

il **nuovo** concorso
a cattedra

TRACCE SVOLTE

Inglese

Ampia raccolta di **quesiti a risposta aperta** e **tracce svolte** per la **prova scritta**

Classi di concorso:

A25 Lingua inglese nella scuola secondaria di primo grado

A24 Lingue e culture straniere negli istituti di istruzione secondaria di secondo grado (INGLESE)

A cura di S. Mayol



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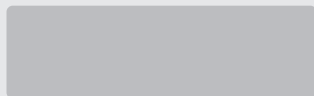
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a cattedra

Inglese

Tracce svolte per la prova scritta

Ampia raccolta di **quesiti a risposta aperta** e **tracce svolte** per la **prova scritta**

Premessa

Il volume è concepito come supporto per la preparazione alla prima prova scritta del concorso ordinario a cattedra nelle classi:

- **A25 Lingua inglese nella scuola secondaria di primo grado**

- **A24 Lingue e culture straniere negli istituti di istruzione secondaria di secondo grado - Inglese**

Il volume è costituito da un'**ampia raccolta di domande a risposta aperta** suddivise per **area disciplinare**. Ognuno dei quesiti qui riuniti è corredato da un percorso di svolgimento (che evidenzia i punti chiave da trattare) e da un'ipotesi di trattazione sintetica.

Le aree trattate sono relative alle principali conoscenze disciplinari necessarie per l'insegnamento delle materie per le quali si intende partecipare al concorso. Lo **svolgimento** di ciascun quesito favorisce un rapido riepilogo delle **nozioni fondamentali** e consente di fissare i **concetti chiave**.

In Appendice, una raccolta di tracce assegnate nei precedenti concorsi a cattedra. Il volume è completato da **materiali didattici, approfondimenti e risorse di studio** accessibili online. I servizi web sono disponibili per 12 mesi dall'attivazione del codice.

Questo lavoro, ricco, complesso, denso di rinvii normativi e spunti operativi per l'attività dei futuri insegnanti, tratta materie in continua evoluzione.

Ulteriori **materiali didattici e approfondimenti** sono disponibili nell'area riservata a cui si accede mediante la registrazione al sito **edises.it** secondo la procedura indicata nel frontespizio del volume.

Eventuali errata-corrige saranno pubblicati sul sito **edises.it**, nella scheda "Aggiornamenti" della pagina dedicata al volume

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Section One

Use of English

1

The World in One City: Philippe Sibelly's Multicultural London Photography Project

Read the following passage and answer the related questions

"Where are you from?" is a question Philippe Sibelly has pondered on a lot. Born in Marseilles, Philippe has travelled widely, living in Sydney and Ireland before settling in London.

It's London's multiculturalism that inspired his World in One City challenge. In 2005, in the run-up to the announcement that London would host the 2012 Olympics, Philippe decided to capture that multiculturalism in a photography project.

A year and a half later, Philippe had a set of 202 photographs, representing each of the countries taking part in the Olympic Games at the time. (Now there are 205). The photos are all currently on display in Rich Mix in East London. In each Polaroid portrait, the subject is holding the previous photo, creating a chain, Philippe explains, like the Olympic flame. In view of our own current World in London blog project, I felt I had to go and meet him.

"At the start, it was really easy," Philippe says. "I thought, 'I know people from pretty much everywhere.' I tried doing things to challenge people's perceptions. Karim from Peru is a refugee from Palestine. So he doesn't look like he's from Peru. But he is. And in the next photo, he's being held by an Israeli, Maya."

"But it became more and more difficult. It started taking too long. I spent hours on emailing, organising myself with friends, travelling around the city to meet people from different places. To New Malden to find someone from South Korea. To Woolwich to meet someone from Africa..."

"Some days, I'd travel around and only take one or two photos. It was really, really frustrating."

As well as meeting friends of friends and colleagues, Philippe says he also stopped people in the street to ask where they were from. "Very few people got annoyed," he says. "Really, despite what people say, Londoners are very open. It may be because I'm a foreigner myself, but people were open to taking part."

Looking through the chain of photos is fascinating. Philippe remembers all of them, and recounts many anecdotes that stand out for him.

There's Jonas, a monk from the Solomon Islands; Fredi from Mali, a footballer who played for Tottenham and West Ham. He recounts how top London chef Giorgio Locatelli wanted to represent Italy, and about Magdalena from Serbia Montenegro.

Magdalena presents what Philippe finds is an interesting issue. In his project, she represents a country that no longer exists. Where does she say she's "from" now? The slight-

ly artificial construction of nationality fascinates Philippe. The boys he photographed to represent Haiti (Adam) and Pakistan (Zishaan) have never actually been to those countries. "But Adam said it would make his mother, who's from Haiti, very proud. And Zishaan, well, he thinks of himself as fully English and fully Pakistani. He said to me, 'How can I be half and half? I'm both.' I find that strong sense of nationalism, from people who've never even been to the country they say they're from, very strange."

