

CURRICULUM: Lingue, culture e letterature moderne

COGNOME: __ NOME: __ MATR. __

READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

THE GREEN NEW DEAL

Thank you, Greta (Thunberg), you certainly got people talking about the catastrophic effects of climate change but I'm sure you'll admit all your pleas have largely fallen on deaf ears as far as the world powers are concerned and whose leaders just pay lip service to the need for action. But there is hope. And that hope is coming in the form of AOC.

Alexandria Ocasio-Cortez (born in the Bronx 31/10/1989), also known by the acronym of her name, AOC, is a young working-class woman who was elected to the House of Representatives in 2018. A true firebrand, AOC is terrifying many Republicans, as well as conservative Democrats, with her demands for social change and socialism. Yes, socialism, so long an anathema for mainstream American politics.

Soon after her election, AOC co-sponsored the Green New Deal bill. Though the bill was defeated in Congress, its proposals are now on the political agenda and can no longer be ignored. Apart from the obvious proposals to combat climate change such as reducing greenhouse gas emissions and investment in clean, renewable energy, AOC's Green New Deal proposals also include:

"Guaranteeing a job with a family-sustaining wage, adequate family and medical leave, paid vacations, and retirement security to all people of the United States."

"Providing all people of the United States with – (i) high-quality health care; (ii) affordable, safe, and adequate housing; (iii) economic security; and (iv) access to clean water, clean air, healthy and affordable food, and nature."

"Providing resources, training, and high-quality education, including higher education, to all people of the United States."

The Black Lives Movement has highlighted that people will no longer accept systemic racism and social inequality in the United States and, for the first time in many many years, the forgotten working-classes are being not only acknowledged as such but are also being given a voice. And let's face it, only AOC's policies can really have an impact on the inequities in the USA.

As the election looms, Trump is spouting that Joe Biden is a hostage of the radical left. Now, should Biden be elected, don't expect a Franklin Delano Roosevelt New Deal revolution, but do expect to hear a lot more of Alexandria Ocasio-Cortez and other Democratic Socialists. And maybe, just maybe, one day America will be the land of the free and equal.

1. What kind of proposals are included in AOC's Green New Deal?

2. Why does the writer talk about Greta Thunberg and Black Lives Matter?

A2. COMPOSITION (about 100 words in 3-4 paragraphs)

Essay: Write a short composition on why you think Italy is a good country to live in or is not a good country to live in.

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

a) The last time I voted was in 2014.

SINCE

I _____ 2014.

b) Even though he's a die-hard Republican, he's against Trump's politics.

SPITE

In _____ a die-hard Republican, he's against Trump's politics.

c) The USA has a much greater population than Italy.

AS

Italy is _____ the USA.

d) I can't wait to go to the States on holiday this Xmas.

FORWARD

I am looking _____ to the States on holiday this Xmas.

e) To be honest, I rarely read articles about politics.

HARDLY

To be honest, I _____ read books about politics.

PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

In 2016, Donald Trump ____ (elected) President of the United States of America.

His election ____ (be) a bit of a surprise as many expected Hilary Clinton ____

(win). Anyway, many people who ____ (vote) for him in 2016 now wish they

_____ (do) so. Trump's handling of Covid-19 and Black Lives Matter protests over

the last six months at least ____ (be) disastrous and ex-supporters say they

_____ (vote) for Joe Biden on November 3rd this year. If I ____

American, I certainly ____ (not vote) for Trump. I ____

(stand) his narcissism and pathological lying for a start.

C. TRANSLATION INTO ITALIAN: Translate the following passage taken from “The Green New Deal”

THE GREEN NEW DEAL

[...]

Soon after her election AOC co-sponsored the Green New Deal bill. Though the bill was defeated in Congress, its proposals are now on the political agenda and can no longer be ignored. Apart from the obvious proposals to combat climate change such as reducing greenhouse gas emissions and investment in clean renewable energy, AOC’s Green New Deal proposals also include: "Providing resources [...] and high-quality education [...] to all people of the United States."

D. TRANSLATE INTO ENGLISH:

Serie TV e spunti di riflessione

Due mesi fa, ho visto in TV un attore bellissimo in una serie TV turca (anche lui è turco). Non avevano mai trasmesso in Italia serie turche, anche se non era la prima volta che ne vedevo una. La trama è semplice e complessa nello stesso momento, ma ciò che è interessante sono gli spunti di riflessione sul comportamento umano: questa serie TV è uno specchio di quello che avviene nella realtà nei rapporti tra le persone e nei conflitti interiori. Offre davvero dei consigli utili.

CURRICULUM: Lingue, Culture e Letterature Moderne

COGNOME: _____ NOME: _____ MATR. _____

READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**The Spanish Flu**

The Spanish Flu of 1918, which was responsible for up to 100 million deaths worldwide, didn't actually originate in Spain. The Spanish Flu's exact point of origin has been hotly debated but there's a long-held theory that Camp Funston, a U.S. Army base in Kansas, was the site of the first confirmed outbreak on March 11, 1918 and from there soldiers took the virus with them to the war in Europe and to other places in the world.

More U.S. soldiers, in fact, died from the 1918 flu than were killed in battle during the war. Forty percent of the U.S. Navy was hit with the flu, while 36 percent of the Army became ill, and troops moving around the world in crowded ships and trains helped to spread the killer virus. Moreover, the awful conditions of trench warfare ensured the spread of the virus amongst soldiers of all nationalities who took it back home to their respective countries after the war.

When the 1918 flu hit, doctors and scientists were unsure what caused it or how to treat it. Unlike today, there were no effective vaccines or antivirals or even drugs that treat the flu and so the response to the Spanish Flu was rather erratic, ranging from the sensible to the ridiculous. Doctors were at a loss as to what to recommend to their patients; many physicians urged people to avoid crowded places or simply other people and to keep their mouths and noses covered in public whilst others suggested remedies that included eating cinnamon, drinking wine or even sucking on mints.

Officials in some communities imposed quarantines, ordered citizens to wear masks and shut down public places, including schools, churches and theatres. People were advised to avoid shaking hands and to stay indoors and regulations were passed banning spitting. Moreover, hospitals in some areas were so overloaded with flu patients that schools, private homes and other buildings had to be converted into makeshift hospitals, some of which were staffed by medical students.

Henry Ford once said 'History is bunk', meaning that studying history is a waste of time. How wrong he was on so many levels. If only we had learnt the lessons of the Spanish Flu!

1. Where did the Spanish Flu originate and how did it spread?

2. How did doctors and the authorities deal with the pandemic?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. The technician is analysing the blood samples.

BY

The blood samples _____ the technician.

2. Covid-19 is much more dangerous than the seasonal flu.

AS

The seasonal flu _____ Covid-19.

3. The last time I had the flu was two years ago.

SINCE

I _____ 2018.

4. I wish I had taken my doctor's advice.

REGRET

I _____ my doctor's advice.

5. Although his doctor told him not to, he still went out.

DESPITE _____, he still went out.

Last December I _____ (catch) the flu but instead of _____ (stay) in bed I _____ (go) to the University. What a mistake! It _____ (take) me over a month to eventually get over it. If I _____ (stay) in bed, I _____ (recover) much sooner. I _____ (to stay) in bed but I _____ (arrange) to meet my Prof. He's very demanding so I _____ (not miss) the appointment. Next time, I _____ (do) the sensible thing and stay in bed.

CURRICULUM: Lingue, Culture e Letterature Moderne

COGNOME: _____ NOME: _____ MATR. _____

READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**THE HEART OF ENGLAND: LIVERPOOL****'Scouse'['skaʊs] definition:**

- 1. A meat stew popular in the city of Liverpool.**
- 2. An inhabitant of Liverpool (also Scouser).**
- 3. The dialect of Liverpool**

Not too long ago, a couple of my friends came to visit me from Canada. I had a wonderful time playing tour guide around my home town of Liverpool, but what struck me is that they both said that they had had no idea what a great city it is. They knew about The Beatles, but didn't know much about the city's interesting and dramatic past, how it's changed and grown over the years, or the other things it has to offer. Now, don't get me wrong; I love the 'Fab Four' as much as the next Scouser (and most of the world it would seem), but there is much more to see and to know about Liverpool: it isn't just the birthplace of The Beatles. By all means, go on a 'Beatles Tour', visit The Beatles Museum and go to The Cavern, but my point is: if you just do Beatles stuff, you are seriously missing out!

Liverpool has a long and interesting history, so it is not surprising that the city is full of museums. There's the Merseyside Maritime Museum, the International Slavery Museum, the Victoria Gallery and Museum, the Walker Art Gallery, the Tate, and the Liverpool Museum and many more. It has more Georgian buildings than any other city outside London and the waterfront buildings, with the Albert Dock and the Three Graces, testify to it once being the second most important port of the empire. It also has two magnificent cathedrals, one Catholic and one Anglican, and two historic football stadiums, Everton FC's Goodison Park and Everton's original home, Anfield.

And as for the nightlife, you can't get better than Liverpool with its great club and music scene as well as its vibrant pubs. What's more, it's a shopper's paradise with people coming from all over the northwest of England to pick up the latest fashions. Apart from football, Liverpool hosts other world famous sporting events such as the Grand National horse race, golf tournaments and boxing matches. Oh, and the food here is to die for! Scouse is also the name of the local dish, a kind of mutton or beef stew and is simply divine, real comfort food.

Yet, there is one more great reason to visit this city and any travel blog or article you read will highlight this aspect. Yes, the people. The people of Liverpool, or *Scousers* as they are often known, have the reputation of being among the friendliest and funniest people of the United Kingdom. It's not surprising that a lot of the UK's best loved comedians come from here. On the bus, in the street, in the shops, Scousers love having a laugh with people. As they say, 'If you don't laugh, you cry'. Their sense of community and solidarity is also renowned. As Gerry Marsden's famous song 'Ferry Cross the Mersey' says, 'People around every corner, they seem to smile and say, we don't care what your name is boy, we'll never turn you away'.

People watching is also amazing in Liverpool. There are a lot of characters! And keep an eye out for the girls walking round with big coloured rollers in their hair (just before they go out in the night they take out the rollers and finalise their big hairdos!). And just enjoy the musicality of the Scouse accent, even if you don't understand all of it.

Liverpool is a beautiful, unique and very loveable city, with loads of history, a lot of soul, a big heart and just the right amount of edge. So what are you waiting for?

1. What kind of things can a visitor to Liverpool do?

2. What does the writer say about the people of Liverpool?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) I would have loved to have grown up grown up in Liverpool.

WISH

I _____ in Liverpool.

- b) The last time I went to Liverpool was 3 years ago.

FOR

I _____ 3 years.

- c) I cannot get all my souvenirs in the suitcase.

BIG

The suitcase _____ to take all my souvenirs..

- d) I'm sure it wasn't Paul you saw this morning. He's in Tokyo.

BEEN

It _____ Paul you saw this morning. He's in Tokyo.

- e) Everton FC are building a new stadium near the River Mersey.

BY

A new stadium _____ Everton FC near the River Mersey.

Paul McCartney was born in Liverpool on 18th June 1942. At the age of 15, he _____

(MEET) John Lennon. Imagine if they _____ (NOT MEET), the Beatles

_____ (NEVER EXIST) . Anyway, John and Paul _____ (BECOME)

great friends and when Lennon _____ (MURDER) by a crazed fan, McCartney stopped

_____ (PERFORM) live for some years. Anyway, In total, McCartney _____ (HAVE)

more number one hits than any other musician. Next June, _____ (PLAY) in Naples and I

_____ (ALREADY BUY) the tickets for the concert. I _____ (REALLY

LOOK) forward to it.

CURRICULUM: Lingue, culture e letterature moderne

COGNOME: _____ NOME: _____ MATR. _____

READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**Andrew Carnegie: The Steel King and Philanthropist**

Born in Scotland in 1835, Andrew Carnegie is the embodiment of the American Dream. The son of poor Scottish immigrants, Andrew Carnegie literally went from "rags to riches" as he went, with hard work and determination, from a simple factory worker to The Steel King and The Richest Man in America.

Andrew Carnegie was the eldest son of William Carnegie, a textile worker and local leader of the Chartists, those people who fought to improve the conditions of working-class life in Great Britain, and of Margaret Morrison Carnegie, daughter of Thomas Morrison, a shoemaker and political and social reformer. At the age of 13, in 1848, Carnegie came to the United States with his family. They settled in Pennsylvania, and Carnegie went to work in a factory, earning just \$1.20 a week. But Carnegie then moved rapidly through a succession of jobs with Western Union and the Pennsylvania Railroad. While working for the railroad, Carnegie began making investments. He made many wise choices and found that his investments, especially those in oil, brought in substantial returns. He left the railroad in 1865 to focus on his other business interests.

By the next decade, most of Carnegie's time was dedicated to the steel industry. His business, which became known as the Carnegie Steel Company, revolutionized steel production in the United States. Before Carnegie, steel was very expensive and so production was limited. But Carnegie introduced the Bessemer process of making steel and almost literally changed the face of the Earth. Carnegie built plants around the country, using technology and methods that made manufacturing steel easier, faster and more productive. The effect of his steel production should never be under-estimated. He almost single-handedly gave rise to a new era of industrialization. Without him, we would never have had The Empire State building and all the other skyscrapers. The railroads that crossed North America would never have been built, and nor would The Golden Gate Bridge in San Francisco. Henry Ford could not have produced cheap cars. Indeed we often take steel for granted but without Carnegie all those commodities from a simple knife and to a washing machine would be exorbitantly expensive.

