

Laboratorio di Lingua Inglese (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 due *reading comprehension* e una serie di esercizi grammaticali (*Use of English*). Il livello linguistico corrisponde a un B1.1 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 PET Coursebook* di Roy Norris (Macmillan, ultima edizione).

Il giudizio è espresso secondo la formula "idoneo/non idoneo". Per superare l'esame è necessario rispondere correttamente ad almeno il 60% delle domande.

Da *New Inside Grammar* e *Ready for FCE*:

Revisione dei fondamenti (Unità 1-18)

Pronomi personali soggetto; *Present Simple* di *be*; *There is/There are*; Pronomi e avverbi interrogativi; Articoli indeterminativi *a/an* e *the*; Preposizioni di luogo *in, on, at*; Aggettivi possessivi; Genitivo sassone; Pronomi possessivi; Dimostrativi: *this, that, these, those*; Sostantivi plurali; Aggettivi e ordine delle parole nella frase; *Can* per abilità e richieste; *Have got*; Pronomi complemento; Numeri e date; Chiedere e dire l'ora; Preposizioni di tempo (1).

Presente (Unità 19-28)

Imperativo; *Present Simple*; Avverbi di frequenza; *Have* e *have got*; Infinito e infinito di luogo; La forma in *-ing*; *Present Continuous*; Verbi di stato; *Present Simple* e *Present Continuous*; *Like* e *would like*; *Make* e *do*.

Passato (Unità 29-41)

Past Simple di *be*; *Past Simple* dei verbi regolari; *Past Simple* dei verbi irregolari; Espressioni temporali al passato; *Past Continuous*; *Past Simple* v. *Past Continuous*; *Used to*; *Present Perfect*; *Present Perfect* con *ever* e *never*; *Present Perfect* con *just, already, yet, so far*; *Present Perfect* con *since* e *for*; *Present Perfect* e *Present Simple*; *Present Perfect* e *Past Simple*; *Present Perfect Continuous*; *Present Perfect Simple* v. *Present Perfect Continuous*; *Present Perfect Continuous* v. *Present Simple*.

Futuro (Unità 48-55)

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

Sostantivi e pronomi (Unità 80-89)

Sostantivi numerabili e non numerabili (1) e (2); Possessivi composti e il doppio possessivo; *It* e *there*; Complemento diretto e indiretto; Pronomi relativi; Pronomi indefiniti (1) e (2); *One* e *ones*; Pronomi riflessivi; Pronomi reciproci.

Articoli determinativi (Unità 92- 99)

L'articolo zero; Articoli; *Some* e *any*; *Much*, *many* e *very*; *A lot of*, *a little*, *few*, *some*; *Each*, *every* e *both*; *Some*, *all*, *most*, *many*, *none*; *Too* e *enough*.

Aggettivi e avverbi (Unità 101-110)

I composti; L'ordine degli aggettivi e la punteggiatura; Aggettivi terminanti in *-ing* e *-ed*; Avverbi di modo; Posizione degli avverbi; Aggettivi comparativi; Aggettivi superlativi; Comparativo di uguaglianza e di minoranza; Aggettivi estremi e avverbi di grado; *So* e *such*.

Si consiglia un approfondimento lessicale (Unità 139-150).

Gli studenti e le studentesse possono utilizzare *Ready for PET* per esercitarsi nella Reading Comprehension e nella revisione delle strutture linguistiche sopraelencate.

Di seguito un esempio di prova (all'esame possono esserci altre tipologie di esercizi e argomenti del programma)

Durata della prova: 1h45'.

Part 1: Reading Comprehension

Co-operative Young Film-makers of the Year

Have you got something to say? An idea for a great movie? An interesting documentary? Or an amusing comedy? Don't keep it to yourself. Get together with some friends, share your thoughts and make a film or video.

Every year, Co-operative Young Film-makers offers you the chance to see your work on the big screen. For over 30 years the Co-operative has organized a festival for young film-makers, proving how committed we are to young people and their films. We'll be holding this year's festival on Friday 9 and Saturday 10 October at the National Film Theatre.

We're looking for young film-makers with imagination. Whether you're already planning a career in the movies or have never made a film in your life, it doesn't matter. We want to see films and videos from people of all abilities and levels of experience.

NOW FOR OUR RULES AND SUGGESTIONS

- ❖ You might be at school or college. Perhaps a member of a youth club or drama group. Maybe just a group of friends. The only thing we do say is that you have to be less than 21 years old in order to enter our competition.
- ❖ We want to show as many films as we can on the big screen – the briefer the films, the more we can show. You can say a lot in the six minutes or less that we suggest. Especially if you plan your film in advance end edit it well.
- ❖ You need to supply your own equipment – try borrowing from family and friends. Most types of film and video are acceptable. Just concentrate on getting the most out of your equipment. Experiment a bit!
- ❖ Think of an interesting storyline. It'll help to make your work a bit different. We're really keen to get films about the environment or international issues. Why not try writing your own music?

Every film and video we receive is looked at by our group of judges. They watch each one from start to finish, then tell you what they think. This can really help if you are thinking about trying again in twelve months' time.

If your film is chosen for screening at the festival – and last year 50 were – you will get free entry to the festival, and we will cover any costs, such as your travel. The festival ends with a presentation on stage after your work is screened.

Get in touch before you start filming and we'll post you a full information pack. This will include a form to enter the competition and other details you need to consider.

Don't forget the competition closing date is Monday 11 May.