It's a testament to London's unique diversity that of the whole list of Olympic nations (a list he chose because it's fairly neutral), Philippe only struggled to find people from about five. "For these five nations I chose someone linked in some way to this place: someone who has lived there, has family there, or even, in the case of Nauru, I settled for someone who knew where it was."

Philippe has mixed views on the complex issue of London's multiculturalism. "Diversity is great, but you can't be too romantic about it. It's not always a positive thing for everyone. When your local shop stops selling your sausages and starts selling samosas, it can be difficult for people to get used to.

"The best people can do is live with it, and get the positives out of it. Take the good."

Activities:

- 1. Write a short summary of the excerpt (about 250 words)**
- 2. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.**
 - 1) Born in Marseilles and an avid traveller, Philippe Sibelly:
 - A** has long been fascinated by the complex relationships between people and places
 - B** has long been fascinated by London's multiculturalism and by how people identify with or choose to claim their nation of origin
 - C** has long been fascinated by the relationships between language, society, cognition and culture, as well as the development of language across time and space
 - D** has long been fascinated by the ways in which people and their communities adapt, evolve and re-invent themselves in response to change.
 - 2) Inspired by the news that London would be hosting the 2012 Olympics, he:
 - A** embarked on a World in One City challenge: showcasing that multiculturalism in a photography project.
 - B** joined the *Los Angeles Review of Books* as a contributing editor
 - C** wanted to help Londoners, but was unable to because he was too busy
 - D** decided to put his stories into writing, to prove that not only were his stories true, but also to demonstrate how intelligent he was.

- 3) Walking up to strangers on the street in London and, later, the surrounding areas, and networking via emails and word of mouth, Philippe says:
 - A** he was pleasantly surprised by the *warm* reception given to him on his arrival
 - B** he was pleasantly surprised by the result of the project, although he said he had always been confident it would work
 - C** he was pleasantly surprised by people's willingness to participate
 - D** he was pleasantly surprised by the freedom and responsibility he was given and found that he fit well into the research community.

- 4) It's a testament to London's unique diversity that, of the entire list of Olympic nations (a list he chose because it's fairly neutral), Philippe only:
 - A** struggled to find people from about five
 - B** struggled to find consistency in his production
 - C** struggled to find a space to exhibit his photographs
 - D** struggled to find a way to spread awareness and let people know that he, at heart, was no different than anyone else.

- 5) "For these five nations, I chose someone linked in some way to this place: someone who has lived there, has family there..." he says. In several instances,
 - A** he met people whose lives had been transformed through their contacts with Initiatives of Change
 - B** he met people whose nationalism surprised him – for example, a boy from Haiti who has never been to the country, but identifies himself as Haitian because his mother is from there
 - C** he met people whose lives were so isolated that they subscribed to the local daily paper just to have contact with the mailman who delivered it
 - D** he met people *whose* compassion and openmindedness would remain a strong influence on him even 70 years later.

- 6) After a year and a half,
 - A** Philippe's goal of obtaining a Polaroid portrait of one person from each of the countries participating in the Olympics resulted in 202 photos.
 - B** Philippe's goal of obtaining a Polaroid portrait of one person from each of the countries participating in the Olympics resulted in 3 photos.
 - C** Philippe's goal of obtaining a Polaroid portrait of one person from each of the countries participating in the Olympics did not result in any photo.
 - D** Philippe's goal of obtaining a Polaroid portrait of one person from each of the countries participating in the Olympics resulted in 205 photos.

- 7) Part of what makes his exhibit so unique is that,
- A** it allows the photographer to handle things in a sort of “play by play” mode
 - B** the designers, features and the materials all come from different corners of the earth
 - C** in each portrait, the person is holding the previously photographed person’s photo, creating a chain symbolic of the Olympic flame
 - D** you were able to customise your own device with whatever kind of graphic, text or personal image you desire
 - E** Philippe’s exhibition may be viewed in Rich Mix in London.

3. Find words or phrases in the text that have the same meaning as the following:

- a. to think about something carefully and for a long time
- b. has ceased to exist, became extinct or lost
- c. to go to many places
- d. searching or surveying a collection of [sth]
- e. I was content with
- f. To become accustomed to.

4. Analyse the text from both a linguistic perspective and stylistic point of view.

5. Read the post below where Philippe Sibelly describes his idea. Which statement connected with the article is *not* true?

- a. The World in One City is a photographic project I developed in 2005, before the announcement of the 2012 Olympic city.
- b. London wanted to promote its multicultural credentials. I decided to look for and photograph Londoners from every Olympic nations in the world (202 at the time, 205 today).
- c. All were photographed with a very high resolution, fine grain 35mm film, Kodak Tech Pan, using a Nikon camera and lens, asking each Londoner to hold the photo of the previous person photographed, creating a continuous chain, as shown in the animated version of the work.
- d. The last Polaroid, the Londoner from the UK (Hardeep Singh Kolhi, Scottish Londoner of Indian origins and TV presenter), holds in it the images of people from every nation on the planet.
- e. Of course you can’t see it with your naked eye: only two or three are visible, but I like to imagine the photographic grain has somehow been affected by all these images.

