

LICEO CLASSICO LINGUISTICO E SCIENZE UMANE "B. R. MOTZO" VIALE  
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SIMULAZIONE SECONDA PROVA DELL'ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE

## *Ministero dell'istruzione e del merito*

### **PL01 – SIMULAZIONE 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 COMPRESE NELLA PROVA**

### **PART 1 – COMPREHENSION AND INTERPRETATION**

#### **Question A**

*Read the following text*

She stood before us, without notes, books or nerves. The lectern was occupied by her handbag. She looked around, smiled, was still, and began.

'You will have observed that the title of this course is "Culture and Civilisation". Do not be alarmed. I shall not be pelting you with pie charts. I shall not attempt to stuff you with facts as  
5 a goose is stuffed with corn; this would only lead to an engorged liver, which would be unhealthy. Next week I shall supply you with a reading list which is entirely optional; you will neither lose marks for ignoring it, nor gain them by relentless study. I shall teach you as the adults you undoubtedly are. The best form of education, as the Greeks knew, is collaborative. But I am no Socrates and you are not a classroom of Platos, if that is the correct plural form.

10 Nonetheless, we shall engage in dialogue. At the same time – and since you are no longer in primary school – I shall not dispense milksop encouragement and bland approval. For some of you, I may well not be the best teacher, in the sense of the one most suited to your temperament and cast of mind. I mention this in advance to those for whom it will be the case. Naturally, I hope you will find the course interesting, and, indeed, fun. Rigorous fun, that is. The  
15 terms are not incompatible. And I shall expect rigour from you in return. Winging it will not suit. My name is Elizabeth Finch. Thank you.'

And she smiled again.

None of us had taken a note. We gazed back at her, some in awe, a few in puzzlement bordering on irritation, others already half in love.

20 I can't remember what she taught us in that first lesson. But I knew obscurely that, for once in my life, I had arrived at the right place.

Her clothes. Let's start at ground level. She wore brogues, black in winter, brown suede in autumn and spring. Stockings or tights – you never saw Elizabeth Finch with bare legs (and you certainly couldn't imagine her in beachwear). Skirts just below the knee – she resisted the  
25 annual hemline tyranny. Indeed, she appeared to have settled on her look some time ago. It could still be called stylish; another decade, and it might be antique or, perhaps, vintage. In summer, a box-pleated skirt, usually navy; tweed in winter. Sometimes she adopted a tartan or kiltish look with a big silver safety pin (no doubt there's a special Scottish word for it). Obvious money was spent on blouses, in silk or fine cotton, often striped, and in no way translucent.  
30 Occasionally a brooch, always small and, as they say, discreet, yet somehow refulgent. She rarely wore earrings (were her lobes even pierced? now there's a question). On her left little finger, a silver ring which we took to be inherited, rather than bought or given. Her hair was a kind of sandy grey, shapely and of unvarying length. I imagined a regular fortnightly appointment. Well, she believed in artifice, as she told us more than once. And artifice, as she  
35 also observed, was not incompatible with truth.

(533 words)

From Julian Barnes, *Elizabeth Finch*, London, Penguin Random House, 2022, pp. 3-4.



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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. Ms Finch shows great concern about her class of adults.
2. Ms Finch will adopt the Socratic method of teaching.
3. Ms Finch is aware she might not be appreciated by everyone.
4. Ms Finch wears smart fashionable clothes.
5. It seems Ms Finch often goes to the hairdresser's.

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 the method Ms Finch is going to adopt in her course: describe it, including the explanation of the simile, and illustrate the students' different reactions.
7. What aspects of Ms Finch's personality can the reader infer from her description? Support your statements with references to the text.
8. What kind of narrator is used in this passage? Whose point of view is adopted?



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### **QUESTION B**

*Read the following text*

#### **Being forgetful isn't stupid – it helps make smarter decisions, scientists say**

"It's important that the brain forgets irrelevant details and instead focuses on the stuff that's going to help make decisions in the real world"

The 'absent-minded professor' is a stereotype that dates back to Ancient Greece with the philosopher Thales of Miletus reportedly so focused on surveying the night sky that he fell down a well. Even one of the world's greatest minds, Albert Einstein, was considered an example by some.

This combination of intelligence and forgetfulness has long puzzled neuroscientists as a bad memory was seen as a failure of the brain's mechanism for storing and retrieving information.

But a new paper in the journal *Neuron*, based on a review of research into the subject, has concluded that forgetting is actually a key part of learning.

