**Facoltà di Scienze Economiche, Giuridiche e Politiche, Università di Cagliari**

**PROVA SCRITTA ESAME LINGUA INGLESE, EGA EF**

**A.A. 2015-2016 APPELLO: 21 Novembre 2016**

**LISTENING COMPREHENSION**

**Two executives meet at the hotel breakfast table where they are attending a conference on management software systems in Seattle, USA. Listen to the conversation and answer the questions.**

**1. What do Antonio Silva and James Whitfield say when they first meet each other?**

a. they talk about the conference b. they introduce each other

1. **Where do the two executives come from?**
2. Antonio Silva \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. James Whitfield \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. **How did they both travel?**
5. by train b. by car c. by plane
6. **Complete the chart with information from the conversation.**

|  |  |  |
| --- | --- | --- |
|  | **ANTONIO** | **JAMES** |
| **Type of company** | Office equipment |  |
| **Job title** |  | Systems analyst |
| **Company performance** | Not very good |  |
| **Flight** |  | Not bad |
| **Accommodation** | A cheap hotel |  |

1. **Which of the following subjects are not mentioned in the conversation? Write YES or NO**

|  |  |
| --- | --- |
| 1. The name of their company 2. Their position in the company 3. Their wives 4. The performance of their company | 1. When they are leaving 2. Their accommodation 3. Their reason for being at the conference 4. What they are going to eat for dinner |

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**READING COMPREHENSION 1**

**Fighting French unemployment - Mode d’emploi**

**Adapted from the Economist, 16 January 2016**

**François Hollande has one last chance to tackle rising jobless rates**

IN HIS New Year message President François Hollande declared a double state of emergency in France: one to fight terrorism, the other to tackle unemployment. In 2012 Mr Hollande was elected on a promise to control joblessness and make “youth” his priority. Yet unemployment has since climbed from 9.7% to 10.1%; youth unemployment is more than twice this, and still rising. On January 18th the government will reveal new plans to train young jobseekers and encourage job creation. But it looks likely to be too little, too late.

Neighbouring countries on Europe’s southern fringe have far higher absolute levels of youth unemployment than France. Yet since the start of 2014 a loosening of labour laws has helped to bring down joblessness among the under25s in both Spain and Italy. In France, by contrast, over the same period the figure has increased to 26%—an all-time record. Youth unemployment in France is now over three times the rate in Germany.

Not only do young people in France find it difficult to get work, but when they do it is often short-term. The labour market is divided into “insiders”, those with permanent, protected, fulltime jobs, and “outsiders”, whose work is insecure and temporary. In France only a fifth of temps are in permanent jobs three years later, compared with almost half in Britain, according to the OECD. For employers faced with the tiring rules governing permanent jobs (and the need to make a case to a labour tribunal before interrupting them), using temps and interns is a way to save some flexibility.

Psychologically, it can create a real lack of confidence as, if you don’t have a permanent contract, it’s impossible to rent a flat, or get a loan. “The fruitless search for permanent work leads to “a lot of disillusion”, says Kadija James, deputy director of Nos Quartiers ont des Talents, which uses mentors to help get jobseekers from the *banlieues* (the heavily immigrant outer suburbs) into work.

For years, the French left refused to link the country’s poor record on job creation to its overprotective labour law. But now, the labour code should be simplified, modifying the 35hour working week, promoting the training of 500,000 jobseekers through apprenticeships and other schemes, and deregulating in order to encourage firms to create jobs.

Given the amount of public money that France pumps into subsidising jobs, the doubt is that it has not reduced youth unemployment. But French rules on schemes like apprenticeships or subsidised job creation change fast.

“Technically we could cut the unemployment rate in half,” says Nicolas Bouzou, a French economist; “the difficulty is political.” Much of the French left regards ideas such as a lower minimum wage for younger workers, as Britain allows, to be exploitation, not a way into the job market—even though, by default, self-employed youngsters work for less than the statutory minimum.

**Glossary**

**Temps**: temporary workers

1. **ANSWER THE FOLLOWING QUESTIONS**

# TRUE OR FALSE

# Hollande’s priority is to reduce unemployment

# Hollande’s government has managed to halve the number of young people searching for a job

# Youth unemployment is increasing in Italy and Spain even more

# Those with a temporary job have difficulties in finding a permanent job within three years

# Internships and temporary jobs make the labour market more flexible

The French labour law needs a reform

# What is this article about?

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# What are the main characteristics of the French labour market?

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# What does 26% refer to?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Why isn’t a minimum low wage well considered?

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# LANGUAGE

# Find words in the text, which mean the same as:

# Deal with, face (v.) =

# Unemployment (n.) =

# Unprecedented, unsurpassed (compound adj.)=

# Shortage, need (n.) =

# Supporting financially, financing (v.) =

# Theoretically, in principle (adv.) =

# Salary, remuneration (n.) =

# Give at least 2 synonyms of the verb CUT

1. **Word formation. Change the form of the word to complete the sentences. You will need an adjective, a noun, a verb or an adverb.**

One thing that people get from their…………………  (**OCCUPY**) is, of course, money. Most people wouldn’t do the job they do if it wasn’t for the pay at the end of each day, week or month. However, the………… (**MAJOR**) of people want more than just a good salary. There are many other things which add up to job satisfaction, the feeling of…………………  (**ENJOY**) you get from doing a job that makes you happy. What people in……………………  (**EMPLOY**) want from a job varies  (**GREAT**) from person to person.