Answers:

1. In 2005, Philippe Sibelly heard that London was in the running to host the 2012 Olympics. A foreigner himself, Sibelly was inspired to capture London's multiculturalism in photographs. He called his project "World in One City." Each photo consists of a person representing one of 202 countries holding a Polaroid of the previous person. Each image is linked together, like the passing of the Olympic torch, according to Sibelly.
Although he already had many friends from other countries, Sibelly said the project wasn't always easy. He spent hours on emailing trying to coordinate photo shoots and had to crisscross London to meet up with his subjects. Some days he only took a couple of photos.
Despite the frustrations, Sibelly found the project rewarding. He remembers the story behind each photograph, and he's noticed the "slightly artificial construct of nationality" his project displays. For example, the man representing Peru is actually a Palestinian refugee who doesn't look typically Peruvian, and his subject from Haiti, whose mother is Haitian, has never actually been to Haiti.
While his work captures the city's great diversity, Sibelly doesn't romanticise it. He realises that multiculturalism can be challenging for some Londoners. Overall, though, he believes the best way to adjust is to stay positive and look for the good that diversity brings.
2. 1-A; 2-A; 3-C; 4-A; 5-B; 6-D; 7-C.
3.
 - a. has pondered on a lot;
 - b. no longer exists;
 - c. To travel around;
 - d. looking through;
 - e. I settled for;
 - d. to get used to
4. **TITLE:** The World in One City: Philippe Sibelly's Multicultural London Photography Project
AUTHOR: Zoe Craig
NEWSPAPER: visitlondon.com (blog)
DATE: September 8th, 2010
SUBJECT: Photography
THESIS: Philippe Sibelly's photography project represents London's ethnic diversity.
EVIDENCE:
 - His photographs represent 202 of the countries participating in the 2012 Olympic games.
 - He would travel all over London and even stop people in the street to find people to photograph.
 - He found people from places such as the Solomon Islands and Mali, but also included some who had never been to the country they represent, like Adam from Haiti whose mother is Haitian.

8 Section One Use of English

- While Sibelly generally sees diversity as positive, he also recognises that the changing face of London can also be a challenge for some.

SIGNIFICANCE: This article helps show readers that London is a diverse city. Some readers may have an image of London as full of typical white Englishmen, but after reading this article, they will see that London is a truly international city.

5. The “c” sentence is not true. In fact, all were photographed using a Polaroid instant camera.

2

One in seven children go to school HUNGRY according to shock report

Read the following passage and answer the related questions

Food poverty is at an all time high with one in seven children going to school hungry, a shock report reveals today.

There are 820,000 children in classrooms across Britain who are forced to skip breakfast at least once a week as parents struggle to put food on the table.

According to the study, in the last year 28% of teachers have reported more children 'turning up for lessons without eating since the night before.

And the cost of missing the morning meal is estimated at £5.2 million a year in lost teaching hours as hungry pupils are unable to concentrate on vital studies like maths, science and English.

The research by cereal maker Kellogg's found one child going to school hungry once a week for the duration of their primary school life, loses 8.4 weeks of learning time.

More than half of teachers say kids who sit exams while hungry don't 'perform as well as those who have eaten breakfast and eight out of ten have found lack of food is the first thing that affects focus and behaviour in the classroom.

Worryingly, a quarter of teachers revealed children have fallen asleep in class because of hunger.

Yet for almost a million children who go to school hungry at least once a week, breakfast is not an option.

Pete Mountstephen, chair of the National Primary Headteachers, said: "It's a shocking fact that children in our classrooms across the country are missing out on critical learning time by not being fed in the morning.

"This shortfall could mean a child is missing out on some of the essential basics taught at primary school to help their development before beginning their secondary education."

In the last 12 months food bank charity the Trussel Trust fed 346,992 people of which 126,889 were children and Oxfam figures show 500,000 Brits who have fallen on hard times 'rely on food rations to 'get by.

Netmums founder Siobhan Freegard said hungry kids in 21st century Britain was "unacceptable"

"At every turn, from school teachers to parents in the playground, we are hearing more and more reports of kids going hungry at school.

“A toxic combination of growing poverty, the rising cost of living and troubled families with chaotic parenting mean innocent children are being denied the best start to the day – and to their lives.

“This is unacceptable in modern Britain and must be ⁵tackled now.”

Experts say school breakfast clubs are one way of filling the food gap and seven out of ten teachers believe they have a positive impact on a child’s ability to learn.

