

## **Laboratorio di Lingua Inglese III (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* (multiple choice), una serie di esercizi grammaticali (*Use of English*) e un *writing* (formal or informal letter). 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 due anni sono da considerare parte integrante della competenza linguistica da possedere per il superamento dell'esame del III anno. 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*:**

#### **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*, del *Past Continuous*, del *Present Perfect*, del *Present Perfect Continuous* e del *Past Perfect*, *Past Perfect Continuous*; *Past Perfect Simple* v. *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 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.

#### **Frase composte (Unità 122-123)**

Ordine delle parole nella frase e ordine dei complementi diretti e indiretti; Discorso indiretto; Discorso indiretto: domande e imperativo; *Say* e *tell* e altri verbi introduttivi; *That* come connettore.

Si consiglia l'uso di *Ready for FCE* per la revisione delle strutture linguistiche sopraelencate e per la preparazione alla *Reading Comprehension* e il *Writing*.

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

Durata della prova: 2h.

## **Part 1: Reading Comprehension:**

It all came to her mind suddenly, almost as if she was still there. She knew the street backwards, of course. She wondered about how many times she had been dragged up it as a child by the wrist, whining and snivelling, always wishing she were somewhere else. Now she realized she had no desire to be anywhere but here. This bustling traffic, these fuming buses, these chipped paving stones and boarded-up shop fronts, they were *hers*. Here, she would grow from defiant teenager to independent woman. When she was an old woman, she would gaze out over the lawns and say 'Ah, Hull Street, that's where I really came into my own'.

Number 116 was only a short walk from the bus stop, and she heaved her multiple bags onto her shoulders and trudged off, trying to maintain the elation as the straps dug into the flesh of her neck and fingers. Number 116 was set back slightly from the main road, with a concrete path and weed-patch at the front. The window frames were rotten and the paint chipped. Brenda tried not to mind. It was what was *inside* that counted, after all. The coming-together of six individuals from diverse backgrounds, discussing politics, culture and art late into the night, sharing ideas, recipes, milk, shower gel and lovers – that would be what she'd look back on of course, not the paintwork. In the absence of either a bell or knocker, she rapped firmly on the door.

But there was no reply. Brenda peered through a gap in the curtains in the downstairs window, but there was nothing but gloom within. She could hear a faint thudding of a bass beat, but was not sure which house it belonged to. She rapped more firmly, and was searching for a pebble to throw to the upstairs window when the door opened. A shirtless, overweight twenty-something, with bleary eyes and greasy hair stood in the doorway wearing boxer shorts and mismatched socks.

"I've come for the upstairs room, I'm the new tenant," said Brenda brightly.

The young man grunted slightly and moved aside. He gestured up the dim, uncarpeted stairway and began to shuffle along the dark hallway to the rear of the house.

"Top floor, is that right? I guess I just follow my nose!" Brenda gave a high laugh, and received another grunt in reply. Then the man was gone.

Not to worry, he must be the quiet moody type, thought Brenda, too caught up in his own profound thoughts for inane chit-chat. One day she would penetrate his hard outer shell and release the free spirit inside. Anyway, now for the stairs.

The five flights of stairs would be worth it, she'd decided when she picked out the flat, even if it did mean her going downstairs to get to the bathroom, because the room faced the front, and she could watch the world scurry by as she sipped her morning coffee. Kicking one bag in front and dragging the others behind, she finally made it up the five flights and flung open the door to her new room, her new haven, her new adult life.

Peeling brownish wallpaper, a lumpy mattress on a chipboard bedframe, a bare light bulb, a flat-pack wardrobe inexpertly put together. All this, Brenda could just about put up with, but when she saw the view from her window – a dull patch of grey sky, invariable whatever the angle, she finally had to admit to herself that her adult life was not getting off to a great start.

### **1 What can be inferred from the text?**

- A** Brenda is new to this part of the town.
- B** Brenda already knows someone who lives in this house.
- C** Brenda visited the house before deciding to move in.
- D** This is Brenda's first time living away from home.

