



### Istruzioni per lo svolgimento del Test di Abilità Linguistica (TAL)

- ✓ Al/la candidato/a verrà consegnato un test con le domande (TAL) e un foglio delle risposte (*answer sheet*).
- ✓ Il/la candidato/a dovrà compilare il foglio risposte con i dati richiesti e apporre la propria firma.
- ✓ Sarà possibile iniziare a sfogliare e a leggere il fascicolo del test solo dopo che il/la responsabile di aula avrà comunicato l'inizio della prova.
- ✓ Il/la candidato/a avrà a disposizione 50 minuti per lo svolgimento del test.
- ✓ Non è consentito scrivere sul foglio delle domande del test; le uniche risposte che saranno prese in considerazione per la determinazione del punteggio sono quelle scritte sul foglio risposte.
- ✓ Nel foglio risposte il/la candidato/a dovrà scrivere unicamente con la penna; eventuali risposte scritte a matita saranno considerate nulle.
- ✓ Per ogni domanda c'è una sola risposta esatta. Ai fini della determinazione del punteggio saranno prese in considerazione soltanto le risposte corrette. Le risposte non date e quelle errate non comporteranno penalità.
- ✓ Per annullare una risposta data sul foglio delle risposte, il/la candidato/a dovrà scrivere "no" accanto alla risposta errata e segnare la risposta ritenuta corretta. Se per una domanda sono fornite due o più risposte (non annullando le risposte eccedenti come spiegato sopra), al/la candidato/a non verrà assegnato nessun punteggio.
- ✓ Non è consentito l'uso di dizionari e di apparecchiature elettroniche.

### Struttura del TAL

| Tipo di test   | Il/la candidato/a dovrà:  | Numero di domande |
|--|---|-------------------|
| 1 True/False<br>Vero / Falso                               | determinare se le proposizioni che si riferiscono ad un disegno sono vere o false;  | 10                |
| 2 Multiple choice<br>scelta multipla                       | scegliere la parola e/o forma grammaticale appropriata tra tre opzioni;   | 5                 |
| 3 Reading 1<br>Letture 1                                   | scegliere le parole mancati in un breve testo (scelta tra tre opzioni) in modo tale che il testo sia coerente;                                | 5                 |
| 4 Reading 2<br>Letture 2                                   | scegliere le parole mancati in un breve testo (scelta tra quattro opzioni) in modo tale che il testo sia coerente;                            | 10                |
| 5 Reading comprehension test 1<br>Comprensione del testo 1 | comprendere il testo e rispondere alle domande (scelta tra tre opzioni);  | 5                 |
| 6 Use of English<br>Trasformazione                         | completare una frase in modo tale che questa abbia lo stesso significato della prima frase data (scrivendo fino ad un massimo di tre parole). | 5                 |
| 7 Reading comprehension test 2<br>Comprensione del testo   | comprendere il testo e rispondere alle domande (scelta tra quattro opzioni).  | 10                |
|  |   | Totale 50         |

### Punteggio TAL richiesto per superare il livello QCER \*

| Livello richiesto dal CdL | Punteggio TAL |
|---------------------------|---------------|
| A 1                       | 15-24         |
| A 2                       | 25-34         |
| B 1                       | 35-50         |

CODICE PROVA

*sample*

\* Il Quadro Comune Europeo di Riferimento per la conoscenza delle Lingue (QCER), in inglese, Common European Framework of Reference for Languages (CEFR).