Sue Kennedy, school business manager at Atherton St. George’s Church of England Primary School Manchester, launched a breakfast club eight years ago after one pupil arrived at school every day at 7am without having any breakfast.

She said: “This was just one pupil out of 250, and so I wondered how many more pupils had we got who came to school without having breakfast?

“When the breakfast club was launched we experienced a considerable improvement in raising attainment and a reduction in lateness and pupil absence.”

But Government cutbacks have hit breakfast clubs hard with one in eight forced to close. They are fighting for survival with donations from food companies, food banks, grants and fundraising events helping to keep them open.

Sue said: “Funding is difficult in the present climate but I am determined to continue to find avenues to source funding as without our breakfast club we fear that the excellent progress and results that have been achieved over the past eight years will be unsustainable.”

In a bid to help schools like Sue’s, Kellogg’s has launched its Help Give a Child a Breakfast campaign to feed two million school children in the country’s most deprived areas.

It will donate a morning meal to a child each time a breakfast club video on its www.giveachildabreakfast.co.uk page is shared, tweeted or liked, or special packs of cereal are bought from supermarkets.

Sue said: “You all may take your own breakfast for granted, but please remember that there are children out there who arrive at school daily without having a breakfast.”

Activities:

1. Write a short summary of the excerpt (about 250 words)

2. Match the phrases in 1-10 with the phrases a-j to create a sentence.

- 1) Around 8,370 schools across England see children...
- 2) This week 2.4 children in every class will...
- 3) Yet this is no Third World country – welcome to 21st century Britain where over a quarter of teachers...
- 4) In some cases, there may be parents struggling to make ends meet and they could well be forced to...
- 5) Many youngsters are left to fend for themselves in the mornings as their mums and dads...
- 6) Schools have been filling the food gap with breakfast clubs designed to give the most vulnerable children the best start to the day with a proper breakfast that will...

- 7) In areas where there is no private help, one in eight clubs have been forced to close down, leaving kids hungry, dejected and unable to...
- 8) Kellogg's has been supporting breakfast clubs for over a decade – setting up more than 1000 breakfast clubs – but it...
- 9) That's why we've teamed up with Kellogg's to launch a brilliant nationwide campaign to...
- 10) For every Facebook Share, Tweet or YouTube view of the campaign, Kellogg's will...
 - a) say they've seen an increase in the number of pupils who have not eaten since the day before.
 - b) sit through morning lessons with a dull ache in their tummies, caused by hunger.
 - c) give A Child A Breakfast.
 - d) battle with today's economic struggle.
 - e) choose between a morning or evening meal for their children.
 - f) donate two million breakfasts to vulnerable schoolchildren this academic year.
 - g) focus on important lessons in their formative years.
 - h) fuel their bodies so their minds can concentrate in the classroom.
 - i) wants to do more.
 - j) arrive hungry everyday.

3. Choose the answer (A, B, C or D) which you think fits best according to the text.

- 1) Imagine sitting at your desk, feeling dizzy with hunger and
 - a. unable to eat large amounts of vegetation as their digestive systems are unable to break it down.
 - b. unable to concentrate on the words that fill your computer screen in a jumbled haze.
 - c. unable *accommodate* individual dietary preferences.
 - d. unable to move about easily, or for medical reasons unable to eat what's considered a normal, balanced meal.
- 2) For millions of Britain's schoolchildren that sickening feeling of running on empty is a daily reality as
 - a. they file into class for morning lessons.
 - b. they file into the room and see that the teacher's smile is wider.
 - c. they file into school where they meet for the morning assembly.
 - d. They file into colourful classrooms, where posters of flowers and insects decorate the walls.
- 3) A poor diet with no breakfast to start the day hits concentration, leads to lethargy, increases the chances of illness and

- a. has even been blamed for causing, or at least exacerbating, the crisis.
 - b. has even been blamed for sparking early onset puberty.
 - c. has even been blamed for disruptive behaviour.
 - d. has even been blamed for contributing to the closure of some businesses.
- 4) Research by Kellogg's found 81 per cent of teachers say hungry children are unable to concentrate, while 75 per cent say they are more lethargic and
- a. 47 per cent say they are happy sometimes.
 - b. 47 per cent say hungry children are unable to learn.
 - c. 47 per cent say the work being done by teacher at school is, in itself, insufficient and so they are desperate to add to this.
 - d. 47 per cent say emotion plays a role in their investment decisions.
- 5) *According to the hard hitting report, the health of youngsters is
- a. being put on the line when it comes to making a major game.
 - b. being put on the line with education and job cuts that will undermine our ability to recruit new business.
 - c. being put on the line to reward these dangerous and reckless institutions.
 - d. being put on the line as a rising number of British kids arrive at school hungry.
- 6) Add the financial cost of £5.2 million in lost teaching hours every year to the physical and emotional cost to children, and Kellogg's A Lost Education report makes for grim reading. It found a child arriving at school hungry at least once a week
- a. loses 36 hours of learning time in a school year – amounting to 8.4 weeks of lost learning over their primary school life.
 - b. develops an allergy to strawberries that may be banned that year for example.
 - c. answers questions correctly.
 - d. has problems understanding the instructional discourse.
- 7) To help combat child hunger in the classroom, we are teaming up with Kellogg's to launch a brilliant nationwide campaign
- a. to promote the use of technology in the classroom.
 - b. to remind people of all ages how much fun it is to read.
 - c. to serve up two million breakfasts in the most deprived areas of Britain.
 - d. to raise awareness of burns and scalds and how to prevent them.

