SURNAME:_____**NAME:** _____

ENROLMENT NUMBER:_____

DATE:_____

FIELD OF STUDY:	GSG ☐	PST ☐	Other: _____

UNIVERSITÀ DEGLI STUDI DI CAGLIARI

FACOLTÀ DI SCIENZE ECONOMICHE, GIURIDICHE, POLITICHE

ESAME DI LINGUA INGLESE II (WRITTEN TEST)-ERASMUS STUDENTS

1) ISTRUZIONI PER I CANDIDATI

a) La presente prova d'esame si articola in due sezioni:

• **Section 1** sul Modulo di **General English**, sulle strutture grammaticali, lessicali, sintattiche e funzionali della lingua (Grammar e Use of English)
   Modalità: Multiple Choice on Grammar and Use of English, Gap Filling, Composition

• **Section 2** sul Modulo di **Specific English**:
   Modalità: Reading Comprehension, Gap Filling, Multiple Choice

b) LE RISPOSTE per le domande a scelta multipla vanno riportate sull'**ANSWER SHEET** o foglio delle risposte, ossia l'ultimo foglio del presente fascicolo. Tutte le pagine di questo fascicolo vanno riconsegnate alla fine dell'esame.

c) NOME E COGNOME DEL/LA CANDIDATO/A, NUMERO DI MATRICOLA, SIGLA DEL CORSO DI STUDI E DATA vanno riportati su ogni pagina in cui sono richiesti.

d) Rispondere a tutte le domande: sia la risposta errata che la risposta non data valgono 0 (zero) punti. Per rispondere sull'answer sheet (ultimo foglio di questo fascicolo) si riempie il pallino nella casella relativa alla lettera (**A, B, C, D**) della risposta che si ritiene corretta. La pagina "Rough copy" può essere utilizzata per la "brutta copia". **Un test d'esame consegnato senza la composition (writing) e/o senza la translation è da considerasi incompleto, quindi FAIL.**

e) L'ESAME DURA 2 ORE.

f) Durante lo svolgimento della prova **NON è CONSENTITO** l'utilizzo di dizionari, libri di testo o appunti di alcun genere. Per le risposte **è obbligatorio** l'utilizzo di una **penna blu o nera** (non è consentito l'uso della matita).

2) INFORMAZIONI SULLA VALUTAZIONE

Section 1 **GENERAL ENGLISH**	MULTIPLE CHOICE, GAP FILLING, COMPOSITION	30 punti (Voto minimo 18/30)*
Section 2 **SPECIFIC ENGLISH**	READING COMPREHENSION, MULTIPLE CHOICE	30 punti (Voto minimo 18/30)*
VALUTAZIONE FINALE * (è necessario ottenere almeno 18/30 in ognuna delle due sezioni)		Media fra voto di General English e voto di Specific English

SECTION 1: GENERAL ENGLISH
a) MULTIPLE CHOICE on GRAMMAR & USE OF ENGLISH. Choose the right answer. Write your answers on the answer sheet. 1 point for each correct answer.

1) If it _____ on Saturday, we certainly _____ hiking in the hills.	
A	wouldn't rain / haven't gone
B	rains / won't go
C	rains / not to go
D	will rain / will not go

2) The minister _____ a speech when he _____ a group of protesters.	
A	made / interrupted by
B	is making / is interrupting by
C	was making / was interrupted by
D	is making / has interrupted by

3) Although the exam was more difficult than he expected, he_____ pass it.	
A	had able to
B	was able
C	could to
D	managed to

4) I enjoyed Dan Brown's latest book ; it's _____ than the book he _____ last year.	
A	much interesting / has written
B	very interesting / has written
C	more interesting / wrote

5) A very precious jewel _____ in the hall. Please contact the hotel Lost and Found office for more information!	
A	was finding
B	was founded
C	has been found
D	has been founded

6) I _____ my homework. I've completed it all. I can go out now.	
A	have just finished
B	have just been finishing
C	'm just finishing

7) You _____ attend the lessons if you don't want to; attendance is not compulsory.	
A	don't have to
B	will not
C	mustn't
D	should

8) If you _____ me you were allergic to pets, I _____ the house better before you came.

A	had tell / would clean
B	would have told / would have cleaned
C	had told / would have cleaned
D	tell / am going to clean

9) The accident happened because he _____that the lights _____.

