



*Ministero dell'Istruzione, dell'Università e della Ricerca*

**ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Indirizzi:** LI04, EA03 - LICEO LINGUISTICO

**(Testo valevole anche per le corrispondenti sperimentazioni internazionali e quadriennali)**

**Tema di:** LINGUA E CULTURA STRANIERA 1 (INGLESE) e

LINGUA E CULTURA STRANIERA 3 (FRANCESE)

**PART 1 – COMPREHENSION AND INTERPRETATION**

*Read the text below*

They were all at Charing Cross to see Lilia off—Philip, Harriet, Irma, Mrs. Herriton herself. Even Mrs. Theobald, squired by Mr. Kingcroft, had braved the journey from Yorkshire to bid her only daughter good-bye. Miss Abbott was likewise attended by numerous relatives, and the sight of so many people talking at once and saying such different things caused Lilia to break into ungovernable peals of laughter.

5 “Quite an ovation,” she cried, sprawling out of her first-class carriage. “They’ll take us for royalty. Oh, Mr. Kingcroft, get us foot-warmers.”

The good-natured young man hurried away, and Philip, taking his place, flooded her with a final stream of advice and injunctions—where to stop, how to learn Italian, when to use mosquito-nets, what pictures to look at. “Remember,” he concluded, “that it is only by going off the track that you get to know the country. See the little towns—Gubbio, Pienza, Cortona, San Gimignano, Monteriano. And don’t, let me

10 beg you, go with that awful tourist idea that Italy’s only a museum of antiquities and art. Love and understand the Italians, for the people are more marvellous than the land.”

“How I wish you were coming, Philip,” she said, flattered at the unwonted notice her brother-in-law was giving her.

15 “I wish I were.” He could have managed it without great difficulty, for his career at the Bar was not so intense as to prevent occasional holidays. But his family disliked his continual visits to the Continent, and he himself often found pleasure in the idea that he was too busy to leave town.

“Good-bye, dear every one. What a whirl!” She caught sight of her little daughter Irma, and felt that a touch of maternal solemnity was required. “Good-bye, darling. Mind you’re always good, and do what

20 Granny tells you.”

She referred not to her own mother, but to her mother-in-law, Mrs. Herriton, who hated the title of Granny.

Irma lifted a serious face to be kissed, and said cautiously, “I’ll do my best.”

25 “She is sure to be good,” said Mrs. Herriton, who was standing pensively a little out of the hubbub. But Lilia was already calling to Miss Abbott, a tall, grave, rather nice-looking young lady who was conducting her adieus in a more decorous manner on the platform.

“Caroline, my Caroline! Jump in, or your chaperon will go off without you.”

And Philip, whom the idea of Italy always intoxicated, had started again, telling her of the supreme moments of her coming journey—the Campanile of Airolò, which would burst on her when she emerged

30 from the St. Gothard tunnel, presaging the future; the view of the Ticino and Lago Maggiore as the train climbed the slopes of Monte Cenere; the view of Lugano, the view of Como—Italy gathering thick around her now—the arrival at her first resting-place, when, after long driving through dark and dirty



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streets, she should at last behold, amid the roar of trams and the glare of arc lamps, the buttresses of the cathedral of Milan.

35 “Handkerchiefs and collars,” screamed Harriet, “in my inlaid box! I’ve lent you my inlaid box.”

“Good old Harry!” She kissed every one again, and there was a moment’s silence. They all smiled steadily, excepting Philip, who was choking in the fog, and old Mrs. Theobald, who had begun to cry. Miss Abbott got into the carriage. The guard himself shut the door, and told Lilia that she would be all right. Then the train moved, and they all moved with it a couple of steps, and waved their handkerchiefs, and uttered cheerful little cries. At that moment Mr. Kingcroft reappeared, carrying a foot-warmer by both ends, as if it was a tea-tray. He was sorry that he was too late, and called out in a quivering voice, “Good-bye, Mrs. Charles. May you enjoy yourself, and may God bless you.”

Lilia smiled and nodded, and then the absurd position of the foot-warmer overcame her, and she began to laugh again. “Oh, I am so sorry,” she cried back, “but you do look so funny. Oh, you all look so funny waving! Oh, pray!” And laughing helplessly, she was carried out into the fog.

45 (697 words)

from *Where Angels Fear to Tread* (Ch. 1) (1905), E. M. Forster (1879-1970)

Read the following statements and say whether each one is **True (T)**, **False (F)** or **Not Stated (NS)**. Put a cross in the correct box

1) Philip can’t go on the trip as he has too much work to do.