4. Analyse the text from both a linguistic perspective and stylistic point of view.

5. Look at the numbered words in the text and tick the best meaning in the context.

- | | |
|----------------------------|---------------------|
| a) arrive | b) increase volume |
| a) act | b) carry out a task |
| a) depend on | b) bolster |
| a) make oneself understood | b) cope |
| a) engaged | b) squared off |

Answers:

1. According to a study by Kellogg's, the cereal maker, about one in seven children in Britain go to school without first having breakfast. This comes to approximately 820,000 students who come from families with food security issues. The study estimates that students lose weeks off of their education because hunger does not allow them to focus on their classes. This is particularly critical at the primary level since students are missing out on the foundation of their education.

Teachers surveyed first hand how missing breakfast affects students. Many teachers report that they've seen an increase in students coming to school hungry. As a result, students may fall asleep in class, have behaviour issues or perform poorly on standardised tests.

Experts mention several reasons why students may be going without breakfast: more poverty, increased costs of living and difficult living situations at home.

Some schools have implemented breakfast clubs where students can arrive early to school and have breakfast before class. Schools with breakfast clubs have noticed a decrease in student absences and tardiness and an increase in academic achievement. However, many clubs have been forced to close due to lack of government funding. In these cases, schools have turned to donations from companies like Kellogg's, fundraising events and food bank donations to keep these breakfast clubs open.

2. 1-j; 2-b; 3-a; 4-e; 5-d; 6-h; 7-g; 8-i; 9-f; 10-c.
3. 1-b; 2-a; 3-c; 4-b; 5-d; 6-a; 7-c.
4. **TITLE:** One in Seven Children go to school HUNGRY according to shock report

AUTHOR: Ruki Sayid

NEWSPAPER: Mirror Online

DATE: September 13th, 2013

SUBJECT: Child hunger

THESIS: Food poverty is at an all-time high.

EVIDENCE:

- Research done by Kellogg's shows that one in seven children go to school without breakfast, and 820,000 students miss breakfast at least once a week as their parents aren't able to provide it for them.
- In the last year, Oxfam has also recorded that about 500,000 people have to rely on food rations.
- School breakfast clubs can help provide students with a healthy meal, but budget concerns have caused one in eight to close.
- Alternative options, like donations from companies like Kellogg's, may need to be employed to fight the problem.

SIGNIFICANCE: This article provides facts and figures showing that many children are going hungry in the morning. This means lost teaching hours and lost learning opportunities since students don't perform as well or even

fall asleep when they're hungry. While it mentions that breakfast clubs may be a way to combat the problem, lacking of funding has caused many of them to close. If readers want to find a way to help solve the problem, the article ends with information on a fundraising program run by Kellogg's to provide breakfast to a child by interacting on social media or by buying specific types of their cereal.

5. Arrive; carry out a task; depend on; cope; engaged.

3

A-levels: More school pupils opting for science and maths to boost job prospects

Read the following passage and answer the related questions

As more than 300,000 students got their grades, a growing trend emerged towards subjects prized by employers.

Savvy school pupils are moving back to more traditional subjects in a bid to boost their career prospects, A-level results showed today.

As more than 300,000 students got their grades, a growing trend towards science and maths emerged – subjects prized by universities and employers.

Mark Dawe, chief executive of exam board OCR, said: “Choices are often influenced by the degree they want to do and job they want to do.

“Universities are being very transparent about what they expect.

“It’s not just the grades, it’s the type of subject they expect students to take. It’s employers saying ‘this is the degree we’re looking at’.”

There were almost 24,000 more entries for the sciences this year compared to 2009 and 19,000 more for maths, the Joint Council for Qualifications said.

Biology, chemistry and physics accounted for 17.8% of entries, up from 17% last year and 15% in 2009.

And 12% of entries were in maths or further maths, up from 11.5% last year and 9.8% five years ago.

Economics also saw a surge in popularity with 26,139 entries – up by a massive 50% since 2007.

Neil Bentley, deputy director general of the Confederation of British Industry, said: “It’s clear students are being savvy in the face of higher degree costs and a tougher labour market, by taking subjects which maximise their future job chances.

“Higher take-up in science and maths is good news, given the critical skills gaps in key sectors, like manufacturing and engineering.”

