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nel concorso per

DIRIGENTI SCOLASTICI

Teoria e test per la verifica delle competenze

- Nozioni teoriche
- Ampia raccolta di quesiti a scelta multipla
- Esercitazioni
 - Glossario con terminologia specifica
 - Quesiti a risposta chiusa di comprensione brani



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a cura di R. Rovito; F. Fraioli

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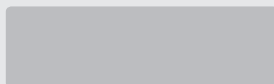
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R. Rovito, F. Fraioli



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info@edises.it

Finalità e struttura dell'opera

Finalizzato alla preparazione alle prove selettive del Concorso per Dirigente Scolastico, questo volume è dedicato in modo specifico allo studio e alla verifica delle competenze linguistiche in lingua Inglese.

Redatto secondo i dettami del *Common European Framework (CEF, Quadro europeo di riferimento per le lingue straniere)*, livello *elementary* e *intermediate*, questo manuale, grazie ad un linguaggio chiaro ed essenziale, frutto dell'esperienza didattica degli autori, rende semplice la sua fruibilità anche agli studenti con minori competenze.

Il vademecum è dotato di test d'ingresso ed esercizi di riepilogo, atti alla verifica in itinere dell'apprendimento delle strutture morfosintattiche basilari della lingua, ed è stato organizzato con un assetto crescente di complessità, al fine di realizzare al meglio gli obiettivi relativi all'area cognitivo-espressiva. Le funzioni linguistiche e le strutture grammaticali sono state selezionate sul principio dell'efficacia e della validità comunicativa.

Il testo offre una gamma esaustiva di argomenti, e taluni vengono ripresentati periodicamente per agevolarne l'assimilazione, in accordo con il principio della locuzione latina *repetita iuvant* (le cose ripetute giovano). Talvolta, per rendere più veloce il processo di memorizzazione, nelle tabelle delle forme brevi proposte vengono riportate nuovamente anche le forme lunghe non abbreviabili.

Ciascun capitolo è corredato da una batteria di quiz commentati per fissare i concetti di base in esso affrontati.

La seconda parte è dedicata alla verifica e contiene una **ampia raccolta di quiz** con soluzione corretta.


La terza parte è dedicata al **lessico specifico** maggiormente utilizzato e si chiude con quesiti a risposta chiusa di comprensione di brani.



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Parte Prima

Elementi di grammatica inglese



TEST DI VERIFICA

Quesito 1

The corruption of written and spoken English

Language is, and should be, a living thing, constantly enriched with new words and forms of expression. But there is a vital distinction between good developments, which add to the language, enabling us to say things we could not say before, and bad developments, which subtract from the language by rendering it less precise. A vivacious, colourful use of words is not to be confused with mere slovenliness. The kind of slovenliness in which some professionals deliberately indulge is perhaps akin to the cult of the unfinished work, which has eroded most of the arts in our time. And the true answer to it is the same - that art is enhanced, not hindered, by discipline. You cannot carve satisfactorily in butter.

The corruption of written English has been accompanied by an even sharper decline in the standard of spoken English. We speak very much less well than was common among educated Englishmen a generation or two ago. The modern theatre has played a baneful part in dimming our appreciation of language. Instead of the immensely articulate dialogue of, for example, Shaw (who was also very insistent on good pronunciation), audiences are now subjected to streams of barely literate trivia, often designed, only too well, to exhibit «lack of communication», and larded with the obscenities and grammatical errors of the intellectually impoverished. Emily Post once advised her readers: «The theatre is the best possible place to hear correctly-enunciated speech.» Alas, no more. One young actress was recently reported to be taking lessons in how to speak badly, so that she should fit in better. But the BBC is the worst traitor. After years of very successfully helping to raise the general standard of spoken English, it suddenly went into reverse. As the head of the Pronunciation Unit coyly put it: «In the 1960's the BBC opened the field to a much wider range of speakers». To hear a BBC disc jockey talking to the latest ape-like pop idol is a truly shocking experience of verbal squalor. And the prospect seems to be of even worse to come. School teachers are actively encouraged to ignore little Johnny's incoherent grammar, atrocious spelling and haphazard punctuation, because worrying about such things might inhibit his creative genius.

1) The writer relates linguistic slovenliness to tendencies in the arts today, in that both:

- A. occasionally aim at a certain fluidity
- B. from time to time show a regard for the finishing touch
- C. appear to shun perfection
- D. may make use of economical short cuts

2) What is it claimed has happened to spoken English?

