

University of St Andrews



M.A. SECOND LEVEL EXAMINATION

IT2001: SECOND LEVEL ITALIAN

January 2003 - Time allowed: 2 hours

Candidates **MUST** answer **BOTH** Section A and Section B and are advised to spend about one hour on each section as they carry equal weighting. You should use a separate answer-book for each section.)

SECTION A

STUDENTS SHOULD TRANSLATE **BOTH** OF THE FOLLOWING PASSAGES:

1. Translate into Italian.

During the holidays my mother often sent me to my grandparents' house in Italy. This house, built of grey stone, was situated on a hill. As you came up from the town, you saw on the left of the road a long grey wall, in the middle of which there was a door. You opened this door and saw before you a steep path leading to the house, lined in summer with flowers. I used to run quickly up this path because I was afraid of the insects which buzzed* round the flowers in their thousands. One day, while running along the path, I had an encounter with Anna which I have never forgotten.

I found/

I found my grandparents a strange couple. My grandmother was a tall and slender woman with white hair and a shrivelled** yellow skin, who spoke little. When she addressed my grandfather it was in a sharp, hard voice. He invariably replied in a quiet, rather sullen tone. He was short and thickset. He had a grey beard and very small eyes, and always wore a hat, even indoors. I used to wonder whether he went to bed with his hat on.

*to buzz: ronzare

** shrivelled: raggrinzito

2. Per spegnere la spreco. Per accendere la speranza

Ti presentiamo un'idea luminosa per accendere di speranza il nostro futuro e quello del nostro pianeta. L'idea è semplice: si chiama operazione lampadina, e consiste nel cambiare una lampadina a persona, sostituendo la vecchia lampadina con una delle nuove lampadine fluorescenti a risparmio energetico. Risultato? Un consumo ridotto dell'80%.

Noi non siamo così ingenui da pensare che basti questo per risolvere il problema dell'effetto serra. Ma è un primo passo, molto importante. Un passo che oltretutto ti permette di fare qualcosa per il tuo pianeta e nello stesso tempo di risparmiare sulla bolletta della luce. Facciamo capire ai politici, agli scienziati ai governanti: che non ci siamo ancora rassegnati a accettare un pianeta sempre più invivibile. Facciamogli capire che è possibile, volendo, fare qualcosa.

GREENPEACE

Iscriviti al futuro

SECTION B/

SECTION B

Students must answer ONE of the following questions. They should not write an essay on the authors whom they choose for their coursework assignment.

EITHER:

- (a) "In questo sguardo sul mondo così pieno di simpatia per le persone umane, per tutte le manifestazioni di vita, sta la lezione del libro"(Calvino, Introduction to *Marcovaldo*). Discuss.

OR:

- (b) In what sense(s) can the *Marcovaldo* stories be described as both real and surreal? Illustrate your answer with reference to specific stories.

OR:

- (c) With close reference to the text of *Storia di Tönle*, consider the contention that Rigoni Stern's world is both intensely local and international.

OR:

- (d) What role(s) does war play in *Storia di Tönle*?

OR:

- (e) Dante the character seems to pity, admire or respect some of the souls whom he meets in the first ten cantos of the *Inferno*, despite the fact that Divine Justice has condemned them. (Discuss this problem and illustrate your answer with appropriate examples) .

OR:

- (f) Illustrate and explain the relationship between sin and punishment in the first ten cantos of the *Inferno*.

OR:

- (g) "Il boss",/

- (g) "Il boss", dice Candida, "è personaggio reale, anche il maresciallo che opera accanto a Bellodi è credibile. Bellodi lo è meno." Do you agree or disagree with Renato Candida's opinion (quoted here by Sciascia)?

OR:

- (h) Would you describe Sciascia's portrayal of Sicily in *Il giorno della civetta* as ambivalent?
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