However, it meant more modern subjects, such as communications studies and critical thinking faced massive drops.

Interest in PE, design and drama plunged and examiners said they were concerned about a slump in students taking foreign languages.

German was down 11% and French nearly 10%. Spanish bucked the trend – up 4% on last year.

Labour's shadow education secretary Stephen Twigg said: "The fall in the number of students taking languages is extremely worrying."

For the second year running the number of students awarded A or A* grades fell, with 26.3% getting the highest marks, down from 26.6% last year.

Boys outperformed girls in the battle for the top grade, with 8% of their entries getting an A*, compared to 7.4% of girls'.

But when the A* and A grades were combined, girls came out on top.

There were also signs of gender differences in subject choices.

In physics 79.3% of entrants were male, while girls were more likely to opt for English.

Universities and Science Minister David Willetts claimed the battle for places proved the sky-high £9,000-a-year tuition fees had not put youngsters off applying to university.

He insisted: "Students recognise they don't pay the tuition fees upfront.

They pay back as graduates if they are in well-paid jobs earning over £21,000.

Young people understand that, which is why we have got applications running at their second highest level ever."

As pictures emerged of pupils jumping for joy as they got on their courses, it emerged the day was almost ruined when hackers tried to access results site Ucas.

Furious Chief executive Mary Curnock Cook said: "There was a criminal and sustained attempt to crash our website.

We were pretty upset that anybody would think of disrupting such an important day."

Activities:

1. Write a short summary of the excerpt (about 250 words)
2. Use the following words to complete the sentences relating to the text.

rose by	biggest	nearly	up from	overall
	highest	extremely		

- 1) In total, 26.3% of entries scored an A or A*, down from 26.6% last year – a drop of 0.3%. It is believed to be the second _____ fall in the history of A-levels, and comes the year after the A*-A pass rate fell for the first time in more than 20 years.
- 2) The number of entries awarded an A* – the _____ grade – also dipped to 7.6%, compared with 7.9% last year, while the _____ A*-E pass rate rose slightly by 0.1% to 98.1%.
- 3) As the pass rate dipped, a breakdown by subject revealed a continued move towards science and maths A-levels, which are often seen as tougher and more traditional subjects.

- 4) Biology, chemistry and physics accounted for 17.8% of entries, _____ 17% last year and 15% in 2009, according to figures published by the Joint Council for Qualifications (JCQ).
- 5) One in eight (12%) entries was in maths or further maths, up from 11.5% last year and 9.8% five years ago. There were almost 24,000 more entries for the sciences this year compared with 2009, JCQ said, and _____ 19,000 more for maths courses.
- 6) Chemistry entries alone were up 5.2% this year, further maths was up 4.5% and physics entries _____ 3.1%, the statistics show. Universities and Science Minister David Willetts congratulated the hundreds of thousands of students who received their A-level results during a visit to the headquarters of admissions service Ucas in Cheltenham, Gloucestershire.
- 7) Education Minister Elizabeth Truss said it was “_____ encouraging” that there had been a rise in the number of students taking subjects such as science and maths.

3. Choose the correct spelling of the words in each of these sentences.

- 1) What is your *recommendation/recommendation* for the project?
- 2) I *believe/beleive* that they are going to bring out a film of the book.
- 3) I thought that film was *incredably/incredibly dissappointing/disappointing*.
- 4) I’m studying performing art – I love the course *becuase/because* it includes *movment/movement* through dance.
- 5) I had a real *argument/arguement* with my friend about the merits of the book.
- 6) It’s *their/there* party so the *choise/choice* of food is up to them.
- 7) I *practise/practice* dancing every day, which keeps me *supple/suppel* and fit.
- 8) I just don’t feel *comfortable/comfortible* with the idea of asking him to pay – he can’t really *afford/aford* it and we could cover his costs *ourselves/ourselvs*.
- 9) *What/Waht* do you think about the idea of *watching/waching* television tonight instead of going out?
- 10) I think children *benefit/beneffit* greatly from learning other *languages/langages* when they are young.
- 11) One of the popular courses at university nowadays is *psychology/phsycology* and many employers seem to think that it’s *usful/useful* for the workplace.

4. Analyse the text from both a linguistic perspective and stylistic point of view.

5. Complete the following sentences using the correct form of the word in bold.

1) This has definitely been one of the most experiences of my life.	MEMORY
2) He plans to spend the summer working on an..... site in Greece.	ARCHEOLOGY
3) The museum offers many interactive and computer-based activities as well as Information about the town.	HISTORY
4) There was widespread..... that the king was planning to abdicate.	SPECULATE
5) The book is a collection of of his childhood in a Cornish village.	REMINISCE
6) Convicted criminals have always been from voting in elections.	ALLOW
7) Architects are designing a new.....building as part of the development of the town centre.	FUTURE
8) Although his ideas were dismissed during his own time, he is now often regarded as a	VISION

Answers:

1. According to the A-level results, more students are choosing to study traditional fields like maths and science in hopes of increasing their job prospects. Employers and universities have expressed the need for applicants with skills in these areas, and students are taking note. Maths, the sciences and economics all saw an increase in the number of A-levels taken. However, these increases meant a decrease in other areas, such as PE, the arts and foreign languages. Spanish was the only foreign language to see a modest increase.

