well as cause new ones.
- 11 Even though climate change increases risks for women around the world, women in poorer countries are faced with more severe scenarios.
- 12 The text states that the combination of gender inequality and climate change is the most serious problem humans face in current time.
- 13 In the second sentence of the first paragraph, the word “livelihoods” refers to means of support or sources of money people need to survive.
- 14 The sentence “Across the world (...) resources” (second sentence of the second paragraph) can be correctly rewritten as **In the whole world, women are more dependent on natural resources, even though they have less access to**.
- 15 The expression “the increased burden”, which closes the second paragraph, refers to women’s difficulties and responsibilities that increase because of the climate crisis in agricultural countries.



Internet: <<https://www.alexhallatt.com>>

Regarding the preceding comic strip and the conversation between the rabbit and the kid, judge the following items.

- 16 The rabbit is representing an adult who is scared by the action against climate change movement.
- 17 The expression “16 year old Greta Thunberg”, in the first box, could have been correctly written as **16-year-old Greta Thunberg**.
- 18 In the first box, the words in “action against climate change” work together as a way to define the “movement” to which the rabbit is referring.
- 19 The comic strip shows that, for the kid, going to the movies is a way of thinking about something other than climate change.
- 20 The kid’s answer indicates that he is not aware of who Greta Thunberg is, nor of what she has done.
- 21 It can be inferred from the use of the structure “I’m going to start” (second box) that the kid had already considered the idea of starting a campaign and has decided to go for it.
- 22 The passage “to make it free for kids to go to the movies” (third box) can be correctly rewritten as **to make kids free to go to the cinema**.



World Health Organization. Basic Necessities Disrupted. Internet: <www.who.int>

Judge the items from 23 through 26 based on the preceding infographic.

- 23 According to the infographic, the entire population will suffer the effects of the climate change irrespective of where people live.

- 24 One of the main goals of the text is to draw attention to the relationship between vector-borne diseases and the lack of clean water.
- 25 The modal verb “will” is used in most sentences of the infographic because the World Health Organization is showing the reader some projections about the future of the world regarding climate change.
- 26 With the infographic, the World Health Organization wants to inform that two hundred and fifty thousand people will die by 2050.

Literature, Environment, Activism – Module description

The **Literature, Environment, Activism** module explores the creative and quietly subversive political performances of environmental writing-as-advocacy, within a predominantly North American context. This module explores how nature and environmental writing can be politicised in defence of local, state, and federal land protections — whether by writers themselves, or by conservationists, activists, policymakers, and others. We will study the intersections of page and place through a selection of nonfiction environmental texts from the mid-nineteenth century onwards that have informed and moulded on-the-ground land conservation practices, or contributed to environmental regulation and legislation. We will also look at how fiction — such as climate fiction, speculative fiction, and graphic novels — has emerged as another platform for commentary on the environmental condition. This module offers geographical approaches and tools to help students explore the contributions of environmental writing to conservation campaigns, and its place in wider environmental activism and protest narratives. We will ask questions of ‘literature,’ ‘environment,’ and ‘activism,’ and the intersections between them.

Internet: <geography.exeter.ac.uk> (adapted).

According to the previous text, judge the items from 27 through 29 and concerning the item 30 choose the correct option.

- 27 At the beginning of the text, the expression “quietly subversive” means that the authors associated to environmental writing establish their point of view on environmental topics in a discreet and subtle way.
- 28 The text informs the reader about a course offered to students interested in writing their own literary works on nature.
- 29 The module focuses on American authors who wrote fiction during the 19th century.
- 30 The passage “We will ask questions of ‘literature,’ ‘environment,’ and ‘activism,’ and the intersections between them”, at the end of the text, means that students will
 - A be submitted to an oral exam.
 - B study and discuss topics in these areas.
 - C prepare a questionnaire on these topics.
 - D interrogate each other about these topics.