

## Classe A345 – Prove di lingua

**1. In the following text some lexical items have been removed and replaced with blanks. In each blank, write the item that you think should go there. Lexical items can consist of 1-3 words. The first item has been filled in for you as an example. (15 pt.)**

The growth of English as the (0) leading language for the dissemination of academic knowledge has transformed the educational experiences of countless students. These learners must now (1) \_\_\_\_\_ fluency in the conventions of English academic discourse in order to understand their disciplines and to successfully navigate their learning. In response to these (2) \_\_\_\_\_, over the past 25 years of a new field has developed in the teaching of English as a Second/Foreign Language in universities: English for Academic Purposes (EAP). This development has taken different forms and directions, but together these have (3) \_\_\_\_\_ the ways that English language teaching is now conducted in higher education.

English for Academic Purposes (EAP) is generally (4) \_\_\_\_\_ as the teaching of English with the aim of facilitating learners who need to study or do research in that language. EAP (5) \_\_\_\_\_ the communicative practices of particular groups in academic contexts where instruction is based on understanding the cognitive, social and linguistic needs of specific disciplines. In fact, we should keep in mind that EAP originated in the broader field of English for Specific Purposes (ESP), where instruction is tailored to specific rather than general purposes. Yet EAP goes beyond (6) \_\_\_\_\_ learners to study in English; it also provides them with the academic literacy skills necessary to participate in particular academic and cultural contexts. In recent years, the (7) \_\_\_\_\_ ‘academic literacy’ has come to be applied to the complex set of skills argued to be vital knowledge required for success in academic communities, from elementary school onward. ‘Academic literacy’ is grounded in educational Marxism and (8) \_\_\_\_\_ argues from very different premises than EAP. But despite arising from quite different sociopolitical contexts, proponents of academic literacy and those of EAP still share a common (9) \_\_\_\_\_ to provide effective education.

The modern-day field of EAP addresses the teaching of English in the academy at all age and proficiency levels, and it draws on (10) \_\_\_\_\_ disciplines for its research methods, theories and practices. It (11) \_\_\_\_\_ to provide insights into the structures and meanings of academic texts, into the demands placed by academic contexts on communicative behaviours, and into the pedagogic practices by which these behaviours can be developed.

Programmes designed to prepare nonnative users of English for academic settings have grown into a multi-million dollar enterprise around the world. (12) \_\_\_\_\_ EAP is not only a commercial endeavour. For university students around the world, mastering enough English to learn

their subjects is now a (13) \_\_\_\_\_ of great urgency if they hope to be successful in their future careers. This (14) \_\_\_\_\_ expansion in the number of EAP learners has resulted in a similar expansion in the number of EAP teachers. This means that many or probably most of the teachers of EAP around the world are not native speakers of English. The needs of these nonnative teachers are different from those of native speakers, and this has led to new developments in EAP materials and teacher training courses. Teachers have also come to (15) \_\_\_\_\_ that teaching those who are using English for their studies differs from teaching those who are learning English for general purposes.

**2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must insert in the second sentence between three and eight words, including the word given. (8pt.)**

**Example:**

Nobody is forcing you to go there

**obligation**

You *are under no obligation* to go there (four words inserted)

1. I wasn't able to put in writing everything I heard.

**manage**

I ..... down everything I heard.

2. The milkman doesn't usually arrive before 8 o'clock.

**unusual**

It's ..... before 8 o'clock.

3. There were lots of tourists at the fair.

**packed**

The fair ..... lots of tourists.

4. I will never accept this decision under any circumstances.

**agree**

Never ..... this decision under any circumstances.

5. What would you have done in my situation?

**shoes**

If you ..... have done?

6. We would have to get up at 5.30 if we follow the original plan.

**mean**

Following the original plan ..... at 5.30.

7. It's possible people will give you some odd looks if you wear that.

**likely**

People ..... you some odd looks if you wear that.

8. Are you indicating that you don't want me here?

**better**

Are you indicating I ..... here?

**3. Provide a synonym or a paraphrase for the underlined words in the following sentences. (7pt.)**

1. Despite their dubious<sup>1</sup> reputation as pedants and charlatans, the Sophists were also known to be the first group to spread<sup>2</sup> critical thinking among the masses.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. It's a far cry from<sup>3</sup> those days long ago when you could leave your front door unlocked.

3. \_\_\_\_\_

3. My little sister is finally getting the hang of<sup>4</sup> her new bicycle.

4. \_\_\_\_\_

4. Michelle detests John's ostentatious<sup>5</sup> nature: he constantly boasted pompous<sup>6</sup> claims that left no one fooled.

5. \_\_\_\_\_

6. \_\_\_\_\_

5. Because the test has been deemed inaccurate, the findings we obtained are inconclusive<sup>7</sup>.

7. \_\_\_\_\_

6. That sort of joke never makes people laugh and on this occasion it went down like a lead balloon<sup>8</sup>.

8. \_\_\_\_\_

7. Although the revision process can be tedious<sup>9</sup>, it is important to make sure your work gets proofread for even the most insignificant<sup>10</sup> errors.

9. \_\_\_\_\_

10. \_\_\_\_\_

8. While it is true that some beavers have the propensity to build dams, others are disinclined<sup>11</sup> to participate in such activity.

11. \_\_\_\_\_

9. They have settled their argument at long last and now they're as thick as thieves<sup>12</sup>.

12. \_\_\_\_\_

10. It is not secret that prison can be rather harsh<sup>13</sup>; grim conditions and severe treatment have been known to deter<sup>14</sup> even the most hardened criminals.

13. \_\_\_\_\_

14. \_\_\_\_\_