Besides an increased interest in maths and science, the A-level results also showed that the number of high-scoring students has decreased. Gender differences were also noted in score distribution with boys attaining more of the top scores, but girls attaining higher scores overall. Subject choice could also be divided by gender with more boys choosing the sciences and more girls choosing English.

While many students celebrated their test results, hackers attempted to disrupt access to the results by trying to crash the website.

2. 1) Biggest;
2) highest;
3) overall;
4) up from;
5) nearly;
6) rose by;
7) extremely.
3. 1) recommendation 2) believe 3) incredibly/disappointing 4) because/movement 5) argument 6) their/choice 7) practise/supple 8) comfortable/afford/ourselves 9) What/watching 10) benefit/languages 11) psychology/useful.
4. **TITLE:** A-levels: More school pupils opting for science and maths to boost job prospects

AUTHOR: Mark Ellis

NEWSPAPER: Mirror Online

DATE: August 15th, 2013

SUBJECT: Analysis of A-level exam results

THESIS: More students are choosing to study math and science in order to improve future job prospects.

EVIDENCE:

- There were 24,000 more students taking the science A-levels and 19,000 more in math than in 2009.
- According to the deputy director general of the Confederation of British Industry, there are “critical gaps” in the work force in these areas.
- Other areas like communications and some foreign languages saw a drop in applicants.

SIGNIFICANCE: This article examines the overall results of the A-levels, noting that there was a significant increase in the number of students focusing on areas such as math and science. University fees are also at an all-time high leading key figures to note that students are choosing to study subjects that are in high demand in the workforce, thereby guaranteeing they'll be able to find work and pay off their university fees once they graduate.

5. 1) memorable;
2) archeological;
3) historical;
4) speculation;
5) reminiscences;
6) disallowed;
7) futuristic;
8) visionary

4

Smoking: a deadly habit

Read the following passage and answer the related questions

Why should there be an article on smoking in an issue on drug rehabilitation? Surely, smoking is a pleasant social habit! Advertisements for smoking lead us to believe that it helps us to feel in control of our lives, it helps us to relax and makes us attractive to the opposite sex!

1. _____

Well, smoking is apparently the most dangerous habit we can have. Nothing else that we choose to do in our lives is as dangerous to our health. Smoking kills one in four people and disables many more. On average, smoking reduces life expectancy by eight years. The WHO says that about 3 million people are dying each year from diseases caused by smoking tobacco. The harmful effects of smoking take many years to develop. There is no immediate effect on health. Medical experts say that it takes 25 years of increased smoking within a country for the dramatic effects to show on the country's death rate. In developing countries 40–60% of men smoke and 2–10% of women. In the industrialised countries fewer men now smoke (30–40%) and more women – especially young women – (20–40%). Women who smoke, face greater health risks than men. As well as cancer and heart disease, they reduce their ability to have children and are more likely to have an abnormal baby. The children of mothers who smoke are shorter, slower to learn, and more likely to suffer from chest infections. They are also more likely to smoke, themselves.

2. _____

Nothing is more irritating to nonsmokers (especially if they have struggled to give up smoking, themselves) than passive smoking. This is when other people are forced to breathe in cigarette fumes from smokers when sharing the same bus, train, office or workplace. Passive smoking is now known to damage the health of non-smokers – especially if they regularly breathe in other people's smoke. About 40 countries around the world have so far banned smoking in the workplace. Others are preparing to do the same.

3. _____

Why are so many people continuing to smoke? Why are so many addicted to this habit? Huge numbers of people see smoking as a social habit, not realising that, in fact, they are addicted to nicotine – the drug contained in tobacco. Young people smoke because it makes them feel grown up or because their friends smoke. The sale of cigarettes brings

in huge income for manufacturers. Tobacco is a major export crop – the eighth largest in the world in terms of agricultural exports. However, most developing countries spend far more on importing tobacco products than is earned in exporting the raw leaves. In some industrialised countries pressure from health groups has resulted in banning all cigarette advertisements and the sale of cigarettes with high tar and nicotine content. Sadly, this often means that much more pressure for advertisements and sales of higher risk cigarettes is put on other countries, where governments may welcome the extra bonuses promised by tobacco companies, ignoring the long-term effects on their nations' health. Cigarette sales in developing countries are now growing three times faster than in other countries.