In 1901, Carnegie made a dramatic change in his life. He sold his business for more than \$400 million and began giving his money away. Throughout his life, Andrew Carnegie loved to read. So it made sense that he wanted to give money to support education and reading. Among many charitable donations, he founded the Carnegie Institution in 1902 to fund scientific research and established a pension fund for teachers with a \$10 million donation. He gave money to towns and cities to build more than 2,000 public libraries. He also gave \$125 million to a foundation called the Carnegie Corporation to aid colleges and other schools. World peace was another cause Carnegie believed in. He established the Carnegie Endowment for International Peace and funded the building of the Hague Palace of Peace, which houses the World Court, in the Netherlands. By 1911,

Carnegie had given away a huge amount of money - 90 percent of his fortune. Andrew Carnegie, just another immigrant who helped the USA become great.

1. What does the article say about Carnegie's early life?

2. How important was Carnegie to American industrialisation?

3. What does the article say about Carnegie's philanthropy?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) Joe started working as a volunteer in 2016.

SINCE

Joe _____.

- b) I regret not donating money to the victims of the 2004 Tsunami disaster.

WISH

I _____ to the victims of the 2004 Tsunami disaster.

- c) Although he is homeless, he always gives money to those in need.

DESPITE

_____ homeless, he always gives money to those in need.

- d) She rarely gives money to charity.

HARDLY

She _____ gives money to charity.

- e) The immigration office are processing her resident's permit.

BY

Her resident's permit _____.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Danny Farley _____ (grow up) in the backstreets of Liverpool and in 1890, at the age of 17, he _____ (emigrate) to the USA. After _____ (work) for a few months as a docker at the port of New York, he _____ (introduced) to the Irish gangster, Paddy Carroll. Danny soon _____ (rise) through the ranks of Paddy's criminal organisation. If Danny _____ (not meet) Paddy he _____ (not become) as rich and powerful as he _____ (do). Danny _____ (be) my great-grandmother's younger brother, and next week, I _____ (go) to the USA to meet my distant 'cousins' for the first time.

CURRICULUM: Lingue, culture e letterature moderne

COGNOME: _____ NOME: _____ MATR. _____

- A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**

AMERICANS AND TRAVELLING ABROAD

Americans have often been criticized for being insular and parochial for their not wanting to travel abroad. This notion is largely based on the fact that only 42% of Americans possess a passport. In 2004 this figure was 21%, and in 1989 a mere 3%. The increase is due to the fact that Mexico and Canada now request a passport for US visitors. So, basically, Americans shun holidays outside of North America and prefer to go on holiday in, or very near, their homeland. Conclusion, they are ignorant of the world. Such a claim, however, seems to me to be rather reductive.

The USA is huge: 52 states and all completely different. And each state is like a nation in itself. I once met a naturalized British couple who had been going to Wyoming for twenty years in their camper and they told me that every year they found something new and amazing. The USA has 59 incredible National Parks. Yellowstone and Grand Canyon just to mention two of them. Great cities like New York and San Francisco. And once you get off the beaten track you'll be amazed at the variety of landscapes and cultures this nation possesses. So why should Americans travel abroad? They have everything.

Unfortunately, however, there is a rather disconcerting reason why Americans don't travel abroad and that is due to fear and ignorance. Even before the terrorist attacks of 9-11, Americans were bombarded with news reports about a hostile world. These reports only intensified after 9-11. In the rest of the world there were, and are, terrorists, kidnappers, revolts and revolutions, poverty and violence. And Americans, they believe, are not liked. To most Americans, the world is a scary place. Home is nice and cosy. So why risk going abroad? Let's stay safe.

Having said all that, many Americans do travel abroad. Indeed, ever since shortly after the Mayflower set sail, Americans have been making the return trip to Europe for a spot of culture. Picture Henry James's American abroad and you'll see that - in the best possible way - not much has changed: there's a wide-eyed and worshipful innocence to the US visitor, who is as intent as any Japanese tourist on soaking up the culture of the Old World. Yes, many are capital-hopping, day one London, day two Paris, day three Rome and so on but if you are from Ohio, you are going to try to make the most of your 7,500 kilometer trip to Europe.

So, 42% of Americans have passports which means they have probably traveled abroad. Well, I found some statistics published by Istat regarding Italians and holidays abroad. In 2018, only 20% of Italians went abroad on holiday and of these 83% stayed within Europe and 17% went outside of Europe. It appears we Europeans are not exactly globe-trotters ourselves. So, 80% of Italians had their holidays in Italy and you can imagine why. Just try to imagine the USA and then maybe you can imagine why they prefer to stay in their own country.

If there is ignorance in America, it's not due to the lack of travel abroad but perhaps to the failings of the underfunded public school system, as well as 'Fox News', 'Fortnite' and the Kardashians!

1. According to the article, why don't many Americans travel abroad?

2. What does the writer say about Americans travelling abroad?

3. Why does the writer talk about Italian tourists?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) Alaska is bigger than California.

AS

California is not _____ Alaska.

- b) I didn't have enough time to visit New Orleans.

WOULD

If I _____ New Orleans.

- c) Although I have never been to Mississippi, I know a lot about it.

DESPITE

_____ to Mississippi, I know a lot about it.

- d) I can't wait to go on holiday.

FORWARD

I am really _____ on holiday.

- e) I wish I had gone to Yosemite

REGRET

I _____ to Yosemite.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Anna _____ (study) at the University of California at Santa Cruz (UCSC) since last October on a student exchange programme and she _____ (love) it. She _____ (go) to the University of California at San Diego (UCSD) but she _____ (choose) UCSC instead because of its interesting courses and beautiful campus. The campus _____ (set) in a redwood forest overlooking Monterey Bay! Next week she _____ (visit) San Francisco and before _____ (leave) California she _____ (like) to go and see Yosemite National Park. If I _____ (be) her, I _____ (visit) the Sequoia National Park, too. It's amazing.

31/01/2019

BIANCO 2019

€ 0,30

A.A. 2017-2018

Lingua e traduzione – Lingua inglese I

14.01.2019

Proff. Bianco, Gatto

CURRICULA: Lingue, culture e letterature moderne**Lingue e culture moderne****Lingue e culture per il turismo**

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

The Great Stink

Everyone has heard of the Great Fire of London of 1666 which started in a baker's in Pudding Lane and went on to destroy the homes of 70,000 of the City's 80,000 inhabitants, but who has heard of the Great Stink of 1858?

The River Thames in the mid-19th century was basically an open sewer. It was, in effect, the main sewer for most of the city. Into it flowed a toxic cocktail of human excreta, slaughterhouse waste and industrial chemicals. And Londoners drank from this river! For decades, Londoners had been dying of waterborne disease because the sewage contaminated the water supply. Just one drop of Thames river water, laden with all manner of pathogens, was all it took to suffer an agonizing death, sometimes in a matter of hours. Between 1831 and 1866, approximately 40,000 people died from cholera in London alone. In the summer of 1858, London was experiencing a heat wave. Temperatures in the sun were 118°F. It was as hot as the Arizona desert. As the water level dropped, layer upon layer of fecal matter—six feet deep in places—had washed up on the muddy shores and was fermenting in the heat. Due to the awful smell, they called it the Great Stink. Parliament itself was closed because of the stench. Something had to be done.

What would follow was a remarkable feat of engineering and human endeavour. Joseph Bazalgette, a civil engineer, was asked to resolve the problem. Bazalgette's solution was to construct a network of 82 miles (132 km) of enclosed underground brick main sewers to intercept sewage outflows, and 1,100 miles (1,800 km) of street sewers to intercept the raw sewage which up until then flowed freely through the streets of London. Part of this huge sewage system was the Embankment: a massive building project along the banks of the Thames aimed at controlling the river and the sewage that flowed into it. It also laid the foundations of the London underground. To give you an idea of the size of this project, more building materials were used than for the building of all the Egyptian pyramids put together. Londoners could now breathe again, and cities all around the world began to emulate London's state-of-the art urban planning.

Today, a walk along the Thames Embankment allows you to appreciate a glorious spectacle since many of the great sights of London are to be seen along the way as well as an opportunity to watch the activities on the River. And breathe fresh air.

Joseph Bazalgette was a true Victorian 'hero' yet few have ever heard of him. His great-great grandson, Sir Peter Lytton Bazalgette, is much more famous. Sir Peter is the owner of Endemol, the television programme producing company, famous for polluting the airways with such programmes as Big Brother and Deal or No Deal (which in Italy goes by the name *Affari tuoi*). Ah, a sigh of the times!

1. What was the situation of the Thames in the mid-19th century?

2. What happened in 1858?

3. What was Joseph Bazalgette's solution?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. They are going to build a new bridge in Genoa.
IS

A new bridge in Genoa _____.

2. Although Italy has many problems, it's still a great country to live in.
Despite

_____, it's still a great country to live in.

3. Unless something is done soon, the planet will die.

IF

The planet will die _____.

4. I haven't drunk from that river since I heard it was polluted.
STOPPED

I _____ from that river when I heard it was polluted.

5. Liverpool is a fantastic city for architecture. It is also the home of Everton FC.
WHICH

Liverpool _____.

1. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Some years ago, in my home town of Kirkby, they _____ (BUILD) an artificial ski-slope. Unfortunately, it _____ (BUILD) the wrong way round! Instead of _____ (BUILD) it in the direction of countryside, it _____ (GO) straight towards a motorway. Needless to say, it _____ (DEMOLISH) soon after its completion. Anyway, even if they _____ (BUILD) it in the right direction, nobody _____ (SKI) on it because the foundations _____ (MAKE) up of builder's rubbish and so highly unstable. You _____ (CHECK OUT) the full story on youtube. You _____ (AMAZE).

COGNOME: _____ NOME: _____ MATR. _____

D. TRANSLATE INTO ENGLISH:

L'incontro

Ieri ho incontrato Mari mentre andavo al lavoro. Non la vedevo da una vita!

Era cambiata: aveva i capelli bianchi e sembrava più vecchia. Siamo andate a prenderci un caffè e abbiamo parlato un po'. Mi ha detto che si era trasferita in Inghilterra perché il marito aveva trovato un buon lavoro lì e che stava cercando anche lei un lavoro per aiutare la famiglia. Mi ha detto anche che non le mancava l'Italia e che, se ne avesse avuto la possibilità, si sarebbe trasferita in Inghilterra anni prima. Io, invece, le ho detto che non avrei mai lasciato l'Italia perché mi piace uscire con i miei amici e vedere i posti a me familiari.

Ad un certo punto, mentre eravamo al bar, ha squillato il suo telefono ed è andata via di corsa senza nemmeno salutarmi!

CURRICULA: Lingue, culture e letterature moderne
Lingue e culture moderne
Lingue e culture per il turismo

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

INTERNET TROLLS

Have you ever heard the English children's rhyme/chant 'stones may break my bones but words will never hurt me'? The rhyme persuades the child victim of verbal insults to ignore the taunt, to refrain from physical retaliation, and to remain calm and serene. Well, in an internet full of haters, maybe adults should take the same attitude especially as regards trolls.

But what exactly is a "troll"? Wikipedia defines it as: "Someone who posts inflammatory, extraneous, or off-topic messages in an online community, such as a forum, chat room, or blog, with the primary intent of provoking readers into an emotional response or of otherwise disrupting normal on-topic discussion." The Urban Dictionary describes a troll in a much more colloquial, 'colourful' fashion. When you have a chance, check it out and you'll see what I mean.

Anyway, the word 'troll' comes from Scandinavian folklore. The mythological troll is known to be an unfriendly, ugly, dirty, angry creature that lives in dark places. The internet troll is a modern version of the mythological version. Trolls hide behind their computer screens and actively go out of their way to cause trouble on the internet. Like the mythological troll, the internet troll is angry and disruptive in every possible way—often for no real reason at all.

You can find trolls all over the net. On YouTube you're bound to find some of the worst comments ever. On some popular blogs and news sites you can find trolls cursing, name-calling and just causing trouble for the sake of it. Forums are made for discussing topics with like-minded people, but now and again a troll will come in and start spewing negative words. If forum moderators don't ban them, other members will often respond and, before you know it, the thread gets thrown completely off topic and becomes nothing but one big pointless argument. Big brands on Facebook, celebrities on Twitter and Tumblr teens with lots of followers face trolling every day. Unfortunately, as the web becomes more social and people can access social sites wherever they are from their smartphones, trolling (and even cyberbullying) will continue to be a problem.

But why do people troll on the internet? Every internet troll has a different backstory and therefore different reasons for feeling the need to troll a community or an individual on the internet. They may feel depressed, attention-starved, angry, sad, jealous, narcissistic or some other emotion they may not be entirely conscious of that's influencing their online behaviour. What makes trolling so easy is that anyone can do it, and it can be done from a safe, isolated place as opposed to interacting with others in person. Trolls can hide behind their shiny computers, screen names and avatars when they go out trolling for trouble, and after they're all done, they can carry on with their real lives without facing any real consequences. Trolling makes a lot of cowardly people feel stronger.

If I were trolled, I would simply ignore them and their comments. After all, they are seeking a reaction so getting none they might just move on. Or I would simply write the word 'Troll' after each comment. This would make them angry, but simply repeating 'Troll' might frustrate them so

much they might realise they are not getting to me. Or I would repeatedly write Bart Simpson's famous phrase 'eat my shorts'. An apparently rather inane response but a way of showing I'm not being affected by their insults. Sticks and stones.

