ADEMPIMENTI art. 19 D.Lgs. 14 marzo 2013, n. 33 come novellato dall'art. 18 del D.Lgs 25 maggio 2016, n. 97.

SELEZIONE PUBBLICA, PER ESAMI, PER L'ASSUNZIONE A TEMPO INDETERMINATO DI DUE COLLABORATORI ED ESPERTI LINGUISTICI DI ATENEO DI MADRELINGUA INGLESE PER LE ESIGENZE DEL CENTRO LINGUISTICO DI ATENEO (CLA2CEL2017) INDETTA CON DECRETO DEL DIRETTORE GENERALE PROT. N. 58987 – REP. N. 876 - DEL 25/07/2017, PUBBLICATA MEDIANTE AVVISO SULLA GAZZETTA UFFICIALE IV SERIE SPECIALE "CONCORSI ED ESAMI" N. 56 DEL 25/07/2017 (CODICE IDENTIFICATIVO: CLA2CEL2017)

Il segretario della Commissione Giudicatrice del concorso in epigrafe nominata con Decreto del Direttore Generale dell'Università degli Studi Roma Tre prot. n. 65991-rep.n. 1050 - del 19/09/2017 in ottemperanza a quanto previsto dall'art. 19 del D.Lgs 33/2013 e ss.mm.ii. riporta di seguito i criteri di adottati ai fini della valutazione e le tracce delle prove scritte come da Verbale n.1 del 26 ottobre 2017 (Riunione Preliminare), Verbali n. 2 del 26 ottobre 2017 (Prima Prova Scritta) e Verbale n. 3 del 27 ottobre 2017 (Riunione Preliminare Seconda prova scritta) e Verbale n. 4 (Seconda Prova Scritta).

CRITERI DI VALUTAZIONE della prima prova scritta:
completezza e aderenza alla traccia, capacità di approfondimento, chiarezza espositiva, conoscenza delle argomentazioni, proprietà di linguaggio;
CRITERI DI VALUTAZIONE della seconda prova scritta:
completezza e aderenza alla traccia, capacità di approfondimento, chiarezza espositiva, conoscenza delle argomentazioni, proprietà di linguaggio e capacità di sintesi;
CRITERI DI VALUTAZIONE della prova orale:
grado di conoscenza delle materie oggetto d'esame, grado di padronanza delle tematiche, chiarezza e sistematicità dell'esposizione.

TRACCE

1^ PROVA SCRITTA
PROVA METODOLOGICA 1
Instructions

- Present and discuss an activity on one of the following:
  a) Developing learners' communicative strategies, specifying a level ranging from B1 to C1.
  b) Developing learners' lexical competence, specifying a level ranging from B1 to C1.
  c) Idioms, specifying a level ranging from B1 to C1.
- Specify the tools and materials you would use as well as the forms of assessment and evaluation.
- Please use English.
- Length: between 2 and 4 pages

PROVA METODOLOGICA 2

Instructions

- Present and discuss an activity on one of the following:
  a) Developing learners' conversation skills, specifying a level ranging from B1 to C1.
  b) Developing learners' written interaction skills, specifying a level ranging from B1 to C1.
  c) Developing learners' reading strategies, specifying a level ranging from B1 to C1.
- Specify the tools and materials you would use as well as the forms of assessment and evaluation.
- Please use English.
- Length: between 2 and 4 pages

PROVA METODOLOGICA 3

Instructions

- Present and discuss one of the following:
  a) Developing learners' communicative strategies, specifying a level ranging from B1 to C1.
  b) False friends, specifying a level ranging from B1 to C1.
  c) A specific grammar point, specifying a level ranging from B1 to C1.
- Specify the tools and materials you would use as well as the forms of assessment and evaluation.
- Please use English.
- Length: between 2 and 4 pages

2^ PROVA SCRITTA

PROVA APPLICATIVA 1

Tempo a disposizione: 2 ore

Instructions

- Plan a **reading comprehension** activity with a special focus on lexis, using the text provided.
- Specify the learners' CEFR level and the tools and materials you would use as well as the forms of assessment and evaluation.
- Provide a rationale for your methodological choices.
- Please use English.
- Length: between 2 and 4 pages

TEXT 1

Sleep: how much do you really get?

It's likely you have no real clue how much sleep you got last night, or how sleep-deprived you are right now.