A	will notice / will be changed
B	didn't notice / had changed
C	wasn't noticing / have changed
D	hadn't noticed / was changed

10) If I _____ to study so much, I _____ more time with my family.

A	didn't / would have spent
B	wasn't having / had spent
C	didn't have / would spend

11) I'm sorry, I really _____ go now because I _____ up at 6 o'clock tomorrow morning. I'm going to Madrid.

A	should / am getting
B	must / will get
C	have to / will be get

12) _____ it rains, I _____ the flowers.

A	If / am going to water
B	When / will have to water
C	Unless / will have to water

13) He says that he probably won't _____ before Saturday, but he promised to do his best.

A	able to finish
B	manage to finish
C	to finish

14) If Denny _____ at the airport 20 minutes earlier, he _____ the plane.

A	would arrive / wouldn't have missing
B	has arrived / would have missed
C	had arrived / wouldn't have missed

15) He _____ his new book for three months and he _____ six chapters so far.

A	has been writing / has written
B	has wrote / has been writing
C	was written / has been writing
D	is writing / wrote

16)	_____ to the party this evening?		
A	Do you go
B	Are you going go
C	Are you going

17) If you _____ a New York police officer, _____ someone for feeding pigeons in the park?		
A	were / will you arrest
B	was / you would arrest
C	are / will you arrest
D	were / would you arrest

18) You _____ an aspirin for your headache. Otherwise you won't be well enough for the trip!		
A	should take
B	may take
C	cannot take

19) When I last _____ my sister, she _____ for a flat in Madrid.		
A	was seeing / looked
B	saw / was looking
C	saw / is looking

20) Franco Columbu, Arnold Schwarzenegger's friend, _____ in Sardinia but he _____ now for many years in Los Angeles.		
A	is born / lived
B	was born / has lived
C	was born / was lived
D	has been born / did live

b)TRANSLATION. Translate the following sentences from Italian into English. 2 points for each correct sentence. 1 point for a partially correct sentence.

21) / 22)	**Andremmo al mare a Giorgino se il mare non fosse inquinato dalle fabbriche.**

23) / 24)	**Ho appena visto John. Sembrava esausto. Ha giocato a squash tutto il pomeriggio.**

25) / 26)	**Hai notato il nostro capo alla conferenza ieri? Indossava la cravatta che gli regalammo lo scorso Natale.**

c) **COMPOSITION. Write a short composition (about 120 words) on <u>ONE</u> of the following topics.**
Points: from 0 to 4.

1) You're a journalist and you've just learnt about an incredible story. Write a short article about it. Divide it into three paragraphs, mentioning the important news, the story from the beginning and the conclusion.

2) Write a description of your best friend. Describe how long you have known him/her, where you met, what he/she does, how often you meet and what activities you enjoy doing together.

3) What are the advantages and disadvantages of studying using the internet v. published textbooks? Say when you prefer to use one or the other, and express your opinion, giving your advice to a younger student.

Rough copy

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Write your composition here (about 120 words).

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SECTION 2: SPECIFIC ENGLISH

a) **READING COMPREHENSION. Read the text carefully and answer the questions that follow. Write your answers on the <u>answer sheet</u>. <u>1 point for each correct answer</u>.**

The text is the first part of a controversial speech delivered by Prime Minister David Cameron's on the government's immigration policy (14 April 2011).

A year ago, we were in the middle of a General Election campaign. And there was one message I heard loud and clear in the public voice: we want things to be different. People said they wanted a government that didn't just do what was good for their Party but good for the long-term and good for our country.
One often heard lament was: 'We are concerned about the levels of immigration in our country…but we are fed up of hearing politicians talk tough but do nothing.' Therefore, we are determined to be different. Immigration is a hugely emotive subject and it's a debate too often in the past shaped by contrasting assertions such as:

'immigration is a welcome good and trying to control it is economic madness…'
'Britain is too soft on immigrants who are determined to take whatever they can get.'

I believe the role of politicians is to find the middle road between the extremes of this debate and approach the subject sensibly and reasonably, rather than inflame the debate as the last government did. On the one hand, some Labour Ministers avoided engaging in discussion, giving the impression that concerns about immigration were somehow racist. On the other, certain Ministers made their hard-line credentials public by talking tough but doing nothing to bring the numbers down.
This approach had damaging consequences because it created the space for extremist parties to flourish, as they could tell people that mainstream politicians weren't listening to their concerns or doing anything about them. I remember when immigration wasn't a central political issue in our country - and I want that to be the case again.
I want us to starve extremist parties of the oxygen of public anxiety they thrive on and extinguish them once and for all. Above all, I want to get the policy right: good immigration, not mass immigration. That's why I believe it's time for a new approach - one which opens up debate, not closes it down; where politicians don't just talk, but actually act.

