

Laboratorio di Lingua Inglese II (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* (scrivere una e-mail usando circa 80 parole). Il livello linguistico corrisponde a un B1.2 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* 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 II 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.

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

Da *Ready for PET*:

Oltre a una revisione delle strutture grammaticali e lessicali in programma, si consiglia l'utilizzo di questo volume per gli esercizi di *writing* e la preparazione alla *reading comprehension* (Tipologie 4 e 5).

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

Part 1: Reading Comprehension

Read the text and answer the questions by choosing the correct option

Ainsley Harriott

I've always been a bit of an entertainer and played the funny man. I was a part-time comedian for years, so I learned how to stand in front of audiences. It made me sure of myself. I like being liked and I love making everyone smile.

I've lived in London all my life and have just moved to a larger house with my wife Clare and our two children, Jimmy and Madeleine. We spend a lot of time just singing and dancing around the house. I grew up with music because my dad is the pianist, Chester Harriott - who's still playing, by the way. My working day is divided between television and writing cook books, though TV takes most of my time. I spend about five days a fortnight working on the cooking programmes I appear in. I eat all sorts of things at home but I only buy quality food. When I'm cooking, I experiment with whatever is in the fridge -- it's good practice for my TV series.

I'm a football fan and enjoy going to matches, but I'm a home-loving person really. I don't like going to the pub but we do go out to eat about twice a month. There's nothing better than a night at home playing with the children. I rarely go to bed before midnight. Late evening is when fresh thoughts on cooking usually come to me, so I often write or plan my programmes then. When I eventually get to bed, I have no trouble sleeping.

What is the writer's main purpose in writing the text?

- a. to describe how he lives
- b. to explain how he started in TV
- c. to say what makes him laugh
- d. to talk about his cooking ideas

What should the reader learn about Ainsley from the text?

- a. He enjoys spending time with his family
- b. He is a very good musician
- c. He is nervous about performing on stage
- d. He likes to plan the family meals

What does the writer say about himself?

- a. He enjoys being popular
- b. He is very similar to his father
- c. He loves going out and meeting people
- d. He should go to bed earlier

What does he say about his working life?

- a. He gets his best ideas at certain times
- b. He prefers being comedian
- c. He should practise cooking more
- d. He would like to appear less on TV

Which of the following is the best description of the writer?

- a. The cook and comedian who takes great care about the way he cooks his food and enjoys listening to
- b. The popular TV comedian who enjoys cooking, watching football, and having a busy social life
- c. The singing TV cook who likes making jokes, playing with his children, and having an early night
- d. The TV cook who loves making people laugh, watching football and, above all, having a happy family

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Part 2. Grammar and Use of English

A. Read the text below and choose the correct word for each space

The war fought between Athens and Sparta (1) ___ than 400 years before the birth of Christ resulted (2) ___ the defeat of Athens by the more military power of Sparta. However, Sparta's victory was (3) ___ temporary, and Athens went on to produce philosophers (4) ___ Aristotle, and great orators, one example (5) ___ Demosthenes.

(6) ___, one of the most significant effects of the war was that (7) ___ the first real history ever written was written about it. The writer, an Athenian general (8) ___ Thucydides, had a passion for accuracy, and did not use the myth and romance which historians had used until (9) ___. Not only was the history of Thucydides factually accurate, it was (10) ___ written in splendid Greek.

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|-----|-----------|-----------|---------------|------------|
| 1. | A over | B much | C more | D Higher |
| 2. | A by | B with | C for | D In |
| 3. | A more | B really | C only | D Finally |
| 4. | A example | B such as | C liking | D that is |
| 5. | A was | B like | C instance | D being |
| 6. | A Only | B In fact | C Instead | D However |
| 7. | A almost | B yet | C very | D actually |
| 8. | A who was | B name | C for example | D called |
| 9. | A before | B then | C the end | D recently |
| 10. | A anyway | B also | C has | D but |

___/10

B. Choose between the Past Simple and the Present Perfect and fill the gaps

1. I _____ (never/be) to Vienna.
2. My great great grandfather _____ (have) five sisters.
3. He _____ (live) in Manila for a year when he was a student.
4. Oh no! I _____ (lose) my wallet!
5. _____ (you/see) Julie today?
6. Yesterday they _____ (play) football and then _____ (go) go to a restaurant.

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C. Complete the following sentences with the right future tense of the verbs

1. The train _____ (arrive) at 11:30.
2. Wait! I _____ (help) you.
3. As we want to get better marks in English, we _____ (study) harder in the future.
4. Josh _____ (go) to the cinema with his friends tonight.
5. Aaron is carrying two tyres; he _____ (change) the tyres on the car.
6. Next week _____ (be) the beginning of winter and the weather forecast says that there _____ (be) snow tomorrow.

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D. Complete the sentences with a suitable modal verb

1. _____ I have more cheese on my sandwich?
2. You _____ eat more vegetables.
3. I _____ like to buy the same television for my house.
4. _____ I have a coffee please?
5. you _____ smoke near children.
6. The passengers _____ wear their seatbelt at all times.
7. I _____ ice skate very well.

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E. Fill in each space using the correct passive form of the verb in brackets

1. Julia rescued three cats. _____
2. The students handed in the reports. _____
3. Maria crashed into the blue car. _____
4. Alex learned the poem. _____
5. Steven has forgotten the book. _____
6. The mechanic has not repaired the DVD recorder. _____
7. The girls had lost the match. _____

___/7

F. Complete the sentences using the correct conditional form

1. If Mr Brown _____ (sell) his car last year, he would have got more money for it.
2. If Susan takes her driving lessons regularly, she _____ (pass) her driving test.
3. If Mr Jones _____ (watch) the news every evening, he would know more about politics.
4. If Charlie _____ (not stop) eating these green apples, he'll soon feel sick.
5. If you had told me the truth, I _____ (help) you.
6. If old Mrs White heard a strange noise, she _____ (call) the police.
7. If I _____ (have) good luck, I would have won the first prize.

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G. Complete the second sentence so that it has a similar meaning to the first sentence

1. Maria is very popular.
Not many people _____ Maria.
2. They asked me if I was happy.
“_____ you happy?”
3. Why don't you do your homework?
If I were you, I _____ do my homework.
4. He is better in maths than any other subject.
Maths is his _____ subject.
5. I was taught English by a very good teacher.
The teacher who _____ me English was very good.

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Part 3. Writing

Dan, an American student who is staying with you, wants to go to the cinema tonight with you and your friends. Write a note to leave for Dan. In your note, you should:

- Tell Dan which cinema you are going to
- Say what film you plan to see
- Suggest what time you will meet Dan

Write 35-45 words.

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