VERIFICA

Verifica di fine parte I

Chapters 1–3 · 90 minutes · 100 points

English 3 · Parte I · Beginnings · versione 1.0
Verifica: Verifica di fine parte I · pagine 111–116 del volume completo · estratto per lo studio

History and Literature (20 points)

1. ● In which year did the Roman conquest of Britain begin, under Claudius? (1 pt)
   - **A.** AD 43
   - **B.** 55 BC
   - **C.** c. AD 122
   - **D.** c. AD 410

2. ● Who was Cædmon, according to Bede? (1 pt)
   - **A.** A Roman historian
   - **B.** A king of Northumbria
   - **C.** A cowherd who worked for the monastery of Whitby
   - **D.** The abbot of Wearmouth and Jarrow

3. ● Cnut was king of England from… (1 pt)
   - **A.** 871 to 899
   - **B.** 1042 to 1066
   - **C.** 865 to 878
   - **D.** 1016 to 1035

4. ● The Old English period of the language is conventionally dated… (1 pt)
   - **A.** from 55 BC to AD 410
   - **B.** from c. 450 to c. 1100
   - **C.** from 597 to 1066
   - **D.** from c. 1100 to c. 1500

5. ●● Match the terms (1–6) with the definitions (a–f). (6 × 1 pt) 1 vernacular · 2 futhorc · 3 wergild · 4 elegy · 5 loanword · 6 half-line · a a word taken from another language · b the language that people speak, as opposed to Latin · c a first-person poem of loss and exile · d the price of a person's life in Anglo-Saxon law · e one of the two parts of an Old English line · f the runic alphabet of the Anglo-Saxons

6. ●●● Answer in 40–60 words: why is King Alfred important for the history of English literature? (5 pts)

7. ●●● Answer in 40–60 words: what do the Sutton Hoo ship burial and the opening of *Beowulf* have in common? (5 pts)

Text Analysis (25 points)

Read the last fourteen lines of *Beowulf*. The old king has died after killing the dragon; his body has been burnt on a pyre, and his people have built a great barrow on a headland by the sea.

Tabella V1.1 *Beowulf*, ll. 3169–3182, the end of the poem, in the translation by Francis B. Gummere (*The Oldest English Epic*, 1909)

Then about that barrow the battle-keen rode,	
atheling-born, a band of twelve,	3170
lament to make, to mourn their king,	
chant their dirge, and their chieftain honor.	
They praised his earlship, his acts of prowess	
worthily witnessed: and well it is	
that men their master-friend mightily laud,	3175
heartily love, when hence he goes	
from life in the body forlorn away.	
Thus made their mourning the men of Geatland,	
for their hero's passing his hearth-companions:	
quoth that of all the kings of earth,	3180
of men he was mildest and most beloved,	
to his kin the kindest, keenest for praise.	

Glosses. *battle-keen* brave in battle · *atheling-born* of noble birth · *dirge* funeral song · *earlship* nobility, rank of an earl · *laud* praise · *forlorn* lost · *quoth* said · *Geatland* the land of the Geats.

8. ● Answer the questions. (3 × 2 pts) a Who rides around the barrow, and how many are they? b Name two things they do for their king. c What does the poet say it is right for men to do when their lord dies?

9. ● Find in the text: a a word for the warriors who lived and ate with their lord · b a compound in the style of an Old English kenning, used for the dead king · c a verb meaning "to mourn" or "to sing sadly". (3 × 1 pt)

10. ●● Copy line 3169 (*Then about that barrow the battle-keen rode*). Mark the caesura and the four stresses, and say which sounds alliterate. (3 pts)

11. ●● Lines 3171–3172 name the same actions several times in different words. What is this device called? Give two examples from the text and say what effect they have. (3 pts)

12. ●●● The last line praises Beowulf with three superlatives. Explain what each one tells us about him, and compare this ending with the judgement on Scyld at the beginning of the poem (*a good king he!*). (4 pts)

13. ●●● Write a paragraph (80–100 words): which values of the warrior society — the lord and his companions — can you find in this passage? Quote at least two words or phrases. (6 pts)

Language (25 points)

14. ● Complete the story with the past simple, past continuous, past perfect or past perfect continuous of the verbs in brackets. (6 × 1 pt) When the archaeologist (1) ___ (find) the first rivet, she (2) ___ (dig) in the mound for three days. It (3) ___ (rain) and her clothes were wet. She (4) ___ (never / see) anything like it before. Her team (5) ___ (wait) for news since the morning, so she (6) ___ (call) them at once.

