VERIFICA

II

Verifica di fine parte II

Chapters 4–7 · 90 minutes · 100 points

English 3 · Parte II · The Medieval World · versione 1.0
Verifica: Verifica di fine parte II · pagine 235–240 del volume completo · estratto per lo studio

History and Literature (20 points)

1. ● In which year did King John seal Magna Carta at Runnymede? (1 pt)
   - **A.** 1066
   - **B.** 1170
   - **C.** 1215
   - **D.** 1265

2. ● Who was murdered in Canterbury Cathedral in 1170? (1 pt)
   - **A.** Simon de Montfort
   - **B.** Thomas Becket
   - **C.** John Ball
   - **D.** Wat Tyler

3. ● The ballad stanza usually rhymes… (1 pt)
   - **A.** *abcb*
   - **B.** *aabb*
   - **C.** *abab*
   - **D.** *abba*

4. ● Which statement about *The Canterbury Tales* is FALSE? (1 pt)
   - **A.** It is a frame narrative.
   - **B.** The pilgrims set out from an inn in Southwark.
   - **C.** Most of it is written in heroic couplets.
   - **D.** Chaucer completed all the tales that the Host planned.

5. ●● Match the terms (1–6) with the definitions (a–f). (6 × 1 pt) 1 romance · 2 incremental repetition · 3 frame narrative · 4 morality play · 5 heroic couplet · 6 doublet — a two rhyming lines of iambic pentameter · b a story that contains other stories · c a pair of words with a similar meaning that entered English by different routes · d a medieval tale of knights, quests, love and marvels · e an allegorical play on the struggle for a human soul · f a line repeated with a small change that moves the story forward

6. ●●● Answer in 40–60 words each. (2 × 5 pts) a Why is Magna Carta still remembered, although it was annulled in 1215? b What was a mystery play, and how was it performed in a town like York?

Text Analysis (25 points)

Read the portrait of the Plowman from the General Prologue of *The Canterbury Tales*. He travels with his brother, the poor Parson, whose portrait comes just before.

Tabella V2.1 Chaucer, *The Canterbury Tales*, General Prologue, ll. 529–541 (Middle English text from Skeat's edition, 1894)

With him ther was a Plowman, was his brother,	
That hadde y-lad of dong ful many a fother,	530
A trewe swinker and a good was he,	
Livinge in pees and parfit charitee.	
God loved he best with al his hole herte	
At alle tymes, thogh him gamed or smerte,	
And thanne his neighebour right as him-selve.	535
He wolde thresshe, and ther-to dyke and delve,	
For Cristes sake, for every povre wight,	
Withouten hyre, if it lay in his might.	
His tythes payed he ful faire and wel,	
Bothe of his propre swink and his catel.	540
In a tabard he rood upon a mere.	

Glosses. *y-lad* carried · *dong* dung, manure · *fother* cartload · *swinker* worker, labourer · *pees* peace · *parfit* perfect · *hole* whole · *thogh him gamed or smerte* whether things went well or badly for him · *thresshe* beat the grain out of the corn · *dyke and delve* make ditches and dig · *wight* person · *hyre* pay · *tythes* tithes, the tenth part of what a person produced, paid to the Church · *propre swink* own work · *catel* property · *tabard* a loose working smock · *mere* mare (a female horse, a humble mount).

7. ● Answer the questions. (3 × 2 pts) a Who is the Plowman's brother? b What kind of work does the Plowman do? Give two examples from the text. c How does he help poor people?

8. ● Find in the text: (3 × 1 pt) a a noun that means "worker"; b a line with two alliterating verbs; c the word that shows he paid what he owed to the Church.

9. ●● Form. (3 × 1 pt) a What is the rhyme scheme of ll. 529–540? b What is the metre of the lines? c What is the name of this verse form?