Read the text and decide whether the following sentences are true (T) or false (F)

1. This is the first Co-operative film-making competition for 30 years.	
2. You can enter the competition without any experience of film-making.	
3. The Co-operative prefers short films.	
4. The Co-operative will lend you whatever you require to make your film.	
5. The Co-operative suggests putting music in your film.	
6. The judges will watch the whole of every film entered.	
7. If you are 18 and enter the competition this year, you can still enter it next year.	
8. Films entered in the competition are all screened at the festival.	
9. The Co-operative pays for some people to attend the festival.	
10. Information packs will be available from 11 May.	

Mark Hamilton: Fitness instructor on a cruise ship

I thought about working on a ship after I watched a TV documentary about life on a cruise ship. It seemed really exciting. At the time I was working at my local gym. I enjoyed the job, but I'd been there for a few years, I'd never lived in a different town and I'd never been abroad. I really liked the idea of travelling and seeing the world.

I looked on the Internet and found a website with hundreds of jobs on cruise ships. I applied for a few jobs but didn't get any. I then decided to give up my job in the gym and go on a trip around Australia. I wanted to get some experience of travelling. My boss was great and said I could go back any time, but luckily, when I returned from my trip, I got the next job I applied for. It was as a fitness instructor on a cruise ship going to the Caribbean.

Life on a cruise ship is busy, but that's what makes it exciting. A typical cruise ship has hundreds of employees from sailors to waiters and hairdressers to tour guides. I love the variety of my work. I teach aerobics, yoga, and fitness and I'm also a personal trainer in the gym. I work twelve hours a day and have two days off per cruise for sightseeing, but that's enough for me. It's always great to come home, because I miss my friends and family, but then I love leaving again too.

1. What is the writer's main purpose in writing the text?
A to describe his life on a cruise ship
B to talk about health and fitness
C to explain why people enjoy going on cruises
D to say how difficult his life is
2. What would a reader learn about Mark before he joined the cruise ship?
A He thought his job in the gym was boring.
B He'd always lived in the same place.
C He often travelled abroad.
D He was a very good gym instructor.
3. Why did Mark give up his first job?
A He was offered a job on a cruise ship.
B He wanted to travel for a while.
C He decided to go to the Caribbean.
D He was asked to leave by his boss.
4. What does he find most difficult at work?
A working long hours
B living with hundreds of people
C teaching so many activities
D being away from home
5. Which of the following is the best description of the writer?
A. The young man who left home to follow his dream and never returned.
B. The fitness instructor that gave up work to travel around the world.
C. The man who never gave up looking for the job he wanted.
D. The instructor who loves his job but is ready to leave.

___/5

Part 2. Grammar and Use of English

A. Circle the correct form of the verbs

Thomas Edison (1) *started/was starting* work on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do so he (2) *built/was building* himself a little laboratory in the luggage van where he could carry out experiments when he (3) *didn't sell/wasn't selling* things to passengers. One day, when he (4) *waited/was waiting* at the station he (5) *noticed/was noticing* a small boy who (6) *played/was playing* by the track, unaware that the train (7) *approached/was approaching*. Edison (8) *ran/was running* out and (9) *grabbed/was grabbing* the child just in time. The child's father was so grateful that he (10) *offered/was offering* to teach Edison to be a telegraph operator. Edison accepted the offer. After a year, he was good enough to get a job in the telegraph office.

___/10

B. Complete the description of a flat with a/an, some or the

In (1) ___ bedroom of this flat there are twin beds and (2) ___ chair. There are (3) ___ clothes thrown over (4) ___ chair. This flat has (5) ___ nice kitchen. There is (6) ___ table with (7) ___ chairs round it. In (8) ___ middle of (9) ___ table there is (10) ___ apple.

___/10

C. Complete with the right preposition

I'm going to the countryside (1) ___ the weekend. I have a cottage (2) ___ Yorkshire. I'm leaving (3) ___ the afternoon, maybe (4) ___ three o'clock. I'm coming back (5) ___ Sunday evening.

___/5

D. Complete the sentences with the right comparative or superlative form

1. My father is heavy. My uncle is much _____ my father.
2. Florida is sunny. Do you know _____ place in the USA?
3. Stan is a successful sportsman, but his sister is _____ Stan.
4. Lucy is clever. Unfortunately Carol isn't _____ Lucy.
5. Amy has a beautiful baby, but my daughter has _____ baby on earth.

___/5

E. Complete the sentences with either the Present Simple or the Present Continuous

1. Brad usually _____ (get up) at seven in the morning.
2. We _____ (prefer) coffee with no sugar.
3. John never _____ (eat) meat. He's a vegetarian.
4. Don't go away! I _____ (talk) to you!
5. _____ (know) the way to the city hall?

___/5

F. Complete the sentences with either the Present Perfect or the Past Simple

1. I _____ (never/go) to Vienna.
2. My great great grandfather _____ (have) five sisters.
3. He _____ (live) in Tokio for a year when he was a student.
4. Oh no! I _____ (lose) my wallet!
5. _____ (you/see) Julie?

___/5

G. In the following sentences circle the right option

1. The old woman lived alone, with *anyone/no one* to look after her.
2. *These/Those* two rings here on my little finger belonged to my grandmother.
3. When the little boy grabbed the lizard, its tail broke off in *its/his* hand.
4. Some of these clothes are *mine/mines*.
5. As for *me/myself*, I prefer to let people make up each other's minds.

___/5

___/60