15. ● Complete with *could, couldn't, managed to, needn't have* or *didn't need to* and the verb in brackets. (5 × 1 pt) a The door was stuck, but in the end Sam ___ (open) it. b When Alfred was a boy he ___ (read) Latin; he learnt it much later. c You ___ (print) the text: I had already made copies for everyone, so now we have two each. d We ___ (buy) tickets, because the museum is free, so we went straight in. e After hours of searching, Callum ___ (find) his phone under the seat.

16. ●● Rewrite the sentences with a past modal of deduction (*must have, might have, can't have*), using the passive or the continuous where necessary. (5 × 1 pt) a I'm sure the helmet was made by a very skilful craftsman. b It's possible that the poet heard old songs about Scyld. c It's impossible that Grendel was sleeping: he was outside the hall. d I'm sure the scribes were working in a cold room. e Perhaps the manuscript was taken to Italy by a pilgrim.

17. ●● Find and correct the mistake in each sentence. (4 × 1 pt) a The coins must have be minted in France. b We had been knowing each other for years. c After six hours the firefighters could put out the fire. d You should have came with us — it was fun.

18. ●●● Complete the second sentence so that it means the same as the first, using the word given. Use two to five words. (5 × 1 pt) a It was a mistake not to tell me. SHOULD · You ___ me. b It was possible for the fire to destroy the poem, but it didn't. COULD · The fire ___ the poem. c They started reading at nine and were still reading at midnight. BEEN · At midnight they ___ for three hours. d It wasn't necessary for the monk to copy the whole page again, but he did. NEEDN'T · The monk ___ the whole page again. e After many attempts, he succeeded in translating the line. MANAGED · After many attempts, he ___ the line.

Vocabulary and Reading (15 points)

Read Giulia's post on the Literature Trail blog. (testo della redazione)

Literature Trail blog · A manuscript in Piedmont · by Giulia

Did you know that one of the four great books of Old English poetry is in Italy, about an hour from Turin? I didn't, until Prof.ssa Rossi told us last month. So on Friday our class took the train to Vercelli to see the Vercelli Book — or rather, a copy of it.

The real manuscript is kept in the cathedral library, and it is shown to the public only on rare occasions, because light and air could damage it. The librarian, a very patient man, showed us a facsimile instead: a modern copy so perfect that you can see every hole in the parchment. He explained that the book was written in England in the second half of the 10th century and that it contains six poems and many sermons in Old English. Nobody knows for certain how it arrived in Vercelli. It may have been left by an English churchman who was travelling to Rome, because the old pilgrims' road passed right through the town.

The most famous poem in the book is "The Dream of the Rood". *Rood* is an old word for the cross. In the poem a man dreams that he sees the cross of Christ, covered in gold and jewels, and then the cross itself begins to speak and tells its story like a warrior who stayed loyal to his lord. Some lines of a similar poem were carved in runes on a tall stone cross at Ruthwell, in Scotland, so the poem must have been known for a long time before it was copied.

What surprised me most was the handwriting. I had been expecting something impossible to read, but after a few minutes Marta managed to find the word *rod* on the page. She was so proud that she copied the whole line into her notebook — and then the librarian gave us all a printed handout of that page, so she needn't have bothered.

Sam, you were right: an Old English manuscript in a cathedral library in Piedmont is the best kind of mystery. Next time you come to Italy, we're taking you there.

19. ● Are the sentences true (T), false (F) or doesn't say (DS)? (5 × 1 pt) a Giulia had known about the Vercelli Book for a long time. b The class saw the original manuscript. c The Vercelli Book contains poems and sermons. d The librarian had studied in England. e In "The Dream of the Rood" the cross speaks.

