

NAME (USE CAPITALS):.....

Matriculation N°:.....

Corso di laurea in Scienze della Comunicazione  
LINGUA INGLESE

**PROVA INTERMEDIA**  
(INTERMEDIATE LEVEL)  
**Prova conclusiva del ciclo di 5 laboratori**

II ANNO

PRACTICE EXAM 1

**Time allowed: 1 hour & 30 minutes.**

**Write your answers directly on these sheets.**

**INSTRUCTIONS**

Students should complete **all four** Grammar Sections.

Grammar Sections carry a maximum of **8 marks each**.

Maximum (*Prova intermedia*) = **32**

The mark obtained at the *Prova intermedia* remains valid for **the exam sessions of December 2012 & January 2013**.

At these sessions students who have done the *Prova intermedia* are allowed to do a reduced version of the Final Exam, consisting of the **Text Comprehension Section** (maximum 20 marks) and (if desired) **one further Grammar Section** (8 marks), chosen from Sections 5 - 10 (Advanced Level).

**Grand Total** (*Prova intermedia* + Final Exam, reduced version) = 60 (minimum pass mark = 36)

At exam sessions from March 2013 onwards, students are required to do the full version of the Final Exam (5 Grammar Sections & the Text Comprehension Section)

**Monolingual dictionaries may be used during the exam. Bilingual dictionaries are NOT allowed.**

[Indications contained in square brackets and coloured yellow are provided for your guidance in this practice exam. They will not appear at the actual exam. ]

TOPIC 1 (intermediate level): BASIC SYNTAX OF CLAUSES I

A. **Syntax of the subject:** *some* of the following sentences are not well formed. Identify the incorrect ones and **REWRITE** them so that they are correct. In the case of sentences that you judge to be correct, simply tick the box marked 'CORRECT'. [4 points total]

[Find the incorrect structures and CORRECT THEM. All the incorrect structures are COMMON ERRORS involving the realisation of the preverbal subject or the placing of the semantic subject in postverbal position, and use of the 'dummy' subject *it*.]

a. In a globalised world, it can reasonably be argued that the EU states had no choice but to adopt a single currency.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

.....

b. In a globalised world, it is often put forward the argument that there is no realistic alternative to a single European currency.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

.....

c. Refusing to honour one's debt and declaring bankruptcy it is a terrible step for a country.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

.....

d. Eliminating inefficiency and waste in the state administration, as everyone knows, is an absolute priority for countries with large debts.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

.....

e. [The ECB has been criticised] because has not done much to encourage economic growth.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

.....

f. [Economists agree on one thing:] a complete reorganisation of the Greek state administration is required.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

g. [Some ministers argue that] is practically inevitable a long period of recession in Europe.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

h. [Economists point out that in the interests of stability] it is necessary to help the weaker Eurozone countries overcome their economic problems.

>> [ ] CORRECT

>> [ ] INCORRECT -----> **REWRITE:**

B. **Passive clauses:** write the *PASSIVE* versions of the following sentences. Begin the passive sentence as shown. If no passive version is possible, write 'NOT POSSIBLE'. [2 points total]

[When writing the passive sentence, MAKE SURE (i) that you use the correct auxiliary verb(s) and (ii) that you do not inadvertently change the tense.]

a. Before the present crisis most people believed **Portugal** to be the weakest EU economy.

>> Before the present crisis **Portugal** .....

b. [The Eurozone countries] have appointed **an Italian** as head of the ECB.

>> **An Italian** .....

c. [The EU and the IMF] have given **Greece** the biggest loan that has ever been seen.

>> **Greece** .....

C. **Order of elements in the predicate (VP):** some of the following sentences are not well formed. Identify the ones that are incorrect and *REWRITE* them. If you think that a sentence is well-formed, simply simply tick the box marked 'CORRECT'. [2 points total]

[Find the incorrect structures and CORRECT THEM. All the incorrect structures are

**COMMON ERRORS involving the order of elements following the verb. Remember that an NP/Object must normally be adjacent to the verb.]**

1. [It is not surprising that] people in Greece are reacting furiously to the new austerity measures.  
>> [ ] CORRECT  
>> [ ] INCORRECT -----> **REWRITE:**  
.....
  
2. An economic crisis always affects heavily the weaker sections of the population.  
>> [ ] CORRECT  
>> [ ] INCORRECT -----> **REWRITE:**  
.....
  
3. [Many people in Germany are against the economic aid being given to Greece: in their opinion] their government should not invest in that country any more money.  
>> [ ] CORRECT  
>> [ ] INCORRECT -----> **REWRITE:**  
.....
  
4. [Many people in Germany are against the single currency.] They want their country to give it up and return to the DM.  
>> [ ] CORRECT  
>> [ ] INCORRECT -----> **REWRITE:**  
.....

