

Laboratorio di Lingua Inglese IV (2 CFU)

Corso di Laurea Magistrale a Ciclo Unico in Scienze della Formazione Primaria

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Precisazioni al programma d'esame

L'esame consta in una prova scritta che comprende una *reading comprehension*, una serie di esercizi grammaticali (*Use of English*) e un *writing* (raccontare una breve storia in almeno 120 parole). Il livello linguistico corrisponde a un B2.1 del Quadro di Riferimento Europeo.

Gli studenti e le studentesse devono prepararsi su *New Inside Grammar* di Micheal Vince e Grazia Cerulli (Macmillan, ultima edizione) e su *Ready for FCE Coursebook* di Roy Norris (Macmillan, ultima edizione).

Le conoscenze linguistiche acquisite durante i primi tre anni sono da considerare parte integrante della competenza linguistica da possedere per il superamento dell'esame del IV anno. Si consiglia lo svolgimento di tutti gli esercizi, anche quelli sommativi, inerenti alle unità in programma. Il giudizio è espresso secondo la formula "idoneo/non idoneo" ovvero "superato/non superato". Per superare l'esame è necessario rispondere correttamente ad almeno il 60% delle domande.

Da *New Inside Grammar*:

Presente (Unità 19-28)

Revisione di tutte le forme del presente e in particolare delle differenze tra *Present Simple* e *Present Continuous* (Unità 26).

Passato (Unità 31-47)

Revisione del *Past Simple*, *Past Continuous*, *Present Perfect*, *Present Perfect Continuous*, *Past Perfect* e *Past Perfect Continuous*.

Futuro (Unità 48-55)

Revisione di tutte le forme del futuro; *Future in the past*; *Future Continuous*, *Future Perfect* e *Future Perfect Continuous*; Altri usi dell'infinito.

Verbi modali (Unità 56-61)

Revisione di tutti i verbi modali.

Periodo ipotetico e forma passiva (Unità 69-79)

Zero e First Conditional; *Second Conditional*; *Third Conditional*; Passivo (1) e (2); Condizionali forme miste; Condizionali modali; Desideri e altre forme correlate; Passivo (3) e (4); *Have/get something done*.

Sostantivi e pronomi (Unità 85-91)

Pronomi relativi; Pronomi indefiniti (1) e (2); *One* e *ones*; Pronomi riflessivi; Pronomi reciproci; *Whatever*, *however*, *whenever*, *whoever*; Le frasi relative determinative e le frasi incidentali.

Discorso indiretto (Unità 123)

Reported speech and indirect questions.

NB: Si consiglia un approfondimento della parte relativa al lessico (Unità 139-150) per rafforzare le competenze linguistiche acquisite.

Da *Ready for FCE*:

Oltre a una revisione delle strutture grammaticali e lessicali in programma, si consiglia l'utilizzo di questo volume per gli esercizi di scrittura, la preparazione alla *reading comprehension* (Tipologia 3, Multiple matching) e allo *Use of English* (Tipologia 1, Multiple-choice cloze; Tipologia 3, Word formation).

Di seguito un esempio di prova. Durata della prova: 2 ore.

Part 1: Reading Comprehension

You are going to read an article in which four people comment on a book they have read recently. For questions 1-15, choose from the people A-D. The people may be chosen more than once.

A

Sundance by Teresa Wilson

Kerry:

I really don't know why this book is so popular. I mean, I suppose it is going to appeal to young girls who want danger and romance, but I found this book really tedious. For a start, the characters were really unconvincing. The author went out of her way to add lots of details about the characters, but I found these details really pointless. I thought that some of the facts she presented about the main characters would become significant in some way later in the novel, but they didn't. They were just worthless bits of information. I also was disappointed that, although this book is meant to be about kids at high school, the writer seems to have no recollection at all about what it's like to be 17. The main character thought and acted like a 32-year old. It just wasn't believable. I'm not saying Teresa Wilson is a bad writer. She can obviously string words together and come up with a story that is appealing to a large number of people, but she lacks anything original. There is no flair. It just uses the same sort of language as you can see in many other mediocre novels.

C

Orchid by Henry Rathbone

Imogen:

This is a delightful novel full of wonderful imagery, a paints a remarkable picture of life in a distant time and a far-away place. If you're looking to learn about Eastern culture in great detail, then this is probably not the book for you, as the writer skims over most of the more complicated aspects of the country's etiquette. The historical aspects are also not covered in much depth. However, I wonder whether this was the writer's intention. By doing this, he symbolise the superficiality of the girl's life. She, like the book, is beautiful and eager to please, but remains too distant from us, the readers, to teach us much. Although I loved the book and read it in one sitting, the ending was a bit of a disappointment. A story which involves so much turmoil, in a place where the future is uncertain, should not have a happy-ever-after fairy-tale ending.

B

Wild Ways by Margery Emerson

Liz:

I have to say that I won't forget this book for a long time. I was hooked from the very first chapter. The devastating story affected me so much that I don't know if I'll ever feel the same again. I was close to tears on several occasions. I've got images in my brain now that I don't think will ever leave me. It's incredibly well-researched and, although it is fiction, is based on shocking real-life events. I learned an awful lot about things that went on that I never knew before. Margaret Emerson has a brilliant way with words and I really felt real empathy towards the characters, although I was sometimes irritated by the choices they made. However, the parallel story, the part that is set in the present, is not quite so good. I found myself just flicking through that part so that I could get back to 1940s Paris.