10. ●● Rewrite in modern English. (3 × 2 pts) a *God loved he best with al his hole herte / At alle tymes, thogh him gamed or smerte* b *He wolde thresshe, and ther-to dyke and delve, / For Cristes sake, for every povre wight, / Withouten hyre* c *In a tabard he rood upon a mere.*

11. ●●● Chaucer's Plowman will "dyke and delve", like Adam in the rhyme that John Ball preached in 1381. Write a PEE paragraph (80–100 words): is Chaucer's ideal peasant the same as the rebels' ideal? Use one short quotation. (7 pts: content 4, language 3)

Language (25 points)

12. ● Rewrite the sentences with a passive reporting structure, starting with the words given. (4 × 1 pt) a People say that the abbey was built where Harold died. — The abbey… b It is believed that the Wife of Bath went to Jerusalem three times. — The Wife of Bath… c People think that Malory wrote his book in prison. — Malory… d It is known that the plague returned in 1361. — The plague…

13. ●● Complete with the correct form of *have* or *get* and the words in brackets. (4 × 1 pt) a Sam's mum _____ (have / the car / repair) last week. b I'll _____ (get / my brother / help) me with the essay tonight. c Callum _____ (just / have / his hair / cut): it looks very short! d Yesterday the teacher _____ (have / us / read) the Prologue aloud.

14. ●● Complete with a relative pronoun, a quantifier + *of whom / of which*, or a reduced relative clause. (5 × 1 pt) a Chaucer, _____ father was a wine merchant, became a courtier. b The pilgrims, most _____ came from the middle ranks of society, met at the Tabard. c The inn at _____ they met was in Southwark. d *The Recuyell* was the first printed book _____ (write) in English. e Richard III was the last English king _____ (die) in battle.

15. ●● Report the sentences with the verbs in brackets. (4 × 1 pt) a "You lied to me!" Arthur said to Bedivere. (accuse) b "Let's walk the last stage to Canterbury," said Callum. (suggest) c "Don't forget your glosses," Prof.ssa Rossi told the class. (remind) d "I'm sorry I broke your pen," Marta said to Giulia. (apologise)

16. ●● Complete with the correct form of the verbs. (4 × 1 pt) a If I _____ (read) the play last night, I _____ (know) what happens in Act 2 now. b I wish I _____ (can) understand Middle English without glosses. c It's high time you _____ (start) your essay. d I'd rather you _____ (not / tell) the others about the surprise.

17. ●●● Each sentence has one mistake. Correct it. (4 × 1 pt) a ✗ The Bayeux Tapestry is thought to make in England. b ✗ The knight, who name was Gawain, accepted the challenge. c ✗ She suggested me to read Malory in a modern edition. d ✗ If I would have known about the play, I would have come.

Vocabulary and Reading (15 points)

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

Literature Trail blog · Everyman goes shopping · by Sam Taylor, Bristol

When Mrs Hill announced that our A-level group would perform a medieval play at the school's open evening, half of us groaned. A morality play, written more than five hundred years ago, in which the characters are called Fellowship and Good Deeds?

Then she had an idea that changed everything: we would keep the words of the play but move the action to the present day. Everyman became a young man who spends his life in a shopping centre, buying things he doesn't need. Death, played by Callum in a long black coat, arrives with a parcel that nobody has ordered. Inside there is a single sheet of paper: the bill for Everyman's life.

The hardest part was the language. Some lines, such as "I set not by gold, silver, nor riches", had to be explained to the audience, so we printed a short glossary on the back of the programme. Mrs Hill had us rehearse every scene twice a week.

I played Goods, Everyman's possessions, a part which suited me perfectly, according to Callum, because I am vain and greedy. (I'm not.) In my scene Everyman begs Goods to come with him, and I refuse, laughing, because money stays in this world.

The best moment, though, belonged to my sister Lily, who is five. When Good Deeds, too weak to stand at first, finally got up and walked with Everyman to the end, Lily asked Mum, very loudly, "Is she his friend now?" Everybody heard. Mrs Hill says it was the best review we could have had, because it showed that even a small child had understood the allegory.