Few things better illustrate how little we understand ourselves than the mysteries of sleep. For a start, there's the big mystery of why we do it in the first place, since in evolutionary terms, being unconscious for a third of every day is one of the most suicidal strategies imaginable. (This means that whatever sleep's for, it must be really important to make it worth the tradeoff of staying exposed to snakes and tigers all night long.) Then there's the everyday mystery of how to make yourself do it when you can't. (My top recommendation remains the visualisation

method known as the "cognitive shuffle": download the MySleepButton app, or just choose a letter of the alphabet and sequentially imagine objects beginning with that letter.) But our ignorance about sleep goes further: it's also fairly likely you have no real clue how much sleep you got last night, or how sleep-deprived you are right now.

A six-hour night isn't brilliant, I tell myself on the fairly regular occasions it happens, but surely it's not too bad? After all, it's only an hour less than the alleged ideal of seven hours, and 50% longer than the four hours to which Donald Trump reportedly confines himself. (Don't think too hard about that, or it will disturb your sleep even more.) Yet in a study highlighted recently by Fast Company magazine, participants whose sleep was limited to six hours a night for 10 days performed just as badly on certain cognitive tasks as those who got zero sleep for two days straight. In other words, after a couple of weeks, six hours' sleep is arguably as bad as none at all. Or even worse, in a way, because at least the zero-sleepers were able to rate themselves as extremely sleep-deprived; even by the time their alertness was just as poor, the six-hour sleepers still rated themselves less sleepy. Incremental sleep deprivation is like the water in the proverbial exercise of boiling a frog. By the end, it's as bad as the sudden version, but the change is so gradual you hardly notice.

Making matters worse, you may well be getting six hours' sleep, or some other insufficient amount, while believing you're getting your full complement. That's another standard finding of sleep studies: we're constantly overestimating how much we get – by about 48 minutes on average, according to one study. Which is where things get complex, because researchers have also identified a "sleep placebo effect": you do better on cognitive tasks when you believe you've slept well, even if you haven't.

So the practical implications come down to this: above all, you probably need more sleep, even if you don't feel sleepy, or you're convinced you're getting plenty. On the other hand, once you've taken that on board and adjusted your habits accordingly, please wipe the previous sentence from your mind, and do what you can to believe you're well rested regardless. (For example, by not telling yourself how tired you feel.) You need more sleep *and* you need to believe you don't. It's a paradox, but don't let that keep you awake.

Oliver Burkeman, 8 September 2017, *The Guardian*

PROVA APPLICATIVA 2

Tempo a disposizione: 2 ore

Instructions

- Plan a **reading comprehension** activity with a special focus on lexis, using the text provided.
- Specify the learners' CEFR level and the tools and materials you would use as well as the forms of assessment and evaluation.
- Provide a rationale for your methodological choices.
- Please use English.
- Length: between 2 and 4 pages

TEXT 2

Food ruined by drought could feed more than 80m a day, says World Bank

Bank calls for water to be treated as valuable resource as study into impact details lack of water's devastating lifelong scars on children

The food produce destroyed by droughts would be enough to feed a country with a population the size of Germany's every day for a year, the World Bank has reported.

In a new study, it said, the "shockingly large and often hidden" consequences of prolonged periods without rain threatened to stunt the growth of children and condemn them to a lifetime of poverty.
The report said the lost food production related to drought would feed more than 80 million people every day for a year, adding that while floods and storm surges had an immediate impact, droughts were "misery in slow motion".
The World Bank said women that were born in droughts bore the marks for their entire lives, growing up mentally and physically stunted, undernourished and unwell.
New data shows that women born during droughts had less access to education, had more children and were more likely to suffer from domestic violence. Problems caused by droughts were passed on to the next generation, leading to a vicious cycle of poverty.
Droughts reduce crop yields, forcing farmers to expand into nearby forests, the Bank said, adding: "Since forests act as a climate stabiliser and help regulate water supplies, deforestation decreases water supply and exacerbates climate change." For firms, the economic cost of a drought was four times as big as a flood, it said.
Guangzhe Chen, senior director of the World Bank's water global practice, said: "These impacts demonstrate why it is increasingly important that we treat water like the valuable, exhaustible, and degradable resource that it is. We need to better understand the impacts of water scarcity, which will become more severe due to growing populations and a changing climate."
The World Bank said that many of the countries affected by drought overlapped with areas already facing large food deficits and that were classified as fragile, heightening the need to tackle the problem. Its report recommended constructing new water storage and management infrastructure, coupled with a strategy to control the demand for water. It urged tougher regulation of utility companies operating in cities so that they are given incentives to invest and improve their performance. Safety nets should also be put in place to help families cope when droughts turned into economic shocks.
"If we don't take deepening water deficits and the bigger and more frequent storms that climate change will bring seriously, we will find water scarcity spreading to new regions of the world, potentially exacerbating issues of violence, suffering, and migration," said the report's author Richard Damania. "Current methods for managing water are not up to the challenge. This sea-change will require a portfolio of policies that acknowledge the economic incentives involved in managing water from its source, to the tap, and back to its source."
Larry Elliot, 24 October 2017 , *The Guardian*

