

Lingua e Testualità Inglese II (9 CFU) e Lingua e Traduzione Inglese III (9 CFU)

Corso di Laurea in Comunicazione e Dams (Classe L-20)

Prof. Mirko Casagrande

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Precisazioni al programma d'esame

L'esame consta in una prova scritta di 2 ore che comprende una parte di verifica delle competenze linguistiche acquisite durante le esercitazioni (60 punti) e una parte teorica e analitica relativa ai contenuti del corso sul linguaggio della stampa britannica (30 punti). Il livello linguistico corrisponde a un B1 del Quadro di Riferimento Europeo. Il giudizio è espresso in trentesimi.

Competenze linguistiche

Oltre al materiale utilizzato durante le esercitazioni, gli studenti e le studentesse devono prepararsi su *New Inside Grammar* di Michael Vince e Grazia Cerulli (Macmillan, ultima edizione) concentrandosi in particolare sulle seguenti unità:

Presente (Unità 19-28)

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

Passato (Unità 29-38)

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

Futuro (Unità 48-52)

Futuro con *be going to*; Presente con valore di futuro; *Be going to* v. *Present Continuous*; Futuro con *will*; Le forme del futuro: contrasto).

Sostantivi e pronomi (Unità 80-85)

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

Articoli determinativi (Unità 92- 99)

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

Aggettivi e avverbi (Unità 101-110)

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

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

Intersemiotic translation

Gli studenti e le studentesse che hanno frequentato regolarmente il corso devono prepararsi sulla seguente bibliografica, disponibile anche presso la copisteria "Stella" (edicola del campus):

Dusi, Nicola, 2015, "Intersemiotic translation. Theory, problems, analysis", *Semiotica*, pp. 181-205.

Jakobson, Roman, 2000 (1959), "On Linguistic Aspects of Translation" in Lawrence Venuti, ed., *The Translation Studies Reader*, London, Routledge, pp. 113-118.

Venuti, Lawrence, 2009, "Translation, Intertextuality, Interpretation", *Romance Studies*, 27(3), pp. 157-173.

L'analisi va svolta sui seguenti testi:

Romanzi:

Woolf, Virginia, Mrs Dalloway, 1925 (qualsiasi edizione inglese).

Cunningham, Michael, The Hours, 1998 (qualsiasi edizione inglese).

Film:

Mrs Dalloway, directed by Marleen Gorris (1997).

The Hours, directed by Stephen Daldry (2002).

Di seguito una simulazione d'esame della parte di verifica delle competenze linguistiche (gli argomenti e la tipologia degli esercizi possono variare).

A. Reading comprehension:

Mark Hamilton: Fitness instructor on a cruise ship

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

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

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

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

B Complete the second sentence so that it means the same as the first.

1. It was a really boring book.
It wasn't a verybook.
2. That restaurant has better food than any other restaurant in town.
That restaurant hasin town.
3. Only students can get discounts.
You can only get a discounta student.
4. I was taught English by a very good teacher.
The teachertaught me English was very good.
5. We stayed until the park closed.
Weuntil the park closed.

___/5

C Vocabulary: Match the definitions (1-10) with a word from the column (A-J)

- | | | |
|--|--------------------|----------|
| 1. This keeps you warm while you sleep. | A RADIO | 1 |
| 2. You look at yourself in this. | B ALARM CLOCK | 2 |
| 3. You keep clothes in this. | C TOWEL | 3 |
| 4. This wakes you up in the morning. | D BASIN | 4 |
| 5. You put things like books on this. | E MIRROR | 5 |
| 6. You dry yourself with this. | F CHEST OF DRAWERS | 6 |
| 7. This covers the floor. | G VASE | 7 |
| 8. You wash your hands in this. | H DUVET | 8 |
| 9. Some people listen to this every morning. | I SHELF | 9 |
| 10. This is used to display flowers indoors. | J CARPET | 10 |

___/10

D Grammar: present perfect or simple past. Circle the correct form.

1. I visited/have visited a lot of countries in Asia.
2. Last year I went/have been to China.
3. The government built/has built ten new hospitals.
4. Did you ever/Have you ever been to the USA?
5. Jake didn't see/hasn't seen me yesterday.

___/5

G. Circle the correct form of the verbs

Thomas Edison (1) *started/was starting* work on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do so he (2) *built/was building* himself a little laboratory in the luggage van where he could carry out experiments. One day, when he (3) *waited/was waiting* at the station he (4) *noticed/was noticing* a small boy who (5) *played/was playing* by the track. [...]

___/5

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

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

___/5

I. Circle the right option

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

___/5

Complete the sentence using the future form

1. Ted and I _____ (take) part in the competition next month.
2. The last train _____ (leave) at 10.35 pm.
3. Jenny _____ (take) an exam tomorrow.
4. I hope you _____ (find) a job when I return from my holiday.
5. The typist is typing the letter now. It _____ (be) ready in a moment.

___/5

Circle the correct modal verb

1. *Can/Should* I use your pen please?
2. You *can/have to* write 30 sentences for homework.
3. You *don't have to/cannot* write 300 sentences! 30 will be enough.
4. You really *can/must* see this film. It's great!
5. You *should/shouldn't* stay at home if you feel sick.

___/5

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

I've just taken my last exam in history. It's my favourite subject and I enjoyed the course very much. What is your favourite subject? Why? Tell me something about that course!

Now write a letter, answering your friend's questions. (Use at least 80 words)

___/10