**Note:** an **asterisk (\*)** at the beginning of a sentence or clause indicates that the structure in question - the sentence or clause as a whole - is **UNGRAMMATICAL** (i.e. it contains at least one grammatical error):  
*\*Tom are arriving today.*  
*\*Richard says that Tom are arriving today.*

Sometimes you will also find **square brackets [ ]** in sentences or clauses marked with an asterisk as ungrammatical. Thus:  
*[\*Richard says that] Tom are arriving today.*

This means that the error (or errors) is to be found **OUTSIDE** the part enclosed in brackets - as in the example that follows:  
*[\*Richard says that] Tom are arriving today.*

TOPIC 2 (intermediate level): BASIC SYNTAX OF CLAUSES II

- A. **Syntax of the negation:** each of the sentences that follow contains an error that has to do with the negation. In each case, *REWRITE* the sentence so that it is correct. [ $\frac{1}{2}$  point for each item]

[NB: these sentences are all COMMON ERRORS involving the realisation of the negation. You have to correct them. Pay particular attention to the verbs *do* and *have*, which sometimes behave as AUXILIARIES and sometimes as LEXICAL VERBS.]

1. [ In the Maastricht Treaty EU governments committed themselves to keeping their debts below 60% of GDP], \*but in fact they did not so.  
>>
2. [\*In an economic crisis like the present one, reforms become possible that] normally anybody wouldn't accept.  
>>
3. \*UK politicians like David Cameron don't longer consider the possibility of joining the single currency.  
>>
4. [\*At the recent G20 summit, world leaders talked a lot] but in the end didn't decide nothing important.  
>>

- B. **Order of elements - position of adverbs:** in each item you are given a sentence (in the box on the right) and an adverb (in the box on the left). *REWRITE* the sentence so that it contains the adverb. [ $\frac{1}{2}$  point for each item]

[SIMPLY rewrite the clause with the adverb in the appropriate place. DO NOT CHANGE ANYTHING ELSE!]

- 1.

rarely

The EU has seen a crisis like the present one.

>> The EU .....

2.

clearly

An EU state cannot abandon the single currency without serious consequences for the other countries.

>> An EU state .....

3.

probably

Portugal has a better chance of economic recovery than Greece

>> Portugal .....

4.

formally

The Portugese parliament has approved the new austerity measures.

>> The Portugese parliament .....

5.

evidently

The Irish prefer to remain in the Eurozone

>> The Irish .....

- C. **Order of elements - interrogative clauses.** *TRANSFORM the sentences that follow into polar interrogatives ('yes-no questions').* [ $\frac{1}{2}$  point for each item].

EXAMPLE:

[People in Europe are wondering:] the economic situation will be better next year.

>> ... will the economic situation be better next year?

[Pay particular attention to the verbs *do* and *have*, which sometimes behave as AUXILIARIES and sometimes as LEXICAL VERBS.]

1. [Many people in Greece are asking:] **our European partners are really doing their best to help us.**  
>> ?
2. [In a globalised world, economists are right to ask:] **the EU countries really have an alternative to the single currency.**  
>> ?
3. [One begins to wonder about the role of the media in the crisis.] **They have ensured that people are properly informed about the very serious issues.**  
>> ?
4. [The British seem more and more sceptical about the European single currency.] **They have so much difficulty understanding the advantages.**  
>> ?

- D. **Syntax of auxiliary verbs:** *each of the sentences that follows contains an error. REWRITE them so that in each case the error is removed.* [ $\frac{1}{2}$  point for each item]

[These involve COMMON ERRORS in the choice of the auxiliary verb(s), in the order in which they are realised, or in the morphological form chosen.]

1. [\*Partly as a result of the 2008 banking crisis,] certain EU countries are ended up with huge sovereign debts.  
>>
2. [\*Many people in Germany] may have be opposed to the single currency right from the start.

>>

- E. **Verb agreement:** in each of the sentences that follow the verb is given in the infinitive form (in square brackets). The task consists in writing it in the correct form (for the sentence in question). [½ point for each item]

[NB: remember that in ENGLISH verb agreement is often determined semantically, not morphologically. FOLLOW THE INDICATIONS REGARDING VERB TENSE CAREFULLY.]

1. The majority of people in Greece ..... [THINK - **simple present**] that their country has been humiliated.  
>>
  
2. [A recent opinion survey, commissioned by the French daily *Le Monde* reveals increased pessimism about the future of the euro:] the percentage of people who think that the single currency will collapse by 2020 ..... [BE - **simple present**] 20% higher than a year ago.  
>>





- B. **Structure of NP:** each of the sentences that follow contains some incorrect Noun Phrase (NP) formulation. The first three cases have to do with the **countability of nouns**; the second three centre on **the Genitive Construct** and **the Nominal Premodifier**. In each case, **REWRITE** the appropriate part of the sentence so that it is correct. [1/3 point for each item]

[The first three examples contain UNCOUNTABLE NOUNS used incorrectly as COUNTABLES, or countable nouns used incorrectly as uncountables. REWRITE them so that they are correct: change only what is strictly necessary.]