1. According to the article, where do people troll and what do they do?

2. How does the article describe the character and personality of an internet troll?

3. What would the writer do if he were trolled?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR:

B.1 REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. Even though I follow hundreds of people on Instagram, I've never come across a troll.
DESPITE

_____ hundreds of people on Instagram, I've never come across a troll.

2. When I was a child I believed in Leprechauns.
USED

I _____.

3. I'm having problems because it's the first time I have been trolled.
USED

I am _____ and that's why I'm having problems.

4. Facebook is more popular than Tumble.
AS

Tumble _____ as Facebook.

5. I don't add people to my contacts list if am not sure they are genuine.
UNLESS

I don't add people to my contacts list _____.

B.2 PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (be) on Facebook for about ten years and I _____ (have) any trouble until a few weeks ago when I _____ (troll) in an Everton Football Club forum. I and other members of the forum _____ (have) a nice chat when this stupid Man Utd supporter _____ (break) into our conversation with all sorts of offensive comments and lots of swearing. If the Administrators of the forum _____ (not kick) this intruder out almost immediately, I _____ (start) insulting him back. Anyway, after his departure, we all just _____ (end up) _____ (laugh) about it. Next time there is a troll about, I _____ (wait) for an Administrator to deal with the problem.

CURRICULA: Lingue, culture e letterature moderne
Lingue e culture moderne
Lingue e culture per il turismo

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**Living in a plastic world**

There are some forms of recycling that I simply can't abide. Klas Ingesson, an old friend of mine who played for the Swedish national football team as well as a number of clubs including Bari and Sheffield Wednesday, once said to me that there were many very mediocre players in both England and Italy that, thanks to the power and influence of their agent, were simply recycled around the various clubs. That can't be good for developing talented young players or for quality football. Then there is the 'cut and paste' recycling of academic papers. This blatant form of plagiarism is forcing many universities in the UK to develop software to seek out the cheats. This form of recycling shows a lack of critical thought and originality on the part of the students, as well as academics. And finally, just watch Italian television to see how many nonentities keep on popping up all over the place. Simply poor quality. No wonder young people are turning away from tradition television. Recycling? No thanks.

There are, of course, other forms of recycling I think the vast majority of us are in favour of. And that's the recycling of plastic. Plastic really is ubiquitous. Think back to this morning when you went to the bathroom to get ready and try to remember all the things made of or containing plastic: your toothbrush, tube of toothpaste, all kinds of containers for shampoo, hair gel, lipstick, shaving foam, contact lenses, your comb or brush, the thing you press to flush the toilet, the knob on the radiator, the light fitting and the list goes on. And whether you came here by bus, train, car or bicycle, your form of transport contained a lot of plastic. 'Ah, but I walked here', I hear you say. Yes, but I bet there's a good chance your trainers contain some plastic. Plastic is a very useful product and it's hard to see how we could live without it.

Yet, plastic is a huge threat to the environment and so to mankind and wildlife alike. The amount of plastic in the seas is enormous. In the north Pacific there is the Great Pacific Garbage Patch. Here, currents have concentrated huge amounts of plastic objects and particles in an area the size of France. In other parts of the world there are floating plastic islands. And even along our coasts, plastic objects dumped by humans bob up and down everywhere. It's heartbreaking to seal suffering an agonizing death because its head is stuck in a plastic carrier bag! And fish end up eating micro particles of plastic. And who eats the fish? We do. As the seas get more and more polluted, the more we will be ingesting the same particles. So, yes, anything we can do to reduce the amount of plastic we produce is very welcome. And recycling is an essential part of this challenge.

But as I said earlier, plastic is a great product and an integral part of our consumer society. However, there is one great limitation to plastic. It is basically a derivative of petroleum and as we know, petroleum is a non-renewable product. Sooner or later we're going to use up all our fossil fuels so we had better find alternatives to this product pretty soon. The race is on!

1. What forms of recycling is the writer against and why?

2. What does the writer say and think about the ubiquity of plastic in our everyday life?

3. According to the passage, why is plastic a threat to life on the planet?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. Scientists at Liverpool University are developing new forms of biodegradable plastics.
BY

New forms of biodegradable plastics _____.

2. Although he's an environmentalist, he never recycles plastic bottles.

Despite

_____, he never recycles plastic bottles.

3. I hate it when people throw litter on the ground.

WISH

I _____ on the ground.

4. Plastic is more dangerous to the planet than paper.

AS

Paper _____.

5. I haven't bought a plastic bottle of water since 2010.

TIME

The _____ in 2010.

1. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

The other day I _____ (catch) by the police _____ (dump) an old fridge in a field. I _____ (have) the fridge for over 20 years and simply _____ (can't stand) the sight of it anymore. Anyway, I really regret _____ (try) to dump it in such a way. I _____ (take) it to the recycling depot. Too late now. I _____ (do) anything like that ever again. The judge _____ (order) me to pay a £100 pound fine. To be honest, If I _____ (be) the judge that day, I _____ (make) me pay £1000!

CURRICULUM: Lingue e Culture Moderne

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**Changes**

I was in the pub the other night with the lads and after a good few pints and a lot of banter, football ‘debates’, talking about girls and the improvised pub quiz/trivial pursuit session, the talk smoothly passed into that other realm of half-drunk male group conversation: the intellectual debate. This was started by Frank who, after answering the question ‘Who invented penicillin?’ correctly (it was Alexander Fleming if you didn’t know), asked the question ‘Who had the most influence on society, Hitler or Fleming?’ As with all good drinking sessions amongst males, most of the conversation was forgotten by the next day. However, the general topic of conversation gave me food for thought.

Leaving aside the specifics of Hitler and Fleming, how society changes is, dare I say, a huge conundrum. For is it ‘how society changes’ or ‘who changes society’? Karl Marx developed Hegel’s dialectical materialism and believed basically that change was determined by market forces and the clash between workers and capitalists. In this sense, admittedly very simplified, individuals had little influence on determining social change, unless of course the workers united and changed the rules of the game.

Then there is Edward Lorenz’s ‘butterfly effect’ and the theory of chaos. The idea is that a butterfly flapping its wings in one part of the world could start off a change reaction that has huge consequences, a devastating tornado for example, in another part of the world. Here is an example that will help you understand the butterfly effect theory in real life. In 1905, the Vienna Academy of Fine Arts twice rejected an aspiring young artist. If only they had accepted him, this young man would have taken a different career path than the one he actually did. His name was Adolf Hitler.

The common understanding of the butterfly effect is also strongly linked to religious beliefs. Yes, Jesus Christ as an individual had a great effect on history but the teachings of Christianity as well as other religions are based on small, daily acts that determine social well-being. Most atheists believe the same thing. Indeed, atheists even more so given that they do not believe in any divine intervention. Having said that, atheist marxists will point out, and maybe rightly so, that whatever we do as individuals, market forces will dictate our lives and that’s one reason why our politicians never seem to resolve the big questions.

Anyway, next time you go to a pub and see a group of lads drinking and laughing and getting into hot debates, don’t write them off as drunken losers: their conversation may one day change the world! Extremely unlikely I know, but what nicer way to try?!

1. How does the writer describe a typical night out for groups of male friends?

2. What examples does the writer give to explain the butterfly effect?

3. What does the writer say about Christians and atheists?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

a) The Beatles shook the world.

BY

The world _____.

b) I regret not studying American history at school.

WISH

I _____ American history at school.

c) Although he came from a poor background, he became a world leader.

DESPITE

_____ from poor background, he became a world leader.

d) Sue is the most important person in my life.

THAN

In my life, _____ Sue.

e) Providing you stay calm, you'll be alright.

LONG

You'll be alright, _____.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

The last time I _____ (go) to church _____ (be) almost

two years ago, for my brother's wedding to Carol, our next door neighbour. My brother, Barry, _____ (know) Carol for years before _____ (get) the courage to ask her out on a date. If he _____ (not have) a few drinks that night in the pub, I don't think he _____ (ever ask) her out. Anyway, they _____ (be married) now for two years and _____ (be) still very much in love. Next week, Barry _____ (take) Carol to

Canada for a holiday _____ (celebrate) their second anniversary.

I'm very happy for them both.

CURRICULUM: Lingue e Culture Moderne

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.**A different perspective on American History**

Anyone who has studied American History as a degree at university will tell you how often their choice has come up against sceptical remarks of the type, 'Oh, it's easy...it's so short'. Well, one way to answer this is by mentioning Italy in the 1970s. Countless books have been written on the 1970s but that decade is still shrouded in mystery. So 'time', ironically, should not be the way to judge the worth of historical research.

What's more, people's ignorance of American history is amazing. Just watch the video clips on YouTube about 'dumb Americans' and you can see how very little they know about their own country: 'Who won the Civil War?'... 'Erm... Was it France?!' Mind you, don't be too smug about European intellectual superiority. Have you ever seen on television Italian politicians being asked general knowledge questions about Italian history? 'When was the unification of Italy?'... 'Erm... Was it 1915?!'

American history is really complex and maybe we should talk about American histories. Just look at the mid-18th century. Plantations in the South, industrialization in the North. Exploitation everywhere. Immigrants flooding into New York, migration to the west, the gold rush in California. One nation with so many different things going on at the same time.

A very interesting book, *A renegade History of the United States* by Thaddeus Russell, gives a new twist on American culture. Now, despite all its problems, Americans have a lot of freedoms today, many of which they take for granted: being able to drink alcohol, watch almost any kind of movie, get divorced, have pre-marital sex, go to a casino, have friends or partners of a different colour, be openly gay, dance sensually, and have free time to enjoy themselves. And who should we thank for that? The Founding Fathers, social reformers, civil rights activists? 'No', says Russell. Individual freedoms were achieved despite these people. He argues, with extensive documentation, that these freedoms should be traced back to the lower, marginalized, 'corrupted', criminal segments of society.

During colonial times the lower classes drank a lot, danced provocatively, worked at their own pace, had interracial relationships, divorced easily and so on. The Founding Fathers (Washington, Adams, Jefferson et al) not only had a puritanical background but also believed that to make a new nation, people had to make personal sacrifices, work hard (at least 16 hours a day), be morally upstanding and so they tried to put an end to all the 'excesses' of personal freedom.

Now, undoubtedly, slavery was an awful condition but one consequence is that it allowed Blacks to develop their own culture particularly as regards partying, music and dance, sexual relations, wearing extravagant clothes, and their attitude to work because they were outside the mainstream society and so didn't matter. When slavery ended and they became free, however, middle-class white society tried to reform them and end their licentious ways. Many did, many didn't. Later, many Black leaders would try to reform Blacks. Martin Luther King rallied against the 'obscene' lifestyles of many Blacks. King was after all, first and foremost, a religious leader.

Russell also shows the contribution women-controlled brothels helped liberate women, how poorly paid young women workers challenged the taboos of the time and also contributed to consumerism, how the 'dirty' Italians and Jews were able to contribute so much to music and dance and how gangsters allowed people to gamble, drink alcohol and frequent gay bars and basically built Hollywood and Las Vegas.

Essentially, people want to have fun and this has always been anathema to conservatives and social reformers alike.

1. Why does the writer make reference to Italian history and Italian politicians?

2. What does the writer think about slavery in the USA and its effect on Black culture?

3. According to the writer, who is and who is not responsible for the individual freedoms we have today?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. White Europeans killed millions of Native Americans.
BY

Millions of Native Americans _____.

2. Although he didn't study much at school, he still managed to get into university.
Despite

_____, he still managed to get into university.

3. If I had enough money, I would study in the USA.
AFFORD

If I _____, I would study in the USA.

4. In History, John was better than Mike.
AS

In History, Mike wasn't _____.

5. I haven't been to a party since last Xmas.
TIME

The _____ last Xmas.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (NOT BE) to a party for ages so I _____ (BE) really excited about _____ (GO) to John's 21st birthday party last Saturday. Good old John, I _____ (KNOW) him for years. Anyway, there _____ (BE) lots of interesting people there and everyone _____ (BE) really friendly. I just wish I _____ (NOT DRINK) so much that night. I certainly regret _____ (DRINK) that half bottle of whisky at the end of the party. Next time I _____ (GO) to a party, I _____ (NOT DRINK) so much.

CURRICULUM: Lingue e Culture Moderne

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Modern Britons now live 100 miles from their birthplace: a generation ago it was just five miles

Having left home at the age of 18 and, since then, having lived in many towns in the UK and five different countries, I always had the feeling that most people flew far from the nest. This notion perhaps was consolidated by the fact that I live and work in Italy and so most of the British people I know here have a similar history. Plus, I have cousins who live in Canada, the USA, Thailand, Poland, Romania, Australia, Barbados and the Netherlands as well as in different towns and cities in the UK. So it was with some surprise that I read a report by the website Ancestry that revealed that we Brits now live an average of 100 miles from where we were born, compared to just 5 miles a generation ago. This finding by the report was deemed as a great shift in demographical migration, though I thought the average distance would have been much higher.

Anyway, as Brad Argent of Ancestry said: 'Immigration is something that we hear a lot about, but lesser known is the fascinating trend of people moving around within their own country which has seen a huge increase in the UK over the past few decades.' London is the leading city for so-called 'internal migrants' – reflecting the traditional draw of the capital city. But other major 'go to' destinations are Essex and Kent – both easy commutes into London – and Lancashire, which has pretty towns in the countryside within a short distance of Liverpool and Manchester. However, London also has one of the highest number of people moving away, highlighting the transient nature of its population. Scotland and Wales are among the other top places that people leave behind. Most people move from where they were born for work (21 per cent) or a better quality of life (13 per cent). Other reasons include the greater ease of getting around and the fact that with increased mobility, access to university and the internet, people are more likely to meet partners from elsewhere in the country.

