

*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 3 (INGLESE)**IL CANDIDATO DEVE SVOLGERE TUTTE LE ATTIVITÀ COMPRESSE NELLA PROVA****PART 1 – COMPREHENSION AND ANALYSIS****Question A***Read the following text.*

The house and its lawn of mud recede behind us; I watch them out of the back window of the car, from where I sit jammed in among boxes of food, the sleeping bags and raincoats. I'm wearing a blue striped jersey of my brother's, and a worn pair of corduroy trousers. Grace and Carol stand under the apple trees, in their skirts, waving, disappearing. They still have to go to school, I don't, I envy them. Already the tarry, rubbery travel smell is wrapping itself around me, but I don't welcome it. I'm being wrenched away from my new life, the life of girls.

I settle back in the familiar perspective, the backs of heads, the ears, and past them the white line of the highway. We drive up through meadowy farmlands, with their silos, their elms and their smell of hay. The broad-leafed trees become smaller, there are more pines, the air cools, the sky turns an icier blue: we're heading away from Spring. We hit the first ridges of mountains, the forest, lakes; there's snow in the shadows. I sit forward, leaning my arms on the back of the front seat. I feel like a dog, ears pricked and sniffing.

The north smells different from the city: clearer, thinner

I've forgotten about these things all winter, but here they are again, and when I see them, I remember them, I know them, I greet them as if they are home.

Men stand on corners, outside general stores, outside banks, outside beer parlours with grey asphalt shingles on the walls. They have their hands in their jacket pockets. Some have dark Indian looking faces; others are merely tanned. They walk differently from men in the south, slower, more considering; they say less, and their words are farther apart. My father jingles his keys and the change in his pockets while he talks to them. They talk about water levels, the dryness of the forests, how the fish are biting. "Chewing the fat", he calls it. He comes back to the car with a brown paper bag of groceries and packs it in behind my feet.

(357 words)

Margaret Atwood *Cat's Eye* Ch 13 (1990)

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

1. The protagonist is sad when the journey begins because
 - a. she is wearing her brother's old jersey
 - b. she is uncomfortable in the back of the car
 - c. she has to leave her new life
 - d. it is getting colder as they drive North
2. As the journey goes on, she begins to feel better because
 - a. she likes seeing the trees, forests and mountains
 - b. she gets used to sitting in the back seat
 - c. the sky is becoming icy-blue
 - d. she recognises things as being familiar
3. She says her father is "chewing the fat" with the men, in other words,
 - a. he is having a snack with them
 - b. he is talking about ordinary, everyday things with them
 - c. he is arguing about local events with them
 - d. he is commenting on the quality of the meat

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

4. Why does the protagonist envy Gracie and Carol?
5. What are the main differences the protagonist notices between the men in the south and the men in the north?

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Disciplina: LINGUA E CULTURA STRANIERA 3 (INGLESE)

QUESTION B*Read the following text.***The Wondrous Connections Between Mathematics and Literature**

A British mathematician and the author of "Once Upon a Prime: The Wondrous Connections Between Mathematics and Literature."

"Call me Ishmael." This has to be one of the most famous opening sentences in all of literature, and I'm embarrassed to say that [...] I didn't get beyond it.

"Moby-Dick" was, for me, one of those books that languished in the guilt-inducing category of "things you should have read a long time ago," and I just never got around to it. Plus, I am a mathematician. And despite my interest in literature, my intellectual priorities did not include 400-page novels about whales — or so I thought.

That all changed one day when I overheard a mathematician friend mention that "Moby-Dick" contains a reference to cycloids.

Cycloids are among the most beautiful mathematical curves in existence — the French mathematician Blaise Pascal found them so distractingly fascinating that he claimed merely thinking about them could relieve the pain of a bad toothache — but applications to whaling are not usually listed on their résumé.

Intrigued, I finally read "Moby-Dick," and was delighted to find that it abounds with mathematical metaphors. I realized further it's not just Herman Melville; Leo Tolstoy writes about calculus, James Joyce about geometry. Fractal structure underlies Michael Crichton's "Jurassic Park" and algebraic principles govern various forms of poetry. We mathematicians even appear in work by authors as disparate as Arthur Conan Doyle and Chimamanda Ngozi Adichie.

There have been occasional academic studies on mathematical aspects of specific genres and authors. But the more holistic connections between mathematics and literature have not received the attention they deserve.

In fact, they are often pitted against each other. In the British education system in recent decades, students are often forced to choose between studying *either* math and science *or* the humanities. I recall that at the end of my very last English class at school, in 1991, the teacher gave me a lovely handwritten note with a long list of books she thought I might like, saying, "Sorry to lose you to the lab."

I was sorry to be considered lost, too. But I wasn't lost. I love language; I love the way words fit together; I love the way that fiction — like mathematics — can create, play with and test the limits of imaginary worlds

(334 words)

<https://www.nytimes.com/2023/04/07/opinion/the-wondrous-connections-between-mathematics-and-literature.html>

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

1. 'Call me Ishmael' refers to
 - a. the beginning of the novel *Moby Dick*
 - b. the protagonist of the writer's favourite novel
 - c. a famous mathematician of the past
 - d. a contemporary novelist
2. The author's interest in reading *Moby Dick* changed thanks to
 - a. the fact that Pascal contributed to its fascination
 - b. a friend mentioning its references to mathematical curves
 - c. its gripping plot
 - d. the fact it is usually recommended to maths teachers
3. How are maths/science and humanities often considered in the British Education System?
 - a. As equally important fields of knowledge
 - b. As less important than lab experiments
 - c. As two relevant and deeply-intertwined areas of study
 - d. As unrelated fields of knowledge students are obliged to choose between

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

4. Why could reading *Moby Dick* be considered a turning point for the writer of this article?
5. How and why are maths and literature connected according to the writer of this article?

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Discuss this quote by supporting your ideas with suitable examples from your readings and personal experience. Write a 150-word essay.

TASK B

The funniest thing I have ever seen was when

Write a 150-word story for your school journal narrating what happened.

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.