

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*, 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 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. 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 e la preparazione alla *reading comprehension* (Tipologia 1, Multiple choice).

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

Part 1: Reading Comprehension

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression. There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the Veterinary Record each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read S. Farnon, Veterinary Surgeon on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

1. As he travelled, the writer regretted his choice of

- A. seat.
- B. clothes.
- C. career.
- D. means of transport.

2. What had surprised the writer about the job?

- A. There had been no advertisement.
- B. He had been contacted by letter.
- C. There was an invitation to tea.
- D. He had been selected for interview.

3. The writer uses the phrase 'I had grabbed the lifeline' to show that he felt

- A. confident of his ability.
- B. ready to consider any offer.
- C. cautious about accepting the invitation.
- D. forced to make a decision unwillingly.

4. What impression had the writer previously had of Yorkshire?

- A. It was a beautiful place.
- B. It was a boring place.
- C. It was a charming place.
- D. It was an unhappy place.

5. What did the writer find unusual about Darrowby?

- A. the location of the bus stop
- B. the small number of shops
- C. the design of the square
- D. the lack of activity

6. What did the writer feel the guidebooks had missed about Darrowby?

- A. the beauty of the houses
- B. the importance of the bridges
- C. the lovely views from the town
- D. the impressive public spaces

7. How did the writer recognise Skeldale House?

- A. The name was on the door.
- B. It had red bricks.
- C. There was a certain plant outside.
- D. It stood alone

8. How did the writer's attitude change during the passage?

- A. He began to feel he might like living in Darrowby.
- B. He became less enthusiastic about the job.
- C. He realised his journey was likely to have been a waste of time.
- D. He started to look forward to having the interview.

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Part 2. Grammar and Use of English

A. 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. They play handball. _____
8. Sue puts the rucksack on the floor. _____
9. The girls had lost the match. _____
10. The teacher is not going to open the window. _____

___/10

B. Complete the sentence with a relative pronoun

1. The man _____ we met on the street is my uncle.
2. The cafe _____ she usually has breakfast is around the corner.
3. The girl _____ wrote this poem is still in high school.
4. The girl _____ poem I read is still in high school.
5. The neighborhood _____ we live is safe.
6. The people _____ we saw yesterday are my neighbors.
7. The boy _____ bike was stolen is crying.
8. The people _____ live across the street are from Portugal.
9. The hotel _____ we stayed was very noisy.
10. The man _____ wallet was stolen was very upset.

___/10

C. 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.
8. If I _____ (be) you, I would throw away all this old junk.
9. If I got the earlier bus, I _____ (can) come home at 5 o'clock.
10. If mother _____ (make) apple pie, I'll give you a piece.

____/10

D. Complete the sentences with the past perfect (simple or continuous).

Julie _____ (walk) for hours when she suddenly noticed that the sun was sinking in the sky. She _____ (lose) track of time because she _____ (think) about the most important decision she'd ever had to make in her life. Things _____ (not be) the same between Julie and her fiancé, David, since he accepted a job in Paris. They _____ (know) each other for almost five years, and in that time, they had never argued much. Lately, though, their relationship _____ (become) stormy. They seemed to be finding fault with each other and disagreeing about everything. For the first time, she was starting to wonder if she was ready for marriage. And with the wedding only twenty days away, she needed to make up her mind soon. Everything in Julie's life _____ (go) well until her world fell apart just a month before. A large company _____ (offer) David an important position that would require him to move to France. As his wife, Julie would have to go, too. Why hadn't he discussed his decision with her? Although Julie _____ (always want) to live abroad she felt very confused. Was she ready to move halfway across the world, leaving behind her friends and family and the only home she had ever known? If the answer was no, was she ready to say goodbye to the only man she _____ (ever love)?

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Part 3. Writing

This is part of a letter you receive from an English friend:

***In your next letter, please tell me about the music you like.
What's your favourite kind of music? Do you play an instrument?***

Now write an e-mail, answering your friend's questions. (use at least 80 words)

(____/12)