T  F  NS

2) Lilia will be travelling with Miss Abbott.

T  F  NS

3) Mrs Herriton will be looking after Irma while Lilia is away travelling.

T  F  NS

4) Lilia is laughing because she is happy about setting off on the trip to Italy.

T  F  NS

5) Lilia has never been to mainland Europe before.

T  F  NS



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

- 6) Examine the author's choices regarding language and style. Are they effective in creating the atmosphere of the moment? Why? / Why not? Justify your answer by referring to the text.
- 7) Explain what Phillip wants her to do when he tells Lilia not to "go with that awful tourist idea that Italy's only a museum of antiquities and art. Love and understand the Italians, for the people are more marvellous than the land." (lines 11-12)
- 8) What clues does the passage offer about the social class of the characters?

**PART 2 – WRITTEN PRODUCTION**

*"Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colours. And the people there see you differently, too. Coming back to where you started is not the same as never leaving."*

Terry Pratchett, *A Hat Full of Sky* (2004)

Some people think that travelling broadens one's mind and can enrich one's life. Discuss the quotation in a 300-word essay. Support your ideas by referring to your readings and/or to your personal experience of travelling.



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**PARTIE 1 – COMPRÉHENSION ET ANALYSE**

*Lisez le texte suivant.*

La fracture numérique

Selon une enquête *UFC Que choisir* menée en 2017, 7,5 millions de Français sont privés d'une connexion de qualité à Internet. Ils sont victimes de ce qu'on appelle la fracture numérique, c'est-à-dire les inégalités d'accès aux technologies numériques. Elle se mesure tant d'un point de vue de l'outil, que de l'usage. Autrement dit, il ne suffit pas de pouvoir se payer un ordinateur et une connexion Internet, mais aussi d'être capable de s'en servir.

La fracture numérique existe d'abord au niveau mondial. En Europe 84,2% des foyers sont connectés à Internet, contre 18% en Afrique. Dans une économie mondialisée et de plus en plus numérique, ne pas avoir accès à Internet a des conséquences néfastes pour l'économie d'un pays.

Mais la fracture numérique est aussi locale et entraîne l'exclusion sociale. Payer ses impôts, inscrire ses enfants à des activités sportives, acheter un billet de train à tarifs préférentiels... avec la multiplication des démarches en ligne et la dématérialisation des services publics, avoir accès à Internet est indispensable pour 9 Français sur 10. Pourtant seulement 67% d'entre eux se sentent compétents pour utiliser un ordinateur. Si le smartphone est le premier objet de connexion à Internet, l'utilisation de celui-ci ou de tablettes ne résout pas le problème puisqu'entre 3 et 4 personnes sur 10 disent ne pas savoir s'en servir.

Les facteurs de discrimination sont variés. En France les zones rurales sont particulièrement défavorisées, avec par exemple une couverture 4G de 99% en ville contre 39% en campagne pour l'opérateur Orange. L'âge est également déterminant : selon une étude du CREDOC, les 70 ans et plus n'ont qu'un usage limité d'Internet contre un usage expert pour les 25 - 39 ans.

Clément Baudet, France Télévisions, 4 octobre 2018

*Répondez aux questions en cochant (X) la bonne réponse.*

1. Qui risque moins d'être touché par la fracture numérique ?

- un Européen
- un Africain
- un paysan français
- un Français âgé de plus de 70 ans



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2. Combien de ruraux ont accès à un réseau haut-débit en France ?

- 84,2%
- 99%
- 67%
- 39%

3. La fracture numérique est un phénomène qui concerne :

- le monde entier
- seulement l'Europe
- seulement l'Afrique
- seulement le milieu rural

*Répondez aux questions suivantes avec vos propres mots et par des phrases complètes.*

4. Qu'est-ce qui limite l'accès à Internet ?

5. Quelles sont les conséquences de la fracture numérique ?

**PARTIE 2 – PRODUCTION ÉCRITE**

*Développez le sujet de rédaction suivant.*

Vous avez réussi un exploit sportif.

Dans un texte de 150 mots, vous partagez votre expérience avec vos contacts Facebook en racontant ce qui s'est passé.

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Durata massima della prova: 6 ore.

Per entrambe le lingue, è consentito l'uso di dizionari bilingue e monolingue.

Non è consentito lasciare l'Istituto prima che siano trascorse 3 ore dalla dettatura del tema.