However, the urge to move is not overwhelming – some 49 per cent of people have stayed in the area where they grew up. Staying close to their family is the main motivator (45 per cent) but almost as many people – 42 per cent – are unwilling to break the 'connection' to the place they have spent their whole lives. Experts have suggested other possible reasons include returning to their childhood home means a better chance of being able to afford to buy a property and being near parents they would look after in old age.

Brad Argent also noted that 'with people moving around the country more and more, it means many have deep sense of belonging to places which may not only be different to where they live, but even places that they've never actually been to.' Apparently, half of Britons feel this kind of emotional or spiritual connection to a place. In the UK, Greater London tops the list of our 'spiritual' homes (10 per cent), followed by Cornwall (6 per cent) and West Yorkshire (4 per cent). Globally, the United States (17 per cent) comes top, with Australia (8 per cent) and Italy (8 per cent) just behind. I must say that I'm very happy to live in Italy, though France has always been my spiritual home.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. Why was the writer surprised by the report?

2. What reasons are given for people moving away from where they grew up?

3. Why do many people want to stay in or return to the place where they grew up?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) The people in the North of England are friendlier than the people in the South.
AS
The people in the South of England _____ the people in the North.
- b) I am sorry that I moved to Manchester.
WISH
I _____ to Manchester.
- c) Even though he's from the south of England, he's quite friendly
DESPITE
_____, he's quite friendly.
- d) I haven't got enough money to buy a new house.
IF
I _____.
- e) I'm really looking forward to going back home to see my family.
WAIT
I _____ back home to see my family.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (live) in Liverpool since I _____ (be born). Everyone in Liverpool _____ (agree) that it is the best city in the world. After _____ (leave) school, I _____ (offer) a job in London. If I _____ (accept) the offer, surely my life _____ (turn out) differently and who _____ (know) what I _____ (do) now. Anyway, I don't regret _____ (choose) to stay in Liverpool. Did I tell you it's the best city in the world?

CURRICULA: Lingue e Culture Moderne

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

The Dictionary

By mid-eighteenth century in Britain, the rise of literacy among the general public, combined with the technical advances in the mechanics of printing and bookbinding, meant that, for the first time, books, texts, maps, pamphlets and newspapers were widely available to the general public at a reasonable cost. Such an explosion of the printed word demanded a set pattern of grammar, definition, and spelling for those words. This could be achieved by means of an authoritative dictionary of the English language. In this light, after 9 years of work, Samuel Johnson's *A Dictionary of the English Language* was published in 1755. It had a far-reaching effect on modern English and has been described as one of the greatest single achievements of scholarship. Until the completion of the *Oxford English Dictionary* 173 years later, Johnson's dictionary was viewed as the pre-eminent British dictionary. Sometimes idiosyncratic, sometimes subjective, it nevertheless established a format for all other dictionaries to follow.

Today, there are two main kinds of dictionary: paper and online. Traditional paper dictionaries are relatively cheap and last a long time. These dictionaries also have explanations on how to use the dictionary with lists, for example, of irregular verb paradigms or phonetic descriptions. However, students often complain they are too bulky to bring to class. Then there are the online dictionaries. These are easy to use so long as you have internet access, something which is becoming easier and easier nowadays. There are some excellent and specialised ones, such as etymonline.com, an etymological dictionary. Then there is UrbanDictionary.com which is a web-based slang dictionary. However, like Wikipedia, users can add content so, though it may be interesting, some of the content is so obscure that it is best described as idiosyncratic. Moreover, not all the definitions are accurate. The compilations of these online dictionaries have not gone through the same rigorous research as the traditional paper dictionaries. Having said that, Cambridge, for example, have an online version of their *Advanced Learner's Dictionary*.

So we have the tools but many students learning a new foreign language often do not use these tools properly. Learners all too often just look for the first entry in the dictionary and stop there. They do not go through the different entries that would give them the more precise translation or meaning of the specific word. Moreover, they often do not even check the grammatical attribute of a given word, whether the noun is countable or not, or the verb transitive or intransitive. Sadly, all too often the pronunciation of the word is ignored completely. All information given in any respectable dictionary. Apart from this superficial exploitation of the dictionary there is perhaps an even more serious fault on the part of the learner and that is no use of it at all! Many learners read or listen for the gist. Yes, an important skill but if you don't go and check up the meaning of a particular word or expression, you'll hardly ever be able to use it yourself.

1. Why was the publication of Samuel Johnson's dictionary appropriate for the age?

2. What are the pros and cons of online dictionaries?

3. In what ways does the writer believe learners do not exploit dictionaries fully?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) Store -bought books are more expensive than online-bought books.
AS
Online-bought books are not _____ store-bought books.

- b) I can't check the meaning of this word as I don't have my dictionary with me.
IF
I _____, my dictionary with me.

- c) Although I don't understand Italian, I like listening to Verdi's music.
DESPITE
_____, I like listening to Verdi's music.

- d) Einaudi is going to publish a book about the life of John Lennon.
BY
A book about the life of John Lennon _____.

- e) I regret not going to that concert the other night
WISH
I _____ to that concert the other night.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (read) a very good book at the moment and I
_____ (almost finish) it. The book _____ (be) about The
Beatles. Four young men who _____ (shake) the world! The
book _____ (write) by another Liverpool musician who
_____ (know) the boys well in the early days. _____
(explain) the music scene and peculiarity of the city itself, his thesis is that if
these four men _____ (grow) up in any other city, they
_____ (never produce) the music they actually _____ (do).

CURRICULUM: Lingue e Culture Moderne

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

READING NOVELS IS GOOD FOR THE BRAIN AND THE SOUL

In a world of ever-increasing tech gadgets and digital socialization, it is easy to forget the simple pleasures in life, like reading a good fiction novel. In fact, a recent poll conducted by The Huffington Post found that 28 percent of the 1,000 the people they surveyed had not read even one book in the past year. This is especially troublesome, given how much we have to benefit from reading.

Let's start off with children. Studies have shown that reading stories at bedtime not only helps children sleep better but generally helps them develop a better understanding of phonics and language, leading to increased communication and cognitive skills. As the children grow and continue to read, their vocabulary expands and grammatical knowledge becomes more complex and 'correct'.

Indeed, the more you read, the more words you gain exposure to, and they'll inevitably make their way into your everyday vocabulary. Being articulate and well-spoken is of great help in any profession, and knowing that you can speak with self-confidence to people in important positions can be an enormous boost to your self-esteem. Moreover, those who are well-read, well-spoken, and knowledgeable on a variety of topics tend to get promotions more quickly (and more often) than those with smaller vocabularies and lack of awareness of literature, scientific breakthroughs, and global events. Reading books is also vital for learning new languages, as non-native speakers gain exposure to words used in context, which will ameliorate their own speaking and writing fluency.

Reading is also good training for memory. When you read a book, you have to remember an assortment of characters, their backgrounds, ambitions, history, and nuances, as well as the various arcs and sub-plots that weave their way through every story. That's a fair bit to remember, but brains are marvelous things and can remember these things with relative ease. Amazingly enough, every new memory you create forges new synapses (brain pathways) and strengthens existing ones, which assists in short-term memory recall as well as stabilizing moods. How cool is that?

Studies have also shown that staying mentally stimulated can slow the progress of (or possibly even prevent) Alzheimer's and Dementia, since keeping your brain active and engaged prevents it from losing power. Just like any other muscle in the body, the brain requires exercise to keep it strong and healthy, so the phrase "use it or lose it" is particularly apt when it comes to your mind. Doing puzzles and playing games such as chess have also been found to be helpful with cognitive stimulation.

Researchers have also found that reading increases the sense of empathy. When we read novels we are thrown into the world of strangers. We can feel their joy or pain, their aspirations and predicaments. In the UK, reading novels is a popular activity, and I don't think it's a coincidence that Britain is such a liberal and open-minded society. I might be stretching a point, but I have rarely met an avid reader of novels who turns also out to be bigoted or narrow-minded. So reading basically makes you a nicer human being!

So apart from being a pure pleasure, reading books is actually very good for you.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. How is reading good for children?

2. How can reading help your professional life?

3. What are the writer's thoughts about the relationship between reading and empathy?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. The last time I went to a library was years ago.
FOR

I _____ years.

2. Although he never went to school, he was still able to read and write.
Despite

_____, he was still able to read and write.

3. I don't read much because I don't have enough time.
MORE

If I _____.

4. The book was better than the film.
AS

The film wasn't _____.

5. I regret not being able to read French books in the original language.
WISH

I _____ French books in the original language.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

COGNOME: _____ NOME: _____ MATR. _____

At the moment I _____ (read) a very good book, 'The Sunrise', _____

(write) by Victoria Hislop. It _____ (set) in war-torn Cyprus in the 1970s. I

_____ (begin) reading it just the other day and I _____ (almost finish) it.

I _____ (finish) it last night but Joe _____ (come round) for his

weekly piano lesson. If I _____ (remember) about the lesson,

I _____ (cancel) it. Never mind, I _____ (finish) it this evening.

CURRICULUM: Lingue e Culture Moderne

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Brexit: the referendum to decide whether Britain should exit the European Union or not.

Bertrand Russell, the British philosopher, once wrote, “The whole problem with the world is that fools and fanatics are so certain of themselves, and wiser people so full of doubts”. And as the referendum on whether the UK should leave the European Union looms, it appears that the British are a rather wise lot.

That the vast majority of the British people should have doubts as how they will vote on 23rd June is not really surprising, given the information they are receiving from the newspapers. Depending on which paper you read, Brexit will lead to more unemployment, more jobs, higher interest rates, lower interest rates, more exports, fewer exports and so on. Yes, only the fanatics seem sure of what will happen. Pity they contradict each other so easily.

So how will the people vote? Polls suggest it could go either way. Perhaps all will come down to one’s personality trait. People who are naturally conservative may vote to stay in the EU. Better the devil you know than the one you don’t. Those who tend to be more ‘reckless’ may be ready to take a jump into the dark. He who dares wins. And this is why fear seems to be a key factor too as both sides have been accused of scaremongering particularly as regards terrorism. Again, depending on which side you are on, the UK will be less or more vulnerable to terrorist attacks with Brexit.

However, not all things boil down to fear. There are interesting discussions as regards democracy. People are generally fed up with European regulations and increased bureaucracy. Being out of Europe would give the UK more independence as regards making its own laws and, given that the UK has always been at the forefront of social reforms and progress, this is a strong argument. Yet, as a friend from Liverpool pointed out, we do not live in a perfect democracy. It’s true we give a lot of money to the EU and in turn receive EU funding for many projects. So why not simply cut out the middleman? Why waste all that money on bureaucrats and politicians in Brussels? And this friend went on to remind me of the Thatcher years (Margaret Thatcher: Prime Minister 1979-1990) when the north of England was devastated by monetarist Conservative Party policies. Only thanks to funds redirected by the EU was the north of England regenerated. No, we can’t trust our own government. At least with the EU help for depressed areas is guaranteed.

Furthermore, Brexit may well have a profound effect on the constitutional make-up of the UK itself. Let’s imagine this scenario. The UK is made up of four nations: England with a population of roughly 54 million, Scotland (5 million), Wales (3 million) and Northern Ireland (2 million). Imagine the UK as a whole votes for Brexit but most of these votes are in England whilst Scotland, Wales and Northern Ireland have majorities who want to stay in the EU. Will these three nations then push to leave the UK and stay in the EU? Or will our country become the United Kingdom of Scotland, Wales and Northern Ireland with England becoming an independent country? The mind boggles!

So, to paraphrase some writers from the past, ‘to leave or not to leave, that is the question.’ The wise face a dilemma.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. Why does the writer talk about personality traits and fear?

2. Why does the writer mention his friend from Liverpool?

3. What scenario does the writer imagine?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) They are counting the votes as we speak.

COUNTED

The votes _____ as we speak.

- b) I regret not voting in the last election.

WISH

I _____ in the last election.

- c) Even though he hates politicians, he is still going to vote.

DESPITE

_____, he is still going to vote.

- d) She can't vote because she's only 17.

IF

She _____ 18.

- e) I decided not to vote anymore in 1990.

STOPPED

I _____ 1990.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (not vote) since 2006. I

_____ (vote) in 2009 but I _____ (be) out

of the country at the time so I _____ (miss) it. If I

_____ (be) in the country at the time, I

_____ (put) my X down for the Kirkby First Party. Anyway, a

referendum _____ (hold) next month on Brexit but I

_____ (not decide) yet how I

_____ (vote). The referendum is only a few weeks away and, I

know, I really _____ (make up) my mind by now.

CURRICULA: Lingue e Culture Moderne, Lingue e Culture per il Turismo

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Mindfulness in schools: making students understand the world around them and their place in it

A Birmingham school, Sacred Heart Primary School, is putting lessons in happiness on the curriculum alongside maths and English. This is in line with other 'mindfulness' programmes in other schools. These programmes are designed to make the students aware of the world around them as well as give them self-awareness. It has been said that schools should not just teach traditional subjects like maths or English but must think of the growth of the student as a person. The move comes despite critics suggesting that awareness lessons are ineffective at preparing children for the realities of life.

Melanie Gee, head teacher at the school, said she had been exploring a variety of ideas to make sure children's well-being and mental health needs were being met. "We are in an area of real deprivation here," she said. "Children come into school with so many barriers to learning ... we find an increasing number of children are from homes where food banks are used. These programmes are about teaching children to be resilient, but also hopefully giving them some coping skills and enabling them to come to school ready to learn."