D

High Hills by Mary Holland

Hannah:

I read this book for a literature class. I know it's a classic, and I did try to like it, but I just didn't get into it. I kept persevering, hoping that I'd start to enjoy it, but no such luck. The famous scene out on the moors was definitely the best bit of the book, but even that I found ridiculous when it is clearly supposed to be passionate. As I approached the end of the book, I figured there must be some kind of moral to the story, something that I would learn from the experience of trudging through seven hundred long pages, but there was nothing worthwhile. I don't know why the literary world sees this book as such a masterpiece. The characters are portrayed as being intelligent, but they do such stupid things! And as for it being a *love* story - marrying someone you don't love and then being abused by them - that doesn't spell love to me.

Which person read a book which...

- | | | | |
|---|-------|--|-------|
| 1. was set in an Oriental country | _____ | 9. contained insignificant details | _____ |
| 2. finished in an unrealistic way | _____ | 10. has a well-known scene | _____ |
| 3. had characters that the reader could sympathise with | _____ | 11. is written for teenagers | _____ |
| 4. is well-known and was written a long time ago | _____ | 12. had unbelievable characters | _____ |
| 5. contained two stories | _____ | 13. is classed as romantic fiction | _____ |
| 6. was not set in the past | _____ | 14. contains nothing new in the way of writing | _____ |
| 7. was historically accurate | _____ | 15. has an attractive but shallow heroine | _____ |
| 8. made the reader cry | _____ | | |

Part 2. Grammar and Use of English

A. Choose the correct option

A first time for everybody

Joe stepped onto the aeroplane and was met by one of the cabin crew who showed him to his seat. This was his first flight and he was feeling quite nervous. His hands were (1) _____ slightly and he was breathing deeply. He walked along the (2) _____ of the plane and found his seat. Joe had spent a lot of time (3) _____ planning his holiday, given this was the first time he had been abroad. Sitting next to him was an 8 year-old-boy who also (4) _____ to be quite nervous. Joe knew he was quite good (5) _____ children, so he decided to try to calm the boy. After (6) _____ with the boy for a few minutes, Joe produced some chocolate and gave it to him. The (7) _____ then became quite cheerful as he explained that he loved chocolate (8) _____ much.

The man and the boy found that they (9) _____ well together as they chatted for the whole flight. Joe discovered that they were on the same return flight the following week, which pleased them both. When they (10) _____ at the terminal, Joe commented about what a very (11) _____ flight he'd had. The young boy agreed, saying that he was looking forward to (12) _____ Joe again on the return flight.

- | | | | |
|--------------------|--------------------|-------------------|-------------------|
| 1. A moving | B trembling | C jumping | D ratting |
| 2. A corridor | B path | C lane | D aisle |
| 3. A with | B to | C on | D at |
| 4. A was | B appeared | C sat | D showed |
| 5. A at | B for | C with | D by |
| 6. A conversing | B discussing | C debating | D negotiating |
| 7. A young | B youths | C juvenile | D youngsters |
| 8. A too | B extremely | C so | D absolutely |
| 9. A got on | B were | C got to | D got so |
| 10. A disembarked | B took off | C left | D boarded |
| 11. A well | B good | C great | D fantastic |
| 12. A bumping into | B catching up with | C getting on with | D keeping up with |

B. Word Formation. For each question, fill the space in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

- | | |
|--|-----------------|
| 1. Your sister has a really charming _____ | PERSON |
| 2. What he did was absolutely wrong. I think it's _____ | FORGIVE |
| 3. I would be very _____ in applying for that job. | INTEREST |
| 4. I haven't been out much _____. I've been too busy. | RECENT |
| 5. Our _____ started when we were children | FRIEND |
| 6. They like to live _____ | DANGER |
| 7. Lying to your best friend was rather _____ | HONEST |
| 8. This is a very _____ stamp. I've never seen one like it before. | USE |
| 9. I'm writing to thank you for your _____. | KIND |
| 10. They stole three very precious _____ from the art gallery | PAINT |

C. Complete the sentences in indirect speech

1. Benjamin: "I often have a big hamburger."
Benjamin says (that) _____ .
2. Hannah: "They live in Boston."
Hannah said (that) _____ .
3. Tyler: "Ian doesn't invite girls to his parties."
Tyler told me (that) _____ .
4. Dominic: "She understands Japanese."
Dominic remarks (that) _____ .
5. Sophia: "Bella doesn't collect stickers."
Sophia explains (that) _____ .
6. Robert: "Dennis often downloads the latest tunes."
Robert added (that) _____ .
7. Olivia: "Leroy is out riding his new waveboard today."
Olivia explained (that) _____ .
8. Luke: "I don't know what to do."
Luke added (that) _____ .
9. Lily: "Mr Jones is rude to Samantha."
Lily thinks (that) _____ .
10. James and David: "We have to go now."
James and David tell me (that) _____ .

____/10

Part 3. Writing

Your English teacher has asked you to write a story. Your story must begin with these words:

I had just finished getting dressed when the doorbell rang...

Use at least 120 words.

(____/13)