

Questo *sample* vi servirà per capire il tipo di domande che troverete nel test. La quantità degli esercizi potrà essere differente.

Nella prova, saranno utilizzate diverse versioni nelle quali gli argomenti e gli esercizi non saranno tutti uguali.

I contenuti trattati in questo *sample* non esauriscono tutti quelli che potranno comparire nel test. Tuttavia, i temi e gli esercizi dei test sono costruiti sulla base delle 6 aree di contenuto trattate nella parte A di Cutting (context, co-text, speech acts, conversation, cooperative principle, politeness) e negli undici capitoli di *Fixin' to learn English, y'all*. Gli esercizi sono quasi esclusivamente estratti dagli esempi e dagli esercizi presenti nei due testi che sono quelli adottati nel corso. In particolare, per il volume di Cutting, saranno considerati gli esempi e gli esercizi nelle parti A e C. La terminologia e le definizioni presenti nei due testi saranno il riferimento per la correzione.

Tutte le risposte devono essere scritte in inglese.

Lo spazio indicato per le risposte non dovrebbe essere superato. Quindi non perdetevi in spiegazioni lunghissime.

Il rapporto tra punti conseguiti e totale dei punti del test sarà proporzionalmente tradotto in trentesimi.

Negli esercizi a scelta multipla, il 100% della valutazione dipende dalla correttezza della risposta.

Negli esercizi semi-strutturati e a risposta breve il 70% dipende dalla correttezza della risposta e il 30% dall'accuratezza linguistica (ortografia, lessico e grammatica).

Report your answers in the cell below the number of the exercise. (1 point each)

1	2	3	4

1) Decide what sentence is an instance of gender biased language

- a. No matter how busy he is, a pilot should take time to thank the stewardesses at the end of every flight.
- b. No matter how busy the pilots are, they should take time to thank the stewardesses at the end of every flight.
- c. No matter how busy the pilot is, she should take time to thank the stewardesses at the end of every flight.
- d. All of the answers above are gender biased.

2) Consider the following statement, “The usage of cool as a general positive epithet or interjection has been part and parcel of English slang since World War II”. It is:

- a. an example of gender biased language
- b. an example of AAVE
- c. an example of slang
- d. a diachronic reflection on language
- e. an example of prescriptive approach to language

3) According to Kachru New Zealand and Zimbabwe belong to these circles:

- a. New Zealand in the expanding circle, Zimbabwe in the outer circle
- b. Both of them in the inner circle
- c. Both of them in the outer circle
- d. Zimbabwe in the expanding circle, New Zealand in the inner circle
- e. New Zealand in the inner circle, Zimbabwe in the outer circle

4) AAVE is a variety of American English...

- a. used in academic writing
- b. spoken by Indian Americans
- c. used by journalists
- d. used by illiterate people
- e. spoken by African Americans

Consider this piece of conversation. (4 points)

Lecturer: Forty-nine? Why do you say forty-nine?

Pupil: Cos there’s another one here.

Lecturer: Right, we’ve got forty-nine there, haven’t we? But here there’s two. okay? Now, what is it that we’ve got two of? Well, let me give you a clue. Erm, this here is forty, that’s four tens, four tens are forty.

Complete the tables below.

Report one example of situational context	
Explain why this is situational context	

Report one example of space deixis	
Explain why this is space deixis	

Consider the instances of AAVE below. Focus on the verb phrase. In case of compound/complex sentences only consider the main clause. What aspect of AAVE do they exemplify? Use the terminology in Walt Wolfram's article on urban AAVE, cited in *Fixin' to learn English, y'all*. Write your answer in the empty cell to the right of the sentence. (2 points)

They was at the bar when it started snowing.	
They have did it wrong.	

Consider this short dialog. Then, complete the table below. (4 points)

A: Let's get the kids something

B: OK, but I veto I-C-E-C-R-E-A-M-S

What maxim/s in Grice's Cooperative Principle was/were not followed in the text?	Violating? <input type="checkbox"/>	Flouting? <input type="checkbox"/>
Explain why and what the implicature is.		

Consider this short text. (4 points)

An actor with whom she was rehearsing caught Coral Browne's fancy. Informed by a colleague that she was most unlikely to get anywhere with that particular man, she bet the colleague a pound that she would. Next morning, the colleague who had accepted her bet asked her, loudly and meaningfully, in the presence of the actor, 'Well, dear, do you owe me anything?' Browne replied, disappointedly: 'Seven and six'.

Complete the tables below.

Report one example of cataphora: copy the chunk of text and the referent.	
Explain why this is cataphora	

Report one example of anaphora: write the chunk of text and its referent.	
Explain why this is anaphora	

