



*Ministero dell'istruzione e del merito*

**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 1 (INGLESE)

**IL CANDIDATO DEVE SVOLGERE TUTTE LE ATTIVITÀ COMPRESSE NELLA PROVA**

**PART 1 – COMPREHENSION AND INTERPRETATION**

**Question A**

*Read the following text*

One Christmas was so much like the other, in those years around the sea-town corner now, out of all sound except the distant speaking of the voices, I sometimes hear a moment before sleep, that I can never remember whether it snowed for six days and six nights when I was twelve, or whether it snowed for twelve days and twelve nights when I was six.

5 [...] It was on the afternoon of the day of Christmas Eve, and I was in Mrs. Prothero's garden, waiting for cats, with her son Jim. It was snowing. It was always snowing at Christmas. December, in my memory, is white as Lapland, although there were no reindeers. But there were cats. Patient, cold and callous, our hands wrapped in socks, we waited to snowball the cats. Sleek and long as jaguars and horrible-whiskered, spitting and snarling, they would slide  
10 and sidle over the white back-garden walls, and the lynx-eyed hunters, Jim and I, fur-capped and moccasined trappers from Hudson Bay, off Mumbles Road, would hurl our deadly snowballs at the green of their eyes.

The wise cats never appeared. We were so still, Eskimo-footed arctic marksmen in the muffling silence of the eternal snows - eternal, ever since Wednesday - that we never heard Mrs.  
15 Prothero's first cry from her igloo at the bottom of the garden. Or, if we heard it at all, it was, to us, like the far-off challenge of our enemy and prey, the neighbour's polar cat. But soon the voice grew louder. "Fire!" cried Mrs. Prothero, and she beat the dinner-gong.

And we ran down the garden, with the snowballs in our arms, towards the house; and smoke, indeed, was pouring out of the dining-room, and the gong was bombilating, and Mrs. Prothero  
20 was announcing ruin like a town crier in Pompeii. This was better than all the cats in Wales standing on the wall in a row. We bounded into the house, laden with snowballs, and stopped at the open door of the smoke-filled room.

Something was burning all right; perhaps it was Mr. Prothero, who always slept there after midday dinner with a newspaper over his face. But he was standing in the middle of the room,  
25 saying, "A fine Christmas!" and smacking at the smoke with a slipper.

"Call the fire brigade," cried Mrs. Prothero as she beat the gong. "They won't be here," said Mr. Prothero, "it's Christmas."

There was no fire to be seen, only clouds of smoke and Mr. Prothero standing in the middle of them, waving his slipper as though he were conducting.

30 "Do something," he said.

And we threw all our snowballs into the smoke - I think we missed Mr. Prothero - and ran out of the house to the telephone box.

"Let's call the police as well," Jim said.

"And the ambulance."

35 "And Ernie Jenkins, he likes fires."



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But we only called the fire brigade, and soon the fire engine came and three tall men in helmets brought a hose into the house and Mr. Prothero got out just in time before they turned it on. Nobody could have had a noisier Christmas Eve. And when the firemen turned off the hose and were standing in the wet, smoky room, Jim's Aunt, Miss Prothero, came downstairs and peered in at them. Jim and I waited, very quietly, to hear what she would say to them. She said the right thing, always. She looked at the three tall firemen in their shining helmets, standing among the smoke and cinders and dissolving snowballs, and she said: "Would you like anything to read?"

(601 Words)

From *A Child's Christmas in Wales* (Dylan Thomas, 1914 – 1953)

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. The boys often succeeded in snowballing the cats
2. At first the boys did not hear Mrs Prothero's voice
3. Mr Prothero was trying to put the fire out with his slipper
4. The boys thought they had hit Mr Prothero
5. This Christmas Eve was just like that of any other Christmas time

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. What narrative technique is used and from whose point of view is the story narrated?
7. What general atmosphere is created by the narrator? Is it effective? Why? / Why not? Refer to the text to support your argument.
8. What images do you get of the three adults the narrator mentions?