20. ●● Answer the questions. (3 × 2 pts) a Why is the real manuscript rarely shown to the public? b How might the book have arrived in Vercelli? c Why does Giulia think that the poem "must have been known for a long time" before it was copied?

21. ● Find words in the post that mean: (4 × 1 pt) a an exact modern copy of an old book (paragraph 2) · b the material made from animal skin that medieval books were written on (paragraph 2) · c religious talks given by a priest (paragraph 2) · d cut into stone or wood (paragraph 3)

Writing (15 points)

22. ●●● Write an article (180–220 words) for the Literature Trail blog with the title: "A thousand years old, but still worth reading?" Choose *Beowulf*, Cædmon's Hymn or "The Seafarer" and convince teenagers to read it. Use an engaging title and hook, at least one rhetorical question, paragraphs with topic sentences and at least two past modals. **Assessment criteria:** content and ideas (5), organisation and paragraphs (3), grammar (3), vocabulary (2), article features — title, hook, questions, register (2). (15 pts)

Tabella V1.2 Griglia di valutazione della verifica di fine parte I.

Section	Exercises	Criteria	Points
History and Literature	1–7	multiple choice (4 × 1); matching (6 × 1); two short answers (5 each: content 3, language 2)	20
Text Analysis	8–13	comprehension (6); vocabulary (3); scansion (3); variation (3); comparison (4); paragraph (6: content 4, language 2)	25
Language	14–18	narrative tenses (6); ability and necessity (5); past modals (5); error correction (4); key-word transformation (5)	25
Vocabulary and Reading	19–21	true / false / doesn't say (5); answers (6); vocabulary (4)	15
Writing	22	content (5); organisation (3); grammar (3); vocabulary (2); article features (2)	15
Total		mark out of ten = points ÷ 10, rounded to the nearest half (60 points = 6)	**100**

LEARNING TO LEARN

Self-assessment. Before you check your answers, read these statements and give yourself a mark: ✓✓ I can do this well · ✓ I can do this with a little help · ✗ I need more practice. I can…

- describe Britain from the Roman conquest to the eve of the Norman Conquest, with the key dates;
- explain what Old English was and how it was written, and how English poetry passed from the voice to the page;
- read short Old English texts with a translation, and recognise alliteration, kennings, litotes and variation;
- tell a story with the four narrative tenses, and talk about ability and necessity in the past;
- make deductions about the past and express regret, criticism and missed possibilities with past modals;
- write a biographical profile, an article and a summary.

Now check your test. In which section did you lose most points? Go back to that chapter, read the Sintesi again and redo two exercises from its Esercizi before you start Part II.

Soluzioni

1. A (AD 43). (1 pt)

2. C. (1 pt)

3. D (1016–1035). (1 pt)

4. B (c. 450 – c. 1100). (1 pt)

5. 1 b · 2 f · 3 d · 4 c · 5 a · 6 e. (6 pts)

6. Model answer: Alfred, king of Wessex (871–899), saw that learning had declined and that few people could read Latin. He had important Latin books translated into English, translating some himself, and the *Anglo-Saxon Chronicle* was begun in his time. So English became a written language of learning and history, not only of speech. (about 55 words; content 3, language 2)

7. Model answer: Both show a dead king laid in a ship with rich treasure. *Beowulf* begins with the sea-funeral of Scyld, surrounded by weapons and gold; at Sutton Hoo a king, probably Rædwald, was buried in a ship about 27 m long with a helmet, gold and silver. Both show the wealth and the gift-giving of a warrior king. (about 60 words; content 3, language 2)

8. a The noble warriors (atheling-born), twelve of them. b Any two: they lament / mourn him, chant a funeral song (dirge), honour him, praise his nobility and his deeds. c To praise their lord and love him from the heart when he dies (*men their master-friend mightily laud, / heartily love*). (3 × 2 pts)

9. a *hearth-companions* (also accept *band*) · b *master-friend* · c *lament* (also accept *mourn*, *chant their dirge*). (3 × 1 pt)