For some, the chances of promotion make a big difference. For others, working in a…………………  (**CREATE**) environment with other people makes them happier than they would be working alone. When planning your career, you should consider all the ……………………… (**ACTIVE**) involved in a job and decide how each one suits your………………….. (**PERSON**). If you’re considering becoming a……………………..  (**JOURNAL**), for example, do you like meeting members of the public? If you're thinking of becoming an………………………..  (**ACCOUNT**) do you enjoy detailed work with numbers? Just because one job is better paid than another, it doesn’t mean it's the job for you.

**Phonetics.**

1- /ˈæplɪkənt/ 6- /ˌɑntrəprəˈnɝ/

2- /ˈɪntəvjuːə/ 7- /ˈsləʊgən/

3- /sɪˈlekʃən/ 8- /faɪˈnænʃəl/

4- /brænd/ /aɪˈdentɪtɪ/ 9- /ˈliːdəʃɪp/

5- /ˈɪmɪdʒ/

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**GRAMMAR & USE OF ENGLISH**

**A) Provide the correct tense for the verb in brackets:**

*“This \_\_\_\_\_\_\_\_ (to be) to certify that Ms. Sally Johnson, \_\_\_\_\_\_\_\_\_\_\_ (to age) twenty four, was a graduate student here. Her M.A. thesis entitled ‘Non – Coastal Tourism in Sardinia’ \_\_\_\_\_\_\_\_\_\_\_\_\_ (to award) a Grade I mark, which was what her supervisors \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to expect).*

*As well as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to participate) in the academic activities of the Faculty, Sally \_\_\_\_\_\_\_\_\_\_\_\_ (to play) hockey and tennis for the University teams. She also \_\_\_\_\_\_\_\_\_\_\_\_ (to find) time \_\_\_\_\_\_\_\_\_\_\_\_ (to help) with local social projects. In our opinion, Ms. Johnson \_\_\_\_\_\_\_\_\_\_\_\_ (to be) an asset for any company who \_\_\_\_\_\_\_\_\_\_\_\_\_ (to decide) to offer her a position.*

*Please \_\_\_\_\_\_\_\_\_\_\_\_\_ (to contact) us for any further information.”*

**B) Choose a suitable question for the answers provided.**

1 - “Oh, nearly five kilometres”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 - Because he missed the bus.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 - “This one here? I think it’s Mike’s.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 - The cats are asleep on the wall.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 - Sometimes more frequently, but always twice a month.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C) Convert the following sentences in direct speech into reported speech or vice versa.**

1 - I replied that I would hate not being able to help them.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 - “The letter was delivered yesterday”, we informed him.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 - “Don’t’ go out yet! It’s still raining,” she said.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 – We asked if they had been there before.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D) Use the word given in brackets to form a word that fits grammatically in the gap.**

1 - If we want our products to be more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (PROFIT), we need to reduce \_\_\_\_\_\_\_\_\_\_\_\_ (TO COST).

2 - Young \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ENTERPRISE) often confuse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (SUCCESSFUL) with good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (TO BE LUCKY).

3 - Some of his \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (TO SUPPORT) hope their leader will never \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (RETIREMENT).

**E) Complete the sentences with the words in the box.**

|  |
| --- |
| commercial rates economists mark-up applicants economical  investment monies time-sharing -economics credit |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ make a distinction between micro- and macro- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. It is generally more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to cycle rather than take a taxi.
3. Banks sometimes talk about \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ; most use the singular of the same word.
4. People who go around trying to sell their company’s products or services are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_ travellers.
5. Bonds are usually a safe form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Interest \_\_\_\_\_\_\_\_\_\_\_\_\_ tend to go up and down.
7. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the difference between the price a shop pays for goods and then sells them at.
8. Companies make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ arrangements when they need to borrow money.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a way of owning property, especially perhaps where one goes on holiday.
10. People wanting jobs hope to become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**F) Choose the correct word to complete these sentences.**

1 - To get onto the ring-road, you need to go \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the round-about.

* ROUND
* OVER
* THROUGH

2 - Because \_\_\_\_\_\_\_\_\_\_\_\_ the weather the airport will not be open until 2 p.m.

* WHY
* ON
* OF

3 - “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ there before you arrived?”

* WERE HE GOT
* HAD HE GOT
* HAS HE GOT

4 - The book was \_\_\_\_\_\_\_\_\_\_\_\_\_ boring and stupid: we can use it to light the fire!

* MUCH
* SO
* SUCH

**G) AFFIRMATIVES, QUESTIONS AND ANSWERS. Are these sentences below correct? If not, correct them!**

1 - “I’ve never be there before.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 - If Angela Merkel were in reality a man, do you think she would still be so popular?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 - The dog reads not to its puppies.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 - While walk along the street, he seed a beautiful shop.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**H) Change these active sentences into the passive or vice versa.**

1 - His aunt kissed him affectionately.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 - The car was held up by the red traffic light.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 - The tutor will lend his notes to those students who were absent.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 - The newspaper is no longer producing a lunchtime edition.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I) THE CONDITIONAL. Choose the correct form.**

1- When her baby cries, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to feed) him.

2 - If it \_\_\_\_\_\_\_\_\_\_\_ (to be) colder, we could wear different clothes.

3 - The computer would never have stopped working, if we \_\_\_\_\_\_\_\_\_\_\_\_ (not, to leave) it on a table in the rain.

4 - Anthony \_\_\_\_\_\_\_\_\_\_\_ (to come), if you pay him.

**J) SIMPLE PAST - PRESENT PERFECT – PAST CONTINUOUS? You choose!**

1- Jenny’s brother Mark \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to want) to visit Finland before he was 21. Now, he’s 23.

2 - I love cheese, but today I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to enjoy) some delicious fish, and hope there’ll be more to come!

3 - The bell \_\_\_\_\_\_\_\_\_\_\_\_\_ (to ring) just as they were finishing their exam.

4 - When they were children our grandparents used to light candles when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to play) with their toys on dark afternoons.