BENEFITS OF IMMIGRATION
Let's start with being open. The British people are fair-minded - and I want them to feel they can be honest about what they think about this subject. Here's what I think. Our country has benefited immeasurably from immigration. Go into any hospital and you'll find people from Uganda, India and Pakistan who are caring for our sick and vulnerable. Go into schools and universities and you'll find teachers from all over the world, inspiring our young people. Go to almost any high street in the country and you'll find entrepreneurs from overseas who are not just adding to the local economy but playing a part in local life. So yes, immigrants make a huge contribution to Britain. We recognise this and we welcome them... BUT **…**

---

31) Mr Cameron says that people want a government that only thinks of itself.	
A	True
B	False
C	It doesn't say

32) The result of the Labour government's lack of action was that _____.	
A	immigration wasn't a central political issue
B	mainstream politicians were not able to listen to the public
C	extremist parties took advantage of the situation to gain support

33) Cameron criticises the Labour ministers of the previous government because some of them	
A	never talked about the problem of immigration
B	talked a lot but did nothing concrete about immigration
C	tried to increase the number of immigrants

34) The paragraph beginning "I want us to starve..." contains three examples of _____ .	
A	liquid metaphors
B	how to control extremism in politics
C	contrastive pairs

35) Cameron shows his ability in the 'art of persuasion' by _____ .	
A	repeating the pronoun 'I' to show personal responsibility in the immigration policy
B	pretending he approves of mass immigration
C	making people reflect on the dangers of immigration

36) Many people of non-British origin today work in _____ .	
A	the black economy only
B	education and public services only
C	education, public services and businesses

37) Cameron is Conservative, so the big BUT at the end *probably* marks a turn in the discourse:	
A	To say that immigrant numbers are too high and need to be reduced.
B	To say that no more immigrants should be allowed at all.
C	To say that immigrants from Uganda, India and Pakistan should be banned from the country.

b) MULTIPLE CHOICE. Choose the right answer. Write your answers on the answer sheet. 1 point for each correct answer.

38) _____ is persuasion through personality and stance.	
A	Empathy
B	Logos
C	Ethos
D	Pathos

39) "Economy of expression" is a quality of sound bites meaning they are _____ .	
A	clever expressions that often have a double meaning
B	brief phrases or sentences
C	very often used in international markets
D	broadcast or radio and television

40) 'Thatcherite' is _____ .	
A	used to refer to Margaret Thatcher's recent death
B	the political label for Thatcher's policies
C	an illness
D	the term used by Thatcher's opponents to refer to her inflexibility

41) 'Collateral damage' is _____.

A	a boxing metaphor used when boxers are not wearing gloves in the ring
B	a war metaphor alluding to the effort to minimize damage
C	a war metaphor meaning incidental destruction of things and killing of people

42) "*Our two countries have joined together as a force for peace, prosperity, and progress*" (Hillary Clinton) is an example of_____.

A	utopia
B	metaphor
C	just a three-part list
D	a three-part list with alliteration for rhythm

43) The two terms 'wets' and 'Tories' provide good examples of how the meaning of words are often transformed and lose their original negativity.

| A | True |
| B | False |

44) Repetition, synonyms and antonyms are examples of _____ in a text.

A	grammatical cohesion
B	intertextuality
C	graphological devices
D	lexical cohesion

45) What metaphor alludes to the 'integrative' character of the multi-ethnic American society?

A	Melting pot
B	Salad bowl
C	Difficult to swallow

46) What do we mean by intertextuality?

A	The way in which one text echoes or refers to another text or texts.
B	The use of similar syntactical structures across different texts.
C	Simple notions expressed in complex language.

47) During elections, a slogan _____.

A	aims at giving a positive view of the candidate or party
B	aims at communicating truth to citizens
C	can't use the passive voice

48) "*The Times hasn't arrived at the press conference yet*" is an example of _____.

A	spin
B	metonymy
C	the metaphor of the journey
D	how journalists can be blamed for their disrespectful behaviour

49) The presentation of facts and figures concerning political opponents in such a way that they seem unfavourable is _____.