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**QUESTION B**

*Read the following text*

**What Food Tells Us About Culture**

Have you ever wondered what the food you eat every day can tell you about where you come from?

Do you ever ask yourself why certain foods or culinary traditions are so important to your culture? There is more of a connection between food and culture than you may think.

5 On an individual level, we grow up eating the food of our cultures. It becomes a part of who each of us are. Many of us associate food from our childhood with warm feelings and good memories and it ties us to our families, our friends, holding a special and personal value for us.

10 On a larger scale, food is an important part of culture. Traditional cuisine is passed down from one generation to the next. It also operates as an expression of cultural identity. Immigrants bring the food of their countries with them wherever they go and cooking traditional food is a way of preserving their culture and identity when they move to new places.

15 Continuing to make food from their culture for family meals is a symbol of pride for their ethnicity and a means of coping with homesickness. However, the food does not remain exactly the same. For example, some ingredients needed to make traditional dishes may not be readily available, so the taste and flavour can be different from the taste and flavour of the dishes that they would prepare in their home countries. But alterations to original dishes can create new flavours that still retain the cultural significance of the dish.

20 What does stay the same though is the extent to which each country or community's unique cuisine can reflect its unique history, lifestyle, values, and beliefs. In China, harmony is a vital trait in almost every aspect of life. This is reflected in Chinese cuisine, where almost every flavour (salty, spicy, sour, sweet, and bitter) is used in a balanced way creating delicious dishes with flavours that go well together.

25 The cuisine of the United States too reflects its history. The European colonization of the Americas yielded the introduction of European ingredients and cooking styles there. In the 20th century, the influx of immigrants from many foreign nations to the U.S. developed a rich diversity in food preparation throughout the country.

30 As the world becomes more globalized, it is easier to access cuisines from different cultures. We should embrace our heritage through our culture's food, but we should also become more informed about other cultures by trying their foods. It's important to remember that each dish has a special place in the culture to which it belongs, and is special to those who prepare it. Food is a portal into culture, and it should be treated as such.

(445 words)

Adapted from <https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/>



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

1. Eating the same foods you ate when you were young
  - a. warms you up
  - b. is not important for your well-being
  - c. expresses your cultural identity
  - d. contributes to your lifetime bonds with others
2. When the ingredients of a dish cannot be found
  - a. the cultural significance of the dish changes
  - b. people usually stop making it
  - c. it still maintains its cultural significance
  - d. it no longer represents the culture
3. The culinary traditions of a country reflect
  - a. the availability of ingredients
  - b. the personal preferences of individuals
  - c. the history and values of a culture
  - d. the social status of the people
4. Eating foods from other cultures
  - a. is necessary for globalisation
  - b. is a way of learning more about them
  - c. will stop you eating your own culture's foods
  - d. is just a question of personal taste
5. Globalisation will, in the end,
  - a. make food culture less important in local cultures
  - b. mean we'll all eat the same foods
  - c. reduce the choice of foods available
  - d. make it easier to try others' foods



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

6. Why is food an important part of culture?
7. How can, and do, food and eating habits help us understand more about other cultures?

**PART 2 – WRITTEN PRODUCTION**

*Complete both Task A and Task B*

**TASK A**

*“It was only a sunny smile, and little it cost in the giving, but like morning light it scattered the night and made the day worth living.” — F. Scott Fitzgerald*

Discuss this quote, in an essay of about 300 words, in the light of your readings and your experience.

**TASK B**

A person, born and brought up in your area, has made a fortune, and has given a large sum of money to the local administration and asked them to use it for a long-term project that would benefit all young people in the area. The local newspaper has organised a competition, open to anyone aged 16 – 20 living in the area, asking them to suggest what this money could be spent on. The best ideas will then be discussed within the local community.

Write a brief, 300-word presentation of your ideas and suggestions.

Durata massima della prova: 6 ore.

È consentito l'uso di dizionari bilingue e monolingue.

Non è consentito lasciare l'Istituto prima che siano trascorse 3 ore dall'inizio della prova.