

*Ministero dell'istruzione e del merito***PL01 - ESAME DI STATO CONCLUSIVO DEL SECONDO CICLO DI ISTRUZIONE****Indirizzo:** LICEO LINGUISTICO**(Testo valevole per tutti gli indirizzi del settore LINGUISTICO)****Disciplina:** LINGUA E CULTURA STRANIERA (INGLESE)**IL CANDIDATO DEVE SVOLGERE TUTTE LE ATTIVITÀ COMPRESE NELLA PROVA****PART 1 – COMPREHENSION AND INTERPRETATION****Question A***Read the following text*

Hamnet's mind is quick: he has no trouble understanding the schoolmasters' lessons. He can grasp the logic and sense of what he is being told, and he can memorise readily. Recalling verbs and grammar and tenses and rhetoric and numbers and calculations comes to him with an ease that can, on occasion, attract the envy of other boys. But his is a mind also easily
5 distracted. A cart going past in the street during a Greek lesson will draw his attention away from his slate to wonderings as to where the cart might be going and what it could be carrying and how about that time his uncle gave him and his sisters a ride on a haycart, how wonderful that was, the scent and prick of new-cut hay, the wheels tugged along to the rhythm of the tired mare's hoofs. More than twice in recent weeks he has been whipped at school for not paying
10 attention (his grandmother has said if it happens once more, just once, she will send word of it to his father). The schoolmasters cannot understand it. Hamnet learns quickly, can recite by rote, but he will not keep his mind on his work.

The noise of a bird in the sky can make him cease speaking, mid-utterance, as if the very heavens have struck him deaf and dumb at a stroke. The sight of a person entering a room,
15 out of the corner of his eye, can make him break off whatever he is doing – eating, reading, copying out his schoolwork – and gaze at them as if they have some important message just for him. He has a tendency to slip the bounds of the real, tangible world around him and enter another place. He will sit in a room in body, but in his head he is somewhere else, someone else, in a place known only to him. Wake up, child, his grandmother will shout, snapping her
20 fingers at him. Come back, his older sister, Susanna, will hiss, flicking his ear. Pay attention, his schoolmasters will yell. Where did you go? Judith will be whispering to him, when he finally re-enters the world, when he comes to, when he glances around to find that he is back, in his house, at his table, surrounded by his family, his mother eyeing him, half smiling, as if she knows exactly where he's been.

25 In the same way, now, walking into the forbidden space of the glove workshop, Hamnet has lost track of what he is meant to be doing. He has momentarily slipped free of his moorings, of the fact that Judith is unwell and needs someone to care for her, that he is meant to be finding their mother or grandmother or anyone else who might know what to do.

(466 words)

from Hamnet, 2020 - Maggie O'Farrell (1972 -)

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Say whether each of the following statements is **True (T)** or **False (F)**. Put a cross in the correct box in the table below and quote **the first four words of the sentence** where the piece of information is found.

1. Hamnet grasps his lessons quickly.
2. After his Greek lesson, Hamnet is going on a haycart trip with his uncle.
3. Discipline at school is very strict and can include physical punishment.
4. Hamnet's mother seems to understand his tendency to drift into his own world.
5. Hamnet goes into the glove workshop to look for his sister.

Statement	T	F	First four words of the sentence
1			
2			
3			
4			
5			

Answer the following questions. Use complete sentences and your own words.

6. Focus on Hamnet. What is he like? What is the relationship between his inner world and external reality?
7. Discuss the author's choices in terms of language, images and style. Are they effective in outlining Hamnet's personality? Why / Why not?
8. Analyse the narrative technique and identify the type of narrator.

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QUESTION B*Read the following text***How a pocket-sized snack changed the English language**

Tiny pies have been a favourite food in Britain since the Middle Ages – and have changed the English language with idioms, nursery rhyme verses, even a mention by Shakespeare.

Every March, St Mary's church in the Leicestershire town of Melton Mowbray becomes a cathedral of pies: it fills with tables bearing more than 800 pastries.

Some recipes are particularly offbeat. While the quirkiest entry in this year's Speciality Meat category was a cricket pie, one celebrated past winner was Phil Walmsley's squirrel pie in
5 2014. Walmsley told me that it has medieval origins, but still sells out at Market Harborough's twice-monthly farmers' market. "They're also a great way to deal with a pest," he laughs.