Samantha Rock, a Year 3 and 4 teacher at Sacred Heart Primary School, will lead the happiness lessons for pupils. She said: "We are going to try to do a 30 minute lesson once a week, and when we come in after break and lunch we will do some breathing exercises to reduce anxiety and stress levels. We are going to make a 12 week plan for each individual class. One lesson might be focused on the Happy Self song, one will be focused on calming down when you are anxious – each lesson will take a different approach."

The announcement comes as a leading headmaster has warned that mindfulness does not give pupils the values they need to cope with life beyond education. In an interview with the Sunday Telegraph, David Lambon, headmaster of Ampleforth College, said: "We need to give children not just coping strategies but values that they can rely on no matter what life throws at them. He said that self-awareness only teaches pupils how to cope with a situation, rather than giving them the character they need to deal with it on a personal level." In other words, discipline and hard study build character.

Responding to the claims, Ms Gee said: "Nothing will work for everyone, we recognise that, but it's about enabling the children to have as many different techniques to cope in the hard world in which they live. If mindfulness is one of those techniques, who am I to stop them from learning about it?" She added: "Our kids live in hard times, and we want to do whatever we can to support them. I don't think kids should have to 'get through' life, they should be enjoying it. If teaching mindfulness enables that, then I'm all behind it, I'll do what's right for my kids."

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. Why is Melanie Gee in favour of mindfulness programmes in her school?

2. According to Samantha Rock, how will the course be structured?

3. What is David Lambon's opinion on the matter?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. Reformulate the following sentences using the word given in bold.

1. Although he went to a very good school, he didn't get any qualifications.

DESPITE

_____ to a very good school, he didn't get any qualifications.

2. He didn't get any qualifications because he didn't study hard enough.

WOULD

IF _____

3. The teacher has marked the essays.

BY

The essays _____

4. She's the most intelligent student in her class.

AS

Nobody in the class is _____

5. It was my first time there.

BEEN

I _____

1. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Emily _____ (teach) at St. Kevin's Comprehensive School for the past 10

years. Before St. Kevin's she _____ (teach) at St. Gregory's

Comprehensive School but she _____ (not like) it. I remember her

_____ (tell) me about the awful students there. She said that if she

_____ (not get) the job at St. Kevin's, she _____

(leave) teaching altogether. I _____ (meet) her tonight but she

_____ (have) a lot of essays to correct so we _____

(meet) tomorrow night instead. I'm really looking forward to _____

(see) her. She's such a good laugh.

CURRICULA: Lingue e Culture Moderne, Lingue e Culture per il Turismo

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Germanic+Romance=English

Some years ago I was teaching English in Brighton to a group of upper-intermediate students of mixed nationalities. They were all about 16/17 years of age and all generally all very nice people. However, I did sense some friction in the class. I wouldn't like to call it racist but there was a little, shall we say, impatience on the part of a couple of Dutch students towards the linguistic abilities of the French, Spanish and Italian students. Let's be honest, I did sense a touch of underlying racism, which was confirmed by certain opinions held by the Dutch students. Don't get me wrong, I'm not saying Dutch people are racists, but back then, holding openly racist opinions wasn't exactly the taboo it is now.

Anyway, I thought about how I could contrast this unpleasant atmosphere and put some people in their places without giving a lecture or a having a debate. And I came up with this idea. I asked the students to translate some basic English words into their own language and the result on the blackboard came out something like the following:

ENGLISH	DUTCH	GERMAN	FRENCH	ITALIAN	SPANISH
WATER	WATER	WASSER	EAU	ACQUA	AGUA
HOUSE	HUIS	HAUS	MAISON	CASA	CASA
GRASS	GRAS	GRAS	HERBE	ERBE	HIERBA
STONE	STEEN	STEIN	PIERRE	PIETRA	PIEDRA
COW	KOE	KUH	VACHE	MUCCA	VACA
APPLE	APPEL	APFEL	POMME	MELA	MANZANA
COME	KOMEN	KOMEN	VENIR	VENIRE	VENIR

Clearly the Germanic languages were very similar to each other but very different from the Romance languages. I then asked the students to translate the word 'polyglot'. Though the word is very similar in all languages, none of them were familiar with it. The Dutch and Germans didn't have a clue but the Italians, I remember, all put up their hands and explained the etymology of the word and so its meaning. I then dropped the bomb! I said something like 'So, as we can see, on a basic level, it's easy for Dutch or German students to learn English, but the Italians, French and Spanish have to learn a whole new set of vocabulary, and pronunciation! But, as we progress, and go to a more erudite form of English, the Romance languages come into their own. They win hands down thanks to their Latin roots.' I have to say that all the German and Dutch students nodded in agreement and we went on to have a great course and all the students got on very well.

I didn't want to overload the students, my point had been made, but this does lead to a rather important aspect of the English language. In 1066, the French Normans invaded England and brought with them obviously the French language. French became the language of the court, administration and culture. However, the common people still spoke their Anglo-Saxon based

language. They served their French masters and they looked after the animals that the French lords ate. Hence, for the animal we have the Anglo-Saxon word 'cow' but the word for the meat of the cow derives from the French 'boeuf'. So why the French complain about the 'invasion' of English words when half of the English vocabulary comes from French simply amazes me!

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What problems did the teacher have in the class?

2. How did the teacher resolve the problems?

3. What influence did the Norman invasion have on English society and language?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. English pronunciation is more difficult than Spanish pronunciation.
AS

Spanish pronunciation isn't _____ English pronunciation.

2. Although I had never studied French at school, I decided to study it at university.
Despite

_____, I decided to study it at university.

3. I didn't have enough money to do the summer course in England.
AFFORD

I _____ to do the summer course in England.

4. It was my first time in Liverpool.
BEFORE

I _____.

5. I started studying at 8 am this morning and still haven't finished.
SINCE

I _____ 8 am this morning.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Last week I _____ (enrol) at university to study English and French. My English _____ (be) good but I _____ (never study) French so I think I _____ (have) some problems when that course _____ (begin). I _____ (prefer) to do Spanish but unfortunately the university _____ (not offer) a specialization in my degree course. Anyway, if I _____ (have) problems with French, _____ (switch) to another language. I just wish I _____ (also study) French at high-school.

CURRICULA: Lingue e Culture Moderne, Lingue e Culture per il Turismo

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Rules and Rituals: Experiencing the Pub

By all means visit Stonehenge and Buckingham Palace, but if you want to see what real life in Britain is all about, you have to go to the pub. Over three-quarters of the adult population go to pubs, and over a third are 'regulars', visiting the pub at least once a week. The pub is a central part of British life and culture. If you haven't been to a pub, you haven't seen Britain.

Visitors to Britain are bewitched by our pubs, but they are often bothered and bewildered by the unwritten rules of pub etiquette and rituals. Even at the very simplest level, ignorance of the rules can cause problems for the innocent tourists who go into a pub. For example, you should remember there is no waiter service in British pubs. You have to go up to the bar to buy your drinks, and carry them back to your table. In observation-studies, we timed first-time tourists to find out exactly how long it would take them to discover the no-waiter-service rule. The slowest – over 45 minutes – involved a group of six young Italians. It must be said, however, that this particular group did not seem particularly concerned about the apparent lack of service, being engrossed in a lively debate about football. Other tourists, however, became rather annoyed. An irate French couple stormed out of the pub after 3 minutes!

Before you can order at all, you must learn the correct bar-counter etiquette. Everyone knows the importance the British give to forming queues but in the pub, by contrast, we gather haphazardly along the bar counter. This may appear contrary to all native instincts and customs, until you realise that the queue is still there, and the bar staff and customers are aware of each person's position in the 'invisible' queue. The British are a relaxed people, but drinks are important so don't waste time asking questions about the drinks on offer: just order them. Our patience wears thin as our throats become dry.

Having said that, if the bar is not busy, it can be a good idea to ask some questions about the beer. The bar staff and regulars at the bar will hear your accent and be happy give you advise and strike up a conversation. Be warned, however, the firm handshake and 'Hi, I'm Chuck from Alabama' approach will not go down well. We're not best friends yet! Too much intimacy. Sorry but that's the way we are. Just let the conversation flow and listen to the quirky, random banter of the regulars.

So, should you ever go to a pub, observe, listen and, if possible, try to participate. Don't be like the happy group of Italians talking about football but oblivious to the fact that they were in the midst of a real cultural happening. Everyone knows that the best way to become fluent in a foreign language is through 'total immersion', and, as any researcher will tell you, total immersion in the life and culture of the British pub can be fascinating from a linguistic, sociological and anthropological point of view and good fun as well. Just remember to say 'Please'!

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What did researchers discover about tourists who went to a pub for the first time?

2. What does the article say about asking for information about drinks at the bar?

3. Why does the writer talk about 'total immersion'?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) Whiskey is stronger than Guinness.

AS

Guinness is _____ whiskey.

- b) I regret drinking all that wine last night.

WISH

I _____ all that wine last night.

- c) Even though I don't drink alcohol, I like going to pubs.

DESPITE

_____, I like going to pubs.

- d) I don't go to a pub every night because I can't afford it.

ENOUGH

If _____.

- e) I'm going back to the UK next week and I can't wait to go to my local pub!

FORWARD

I'm going back to the UK next week and I _____ to my local pub.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (LIVE) in Italy for the past ten years and the last

time I went to a pub in England _____ (BE) 2 years ago. I

remember _____ (TASTE) my first pint! So good! I

_____ (NOT HAVE) a pint for such a long time! After four

pints, I _____ (STOP) but I didn't. I _____

(HAVE) such a good time so I kept on _____ (DRINK). Maybe, if

I _____ (STOP), I _____ (NOT

FEEL) so ill the next morning. Next time, I _____ (NOT DRINK) so

much!

CURRICULUM: Lingue e Culture Moderne

 AA 2013-2014 2012-2013 2011-2012 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

The English and social etiquette

Every culture across the ages has been defined by the concept of etiquette and accepted social interaction. However, it is the British – and the English in particular – who have historically been known to place a great deal of importance in good manners. Whether it be in relation to speech, timeliness, body language or dining, politeness is the key.

Foreigners have heard about the British obsession with manners but are still struck by it when they visit our isles. A German visitor noted that “It’s really true what people say about English politeness: it’s everywhere. When squeezing past someone in a narrow aisle, people say ‘sorry’. When getting off a bus, English passengers say ‘thank you’ rather than the driver. In Germany, people would never dream of doing these things. People thank each other everywhere in England, all the time.”

However, the same visitor had a perplexity: “One word that tends to spring to mind here is ‘artificial’. As enjoyable as it is to interact with perpetually friendly people, it has often made me wonder what the English really think. In fact, this confused me throughout my stay in their country. As everyone seemed to like me, I found it hard to understand who was really my friend and who was just being polite”.

For me, in America, the ubiquitous “Have a nice day” expression often rings hollow. Does the person really mean it? Obviously the tone and facial expression can give you the answer but it still seems insincere. In shops in Britain, as everywhere, etiquette demands such exchanges as “please” and “thank you”. However, I can understand the German visitor’s perplexity regarding, for example, “Good morning, Madam. Can I help you?” Polite, yes; friendly, maybe. Contrast this with the working-class, especially in the north of England, use of “love” or “luv”: “Yes luv, what would you like?” It’s almost impossible to use “luv” (for females) and “mate” (for males) in a non-friendly way. And it is not surprising that people in the north of England are generally considered to be friendlier than those in the south, particularly more than the middle classes who seem more interested in form rather than the content.

So, once again, class plays an important role in English society. Addressing an obviously middle-class person with “luv” or “mate” would appear to that person as over-familiar and lacking respect. Hence the neutral Good Morning Sir/Madam is preferable especially in areas frequented by different classes.

However, as times change we are faced with new challenges regarding good manners. Nowadays, talking on the phone while being served in a shop is all too common, for example. We need to define and enforce rules. Another challenge is business etiquette, that fine line between formality and informality, and so degree of familiarity can be a minefield, particularly. And this is particularly true when dealing with foreign clients. So, while on the one hand, rules regarding

etiquette seem to be waning in the general society, in business there is a push to define these rules. After all, good manners are often rewarded.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What does the German visitor think of English politeness?

2. What does the writer think about people in the north of England and how they interact?

3. What new challenges face proper etiquette?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. People in the north are **friendlier** than those in the south.

AS

People in the south _____ people in the north.

2. His parents taught him up to **respect** other people.

UP

He _____ to respect other people.

3. I was in a hurry so I didn't **complain**.

WOULD

If I _____

4. I am sorry I am **late**.

APOLOGISE

I _____ late.

5. I regret losing my temper the other day.

WISH

I _____ my temper the other day.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Apart from _____ (BE) bad for you, smoking _____ (CONSIDER) anti-social. I _____ (SMOKE) but I _____ (GIVE) it up 10 years ago. Wow, I _____ (NOT BELIEVE) it! I _____ (NOT SMOKE) for ten years! To be honest, I wish I _____ (NOT START) smoking in the first place. Smoking _____ (COST) a lot. I _____ (TAKE) a holiday somewhere exotic if I _____ (SPEND) all that money on cigarettes!

CURRICULUM: Lingue e Culture Moderne

 AA 2013-2014 2013-2012 2012-2011 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Drunkness and vulgarity of holidaymakers sees Italy's Gallipoli resort labelled 'the capital of trashy tourism'

As the summer holidays draw to a close, Italy is working itself into a lather over a season of tourists behaving badly.