**1 TRUE/FALSE**

Look at the two pictures. Are the following statements True (correct) or False (wrong)? Write an X on your answer sheet to give the right answer:

Giovanni



Grandfather Calogero

- 1 Grandfather Calogero has a short beard.
- 2 Giovanni is wearing a coat and scarf.
- 3 Grandfather Calogero is an old person.
- 4 Giovanni is a tall young man.
- 5 Grandfather Calogero's hair is long and black.
- 6 Giovanni is walking.
- 7 Grandfather Calogero is carrying a bag.
- 8 Giovanni has a hand in his pocket.
- 9 Grandfather Calogero is shorter than Giovanni.
- 10 Giovanni isn't as old as grandfather Calogero.

|    | True | False |
|----|------|-------|
| 1  | true | false |
| 2  | true | false |
| 3  | true | false |
| 4  | true | false |
| 5  | true | false |
| 6  | true | false |
| 7  | true | false |
| 8  | true | false |
| 9  | true | false |
| 10 | true | false |

**2 MULTIPLE CHOICE**

Complete the sentences with the correct alternative (A, B or C):

|    | A  | B            | C            |             |
|----|--|--------------|--------------|-------------|
| 11 | My grandparents live in __(11)__ small town of Carini.         | - (nothing)  | the          | a           |
| 12 | There are four parks and __(12)__ botanical garden in Palermo. | a            | the          | - (nothing) |
| 13 | I don't like __(13)__ .  | brown breads | browns bread | brown bread |
| 14 | Open the window, there is __(14)__ air.                        | little       | few          | many        |
| 15 | I'm a vegetarian, I don't eat __(15)__ meat.                   | a            | the          | - (nothing) |

**3 READING (1)**

Read the text and choose the correct word for each space.

McDonald's is the \_\_(16)\_\_ chain of fast-food restaurants in the world. It has become a symbol of America's modern popular culture, but does McDonald's represent the best \_\_(17)\_\_ the nation has to offer? McDonald's fast-food menu remains \_\_(18)\_\_ in fat, salt and sugar, even though \_\_(19)\_\_ has made menu changes to increase the nutritional value of its meals. A great deal of the food offered is exactly \_\_(20)\_\_ you should not eat.

|    | A      | B       | C      |
|----|--------|---------|--------|
| 16 | large  | largest | larger |
| 17 | that   | whose   | who    |
| 18 | highly | high    | higher |
| 19 | its    | it      | they   |
| 20 | it     | what    | that   |

**4 READING (2)**

Read the text and choose the correct word for each space.

Love is an emotion of \_\_(21)\_\_ affection and personal attachment. Moreover, love is a virtue representing all of human kindness, compassion, and affection. Love may also \_\_(22)\_\_ described as actions towards others or oneself based on compassion, or as actions towards others based on affection. In English, love refers \_\_(23)\_\_ a variety of different feelings, states, and attitudes, ranging \_\_(24)\_\_ pleasure ("I loved that meal") to interpersonal attraction ("I love my partner"). "Love" \_\_(25)\_\_ refer to the passionate desire and intimacy of romantic love, to the sexual love of Eros, to the emotional closeness of \_\_(26)\_\_ love, to the platonic love \_\_(27)\_\_ defines friendship, or to the devotion of religious love. This diversity of \_\_(28)\_\_ and meanings, combined with the complexity of \_\_(29)\_\_ feelings involved, makes love \_\_(30)\_\_ to define.

|    | A            | B          | C         | D           |
|----|--------------|------------|-----------|-------------|
| 21 | strength     | strong     | strongly  | strengthen  |
| 22 | be           | is         | to be     | been        |
| 23 | to           | at         | from      | in          |
| 24 | to           | from       | at        | in          |
| 25 | must         | may        | would     | had to      |
| 26 | families     | family     | family's  | familial    |
| 27 | what         | those      | this      | that        |
| 28 | to use       | use        | using     | uses        |
| 29 | either       | the        | a         | every       |
| 30 | difficulties | difficulty | difficult | difficultly |

**5 READING COMPREHENSION TEST (1)**

Read the passage carefully and select the appropriate alternative to complete the sentence.

What is Sustainable Development? It is simply the idea of ensuring a better quality of life for everyone, now and for generations to come. A common international definition is 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs.' Although the idea is simple, the task is substantial. It means meeting four objectives at the same time: social progress which recognises the needs of everyone; effective protection of the environment; prudent use of natural resources; and high and stable levels of economic growth and employment.

