



*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 (SPAGNOLO)

**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  
10 country. See the little towns—Gubbio, Pienza, Cortona, San Gimignano, Monteriano. And don’t, let me 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.”

30 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 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,

40 “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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**1ª PARTE: COMPRESIÓN Y ANÁLISIS**

**Lee el texto siguiente y responde las preguntas que vienen a continuación:**

*"El cambio de la relación entre sexos que conllevó la Primera Guerra Mundial"*

En el momento del estallido de la Primera Guerra Mundial, el movimiento sufragista era poco menos que una excentricidad social. La principal función de la mujer consistía en acompañar al hombre en los compromisos sociales y atender las tareas del hogar. En el campo laboral, la Revolución Industrial significó un retroceso, porque la fábrica excluyó a la mujer, sobre todo a la casada, que quedó al cuidado de los niños y de la casa. Sólo las solteras tenían acceso al trabajo como obreras, pero sus salarios eran más bajos que los de los hombres y jamás se pensó en ellas para asumir responsabilidades.

"Todo eso cambió con la Primera Guerra Mundial", afirma el historiador Gerhard Hirschfeld. "La Gran Guerra acabó con el desempleo y el desvío de millones de hombres del mercado laboral hacia los campos de batalla. Ello, combinado con la elevada demanda de productos bélicos, dio como resultado más trabajo que el que los hombres podían cubrir, y la mujer estaba dispuesta a sustituirles".

La Primera Guerra Mundial creó nuevos papeles para la mujer, que fue llamada a asumir trabajos y responsabilidades que antes no habían estado a su alcance. [...] deshollinadoras, conductoras de camiones agrícolas y, sobre todo, obreras fabriles de la industria. En Francia, por primera vez 684.000 mujeres trabajaron en las fábricas de armamento; en Gran Bretaña, la cifra fue de 920.000. En Alemania, el 38% de trabajadores de la fábrica de armamentos Krupp estaba compuesto por mujeres en 1918. [...]

El Gobierno francés aprobó una ley en julio de 1915 que estableció un salario mínimo para las mujeres que trabajaban en la industria textil y en 1917 el gobierno decretó que los hombres y las mujeres deberían recibir la misma paga por pieza trabajada. Tras la guerra, ya nada volvió a ser igual.

Y esos cambios se trasladaron también a las relaciones íntimas y a la moral de las relaciones entre hombres y mujeres. Estas últimas, impulsadas por ese nuevo papel social, comenzaron a practicar la anticoncepción activa y tomaron conciencia sobre las enfermedades venéreas. [...] Y las tasas de natalidad anteriores ya nunca se recuperaron de manera sostenible".

(355 palabras)

Rosalía Sánchez, *El Mundo*, 04/07/2014

<https://www.elmundo.es/internacional/2014/07/04/53b668b2ca4741ff7d8b456e.html>



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**Contesta las siguientes preguntas eligiendo la opción más correcta:**

1. Hasta la Primera Guerra Mundial, las mujeres podían trabajar en las fábricas si:
  - a. Eran viudas
  - b. Eran sufragistas
  - c. No estaban casadas
  - d. Aceptaban ganar menos que los hombres
  
2. ¿Qué ventaja tuvo la Primera Guerra Mundial en los países de conflicto?
  - a. Amplió el mercado laboral
  - b. Aumentó el precio de los productos bélicos
  - c. Las mujeres se incorporaron al ejército
  - d. Las mujeres encontraban trabajo más fácilmente que antes
  
3. Durante la I Guerra Mundial...
  - a. Solo aumentó el número de mujeres que trabajaban en las fábricas de armamento en Gran Bretaña
  - b. Se ampliaron los trabajos a los que podían acceder las mujeres
  - c. Las mujeres accedieron a puestos de responsabilidad en las fábricas
  - d. Solo se contrataba a las mujeres para trabajos tradicionalmente considerados femeninos

**Responde las siguientes cuestiones con oraciones completas, sin copiar literalmente del texto:**

1. ¿Qué ventajas obtuvieron las mujeres que trabajaban en Francia durante la I Guerra Mundial?
2. ¿Cómo influyeron los cambios sociales, a los que hace alusión el texto, en la población?

**2ª PARTE: EXPRESIÓN ESCRITA**

**Redacta un texto descriptivo o narrativo de 150 palabras, sobre el siguiente tema:**

El mundo del trabajo abarca muchos campos o ámbitos diferentes. ¿Cómo te gustaría ganarte la vida? Describe tu trabajo o profesión ideal.

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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.