- A. Writing problems are not reflected in poor oral expression

- B. On the whole, people worry too much if they make mistakes
 - C. Educated Englishmen now are less communicative than they were in the past
 - D. Like written English, it has undergone a noticeable change for the worse
- 3) What effect is the modern theatre said to have had on the language? It has:**
- A. been an important reforming factor
 - B. made us more aware of subtleties of language
 - C. been a welcome and positive influence
 - D. had a ruinous effect
- 4) In the 1960s, the BBC began to:**
- A. use broadcasters whose speech was notably more articulate
 - B. employ announcers whose speech was less conformist than hitherto
 - C. dismiss people who disregarded the earlier time-honoured speech standard
 - D. be more intolerant of poor speakers in their programmes
- 5) Teachers are likely to overlook linguistic lapses in their pupils since:**
- A. they find that children no longer respond to this kind of discipline nowadays
 - B. they fear the children may become less coherent
 - C. more importance is now attached to oral expression
 - D. the children may be discouraged from giving vent to their own ideas

Quesito 2

The state of flow

The state of flow, or being “in the zone”, is a state of peak performance. The flow state has been described by the world’s greatest thinkers (1)___ the most productive and creative state of mind in which (2)____. In addition, positive psychologists - most notably Dr. Mihaly Csikszentmihalyi, Ph.D. argue that achieving the flow state (3)___ a regular basis is a key component of happiness. That is, (4)___ learning (5)___ to enter the state of flow you can increase your productivity, be more creative, and be happier, all at the same time.

1) The correct word is (gap 1):

- A. Such like
- B. How
- C. As
- D. Likely

2) The correct word is (gap 2):

- A. Work
- B. To work
- C. To working.
- D. For work

3) The correct word is (gap 3):

- A. On.
- B. From.
- C. At
- D. Under

4) The correct word is (gap 4):

- A. With.
- B. For
- C. By
- D. Out

5) The correct word is (gap 5):

- A. Why
- B. What
- C. Who
- D. How

Quesito 3

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

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 tackled 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."

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 to 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.

Quesito 4

Malala

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a child, she became ____ (1) for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was travelling home from school. She survived, and has continued to speak out on the importance of education. She was nominated for a Nobel Peace Prize in 2013. In 2014, she was nominated again and won, becoming the ____ (2) person to receive the Nobel Peace Prize. Yousafzai attended a school that her father, Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How ____ (3) the Taliban take away my basic right to education?" In early 2009, Yousafzai began blogging for the BBC about living under the Taliban's ____ (4) to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year. With a growing public platform, Yousafzai continued to speak out about her right, and the right of all women, to an education. Her activism ____ (5) a nomination for the International Children's Peace Prize in 2011. That same year, she was awarded Pakistan's National Youth Peace Prize.

1) Which of the given alternatives correctly fills in the gap (1)?

- A. A lawyer
- B. A pop-icon
- C. Hero
- D. An advocate

2. Which of the given alternatives correctly fills in the gap (2)?

- A. Young
- B. Youngest
- C. Younger
- D. Most young

3. Which of the given alternatives correctly fills in the gap (3)?

- A. Care
- B. Bear
- C. Share
- D. Dare

4. Which of the given alternatives correctly fills in the gap (4)?

- A. Threats
- B. Wishes
- C. Spells
- D. Offers

5. Which of the given alternatives correctly fills in the gap (5)?

- A. Had the result
- B. Resulted in
- C. Was resulted
- D. Had resulted at

Questio 1: 1: c; 2: d; 3: d; 4: b; 5: d
Questio 2: 1: c; 2: b; 3: a; 4: c; 5: d
Questio 3: 1: b; 2: a; 3: c; 4: b; 5: d
Questio 4: 1: d; 2: b; 3: d; 4: a; 5: b

Rivolto a **tutti i candidati al concorso per Dirigenti scolastici**, questo volume è finalizzato alla preparazione alle prove di selezione che prevedono una verifica delle competenze in lingua straniera.

Inglese nel concorso per Dirigenti scolastici

Il volume è diviso in **tre parti**:

- la prima contiene le **nozioni teoriche** (principali strutture morfosintattiche e funzioni linguistiche in linea con i principi del *Quadro europeo comune di riferimento per le lingue*) necessarie per affrontare le prove di selezione del concorso;
- la seconda comprende **una vasta raccolta di quiz a risposta multipla** per favorire l'allenamento e la verifica;
- la terza parte comprende un ampio **glossario specifico** e quesiti di comprensione brani.

Parte I - 1. Il verbo - 2. Il nome - 3. L'articolo - 4. I pronomi e le loro classificazioni, gli aggettivi determinativi, gli articoli partitivi - 5. Gli aggettivi qualificativi - 6. Gli avverbi e le preposizioni - 7. I numeri - 8. Vocabolario: capire e usare l'inglese per le piccole esigenze quotidiane - 9. Frasi idiomatiche e proverbi - 10. Paradigmi dei verbi irregolari.

Parte II - Esercitazioni. **Parte III** - La lingua inglese nella Scuola.



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