An episode of open-air sex in the idyllic fishing port and resort of Gallipoli in Puglia is the latest scandal to outrage the country's media, as it hunts for examples of seaside loutishness after complaining about drunken, shirtless visitors in Venice and rowdy hordes in Rome.

The newspaper *La Repubblica* declared Gallipoli to be "the capital of sex, drugs, alcohol, trash – and trashy tourism" – a sort of Sodom-and-Gomorrah-by-Sea. The charge is based largely on the emergence of a grainy video showing a young couple having sex on an empty beach at dawn last week. The man and woman have not been identified and their nationalities are not known. The town is very popular with Italian tourists as well as foreign holidaymakers.

The scene of the transgression, the inappropriately named Beach of Purity, forms part of the historic walled centre of the city. Yet, ironically, if the local campaign group – the Citizens' Committee for the Liberation of Gallipoli –, whose main aim is to protect the image of Gallipoli, had not put the video on Facebook, nobody would have known or cared about the incident. After a surge in traffic and many complaints, the committee removed the video. But outraged newspapers seized on the scandal and declared it to be the latest and most shocking example of "il degrado" – the degradation – afflicting Italy's holiday resorts. *La Repubblica* posted 50 or so photos on its website showing tourists sleeping rough on Gallipoli's rubbish-strewn streets.

It's not clear to what extent the outrage in the Italian press reflects the opinion of ordinary citizens. Some readers commented on its website, "lucky them" and "wish that were me".

Venice has also been scandalised by uncouth tourists in the past month, with videos emerging of two people urinating in litter bins and another washing himself in the Grand Canal.

In June this year, one Tuscan hotel owner even produced an etiquette guide in the form of a television commercial for the rich but uncouth Russian visitors that upmarket Italian resorts like to fleece while holding their noses.

The television commercial advised Russians to "smile more" and to be more polite in their dealings with waiters and hotel staff. They were told that ordering a cappuccino after lunch or dinner was a faux pas, and were warned against ordering red wine with fish or seafood. The commercial added that choosing the most expensive bottle from the wine list every time was considered vulgar. Salvatore Madonna, the hotelier behind the advice, sought to deflect accusations that it was condescending. "We don't want to give them instruction, just to offer advice on some of the peculiarities of the Italian way of life," he said.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. How is Gallipoli described in the article?

2. What effect did the Citizens' Committee for the Liberation of Gallipoli's posting the video on Facebook have?

3. What 'advice' has been given to Russian tourists?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD. MAKE ANY NECESSARY WORD ORDER CHANGES.

- a) Although I didn't have much money, I still had a great holiday.
NOT

Despite _____, I still had a great holiday.

- b) I am really looking forward to going on holiday next week.
WAIT

If _____ on holiday next week.

- c) The last time I went on holiday was in 2007.
NOT

I _____ 2007.

- d) I haven't got enough money to go abroad on holiday.
ME

Holidays abroad _____.

- e) I used to go to Syria every year until the troubles started.
STOPPED

I _____ the troubles started.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS.

One of the best holidays I _____ (have) _____ (be) when I _____ (go) camping for two weeks in Greece. The people there _____ (be) so friendly. I wish I _____ (stay) longer but, _____ (be) a student, I _____ (afford) only two weeks. I _____ (think) of going back to Greece again next year. If I _____ (decide) to do so, you _____ (like) to come with me?

CURRICULUM: Lingue e Culture Moderne

 AA 2013-2014 2013-2012 2012-2011 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

The grass is not always greener: Brits who migrate to Spain are not as happy as those who stay at home

Quitting the daily grind for a new life on the Costa del Sol might seem a tempting option. Almost 3,000 Britons move abroad each week, with around five million now living outside the UK. But Britons who chase the sun and migrate to the Mediterranean are actually less happy than if they had stayed at home, an academic study has found. Dr Bartram, of the University of Leicester, headed the research.

“The key finding from the analysis is that people from northern Europe who migrated to southern Europe are less happy than the stayers in northern Europe,” said Dr Bartram. British migrants usually have higher incomes than the average in their new country, because they are often better educated and less likely to be retired. Some theories predict that this would make them happier because they had higher status. However, Dr Bartram had found the reverse, perhaps because “migration itself can be disruptive to other dimensions of people’s lives – social ties, sense of belonging – possibly with consequences for their happiness”.

It seems our inability to adapt to the language and culture of these sunkissed new homes means the search for a better lifestyle has made British migrants unhappier. They feel excluded from workplace banter and local community networks because of a British reluctance to learn foreign languages and integrate, Dr Bartram suggested.

Dr Bartram said that British migrants sometimes found that their qualifications were not recognised in their new home and they were forced to take jobs with a lower social status than expected. Spain, the most popular EU destination for expats (the informal term for expatriates), is losing its appeal. Changes to tax laws affecting non-Spanish residents and the country’s 26 per cent unemployment rate have contributed to the decline and suggest why sunny Spain may not be the paradise expats had dreamed of.

However, all this does not mean that living abroad should intrinsically lead to dissatisfaction. Frank Kirkby, from Liverpool, has been living on the Costa Blanca for the past twenty years and gives a good insight into living abroad. This is what he had to say, “All in all, things are great here. True, in the past I felt homesick but now living in the Costa Blanca is like being back home but with better weather. I can watch Everton on the internet, read the Liverpool Echo online, go to my local English pub and can even get decent bacon. To be honest, many expats who moan about life in Spain don’t really miss the UK as such, they are really just nostalgic about their youth. They remember the times when they were young, single and carefree and confuse the issues. They don’t seem to realise that if they were still living back home, they wouldn’t be doing the same things they were doing when they were in their early twenties? So they should stop moaning and just enjoy the good life here.”

Spain! Here I come!

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What cultural problems do expats have?

2. What economic and working problems do expats have to face in Spain?

3. What insight does Frank Kirkby give about why many expats feel unhappy?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

- a) He can't find a job because he can't speak the language.

WOULD

If he _____ a job.

- b) Living in Liverpool is better than living in Manchester.

AS

Living in Manchester _____ living in Liverpool.

- c) It's not my decision.

DEPEND

It _____.

- d) The Immigration Officer is interviewing him now.

BY

He _____ the immigration officer.

- e) Although he can't speak the language, he loves living in Italy..

DESPITE

_____, he loves living in Italy.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS.

My brother _____ (emigrate) to Canada in 1984. I _____
(not believe) he _____ (live) there for 30 years already! How time
_____ (fly)! Sometimes he wishes he _____ (stay) in the
UK, but only sometimes. On the whole, he doesn't really regret _____
(leave) the UK. I _____ (not see) him for 5 years but I _____
(go) to the travel agency tomorrow to see about flights. If I _____ (find) a
cheap flight, I _____ (see him) this summer!

COGNOME: _____ NOME: _____ MATR. _____

D. TRANSLATE INTO ENGLISH:

La mia nuova casa

Che bello! Sono entrata nella mia nuova casa! Non ci posso credere!

Non vedevo l'ora di comprarmene una tutta per me, anche se sapevo che avrei avuto bisogno di molti soldi. Quando ero all'università, dividevo l'appartamento con altre studentesse. Ognuna cucinava per sé ma si mangiava il più delle volte insieme durante la settimana; poi, nel weekend, quasi tutte tornavamo nella città dei nostri genitori.

Con molte mie coinquiline di allora non mi vedo ormai da anni. So che alcune si sono trasferite fuori Bari; alcune, persino all'estero. Comunque, la maggior parte sono ancora qui in cerca di un lavoro e vorrebbero mettere su famiglia.

Non so cosa riservi per me il futuro: ammetto di essere già felice così.

CURRICULUM: Lingue e Culture Moderne

 AA 2012-2013 2011-2012 2010-2011 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Television Advertising and the Soul of a Nation

A whole nation lets out a sigh of relief on New Year's Day. Why? Because another year of economic crisis has passed and we can look forward to a better, more prosperous year, as annually predicted by politicians in power? No, because the bombardment of supermarket advertisements enticing us to buy everything from succulent cuts of meat to cheap booze is finally over as are all those furniture advertisements trying to get us to buy sofas and dinner tables. At last! And now in the middle of winter another advertising campaign begins. Yes, that's right. Ads for this year's summer holidays.

True, these advertisements reflect the soul of our nation as great food lovers (never mind the quality), as big drinkers, and that everlasting 'An English man's home is his castle' attitude which means the home has got to be nice and cosy. But what do the television adverts tell us about how most Brits spend their summer holidays? Quite a lot actually.

The English pride themselves on being autonomous thinkers and a little eccentric so you would think that they would shun mass packaged holidays in favour of more independent, adventurous forms of holidays. Oh, and many do but the television advertisers know that the vast majority of Brits will just want to get away somewhere hot where they can relax, have a laugh, drink free alcohol at an all-inclusive resort and maybe have a good English breakfast as well. And so the UK's biggest tour operator, Thomas Cook, will go for the biggest common denominator, and show happy families round a pool somewhere in the Med. Yes, many people shop at delicatessens or at their trusted butcher's on the high street, but the big numbers go to the supermarkets.

Having said that, Thomas Cook has on its website 51 different brochures if you are looking for something a bit different, such as river cruises or a holiday in Lapland. But they are still all packaged holidays. Everything organized for you.

So what's wrong with an all-inclusive fortnight in the Med? The middle-classes might be horrified at the thought of mixing with the loud, uncouth often drunk working-class masses who seem to have colonized the Med. No, they would prefer a villa with a pool in some secluded place in the hills. Asocial and sad. And isn't renting a villa basically a glorified self-catering holiday anyway?

The fortnight abroad at a popular resort such as Benidorm (as seen in the very popular eponymous television series) on the Costa Blanca in Spain really does show the soul of a nation. A friendly, fun-loving one with no airs or graces. But if that's not your cup of tea, you can always look at *The Times*' "Travel" supplement, choose a really culturally interesting place for your holiday, come back and bore your friends with your culturally interesting stories. Nah, go to Benidorm, have a laugh, come back relaxed and nicely tanned and have your friends in stitches with the funny stories you have to tell them. That's truly British!

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What do we learn from the passage about advertisements on television in December and January?

2. What kind of holiday do most people prefer?

3. What is the writer's attitude to the middle-classes?

COGNOME: _____ NOME: _____ MATR. _____

A2. COMPOSITION. Discuss the effects of globalisation on Italy and whether Italy resembles more a melting pot or a salad bowl. Give your examples. (About 100 words)

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. People speak Cockney in the East End of London.
BY
Cockney _____ in the East End of London..
2. I regret not studying French at school.
WISH
I _____ French at school.
3. Although he never had formal lessons, his English was very good.
ENGLAND
Despite _____, his English was very good.
4. Cockney is easier to understand than Glaswegian.
AS
Glaswegian _____ Cockney.
5. I'm really excited about going on my Erasmus programme.
WAIT
I _____ on my Erasmus programme.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

Last March Joe _____ (offer) a job in Japan but on the condition that he _____ (speak) Japanese. Fortunately, Joe _____ (do) an intensive Japanese language course while at university so he _____ (be able) to accept the job. He _____ (live) in Japan since last April and he _____ (love) it. If he _____ (not do) that intensive course he _____ (still/live) with his mum in Nottingham. If the flights _____ (not cost) too much, I _____ (visit) him next year.

COGNOME: _____ NOME: _____ MATR. _____

D. TRANSLATE INTO ENGLISH:

Gita in Inghilterra

Per evitare di prendere l'aereo, ho convinto la mia amica Sara a fare un lunghissimo viaggio in macchina. Destinazione: Inghilterra. Volevamo andare a trovare una nostra amica che ormai vive lì da diversi anni, anche se stava pensando di trasferirsi altrove, forse anche negli Stati Uniti.

Mi ricordo che siamo partite di mercoledì. Dopo essere passata a prendere la mia amica abbastanza presto la mattina, abbiamo iniziato il nostro viaggio.

Se ne avessi avuto la possibilità, avrei viaggiato più spesso e ovunque, ma adesso vale la pena almeno iniziare. Mi dicono che alla mia età (ho quasi 70 anni) sarebbe meglio stare a casa, ma penso, invece, che viaggiare non abbia età.

Era il sogno di mia madre andare in Inghilterra. Un giorno mi disse che ci saremmo andate insieme; ma, anche se non c'è più, è come se fosse venuta con me.

Il viaggio è stato bellissimo e gli inglesi non sono affatto come me l'avevano descritti (solo sul cibo avevano ragione!).

CURRICULUM: Lingue e Culture Moderne

 AA 2012-2013 2011-2012 2010-2011 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

The Melting Pot or the Salad Bowl?

Have you noticed how the term “globalisation” seems to be used less and less in the UK? It used to be a kind of buzzword on everyone’s lips denoting a huge force towards homogenization on a global scale. This reminds me of the “melting pot” (the idea that everything is mixed together and fuses into one) in the USA. Sorry, but it just didn’t happen. A more fitting metaphor for the USA would be that it’s like a great big ‘salad bowl’, all mixed together but the ingredients clearly distinguishable.

Surely the forces of global homogenization exist and are at work but they seem to be over-estimated at least in the face of regional or national resistance. Let’s take ‘accents’ for example. Rather than a standard form of spoken English or, at least, a softening of local accents, there seems to be a resurgence of local accents. Indeed, the most popular soap opera, *Coronation Street*, set in Manchester and running since 1960, has opened the door to a variety of characters who speak with clear, distinguishable accents. So no longer do we just have Mancunian (the accent of Manchester), but also Cockney (London), Glaswegian (Glasgow) and Scouse (Liverpool), amongst others. And the plethora of accents is also audible in all other kinds of television programmes from kids’ programmes to the news, from chat shows to sports programmes.