10. Then a-BOUT that BAR-row | the BAT-tle-keen RODE — caesura after *barrow*; four stresses (*-BOUT, BAR-, BAT-, RODE*); alliteration on **b** (*about, barrow, battle*); the last stress, *rode*, does not alliterate. Accept *barrow – battle* as the alliterating pair. (3 pts: caesura 1, stresses 1, alliteration 1)

11. Variation. Examples: *lament to make, to mourn their king, / chant their dirge, and their chieftain honor* — four ways of saying that they grieve for him and honour him; also *king / chieftain / master-friend* for Beowulf. Effect: the repetition slows the rhythm like a funeral procession and makes the mourning solemn and complete. (3 pts: name 1, examples 1, effect 1)

12. Model answer: *mildest* — gentle, generous to his men, not cruel; *kindest to his kin* — loyal to his family and people; *keenest for praise* — eager for glory and fame, the heroic ideal. Scyld is judged *a good king* because he conquered and received tribute; Beowulf is praised also for his gentleness and kindness, so the poem ends with a more human, almost Christian idea of a good king. Both endings are short public judgements by the community. (4 pts: three superlatives 2, comparison 2)

13. Model answer: The passage shows the bond between a lord and his companions. His *hearth-companions*, the men who ate and lived with him, honour him even after his death: twelve noble warriors ride round his barrow and *chant their dirge*. They praise *his acts of prowess*, because a hero's glory lives in the songs of his people. The poet says that men should *heartily love* their *master-friend*: loyalty is a duty and a feeling. Finally, Beowulf was *keenest for praise*, the warrior's desire for fame. (about 90 words; content 4, language 2)

14. 1 found · 2 had been digging · 3 was raining (or had been raining: the wet clothes are its result) · 4 had never seen · 5 had been waiting · 6 called. (6 × 1 pt)

15. a managed to open · b couldn't read · c needn't have printed · d didn't need to buy · e managed to find. (5 × 1 pt)

16. a The helmet must have been made by a very skilful craftsman. b The poet might (may, could)

have heard old songs about Scyld. c Grendel can't (couldn't) have been sleeping. d The scribes must have been working in a cold room. e The manuscript might (may, could) have been taken to Italy by a pilgrim. (5 × 1 pt)

17. a must have be → must have been minted · b had been knowing → had known (state verb) · c could put out → managed to put out (were able to put out) · d should have came → should have come. (4 × 1 pt)

18. a should have told · b could have destroyed · c had been reading · d needn't have copied · e managed to translate. (5 × 1 pt)

19. a F (she found out last month) · b F (they saw a facsimile) · c T · d DS · e T. (5 × 1 pt)

20. a Because light and air could damage it. b It may have been left by an English churchman travelling to Rome, as the pilgrims' road passed through Vercelli. c Because lines of a similar poem were carved on the Ruthwell Cross, so the poem existed before the manuscript was copied. (3 × 2 pts)

21. a facsimile · b parchment · c sermons · d carved. (4 × 1 pt)

22. Model answer (about 200 words): ***A thousand years old, but still worth reading?*** *Imagine a hall full of sleeping warriors. Outside, in the fog, something is walking towards the door. Would you stop reading now? Neither would I — and that is the beginning of* ***Beowulf****. Many people think that a poem written more than a thousand years ago must be boring. They can't have read this one. Beowulf is a monster story, a war story and a story about growing old, all in one. The hero fights three monsters, and the last one kills him. Why should a teenager care? First, because the questions are ours: what is courage, who deserves our loyalty, what remains of us when we die? Second, because the language is a surprise. Old English looks like a foreign language, but words such as* god cyning*, "good king", are still there, waiting for you. Of course you don't have to read it in Old English: a good translation side by side with the original is enough. The poet could have told the story in a few lines; he chose to make every scene a picture. Give it one evening. You might discover the oldest fantasy story in English — and like it.*
Marking. Content (5): clear choice of text and convincing reasons; organisation (3): title, hook, paragraphs with topic sentences, ending; grammar (3): 3 = past modals and tenses correct, 2 = a few errors, 1 = frequent errors; vocabulary (2); article features (2). Under 160 or over 240 words: −2 pts.