1. [It is a pity that Keynes is not alive today:] \*he would have **some important advices** to offer to the current generation of world leaders.  
>>
2. [People in Greece are by now tired and discouraged:] \*every week **new aspect of the crisis** comes along and knocks them down.  
>>
3. [The economic crisis has left people in Greece psychologically exhausted:] \*each week, it seems, brings **another bad news**.  
>>

[The second three examples contain incorrect NPs: they contain either incorrectly formulated GENITIVE PHRASES or incorrectly formulated NOMINAL PREMODIFIERS.]

4. \***An ECB important representative** confirmed the report.  
>>
5. \***The most important ECB's representative in London** confirmed the report.  
>>
6. \***ECB's London office** confirmed the report.  
>>

- C. **Integrated Relative Clauses:** in each of the items you will find a sentence with a gap and (in square brackets below) some extra information. The task is to formulate this extra information as an integrated relative clause. **REWRITE** the whole sentence with the relative clause in place of the gap. [**½ point for each item**]

EXAMPLE: The **letter** ..... contains a cheque.  
 [ **x letter** arrived this morning ]  
 >> The letter that arrived this morning contains a cheque.

[MAKE SURE, when formulating the relative clause, that you do not inadvertently change the tense/agreement of the verb.]

1. **The economic crisis** ..... took the world by surprise.  
 [ **x economic crisis** broke out in the years after World War I ]  
 >> **The economic crisis** .....
  
2. **The country** ..... is also one of the three biggest economies of the Eurozone.  
 [ the deficit of **x country** exceeds all others ]  
 >> **The country** .....
  
3. **The problem** ..... is that a country cannot overcome an economic crisis simply by cutting public expenditure.  
 [ many economists point to **x problem** ]  
 >> **The problem** .....
  
4. The problem is that certain countries did not undertake basic reforms **at the time** .....  
 [ the general economic situation was more favourable **at x time** ]  
 >> The problem is that certain countries did not undertake basic reforms **at the time** .....

**TOPIC 4 (intermediate level): Verb Tenses**

- A. **Selecting verb tenses:** the short text extract that follows has blank spaces in place of some of the original verbs (and their accompanying auxiliaries). In each case, the original lexical verb is given (as an infinitive) inside square brackets. The task is to INDICATE the correct form of the verb (adding any auxiliaries/modals that are necessary). Write your solution in the space provided. [ $\frac{1}{2}$  point for each item]

[Before beginning to insert the verbs, READ THE WHOLE TEXT and try to understand its OVERALL TEMPORAL STRUCTURE: how many different past periods are evoked? Pay attention to TEMPORAL ADVERBIALS: these will help you understand the temporal structure.]

**Euro-scepticism then and now**

[1] In the first years after the introduction of the euro, ordinary citizens sometimes ..... [ EXPRESS ] dissatisfaction with the common currency. [2] The complaints at this time ..... [ TEND ] to focus on retail prices, with many people claiming that thanks to the single currency the cost of many goods ..... [ RISE ] much faster than before . [3] In Italy, for example, many people claimed that the cost of restaurant meals ..... [ DOUBLE ] in the first two or three years after the introduction of the single currency. [4] But few people in the Eurozone ..... [ CRITICISE ] the euro project as such, while in the non-participating countries like the UK such criticism was frequent. [5] In fact certain British economists actually predicted that the euro ..... [ COLLAPSE ] within 10 years of its introduction. [6] Within the Eurozone itself these predictions ..... [ IGNORE - passive ] at the time as bizarre or eccentric.

[7] Since the start of the current eurozone crisis, however, these predictions ..... [ BEGIN ] to look less and less bizarre. [8] The tensions between the very different economies of the Eurozone - the Greek and Portugese economies on the one hand and the German and Dutch on the other - ..... [ COME ] to occupy the centre of attention. [9] And indeed many economists in Eurozone countries ..... [ FORCE - passive ] to admit that the British reservations

about the euro were not unfounded. [10] In recent weeks, in particular, some of them ..... [ PREDICT ] that the euro will collapse in the next 5 years!

- B. ***Verb tenses and time adverbials:*** each of the examples that follow contains an error in the use of verb tenses and time adverbials. In each case, **REWRITE** the sentence so that it is correct. **[2 points total ]**

[These are INCORRECT EXAMPLES involving the Progressive (used with verbs where it is not appropriate) or the Present Perfect (not used in cases where it is required).]

1. [\*The Greek debt has not ceased to grow and] today it is exceeding 160% of GDP.  
>>
2. [One thing is clear:] \*the Greek government is overspending since years.  
>>