Indeed, Catherine Tate, the comedian, created for her very popular series, a number of characters who reflect the great diversity of class, accents and culture within the UK. This reflects more the debate going on about what is “Englishness” or “Britishness”. Part of the globalisation process means becoming a ‘classless’ society whereby everyone has the same opportunities and more importantly, the same values. However, Tate shows in her portrayal of ‘chavs’ and ‘snobs’, as well as a host of other ‘types’ just how untrue this is. And how can we talk about a classless society when at the time of writing the Prime Minister, Deputy Prime Minister, the Archbishop of Canterbury and the heir to the throne, Prince Charles, as well as his male siblings and sons, all just happened to go to the same school, Eton College?

So Britain remains very heterogeneous and despite the growing interest in ‘international’ food, “chips”, for instance, still remain the traditional fare of most people. And, on this point, we seem to forget that international exchanges have been going on since time immemorial. The potato and tomato are not even indigenous to Europe. And what would English itself be like without the massive influx of French following the Norman Conquest in the 11th century? And the internet? That great globalising instrument. Well, I think Gutenberg’s invention of a usable printing press at the end of the 15th century had an even greater impact on communication and also gave rise to, or

better a platform for, local, regional and national concerns rather than some pan-European or global project. Maybe the internet is having a similar effect.

All things considered, maybe a salad bowl is more appetizing than a melting pot.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What is the writer's view of the homogenization of accents in the UK?

2. Why does the writer talk about Catherine Tate?

3. In the writer's opinion, is globalisation a new phenomenon?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. They are building a new hotel on the seafront.

BUILT

A new hotel _____ on the seafront.

2. Although we didn't have much money, we had a great holiday.

NOT

Despite _____, we had a great holiday.

3. Greece isn't as cheap as it used to be.

EXPENSIVE

Greece _____ it used to be.

4. I can't afford to go on holiday this year

ENOUGH

I _____ to go on holiday this year.

5. I would love to be lying on the beach right now!!

WISH

I _____ on the beach right now.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I _____ (not be) on Holiday since 2008 when I _____ (go) on a cruise around the eastern Mediterranean. I _____ (visit) many interesting places but unfortunately regret _____ (miss) the excursion to the archaeological site at Olympia where the first Olympic Games _____ (hold) in 776 BC. If I _____ (get up) on time, I _____ (not miss) the coach! Anyway, yesterday I _____ (book) my holidays and guess where I _____ (go)? Yes! Olympia. I'm really looking forward to _____ (see) it at last!

COGNOME: _____ NOME: _____ MATR. _____

C. TRANSLATION INTO ITALIAN: Translate the following passage from “The Melting Pot or the Salad Bowl?”

The Melting Pot or the Salad Bowl?

Have you noticed how the term “globalisation” seems to be used less and less in the UK? It used to be a kind of buzzword on everyone’s lips denoting a huge force towards homogenization on a global scale. This reminds me of the “melting pot” (the idea that everything is mixed together and fuses into one) in the USA. Sorry, but it just didn’t happen. A more fitting metaphor for the USA would be that it’s like a great big ‘salad bowl’, all mixed together but the ingredients clearly distinguishable. [...]

Part of the globalisation process means becoming a ‘classless’ society whereby everyone has the same opportunities and more importantly, the same values. However, Tate shows in her portrayal of ‘chavs’ and ‘snobs’, as well as a host of other ‘types’ just how untrue this is. And how can we talk about a classless society when at the time of writing the Prime Minister, Deputy Prime Minister, the Archbishop of Canterbury and the heir to the throne, Prince Charles, as well as his male siblings and sons, all just happened to go to the same school, Eton College?

CURRICULUM: Lingue e Culture Moderne

 AA 2012-2013 2011-2012 2010-2011 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Being a teenager: past and present

Did anyone actually like being a teenager? Being a teenager isn't clever and it isn't fun. The government doesn't approve of them and the state doesn't count them. Schools just need them to pass exams so that they, in turn, can pass government inspections. Adults – though they don't admit it – are scared of them, roaming the high streets of Britain in packs and herds and gangs. What's more, they don't seem to have any say in their own lives. Life keeps making decisions for them – school, parents, the government, their own bodies – that they don't want and can't control. Siblings are useless, parents are embarrassing, peers are terrifying, and the only bit of advice anyone ever gives them is "it's just a phase."

Between the 1930s and the 1950s, things were so much simpler. If our parents are to be believed, everyone was poor, everything was rationed, and life was only available in black and white. Austerity extended to the emotions as well. Young people in their teens were just miniature, if immature, adults. Then the 1960s gave us teenagers. Teenagers had needs, requirements, habits, and – most vitally of all – money. They were a distinct demographic, they had, usually their parents, cash to burn, and they had 'Issues'. They could take their pick of things to complain about, from the Vietnam War to the Prague Spring and – later – the beginnings of the Campaign for Nuclear Disarmament. They had adult hypocrisies to overthrow and whole worlds to change. They had something to fight against, and therefore they had something to fight for.

Now that the great ideological causes are a thing of the past, teenagers, especially boys, are more than ever left without an anchor to hold onto. The qualities that have always been regarded as female – intuition, lateral thinking, a dreamless philosophical pragmatism – are exactly those qualities which the world in 2013 most values. Unlike boys, who retreat into the other-worlds of sci-fi or computer gaming, girls generally stay rooted in a reality

So, for boys, things just keep getting more complicated. Though there will always be a few eternalists – there is always a gang, always a leader, always a loner, and always a hanger-on – some of the outward things have changed profoundly. Boys are still expected to be hard and to prove themselves physically, but they've also got to be tender, groomed, emotional. What a quandary for them!

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. According to the passage, how are children considered by adults and the government?

2. How were teenagers in the 1960s different from previous generations?

3. Why is teenage life particularly difficult for boys?

COGNOME: _____ NOME: _____ MATR. _____

A2. COMPOSITION. Write a composition saying how life for teenagers has changed or not changed in Italy over the years. (About 100 words)

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

1. The last time I went to a party was when I was 17.

SINCE

I _____ I was 17.

2. The police are questioning the boy about the incident.

QUESTIONED

The boy _____ about the incident.

3. I didn't go to university because I didn't study enough at school.

WOULD

If I _____.

4. Girls are better than boys at maths.

AS

Boys _____.

5. I can't wait to go on holiday!

FORWARD

I'm really _____ on holiday.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS

I love Italian food and I always try to make my own dishes. Yesterday for example I _____ (make) a *matriciana* but I _____ (not have) any *pecorino* so I _____ (make) a simple spaghetti and tomato dish instead. It _____ (be) ok but I wish I _____ (remember) to buy *pecorino* yesterday morning. I _____ (not forget) next time. Anyway, I _____ (go) to Italian cookery lessons since last December and so far I _____ (learn) to cook 10 classical pasta dishes. Next week we going to stop _____ (cook) pasta dishes and begin main courses. Who _____ (know), one day I might invite you to have a three-course Italian meal at my house?!

COGNOME: _____ NOME: _____ MATR. _____

C. TRANSLATION INTO ITALIAN: Translate the following passage from “Being a teenager: past and present”

Being a teenager: past and present

Did anyone actually like being a teenager? Being a teenager isn't clever and it isn't fun. The government doesn't approve of them and the state doesn't count them. Schools just need them to pass exams so that they, in turn, can pass government inspections. Adults – though they don't admit it – are scared of them, roaming the high streets of Britain in packs and herds and gangs. What's more, they don't seem to have any say in their own lives. Life keeps making decisions for them – school, parents, the government, their own bodies – that they don't want and can't control. Siblings are useless, parents are embarrassing, peers are terrifying, and the only bit of advice anyone ever gives them is "it's just a phase."

Between the 1930s and the 1950s, things were so much simpler. If our parents are to be believed, everyone was poor, everything was rationed, and life was only available in black and white.

CURRICULA:

- Lingue e Culture Moderne Lingue e Culture per il Turismo
- AA 2011-2012 2010-2011 2009-2010 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

Ryanair has been voted Europe's least popular short-haul airline by the readers of the consumer publication "Which?"

More than 5,500 travellers rated dozens of airlines in the survey, giving each a mark out of five for categories including check-in process, baggage allowance, seating allocation, punctuality, food and drinks and value for money. The low-cost Irish carrier received an overall satisfaction score of just 34 per cent, placing it last out of 16 airlines.

Ryanair fared poorly for baggage allowance, boarding arrangements, seating allocation, and food and drinks, scoring just one out of five in each category. The airline is renowned for charging a high fee to check in baggage (up to £35 for a single 15kg bag), while a study by the website Travelsupermarket revealed that the cost of six basics items on Ryanair's in-flight menu (a cup of tea, a sandwich, a tin of Pringles, a Kit Kat, a bottle of water and a glass of wine) often costs more than a ticket to fly.

"We were inundated with comments about Ryanair – many about its extra charges," said a spokesperson for 'Which?'. "This partly accounts for the paltry one-star ratings for baggage allowance, boarding arrangements, seat allocation, and food and drinks."

Yes, an awful lot of people seem to love complaining about Ryanair but how come it is Europe's biggest and fastest growing airline?

There have been some poignant comments to articles published in newspapers reporting this survey. One regular Ryanair passenger from Kirkby wrote that "None of the issues in this survey matter so long as the price is low and the flights are on time. Ryanair scores heavily on both and these simple criteria easily outweigh other minor complaints. And let's not forget the number of destinations that no other airline flies to. People who complain about Ryanair are simply out of touch." Another from Liverpool commented in this way, "I fly Ryanair regularly, I know what I'm getting, I get what I pay for and I set my expectation levels accordingly. They have never cancelled a flight on me and have always been on time."

So why do we like complaining about Ryanair so much. Some think it's a question of class and that the middle-classes (who are the ones who buy "Which?" magazine, by the way), expect to be treated like royalty no matter how much they say. Or it might be a broader aspect of the so-called 'whinging-classes', those people who just like to complain about everything from the postal service to the underground. Some people are never happy.

And anyway, yes all the snacks added up might be more expensive than the flight itself but you don't have to buy them and after all, doesn't that point out just how cheap the flights actually are?

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What were the results of the survey carried out by "Which?" magazine.

2. What aspects of flying are important to the two regular Ryanair passengers.?

3. According to the writer, why do some people like to complain?

COGNOME: _____ NOME: _____ MATR. _____

A2. COMPOSITION. Many people hate flying with low-cost-airlines, others prefer it. Discuss the pros and cons of flying with a low-cost airline. (About 100 words)

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

a) Easyjet is cheaper than Ryanair.

AS

Ryanair is _____ Easyjet.

b) The last time I flew was last summer.

SINCE

I _____ summer.

c) Despite being more expensive, I prefer to travel with British Airways.

ARE

_____, I prefer to travel with them.

d) They have built a new runway at the John Lennon airport in Liverpool.

BEEN

A new runway _____ at the John Lennon airport in Liverpool.

e) I can't wait to go on holiday.

FORWARD

I _____ on holiday.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS.

Last Christmas I _____ (go) back home to Liverpool. I _____
(not be) back for some years and so it _____ (be) great to see all my family and
friends again. I managed _____ (do) a lot of things but I wish I _____
(stay) longer. Liverpool _____ (change) so much in recent years since it was the
Capital of European Culture and they _____ (still redevelop) many areas.
I _____ (go) again next Easter and I _____ (already book) my flights
and this time I _____ (go) on the famous ferry across the Mersey, unless it
_____ (rain) of course.

COGNOME: _____ NOME: _____ MATR. _____

C. TRANSLATION INTO ITALIAN: Translate the following passage from ‘Ryanair has been voted Europe’s least popular short-haul airline by the readers of the consumer publication “Which?”’ (A)

Ryanair has been voted Europe’s least popular short-haul airline by the readers of the consumer publication “Which?”

More than 5,500 travellers rated dozens of airlines in the survey, giving each a mark out of five for categories including check-in process, baggage allowance, seating allocation, punctuality, food and drinks and value for money. The low-cost Irish carrier received an overall satisfaction score of just 34 per cent, placing it last out of 16 airlines.

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CURRICULA:

Lingue e Culture Moderne Lingue e Culture per il Turismo

AA 2011-2012 2010-2011 2009-2010 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

University forced to kick out foreign students

About 2,600 students could be kicked out of the UK after the Government stripped a university of its right to admit foreigners. London Metropolitan University has had its Highly Trusted Status (HTS) for sponsoring international students revoked and will no longer be allowed to authorise visas, according to the institution's website. The Government believes the University has not done enough to check out the credentials of foreign students enrolled at the University. The move could mean more than 2,000 students being deported within 60 days unless they find another sponsor, i.e. another recognized university, according to the National Union of Students (NUS).

Immigration minister Damian Green said there had been a "serious systematic failure" at the university. A "significant proportion" of students did not have a good standard of English and there was no proof that half of those sampled were turning up to lectures, he added. However, despite some 'bogus' students, many are concerned about the vast majority of bona fide students who risk having their university careers ruined through no fault of their own. And this brings in the juridical problem regarding human rights. Just because the University had administrative problems, why should genuine students be punished because of a few 'cheaters' and bureaucratic inefficiency?

Keith Vaz, chairman of the Home Affairs Select Committee, said the move could harm Britain's reputation as a prime destination for overseas students. He said: "It has left thousands of students in limbo and I am afraid it may damage the reputation of this country as the best place in the world for overseas students. "Just when we are welcoming thousands of overseas visitors for the Olympics, at the same time we are saying to thousands of overseas students who have paid a small fortune to come to Britain in good faith that they can no longer study at this university."