Future development cannot simply follow the model of the past. A quarter of the world's people have to survive on less than US\$1 a day. A fifth have no access to health care. For the future, we need ways to achieve economic, social and environmental objectives and, at the same time, we need international co-operation to help the world's poorest people as we move towards a more global society. The challenge may seem huge but it is becoming greater: the world's population will increase by half, another three billion people, by 2050.

|    |   |   |  |
|----|---|---|--|
| 31 | Sustainable development must enable people to   | A | enjoy a better quality of life, now and in the future.         |
|    |   | B | compromise the ability of future generations.                  |
|    |   | C | meet their own needs for the future generations.               |
| 32 | The four objectives define the policy   | A | for sustainable development.                                   |
|    |   | B | of a simple idea.  |
|    |   | C | of a substantial task.   |
| 33 | Today, too many people  | A | are excluded from the benefits of development.                 |
|    |   | B | can survive on less than US\$1 and have access to health care. |
|    |   | C | cannot follow future development.                              |
| 34 | To move towards a more global society, we need ways to achieve economic, social, environmental objectives and | A | international co-operation.                                    |
|    |   | B | the world's poorest people.                                    |
|    |   | C | the future of the world's poorest people.                      |
| 35 | By 2050 the world's population will   | A | be reduced to half of today's – three billion people.          |
|    |   | B | grow another three billion people.                             |
|    |   | C | be greater than three billion people.                          |

**6 USE OF ENGLISH**

For each question, complete the second sentence so that it has a similar meaning to the first sentence.

Use a **MAXIMUM OF THREE** words. Write the words on your answer sheet in **capital letters**.

Example: The Berlin Orchestra played Beethoven's Ninth Symphony.  
 Beethoven's Ninth Symphony \_\_(example)\_\_ by The Berlin Orchestra.  
 Answer: WAS PLAYED

|    |  |
|----|--|
| 36 | I haven't been to a concert for a long time.<br>It's a long time since <u>__(36)__</u> a concert.                            |
| 37 | Why don't you learn a musical instrument?<br>If I were you <u>__(37)__</u> learn a musical instrument.                       |
| 38 | I prefer playing the guitar to playing the piano.<br>I like playing the guitar <u>__(38)__</u> playing the piano.            |
| 39 | It took them a long time to decide which concert to go to.<br>They spent a long time <u>__(39)__</u> which concert to go to. |
| 40 | Knowing English is useful.<br>It is <u>__(40)__</u> English.   |

## 7 READING COMPREHENSION TEST (2)

Read the text and answer the questions below on your answer sheet

The most hard-working people in the industrialised world are Italian women, according to a report by the United Nations. They are in top position for their hours of activity (seven hours and fifty minutes per day), beating Danish men who are in second place. However, in the developed countries in general, women work an average of 28 minutes longer than men each day.

In Italy, if they get paid, women are paid 20% less than men for the same work, although men spend less time at work than women. The report's findings show that only 22% of female labour is recognised as paid activity in Italy. On the contrary, two-thirds of male work is done for money, with the result that women take home only 27% of their total pay.

According to Eva Gallo, the author of the report, "while governments and labour organisations are starting to pay more attention to sexual equality, it is necessary for men to make a greater contribution in the home". The statistics show that only 39.2% of Italian men spend more than one hour and ten minutes per day on unpaid work at home.

Although Italy comes low in the classification for parity between the sexes, it does have more women politicians than the world average. As a consolation for hard work, Italian women can expect to live one year longer than the average in developed countries.

Choose the correct alternative to complete the following sentences.