4. _____

The advertisements fail to show people dying with lung cancer in hospital beds. They fail to tell you about the damage to children's health, as well as to the smoker's health. They fail to say how unattractive the smell of stale cigarette smoke is for hair and clothes. They fail to mention that smoking leaves athletes short of breath (even though many sporting events are sponsored by tobacco companies). The good news is that stopping smoking at any age, improves life expectancy. How many people do you know who smoke? Are you and your friends aware of the dangers to health in later life? Do what you can to pass on the message...

Activities:

1. Write a short summary of the excerpt (about 250 words)
2. Read the text again and decide which of the titles below best suits each section.

Text 1:	a) Eight years off your life
	b) Consider your options!
Text 2:	a) Lung cancer in nonsmokers
	b) Passive smoking
Text 3:	a) Targets for the future include: banning all cigarette advertisements
	b) Nicotine addicts
Text 4:	a) What the ads don't say
	b) The smell of stale cigarette smoke
3. Use the following words to complete the sentences.

damaged	cancer	pneumonia	dirt	energy
cough	cigarette	blood	lungs	poisons

- 1) Cigarettes contain tar and nicotine which are _____.
- 2) Nicotine makes your heart beat faster, so just after smoking a cigarette you have extra _____.

- 3) However, it also narrows the _____ vessels, causing heart disease later in life.
- 4) Tar can cause _____ – usually cancer of the _____.
- 5) It's also the cause of 'smoker's _____'.
- 6) The tar in _____ sticks to the inside of the _____, trapping dirt and bacteria.
- 7) The lungs then begin to become irritated and inflamed and 'smoker's cough' results. The lungs become _____, so it becomes much easier to catch _____ and bronchitis.

4. Analyse the text from both a linguistic perspective and stylistic point of view.

5. Choose the answer (a. or b.) which you think fits best according to the text.

- 1) Smoking rates tend to be higher
 - a. amongst the poorer and less educated people in rural areas.
 - b. amongst the old than amongst the young
- 2) Many of our community health programmes
 - a. are part of a larger integrated development project
 - b. have health and outreach workers to target such groups.
- 3) These workers are often more effective at getting messages to rural and marginalised communities than
 - a. mediational analyses in examining psychological processes.
 - b. mass advertising using television or billboards.
- 4) Where there is both low knowledge and high rates of smoking (such as in Uttara-khand, India), studies have shown that many will stop smoking immediately
 - a. as soon as nicotine replacement is started.
 - b. as soon as they understand the dangers of tobacco.
- 5) In the CTCI each member organisation
 - a. is free to develop its own activities at national level.
 - b. selects one or two master trainers.
- 6) These forty trainers are then responsible
 - a. for delivering training to over 3000 health workers and volunteers as Tobacco Control Advocates.
 - b. or submitting all claims.

Answers:

1. While advertisements may show otherwise, smoking is dangerous to your health. Smoking may result in death and disability, and it lowers life expectancy. While developing countries have more male smokers, industrialised countries are showing an increase in female smokers. Smoking affects women's health even more so than men's, causing decreased fertility and increased chances of birth defects for children of smokers.

Smoking also harms non-smokers. Passive smoking occurs when non-smokers breathe in air contaminated by smoke. Since passive smoking has been shown to harm the health of non-smokers, many countries have passed laws banning smoking in the workplace.

Many smokers see smoking as something they do in social situations without thinking about the addictive properties of nicotine, and teens, especially, are influenced by peer opinion. Some industrialised countries have prohibited cigarette marketing, but unfortunately this means tobacco companies have turned to developing countries to increase their sales. Sadly, these countries may look more towards the economic benefits of the business and may ignore the health risks.

Cigarette ads don't show the many ways that smoking can harm your health. However, regardless of how long you've been smoking, your health improves once you quit.

2. Text 1: a; text 2: b; text 3: b; text 4: a.

3. 1) poisons
2) cigarette
3) energy
4) blood
5) cancer
6) lungs
7) cough
8) dirt
9) damaged
10) pneumonia

4. **TITLE:** Smoking: a deadly habit

AUTHOR: Isabel Carter

NEWSPAPER: Footsteps, Issue 23, published by Tearfund

DATE: June 1995

SUBJECT: Smoking

THESIS: Smoking is bad for your health.

EVIDENCE:

- Smoking kills one in four smokers and reduces life expectancy.
- Women are affected more severely by smoking than men since it causes fertility problems and can harm unborn children.
- An increase in smoking can cause a country's death rate to increase 25 years later.

- Advertisements don't always depict the severe health problems caused by smoking.

SIGNIFICANCE: This article is targeted at young people. It addresses the reader as "you" in an effort to be persuasive yet informal. It cites numerous facts and figures to bolster its argument. It addresses not only the health risks involved in smoking but also the negative effects smoking can have on developing countries. It ends with an emotional appeal pointing out all the things that smoking advertisements don't show you.

5. 1-a; 2-b; 3-b; 4-b; 5-b; 6-a.

il **nuovo** concorso a cattedra

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