NUS President Liam Burns said: "Politicians need to realise that a continued attitude of suspicion towards international students could endanger the continuation of higher education as a successful export industry. "This heavy-handed decision makes no sense for students, no sense for institutions and no sense for the country." He went on to say that one of the motives behind the decision was that the Government had the mistaken belief that foreign students just enroll at a UK university just to get a visa to enter the country but do not study. Instead they look for work.

Emmanuel Egwu, international students' officer at the university, was one of the many students angered by the decision. He was granted a visa to study at the university in 2009 and is in the final year of his course. "I pay a lot of money. I've spent £30,000 to 40,000 in tuition fees - my parents

sell properties and land to make sure they can pay my fees so what's going to happen to people like me," he told Sky News.

A statement posted on the university's website last night read: "The implications of the revocation are hugely significant and far-reaching, and the university has already started to deal with these. "Our absolute priority is to our students, both current and prospective, and the University will meet all its obligations to them."

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. What has the Government done and why?

2. What are the short-term and long-term consequences of this action?

3. Why do many people believe this decision to be unfair?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

a) Despite his English being poor, he was still admitted to the university.

ALTHOUGH

_____, he was still admitted to the university.

b) I didn't go to university because I didn't pass my school exams.

GONE

If _____

c) The last time I opened a book was months ago!

FOR

I _____ months.

d) Liverpool university is better than the University of Manchester.

AS

The University of Manchester isn't _____.

e) I can't afford to study away from home.

ENOUGH

I haven't _____ to study away from home

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS.

The University of Sussex _____ (found) in 1961 and since then tens of thousands of

students _____ (graduate) from this prestigious institution. When I _____

(go) there to study I remember _____ (arrive) at the campus for the first time.

I _____ (never be) to the campus before and after a few minutes _____

(walk) around the campus I _____ (lose)! I wish I _____ (pick up) a map

of the campus at the entrance! Anyway, next week there's a university reunion and I

_____ (look) forward to _____ (see) some of my old university

friends again.

AA 2011-2012

Lingua e traduzione – Lingua inglese I (M-Z)
Proff. Bianco, Di Gennaro

5.06.2012

Lingue e Culture Moderne

CURRICULA:

Lingue e Culture per il Turismo

AA 2011-2012

AA 2010-2011

AA 2009-2010 e precedenti

COGNOME: _____ NOME: _____ MATR. _____

A. READING COMPREHENSION: Read the passage carefully and answer the following questions in your own words as far as possible.

A new UK surf museum unveils surfing's noble roots

How UK surfing flowed from upper-class pioneers such as Agatha Christie and Edward VIII to the mass sport it is today

It is the sport of kings: not horse-racing, but surfing. Rare photos have emerged showing King Edward VIII, then the Prince of Wales, riding a wave in Hawaii in 1920 in what are believed to be the earliest ever pictures of a British surfer – royal or otherwise. The future king, who would later abdicate to marry Wallis Simpson, was on a private, three-day surfing trip to the Hawaii with Earl Mountbatten, also pictured in the water, although the future admiral of the fleet struggled to get to his feet.

The new Museum of British Surfing in north Devon, where the photos can be seen, reveals the genteel aristocratic roots of a sport. Indeed, like many sports, surfing was part of a greater social event. As Peter Robinson, the founder of the museum said, "It was a genteel, stately exercise activity, mainly of belly-boarding. Wealthy holidaymakers from London or the home counties would come down for a spot of surf-riding in the morning, have cucumber sandwiches for lunch and play croquet in the afternoon. Even Agatha Christie was an early exponent of the sport and learned to surf on a trip to Honolulu. As she wrote in her memoirs: "Nothing like that rushing through the water at what seemed to you a speed of about 200 miles an hour; all the way in from the far distant raft, until you arrived, gently slowing down, on the beach, and foundered among the soft flowing waves."

Although originally an upper-class pastime in the UK, the sport took on its adrenalin-fuelled, macho image after the arrival on British beaches of US and Australian servicemen during the second world war, and the advent of beach lifeguards in the late 1950s. It later came to be embraced by hippies and punks in the spirit of counter-culture and rebellion in the 1960s and 1970s and is now enjoyed by up to 500,000 regular surfers in the UK.

The pictures of the earliest origins of British surfing emerged as the sport in Britain reaches new heights of popularity. The South West Tourism Board estimates that surfing is worth around £100m a year to Devon and Cornwall alone and surfing industry sources estimate that half a million holidaymakers every year try the sport for the first time while the same number again are regular surfers. Surprisingly, or not so surprisingly if you are British, surfing is not just a summer sport. British surfers brace the cold weather and water and go surfing all year round. This is particularly good news for those small hotels who need the business in off-peak periods.

Many British surfers agree that conditions can be tough. Occupational hazards include "ice-cream headache" from the frigid waters, waves battered out of shape by gales, and long drives to get to the most reliable spots. Yet the thrill of riding a wave is well worth all the harsh conditions.

A1. COMPREHENSION QUESTIONS: Answer the following questions in your own words as far as possible.

1. How was surfing enjoyed in its early years?

2. How has surfing changed over the years with regards the people who do it?

3. How important is surfing to the British tourist industry?

COGNOME: _____ NOME: _____ MATR. _____

B. GRAMMAR

1. REFORMULATE THE FOLLOWING SENTENCES USING THE WORD GIVEN IN BOLD.

a) I regret not going to the 2008 Olympics in Beijing.

WISH

I _____ to the 2008 Olympics in Beijing.

b) Football is more popular than Rugby.

AS

Rugby _____ Football.

c) They are building a new stadium for the Olympics.

BUILT

A new stadium _____ for the Olympics.

d) I rarely watch sport on tv.

HARDLY

I _____ watch sport on TV.

e) Despite the very strong winds, he still went surfing.

ALTHOUGH

_____ very strong, he still went surfing.

2. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORMS.

Who _____ (remember) how many gold medals Great Britain _____ (win) in the 2008 Olympics which _____ (hold) in Beijing? Well, I do. 19! And if Paula Radcliffe, the favourite in the women's marathon _____ (not have) stomach problems, I'm sure we _____ (win) 20 gold medals! And now we have the London Olympics coming up. The whole country _____ (get) excited. So far, half a million tickets _____ (sell)! I _____ (to afford) to buy any tickets but I _____ (look forward to) _____ (watch) the games on television. Come on GB!

LCM I^o ANNO

Tune Hotels opens London property

Budget Asian hotel brand Tune Hotels has opened its first London property close to Waterloo station, with plans to add 1,500 rooms across 15 London properties by 2017.

With the tagline "five-star beds at one-star prices", the group is offering typical room rates starting from £35, but the cost of the room doesn't end there. To stop the price escalating, guests may have to find room in their suitcases for the little extras that are complimentary elsewhere. The Tune hotel charges £1.50 for a towel and soap, £3 each day to use the television, £1 per stay to use the hairdryer, £2 for a safe and another £2 to store a suitcase on checkout.

The management say their research showed that many people do not need all the hotel services that traditional chains offer, and end up paying for what they don't use. "It took us a long time to look at the hotel business models and disassemble them and we took out all the stuff people said they didn't use," said Mark Lankester, chief executive of the Tune Hotel Group.

2016
Barack Obama's inauguration.

And now to work

EVERY inauguration has its quirks. George Washington, in his first inaugural speech, said he was not up to the job but would do his best, adding that there was no need to pay him a salary. William Henry Harrison gave the longest speech of any American president, forcing his audience to endure an hour and 45 minutes of snow-chilled tedium. He died a month later. Abraham Lincoln was sworn in by the chief justice who wrote the worst Supreme Court decision of all time, which upheld slavery and deemed black people eternally inferior.

Barack Obama's inauguration was marked by global jubilation and stratospheric expectations. (It was also slightly marred by a bumbled oath-taking, which Mr. Obama corrected—though he did not need to—in the White House the next day.)



CURRICULUM:

LINGUE E CULTURE PER IL TURISMO

COGNOME: _____ NOME: _____ MATR. _____

D. TRANSLATION INTO ITALIAN

We'll bathe near Brighton

The heartening quality of the English beach

May 29th 2009

A trip to the British seaside on that rare occasion—a sunny bank holiday weekend—requires military planning. For those of us who live in west London, the only options for a day trip are to the south or east (the west coast is too far away). That means using the M25, which on such occasions turns into Europe's largest car park.

Your correspondent duly roused the wife and children to leave the house at 7.30 am on a Sunday morning, a tactic that kept the driving time down to 90 minutes. The destination was the Sussex resort of Littlehampton, much smaller than its neighbour Brighton, but with a far less pebbly beach.

We arrived in time for a late breakfast at the harbour café, an eatery staffed by Poles but dedicated to serving good old British stodge. (Only in Britain could beans on toast be a viable menu option.) And as the day wore on, it became apparent that much of the resort's clientele subsisted on such a diet.

Handwritten lines for translation or notes.

TRADIZIONI VARIE
2015/2016/17

AA 2007-08

09.06.08

Prof.ssa Bianco

CURRICULA:

Culture delle Lingue Moderne e Didattica e Linguistica delle Lingue Moderne

COGNOME: _____ NOME: _____ MATR. _____

D. TRANSLATION INTO ITALIAN

School examinations

Testing to destruction

The government digs its heels in

For education, August is the cruellest month. GCSE results follow hot on the heels of A-level ones, sparking annual debates over whether pupils' ever-more stellar performance reflects well on them and their schools, or badly on a government and exam system that encourage grade inflation. This year was no exception. The GCSE results, published on August 21st, of the first cohort educated entirely under Labour were record-breaking, as usual. A-levels likewise saw more passes, and more top grades. Breast-beating duly ensued.

This year, though, a related issue has moved to the fore: whether over-testing in schools is leading to under-education. A review of primary education being co-ordinated by Cambridge University found that by the end of primary school children in England had taken more external tests than those in every other country the researchers had looked at. This is narrowing education and distorting the curriculum by encouraging teaching to the test, concluded a committee of MPs.

Curriculum: LINGUE E CULTURE PER IL TURISMO

1 LINGUA

2 LINGUA

COGNOME: _____

NOME: _____

MATRICOLA: _____

A.A. II° ANNO PIANO DI STUDI: 09-10 08-09 Precedenti

D. TRANSLATION INTO ITALIAN

Zurich

Anyone familiar with the work of the famed Spanish architect Santiago Calatrava will immediately see his hand in the elegant curves and dramatic interiors of the law library of the University of Zurich. The desks and book stacks ringing the atrium here are a sight to behold, though we're not sure they are particularly conducive to getting work done — it is too tempting to people watch and to admire the architecture. Those hoping to accomplish actual studying will be better off going to the more cozy and quiet areas away from the atrium. Tourists visiting the library should take one of the glass elevators to the top floor to get the full feel for this fabulous building. And those who can't get to Zurich can make a virtual visit via the library's website; the text on the site is in German only but includes a really well done visual virtual tour.

COGNOME: _____ NOME: _____ MATR. _____

D. TRANSLATION INTO ITALIAN

Year of the staycation: wonder or washout?

As the first year of the 'staycation' draws to a close, what's your verdict on holidaying close to home?

The first day of September isn't normally thought of as particularly depressing, but some of us may have clocked on this morning with slightly heavier hearts than usual. The last bank holiday before Christmas has been and gone, along with two-thirds of the year, and, with children returning to school over the next few weeks, you may well have put your suitcases away for the rest of 2009.

We thought any outbreak of autumnal blues was a good opportunity to reflect, in back-to-school fashion, on the holiday season – not so much what you did on your holidays as where you went. After all, 2009 was widely hailed as “the year of the staycation”, when a mixture of recession and environmental guilt would have us shunning sunnier climes for homegrown pleasures.

The march of Euroscepticism

More want less

Ever closer union, ever greater doubts

May 28th 2009

Aware that the EU is seen as distant and imperious, its officials have been trying to persuade Britons to vote in the elections for the European Parliament next week. A series of Euro-posters (some about tricky subjects like energy, others about more banal things such as product packaging) have popped up here and there. The Eurocrats will be pleased with predictions that turnout will be about as high as in the previous European ballot in 2004, as vote-inducing outrage over MPs' expenses cancels out vote-reducing lack of interest in Europe. They may be less pleased with the outcome.

Polling commissioned from YouGov by *The Economist* suggests that Britain is gradually becoming a more Eurosceptic place.

COGNOME: _____ NOME: _____ MATRICOLA: _____

C. TRANSLATION INTO ITALIAN

Tuesday June 26, 2007

The Guardian

Hi Stu, you don't know me but ... big hug! xxx

Since when did it become OK to sign off work emails with kisses? Stuart Jeffries laments the rise of bogus email intimacy.

Recently, I got an email complaining about an article I'd written. It happens. The angry tone was nothing if not consistent until very near the end. One question. After all that rage, why did she sign off with her first name and two kisses?

This week I received an email from a PR woman with whom I had not previously corresponded. It started with "Hi Stu" and ended with "warm regards". The "warm" part especially threw me.

What is going on in my inbox? Isn't it obvious? Even in cyberspace, women just can't help throwing themselves at me. Even when they want to tell me off, they can't help disclosing they fancy me. Even when they're trying to get me to puff their products, they can't stop themselves disclosing the warmth of their feelings for me.

Or maybe not. Perhaps, rather, the bizarre intimacy of strangers and colleagues in emails to me is symptomatic of a broader social malaise - namely we don't know how to begin, and, worse yet, we don't know how to end our emails.