It's not just the squirrel pie: several hundred years ago, there were many types of pies already a beloved part of British cuisine. Records from the 11th Century show East Anglia paying levies
10 to the Crown with herring pies – a practice that continued for 800 years – with towns required to send an annual tribute of "100 herrings baked in 24 pasties".

Records of Henry VI's 1429 coronation speak of a suitably regal pie of 'Partryche and Pecoock', while the 1465 feast for the new Archbishop of York saw guests scoff 5,500 venison pasties. The great artistic chronicler of English life, William Hogarth, puts a street pie seller centre-stage in his 1750 painting The March to Finchley.

15 Even in their early days, pies served different purposes for the rich and poor: as show-off delicacies for the former and portable food for the latter. So, while wealthy feasts might include pies containing anything from game birds to mussels, the less well-off used simpler pies as a way to have food while doing outdoor work or travelling – the crust both carried and preserved the tasty filling.

20 Take, for example, the Bedfordshire Clanger: a British classic which cleverly combines main course and dessert, with savoury ingredients like pork at one end and sweet ingredients like pear at the other. The name comes from a local slang word, 'clang', which means to eat voraciously. However, cramming two courses into a pie makes a clanger rather unwieldy – and all too easy to drop, inspiring the English phrase 'dropping a clanger' for a careless mistake.

25 Pies have been adding rich flavour to the English language for centuries. Even Shakespeare got in on the act, writing in his 1613 play Henry VIII that "No man's pie is freed from his ambitious finger", giving English the phrase 'a finger in every pie'.

30 Meanwhile, the description of a drunken state as 'pie-eyed' likely takes its cue from someone who, thanks to having over-imbibed, has eyes as wide and blank as the top of a pie. 'As easy as pie' – first recorded as 'like eating pie' in the horse-racing newspaper Sporting Life in 1886 – springs from pies' historical role as convenience food.

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35 'Eating humble pie', meanwhile, comes from medieval deer hunting, when meat from a successful hunt was shared out on the basis of social status. While the finest cuts of venison went to the rich and powerful, the lower orders made do with the 'nombles': a Norman French word for deer offal. Anglicisation saw 'nombles' pie become 'humble' pie.

(505 words)

<https://www.bbc.com/travel/article/20170322-how-a-pocket-sized-snack-changed-the-english-language>

Choose the answer which fits best according to the text. Circle one letter.

1. 11th-century East Anglia had to
 - a. pay taxes to the Crown to be allowed to catch herrings.
 - b. pay a fine for catching too many herrings.
 - c. pay taxes to the Crown in the form of herring pies.
 - d. use herring pies during religious ceremonies.
2. William Hogarth
 - a. took part in a marathon called The March to Finchley.
 - b. painted a vendor of pies in The March to Finchley.
 - c. wrote a chronicle about selling pies in 18th-century Britain.
 - d. illustrated the first pie competition in The March to Finchley.
3. Pies were appreciated by
 - a. the rich.
 - b. the poor.
 - c. both the rich and the poor.
 - d. neither the rich nor the poor.
4. The phrase 'a finger in every pie'
 - a. was first used by Henry VIII.
 - b. refers to an act that was passed in 1613.
 - c. means baking a lot of pies simultaneously.
 - d. originates from a play written by Shakespeare.

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5. 'Eating humble pie'
- refers to a poorly made pie.
 - derives from a renowned Norman recipe.
 - comes from a Norman French word referring to a deer's internal organs.
 - refers to a cooking contest that took place when nobles went deer hunting.

Answer the following questions. Use complete sentences and your own words.

6. What cultural and linguistic role have pies played in British history? Support your statements with relevant references to the article.
7. Pies have always been part of the diet of different social classes. Explain why.

PART 2 – WRITTEN PRODUCTION

Complete both Task A and Task B

TASK A

"There's nothing artificial about AI. It's inspired by people, it's created by people, and—most importantly—it impacts people. It is a powerful tool we are only just beginning to understand, and that is a profound responsibility."

Dr. Fei-Fei Li (1976 -), Co-Director, Stanford Institute of Human-Centered AI (HAI)

Discuss the quotation in a 300-word essay. Support your ideas by referring to your readings and/or to your personal experience.

TASK B

Travelling to new places and being in touch with different cultures can widen your horizons and change your perspective on life.

Write a 300-word article for your school magazine expressing your point of view on this topic. Refer to your personal experience, your studies and readings.