A	negative spin
B	a soundbite
C	metaphorical discourse

50) 'Left-of centre', 'right-of centre', 'extreme left', and 'far right' are examples of _____.

A	synonyms that create a contrast in the reader's or listener's mind
B	the many gradations in the left-right spectrum
C	negative connotations of politicians seeking personal interest
D	the denotative or literal meaning of words

51) "*Today it has been found necessary to raise taxes by 10 %*" is an example of _____.

A	the use of the passive to blame the Ministry of Finance
B	the use of passive to minimize the role of participants and avoid responsibility
C	how a new policy can be celebrated

52) 'Witch hunt' is the term used by politicians to _____.

A	refer to journalists who report the news correctly and honestly
B	refer to their female speechwriters
C	mean truth is absolute
D	complain about bias and prejudice in the media

53) When part of a sentence is missing and people are expected to supply what is missing by implicature, this is known as_____.

A	ellipsis
B	the art of attentive listening
C	abbreviation

b) GAP FILLING. Read the text and fill in the gaps. Write your answers on the underline answer sheet. 1 point for each correct answer.

Some philosophers – Descartes is the **(54)** _____ - have defined humans as essentially linguistic animals. Aristotle, on the other hand, famously defined humans as **(55)** _____ animals. No doubt both definitions contain a germ of the **(56)** _____. What analysts of political discourse would probably have to claim, if they were to think philosophically, would be that the one definition necessarily involves the other. It is surely the case that politics cannot be **(57)** _____ without language, and it is probably the case that the use of language in the constitution of social groups leads to what we call 'politics' in a broad sense.

Although the study of language has never been central to the academic disciplines concerned with politics, some political philosophers have from time to time made clear their **(58)** _____ of the question. In the disciplines concerned with language, it is worth noting that the study of **(59)** _____ – the art of verbal persuasion – was thought of by Greek and Roman writers as a sort of 'political science'. In the Greek polis and in the Roman empire the rhetorical tradition played a part in the training of **(60)** _____ who fulfilled important public functions, including political functions, and to a certain extent provided an apparatus for the critical observation of political verbal behaviour.

	A	B	C	D
54)	known best	best knownest	best known	better known
55)	policy	political	politics	politicians
56)	true	truism	truth	trueness
57)	conducted	received	conduced	consumed
58)	unconsciousness	conscience	awareness	aware
59)	idioms	rhetoric	rhetorical	charisma
60)	orations	speech writers	spin doctors	orators

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Università degli Studi di Cagliari
FACOLTÀ DI SCIENZE ECONOMICHE, GIURIDICHE, POLITICHE
LINGUA INGLESE II: WRITTEN TEST
ANSWER SHEET

SURNAME:_____ **NAME:**_____
ENROLMENT NUMBER:_____

FIELD OF STUDY:	GSG ☐	PST ☐	Other: _____

DATE:_____

TOTAL SCORE: _____ /30

SECTION 1: GENERAL ENGLISH

	A	B	C	D
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O
13.	O	O	O	O
14.	O	O	O	O
15.	O	O	O	O
16.	O	O	O	O
17.	O	O	O	O
18.	O	O	O	O
19.	O	O	O	O
20.	O	O	O	O
21.				
22.				
23.	Translation			
24.	0-6 points			
25.				
26.				
27.				
28.	Composition			
29.	0-4 points			
30.				
SCORE		/30		

SECTION 2: SPECIFIC ENGLISH

	A	B	C	D
31.	O	O	O	O
32.	O	O	O	O
33.	O	O	O	O
34.	O	O	O	O
35.	O	O	O	O
36.	O	O	O	O
37.	O	O	O	O
38.	O	O	O	O
39.	O	O	O	O
40.	O	O	O	O
41.	O	O	O	O
42.	O	O	O	O
43.	O	O	O	O
44.	O	O	O	O
45.	O	O	O	O
46.	O	O	O	O
47.	O	O	O	O
48.	O	O	O	O
49.	O	O	O	O
50.	O	O	O	O
51.	O	O	O	O
52.	O	O	O	O
53.	O	O	O	O
54.	O	O	O	O
55.	O	O	O	O
56.	O	O	O	O
57.	O	O	O	O
58.	O	O	O	O
59.	O	O	O	O
60.	O	O	O	O
SCORE		/30		

Score on General English section	/30
Score on Specific English section	/30
TOTAL SCORE	/30