Next term the class in Turin wants to try the same experiment with an Italian *sacra rappresentazione*. I have already offered to play the angel.

18. ● Are the sentences true (T), false (F) or doesn't say (DS)? (5 × 1 pt) a At first the students were happy to perform a medieval play. b The students rewrote the play in modern English. c Death brings Everyman something he did not order. d The audience received a list of difficult words. e Sam agrees with Callum's opinion of him.

19. ●● Answer the questions. (2 × 2 pts) a Why did the audience need help with some lines? b Why was Lily's question "the best review"?

20. ● Find words in the post that mean: (3 × 1 pt) a made a low sound to show they were not happy (paragraph 1) b practise a play before performing it (paragraph 3) c wanting more money or things than you need (paragraph 4)

21. ●● Word formation. Complete with a word formed from the word in capitals. (3 × 1 pt) a The play is a story about the _____ (FREE) to choose good or evil. b Everyman is _____ (PREPARE) for Death's visit. c Goods refuses _____ (POLITE) to go with Everyman.

Writing (15 points)

22. ●●● Write a short story (180–220 words) for the Literature Trail blog that begins with this sentence: *The sword was too beautiful to throw away.* Use narrative tenses, at least one relative clause and some direct speech, and give your story a twist. (15 pts)
Assessment criteria: content and plot, with a twist (5 pts) · organisation: paragraphs, linkers, suspense (3 pts) · grammar: narrative tenses, relative clauses, direct speech correctly punctuated (4 pts) · vocabulary and spelling (3 pts).

Tabella V2.2 Griglia di valutazione della verifica di fine parte II.

Section	Exercises	Criteria	Points
History and Literature	1–6	multiple choice (4 × 1); matching (6 × 1); two short answers (5 each: content 3, language 2)	20
Text Analysis	7–11	comprehension (6); vocabulary (3); form (3); modern English (6); PEE paragraph (7: content 4, language 3)	25
Language	12–17	passive reporting (4); causatives (4); relative clauses (5); reporting verbs (4); conditionals and wishes (4); error correction (4)	25
Vocabulary and Reading	18–21	true / false / doesn't say (5); questions (4); vocabulary (3); word formation (3)	15
Writing	22	content (5); organisation (3); grammar (4); vocabulary and spelling (3)	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 England from 1066 to 1485 — the Conquest, Magna Carta, the Black Death, the Peasants' Revolt and the Wars of the Roses — with the key dates;
- explain how Latin, French and English lived together after 1066, and how Middle English was born;
- recognise the features of a romance, a ballad, a frame narrative, a mystery play and a morality play;
- read short Middle English texts with glosses and write a PEE paragraph on a character;
- use passive reporting structures, causatives, B2 relative clauses, reporting verbs, mixed conditionals and *wish*;
- write a report, a short story, a literary paragraph and a for-and-against essay.

Mark the points with ✗ and go back to the chapter: the History and Literature sections for dates and terms, the Language sections for grammar, the Skills sections for writing.

Soluzioni

1. C (1215). (1 pt)

2. B (Thomas Becket). (1 pt)

3. A (*abcb*). (1 pt)

4. D: the work is unfinished — 24 tales instead of about 120. (1 pt)

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

6. Model answers. a It was annulled by the Pope in 1215, but it was reissued in 1216, 1217 and 1225, and a few of its clauses are still law. Above all, clauses 39 and 40 state that nobody, not even the king, is above the law: no free man may be imprisoned without a lawful judgement, and justice cannot be sold. b A mystery play was a short play on a story from the Bible, part of a cycle that told the whole history of the world. In York each play was organised by a craft guild and performed on a pageant wagon, which moved through the streets and stopped at a series of stations. (2 × 5 pts: content 3, language 2)

7. a The Parson (the poor priest). b He carries cartloads of dung (manure), threshes grain, makes ditches and digs. c He works for every poor person without pay, for Christ's sake, when he can. (3 × 2 pts)

8. a *swinker* (l. 531). b l. 536: *dyke and delve*. c *tythes* (l. 539). (3 × 1 pt)