PROVA APPLICATIVA 3

Tempo a disposizione: 2 ore

Instructions

- Plan a **reading comprehension** activity with a special focus on lexis, using the text provided.
- Specify the learners' CEFR level and the tools and materials you would use as well as the forms of assessment and evaluation.
- Provide a rationale for your methodological choices.
- Please use English.
- Length: between 2 and 4 pages

TEXT 3

Anticipating the Future to 'See' the Present

Staring at a pattern meant to evoke an optical illusion is usually an act of idle curiosity, akin to palm reading or astrology. The dot disappears, or it doesn't. The silhouette of the dancer spins clockwise or counterclockwise. The three-dimensional face materializes or not, and the explanation always seems to have something to do with the eye or creativity or even personality.
That's the usual cue to nod and feign renewed absorption in the pattern. In fact, scientists have investigated such illusions for hundreds of years, looking for clues to how the brain constructs a seamless whole from the bouncing kaleidoscope of light coming through the eyes. Brain researchers today call the illusions perceptual, not optical, because the entire visual system is involved, and their theories about what is occurring can sound as exotic as anyone's.
... Researchers at the California Institute of Technology and the University of Sussex argue that the brain's adaptive ability to see into the near future creates many common illusions.
"It takes time for the brain to process visual information, so it has to anticipate the future to perceive the present," said Mark Changizi, the lead author of the paper. "One common functional mechanism can explain many of these seemingly unrelated illusions."
One fundamental debate in visual research is whether the brain uses a bag of ad hoc tricks to build a streaming model of the world, or a general principle, like filling in disjointed images based on inference from new evidence and past experience. The answer may be both. But perceptual illusions provide a keyhole to glimpse the system.
When shown two images in quick succession, one of a dot on the left of a screen and one with the dot on the right, the brain sees motion from left to right, even though there was none. The visual system has apparently constructed the scenario after it has been perceived, reconciling the jagged images by imputing motion. In an experiment originated by Dr. Nijhawan, people watch an object pass a flashbulb. The timing is exact: the bulb flashes precisely as the object passes. But people perceive that the object has moved past the bulb before it flashes. Scientists argue that the brain has evolved to see a split second into the future when it perceives motion. Because it takes the brain at least a tenth of a second to model visual information, it is working with old information. By modeling the future during movement, it is "seeing" the present.
Dr. Changizi and his colleagues hold that it is a general principle the brain applies to a wide variety of illusions that trick the brain into sensing motion.

Timothy Hubbard, a psychologist at Texas Christian University, said: "If a person's response to an object, to catch, hit, block, whatever, is to be optimal, that response should be calibrated to where the object would be"— not a split second earlier, when the perception occurred. This is why identical squares arranged around the center of a spoked-wheel image appear misshapen, said Dr. Changizi. The sides of squares closer to the center appear to bulge. The sides farther out appear shorter. The radiating lines in the pattern trick the brain into perceiving motion forward, so it projects objects forward, making those nearer the center appear closer to the eye. The same effect can be seen by leaning forward toward a precise checkerboard. The image seems to bulge forward, this time because the eyes are moving.
Dr. Changizi says such illusions can also occur in real life. When a golf ball or baseball rolls through the grass and suddenly drops into a hole, the brain sometimes perceives a trace of the ball on the other side of the hole. "But these are things that we don't experience very often," he said, "because the brain is so good at covering up its mistakes."
Benedict Carey 10 June 2008, *The New York Times*

LA SEGRETARIA DELLA COMMISSIONE GIUDICATRICE

Dott.ssa SERENELLA RAFFAELLA LAFORGIA

Serenella Raffaella Laforgia