### **2 Where is Hull Street?**

- A** On a housing estate.
- B** In a small village.
- C** In the suburbs of a town.
- D** In a city centre.

**3 Which word best describes 116 Hull Street?**

- A austere
- B quaint
- C pristine
- D run-down

**4 What can be inferred about the character of Brenda?**

- A She has got a lot of prejudices.
- B She loves daydreaming.
- C She is reckless.
- D She has got a lot of ambitions.

**5 Which of the following is not true of 116 Hull Street?**

- A There isn't a door knocker or a doorbell.
- B The curtains are drawn.
- C There is no front garden.
- D The frames of the windows should be painted again.

**6 What can we say about the young man who opened the door?**

- A He was surprised when he saw Brenda.
- B He is the owner of the property.
- C He was sleeping when Brenda arrived.
- D He lives in the ground floor room, which is in the front of the house.

**7 Which of the following is not true of Brenda's room?**

- A There is a bathroom in the room.
- B It is on the fifth floor.
- C It is at the front of the property.
- D There is already furniture in it.

**8 Which of the following best describes the change in Brenda's emotions?**

- A From optimistic to disillusioned.
- B From eager to nervous..
- C From nervous to optimistic.
- D From disappointed to resigned.

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**Part 2. Grammar and Use of English**

**A. Complete the following conditional sentences**

1. It would be silly if we \_\_\_\_\_ (try) to walk there.
2. I will watch the film only if the reviews \_\_\_\_\_ (be) good.
3. She \_\_\_\_\_ (take) me to the station if her car hadn't broken down.
4. If you don't ask, he \_\_\_\_\_ (help) you.
5. If it hadn't rained yesterday, we \_\_\_\_\_ (go) sailing.
6. Will you look after their dog again if they \_\_\_\_\_ (go) on holiday this year?
7. \_\_\_\_\_ (you/mind) if I used your mobile?.
8. I wouldn't have opened the e-mail if it \_\_\_\_\_ (contain) a virus.

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**B. Fill the gaps using *who, which* or *whose*.**

This is the bank \_\_\_\_\_ was robbed yesterday. A boy \_\_\_\_\_ sister is in my class was in the bank at that time. The man \_\_\_\_\_ robbed the bank had two pistols. He wore a mask \_\_\_\_\_ made him look like Mickey Mouse. He came with a friend \_\_\_\_\_ waited outside in the car. The woman \_\_\_\_\_ gave him the money was young. The bag \_\_\_\_\_ contained the money was yellow. The people \_\_\_\_\_ were in the bank were very frightened.

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**C. Rewrite the sentences in the passive form**

1. *They were interviewing her for the job.* \_\_\_\_\_
2. *Tom is writing the letter.* \_\_\_\_\_
3. *Everyone understands English.* \_\_\_\_\_
4. *The employees brought up this issue during the meeting.* \_\_\_\_\_
5. *The professor told him not to talk in class.* \_\_\_\_\_
6. *They say that women are smarter than men.* \_\_\_\_\_
7. *The fire has destroyed the house.* \_\_\_\_\_
8. *She would reject the offer.* \_\_\_\_\_

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**D. Rewrite the sentences using the reported speech**

1. *They were interviewing her for the job.*  
Sue said \_\_\_\_\_
2. *Tom is writing the letter.*  
Sue said \_\_\_\_\_
3. *Everyone understands English.*  
Sue said \_\_\_\_\_
4. *The employees brought up this issue during the meeting.*  
Sue said \_\_\_\_\_
5. *The professor told him not to talk in class.*  
Sue said \_\_\_\_\_
6. *They say that women are smarter than men.*  
Sue said \_\_\_\_\_
7. *The fire has destroyed the house.*  
Sue said \_\_\_\_\_
8. *She would reject the offer.*  
Sue said \_\_\_\_\_

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