prova scritta valida per le classi A345 e A346

QUESITO 1

1) Read and summarize in your own words the following text from Virginia Woolf's "How Should One Read a Book?" (a paper read at a school), from 'The Common Reader', Second Series (1932) Hogarth Press, London. Use between 140 and 180 words.

In the first place, I want to emphasise the note of interrogation at the end of my title. Even if I could answer the question for myself, the answer would apply only to me and not to you. The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to use your own reason, to come to your own conclusions. If this is agreed between us, then I feel at liberty to put forward a few ideas and suggestions because you will not allow them to fetter that independence which is the most important quality that a reader can possess. After all, what laws can be laid down about books? The battle of Waterloo was certainly fought on a certain day; but is Hamlet a better play than Lear? Nobody can say. Each must decide that question for himself. To admit authorities, however heavily furred and gowned, into our libraries and let them tell us how to read, what to read, what value to place upon what we read, is to destroy the spirit of freedom which is the breath of those sanctuaries. Everywhere else we may be bound by laws and conventions there we have none. But to enjoy freedom, if the platitude is pardonable, we have of course to control ourselves. We must not squander our powers, helplessly and ignorantly, squirting half the house in order to water a single rose-bush; we must train them, exactly and powerfully, here on the very spot. This, it may be, is one of the first difficulties that faces us in a library. What is "the very spot"? There may well seem to be nothing but a conglomeration and huddle of confusion. Poems and novels, histories and memoirs, dictionaries and blue-books; books written in all languages by men and women of all tempers, races, and ages jostle each other on the shelf. And outside the donkey brays, the women gossip at the pump, the colts gallop across the fields. Where are we to begin? How are we to bring order into this multitudinous chaos and so get the deepest and widest pleasure from what we read? It is simple enough to say that since books have classes fiction, biography, poetry we should separate them and take from each what it is right that each should give us. Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it shall be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be an admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice. If you hang back, and reserve and criticise at first, you are preventing yourself from getting the fullest possible value from what you read. But if you open your mind as widely as possible, then signs and hints of almost imperceptible fineness, from the twist and turn of the first sentences, will bring you into the presence of a human being unlike any other. Steep yourself in this, acquaint yourself with this, and soon you will find that your author is giving you, or attempting to give you, something far more definite.

QUESITO 2

2) The text was originally delivered to a group of students, so it was written in order to be spoken. Identify some (2 or 3) features of spoken language in the text and briefly describe how and why you would present them to a group of language learners.

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QUESITO 3

3) If you were the teacher, what questions (3 or 4) would you ask your students about Woolf's text in order to stimulate their comprehension of and response to the text? Identify the type of school and the learners' CEFR language level.

QUESITO 4

4) Read the following extract from the PISA 2009 Report. Briefly discuss what you regard as the challenges facing today's language learners with particular regard to reading. Use between 80 and 120 words.

The PISA 2009 Report defines reading literacy as:

"understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society"

Are students well prepared to meet the challenges of the future? Can they analyse, reason and communicate their ideas effectively? Have they found the kinds of interests they can pursue throughout their lives as productive members of the economy and society? [...] Success in reading provides the foundation for achievement in other subject areas and for full participation in adult life. The ability to convey information in written form, as well as orally, is one of humankind's greatest assets. The discovery that information can be shared across time and space, without the limits of the strength of one's voice, the size of a venue and the accuracy of memory, has been fundamental to human progress. And yet, learning how to read and write requires effort because it cannot be achieved without mastering a collection of complex skills. The brain is biologically primed to acquire language, but writing and reading are relatively recent achievements in human history. Becoming a proficient reader is a goal that requires practice and dedication. (OECD, PISA 2009 Results)