- |    |   |
|----|---|
| 41 | For their work, Italian women usually __ (41) __ no pay at all.<br>A receive                      B are received                      C receives                      D being received  |
| 42 | There is a difference __ (42) __ the working hours of women and those of men.<br>A by                      B among                      C between                      D on   |
| 43 | The people __ (43) __ work harder than others are not always the best paid.<br>A which                      B whose                      C – (nothing)                      D who   |
| 44 | If women __ (44) __ less than men for the same job, how developed are developed countries?<br>A are paid                      B have paid                      C getting paid                      D are got paid   |
| 45 | How long do Italian women work on average?<br>A 1 hour and 10 minutes.                      B 20% less.                      C 27% of total pay.                      D 7 hours and 50 minutes.   |
| 46 | How much are Italian men paid in comparison to women?<br>A 20% less.<br>B 20% more.<br>C 27% of total pay.<br>D 22% of female labour.   |
| 47 | Eva Gallo offers a solution to the problem of disparity between the sexes and states that<br>A women need to work outside the home.<br>B women need to make a greater contribution at home.<br>C men need to make a greater contribution at home.<br>D men need to work outside the home.                     |
| 48 | According to the article, a positive example of sexual equality in Italy is that<br>A Italian women are superior to Danish men.<br>B Italian women work an average of 28 minutes longer than men each day.<br>C there are more female politicians than the world average.<br>D women have a role in the home. |
| 49 | Only 39.2% of Italian men work more than one hour and ten minutes a day<br>A doing unpaid work at home.<br>B making a greater contribution at home.<br>C doing paid work at home.<br>D doing what is necessary at home.   |
| 50 | How does the life expectation of Italian women compare to other developed countries?<br>A It is greater than the average.<br>B It is lower than the average.<br>C It is the same.<br>D It is 22% of the average.  |

**UNIVERSITÀ DEGLI STUDI DI PALERMO  
CENTRO LINGUISTICO DI ATENE0**

|                     |      |               |
|---------------------|------|---------------|
| COGNOME             |      |               |
| NOME                |      |               |
| NUMERO DI MATRICOLA |      |               |
| SCUOLA              |      |               |
| CORSO DI LAUREA     |      | ANNO DI CORSO |
| CODICE PROVA        | AULA | ORA           |

**1 TRUE/FALSE**

|    | TRUE | FALSE |
|----|------|-------|
| 1  |      | X     |
| 2  | X    |       |
| 3  | X    |       |
| 4  | X    |       |
| 5  |      | X     |
| 6  | X    |       |
| 7  |      | X     |
| 8  | X    |       |
| 9  | X    |       |
| 10 | X    |       |

**2 MULTIPLE CHOICE**

|    | A | B | C |
|----|---|---|---|
| 11 |   | X |   |
| 12 | X |   |   |
| 13 |   |   | X |
| 14 | X |   |   |
| 15 |   |   | X |

**5 READING COMPREHENSION TEST (1)**

|    | A | B | C |
|----|---|---|---|
| 31 | X |   |   |
| 32 | X |   |   |
| 33 | X |   |   |
| 34 | X |   |   |
| 35 |   |   | X |

**3 READING (1)**

|    | A | B | C |
|----|---|---|---|
| 16 |   | X |   |
| 17 | X |   |   |
| 18 |   | X |   |
| 19 |   | X |   |
| 20 |   | X |   |

**6 USE OF ENGLISH**

|    |                |
|----|----------------|
| 36 | I WENT TO      |
| 37 | I WOULD LEARN  |
| 38 | MORE THAN      |
| 39 | DECIDING       |
| 40 | USEFUL TO KNOW |

**ANSWER SHEET**

**4 READING (2)**

|    | A | B | C | D |
|----|---|---|---|---|
| 21 |   | X |   |   |
| 22 | X |   |   |   |
| 23 | X |   |   |   |
| 24 |   | X |   |   |
| 25 |   | X |   |   |
| 26 |   |   |   | X |
| 27 |   |   |   | X |
| 28 |   |   |   | X |
| 29 |   | X |   |   |
| 30 |   |   | X |   |

**7 READING COMPREHENSION TEST (2)**

|    | A | B | C | D |
|----|---|---|---|---|
| 41 | X |   |   |   |
| 42 |   |   | X |   |
| 43 |   |   |   | X |
| 44 | X |   |   |   |
| 45 |   |   |   | X |
| 46 |   | X |   |   |
| 47 |   |   | X |   |
| 48 |   |   | X |   |
| 49 |   |   |   | X |
| 50 | X |   |   |   |

DATA

DELL'ESAME

FIRMA