In fact, the purpose of our 'memory' is not to remember facts, but to help making intelligent decisions by retaining only valuable information.

So the brain is not malfunctioning when it forgets something, it may have been actively trying to ditch the memory so it can focus on something more important or create a picture that is easier to understand.

One of the authors of the paper, Professor Blake Richards, of Toronto University, said: "It's important that the brain forgets irrelevant details and instead focuses on the stuff that's going to help make decisions in the real world.

"If you're trying to navigate the world and your brain is constantly bringing up multiple conflicting memories, that makes it harder for you to make an informed decision."

What information is discarded depends on the situation.

"One of the things that distinguishes an environment where you're going to want to remember stuff versus an environment where you want to forget stuff is this question of how consistent the environment is and how likely things are to come back into your life," Professor Richards said.

For example, someone like a supermarket cashier who meets many people every day will probably only remember them for a short time, while a barista working from their own coffee van would start to remember the regulars.

The paper in *Neuron* said the "predominant focus" in the study of memory had been on remembering or 'persistence'.

"However, recent studies have considered the neurobiology of forgetting (transience)," the paper said.

"We propose that it is the interaction between persistence and transience that allows for intelligent decision-making in dynamic, noisy environments.



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35 “Specifically, we argue that transience enhances flexibility, by reducing the influence of outdated information on memory-guided decision-making, and prevents over-fitting to specific past events, thereby promoting generalization.

“According to this view, the goal of memory is not the transmission of information through time, per se.

40 “Rather, the goal of memory is to optimise decision-making. As such, transience is as important as persistence in mnemonic [memory] systems.”

(475 words)

<http://www.independent.co.uk/news/science/forgetful-helps-make-smarter-decisions-study-scientists-memory-learning-a7801371.html>

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

1. It is believed that Thales of Miletus
  - a. generally used to skip his lessons
  - b. was victim of an incident due to his distraction
  - c. paid scarce attention to important details
  - d. liked to observe rare living beings
2. Traditionally, failing to remember things
  - a. was considered a particular gift
  - b. had never been an object of investigation
  - c. was associated with creativity
  - d. was considered to be a malfunctioning of the brain
3. Our memory
  - a. is programmed to recall all the smallest data
  - b. exists in order to support our learning skills
  - c. performs the function of storing important knowledge
  - d. stimulates the development of judgment
4. According to Professor Blake Richards,
  - a. too much information limits appropriate resolutions
  - b. our memory is organized in a creative way
  - c. difficult content needs to be ignored
  - d. people should seek to handle all kinds of data



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**LINGUISTICO) Disciplina:** LINGUA E

**CULTURA STRANIERA 1 (INGLESE)**

5. The relationship between persistence and transience
- has been found to be of little importance
  - is paramount for leading to correct decisions
  - has failed to be useful in chaotic situations
  - is considered the main focus of intelligence

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

6. What do the recent findings outlined in the journal *Neuron* highlight about the role of memory?
7. What correlation is there between transience and flexibility?

### **PART 2 – WRITTEN PRODUCTION**

*Complete both Task A and Task B*

#### **TASK A**

*"I learned that change only happens when ordinary people get involved and they get engaged, and they come together to demand it." (Barack Obama, Chicago, January 10, 2017)*

Discuss this quote by supporting your ideas with suitable examples from your readings and personal experience. Write a 300-word essay.

#### **TASK B**

According to UNESCO, *"Learning or forgetting a language is not merely about acquiring or losing a means of communication. It is about seeing an entire world either appear or fade away"*.

You have been asked to write an article for your school magazine on the following topic:

*Your experience in learning languages and the benefits this process has had for your personal development.*

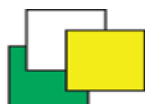
Write your article in about 300 words.



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.



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### ESAME DI STATO

LICEO

LINGUISTICO: A.S.: 2024/2025

CANDIDATO/A:

CLASSE: 5<sup>A</sup> \_\_\_\_\_

LINGUA

STRANIERA:

<b>GRIGLIA DI VALUTAZIONE SECONDA PROVA SCRITTA</b>		
<b>PART 1 – COMPREHENSION AND INTERPRETATION</b>	<b>PUNTEGGIO</b>	
<b>COMPRESIONE DEL TESTO</b>	<b>Question A</b>	<b>Question B</b>
Dimostra di aver compreso in maniera completa e precisa il contenuto del testo e di averne colto i dettagli rilevanti, le idee e le opinioni anche attraverso inferenze.	5	5
Dimostra di aver compreso in maniera complessivamente corretta il contenuto del testo e di averne individuato alcuni dettagli rilevanti anche attraverso qualche inferenza.	4	4
Dimostra una comprensione di tipo globale, sa rintracciare i contenuti essenziali, pur con qualche inesattezza o imprecisione nella decodifica dei passaggi più complessi del testo.	3	3
Dimostra una comprensione parziale e decodifica in maniera inesatta o superficiale i passaggi principali del testo.	2	2
Dimostra una scarsa comprensione del testo, decodifica in maniera inesatta e frammentaria e accenna qualche risposta.	1	1
<b>INTERPRETAZIONE DEL TESTO</b>		
Interpreta il testo in maniera completa, chiara e corretta, argomentando in modo pertinente, personale e ben articolato. La forma è corretta e coesa.	5	5
Interpreta il testo in maniera puntuale, esprimendo considerazioni abbastanza ben sviluppate, appropriate e argomentate in una forma nel complesso corretta.	4	4
Interpreta il testo in maniera globale ma non dettagliata, esprimendo considerazioni piuttosto semplici e non articolate, in una forma nel complesso corretta, anche se con qualche imprecisione o errore.	3	3
Interpreta il testo in maniera parziale, con molte inesattezze e rari accenni di rielaborazione personale. La forma è poco chiara e corretta.	2	2



Interpreta il testo in maniera inesatta o lacunosa, rivelando una scarsa capacità di rielaborazione. Assente qualsiasi forma di argomentazione.	1	1
Il candidato non ha svolto questa parte della prova e non ha risposto a nessuno dei quesiti proposti.*	0	0

<b>PART 2 – WRITTEN PRODUCTION</b>		<b>PUNTEGGIO</b>	
<b>ADERENZA ALLA TRACCIA</b>		Task A	Task B
Dimostra padronanza delle convenzioni legate alla consegna. Argomenta in modo appropriato, significativo e ben articolato, nel pieno rispetto dei vincoli della consegna.		5	5
Utilizza le convenzioni legate alla consegna in modo sostanzialmente corretto. Argomenta in modo abbastanza appropriato e ben articolato.		4	4
Sviluppa la traccia in modo sufficientemente pertinente, con argomentazioni nel complesso appropriate, ma molto lineari e schematiche.		3	3
Sviluppa la traccia rispettando solo in parte i vincoli della consegna. Le argomentazioni sono parziali e non sempre pertinenti.		2	2
Sviluppa la traccia in modo totalmente inappropriato, con argomentazioni appena accennate.		1	1
<b>ORGANIZZAZIONE DEL TESTO E CORRETTEZZA LINGUISTICA</b>			
Organizza il testo in modo coeso, espone in maniera chiara, corretta e scorrevole, con ricchezza lessicale e una sicura padronanza delle strutture morfosintattiche della lingua.		5	5
Organizza il testo con sostanziale coerenza, espone in maniera chiara e nel complesso corretta, dimostrando una discreta ricchezza lessicale e una discreta conoscenza delle strutture morfosintattiche della lingua.		4	4
Organizza il testo in maniera semplice, espone con sostanziale linearità, dimostrando una padronanza delle strutture morfosintattiche e del lessico di base nel complesso sufficiente e facendo registrare errori che non impediscono, tuttavia, la ricezione del messaggio.		3	3
Organizza il testo in maniera non sempre coesa, espone in modo poco chiaro e scorrevole, utilizzando le strutture morfosintattiche in modo incerto e impreciso con un lessico essenziale, tale da rendere difficile, in diversi passaggi del testo, la ricezione del messaggio		2	2
Organizza il testo in modo disordinato e incoerente, espone in modo scorretto e involuto, dimostrando una scarsa padronanza delle strutture morfosintattiche e del lessico di base. Gli errori gravi e ricorrenti impediscono quasi del tutto la ricezione del messaggio.		1	1
Produzione scritta nulla. Il candidato non ha svolto questa parte della prova scritta.*		0	0



<b>NB: Nel caso in cui nessuna delle parti della prova sia stata svolta dal candidato, si attribuisce automaticamente il punteggio minimo di 1/20 all'intera prova.</b>	1	
<b>Punteggio parziale</b>	<b>... / 20</b>	<b>... / 20</b>
<b>PUNTEGGIO PROVA – TOTALE</b>	<b>Tot. ....÷2=</b>	<b>..... / 20</b>