9. a rhyming couplets, *aabbccddeeff* (*brother / fother, he / charitee, herte / smerte, him-selve / delve, wight / might, wel / catel*); l. 541 rhymes with the next line of the Prologue. b iambic pentameter (ten syllables, five stresses, with a sounded final *-e* where the metre needs it). c the heroic couplet. (3 × 1 pt)

10. a He loved God best, with all his heart, at all times, whether things went well or badly for him. b He would thresh, and also make ditches and dig, for Christ's sake, for every poor person, without pay. c He rode on a mare, wearing a working smock. (3 × 2 pts)

11. Model answer: Chaucer's Plowman and John Ball's Adam do the same work — the Plowman will "dyke and delve" — but they stand for different ideals. Chaucer's peasant is perfect because he accepts his place: he loves God and his neighbour, works for the poor without pay and pays his tithes in full. Ball uses Adam to argue that lords are not natural and that the poor should be free. So Chaucer praises a good worker inside the three estates, while the rebels question the estates themselves. (Accept other well-argued readings.) (7 pts)

12. a The abbey is said to have been built where Harold died. b The Wife of Bath is believed to have gone (been) to Jerusalem three times. c Malory is thought to have written his book in prison. d The plague is known to have returned in 1361. (4 × 1 pt)

13. a had the car repaired · b get my brother to help · c has just had his hair cut · d had us read. (4 × 1 pt)

14. a whose · b of whom · c which · d written · e to die. (5 × 1 pt)

15. a Arthur accused Bedivere of lying (having lied) to him. b Callum suggested walking (that they walk / should walk) the last stage to Canterbury. c Prof.ssa Rossi reminded the class (us) to bring (not to forget) their glosses. d Marta apologised to Giulia for breaking (having broken) her pen. (4 × 1 pt)

16. a had read … would know · b could · c started · d didn't tell. (4 × 1 pt; in a, both verbs needed)

17. a … is thought to have been made in England. b … whose name was Gawain … c She suggested (that) I (should) read Malory / She suggested reading Malory… d If I had known about the play… (4 × 1 pt)

18. a F (half of them groaned) · b F (they kept the words of the play) · c T · d T (a glossary on the back of the programme) · e F ("I'm not"). (5 × 1 pt)

19. a Because the words of the play are more than five hundred years old: some lines, such as "I set

not by gold, silver, nor riches", are hard to understand today. b Because it showed that even a five-year-old had understood the allegory: Good Deeds is the only "friend" who goes with Everyman to the end. (2 × 2 pts)

20. a groaned · b rehearse · c greedy. (3 × 1 pt)

21. a freedom · b unprepared · c impolitely. (3 × 1 pt)

22. Model answer (about 200 words): *The sword was too beautiful to throw away. Tom, who had found it in the mud of the river during a school excavation, held it up to the light. "Put it in the box with the other finds," Ms Price called. But Tom was already imagining his name in the newspapers. That evening, after everyone had gone home, he wrapped it in his jacket and took it to his room. For three nights he couldn't sleep. Every time he closed his eyes he heard water, as if the river was moving under his bed. On the fourth morning his little sister came into the kitchen, her pyjamas wet to the knees. "The river came to visit," she said calmly. Tom ran upstairs. The floor of his room was dry, but the jacket was soaking, and the sword had gone. In its place lay a single green leaf. At school Ms Price was smiling at the box of finds. "Look," she said. "Somebody put it back." The sword, which had been cleaned, was shining in the box. Tom never told anyone the truth — mostly because he didn't know it.*

Marking grid. Content (5): the given first sentence, a clear plot, a twist. Organisation (3): paragraphs, linkers of time, suspense. Grammar (4): 4 = narrative tenses, relative clauses and direct speech correct; 3 = a few errors that do not affect meaning; 2 = frequent errors; 1 = many errors that affect meaning. Vocabulary and spelling (3): same scale. Under 160 or over 240 words: −2 pts.