



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 (TEDESCO)

PART 1 – COMPREHENSION AND INTERPRETATION

Read the text below

My mother usually walked up and down the *glacis*, a paved roofed-in terrace which ran the length of the house and sloped upwards to a clump of bamboos. Standing by the bamboos she had a clear view to the sea, but anyone passing could stare at her. They stared, sometimes they laughed. Long after the sound was far away and faint she kept her eyes shut and her hands clenched. A frown came between her black eyebrows, deep - it might have been cut with a knife. I hated this frown and once I touched her forehead trying to smooth it. But she pushed me away, not roughly but calmly, coldly, without a word, as if she had decided once and for all that I was useless to her. She wanted to sit with Pierre or walk where she pleased without being pestered, she wanted peace and quiet. I was old enough to look after myself. 'Oh, let me alone,' she would say, 'let me alone,' and after I knew that she talked aloud to herself I was a little afraid of her.

So I spent most of my time in the kitchen which was in an outbuilding some way off. Christophine slept in the little room next to it.

When evening came she sang to me if she was in the mood. I couldn't always understand her patois songs - she also came from Martinique - but she taught me the one that meant 'The little ones grow old, the children leave us, will they come back?' and the one about the cedar tree flowers which only last for a day.

The music was gay but the words were sad and her voice often quavered and broke on the high note. 'Adieu.' Not adieu as we said it, but *à dieu*, which made more sense after all. The loving man was lonely, the girl was deserted, the children never came back. Adieu.

Her songs were not like Jamaican songs, and she was not like the other women.

She was much blacker - blue-black with a thin face and straight features. She wore a black dress, heavy gold earrings and a yellow handkerchief - carefully tied with the two high points in front. No other negro woman wore black, or tied her handkerchief Martinique fashion. She had a quiet voice and a quiet laugh (when she did laugh), and though she could speak good English if she wanted to, and French as well as patois, she took care to talk as they talked. But they would have nothing to do with her and she never saw her son who worked in Spanish Town. She had only one friend - a woman called Maillotte, and Maillotte was not a Jamaican.

The girls from the bayside who sometimes helped with the washing and cleaning were terrified of her. That, I soon discovered, was why they came at all - for she never paid them. Yet they brought presents of fruit and vegetables and after dark I often heard low voices from the kitchen.

So I asked about Christophine. Was she very old? Had she always been with us?

'She was your father's wedding present to me -- one of his presents. He thought I would be pleased with a Martinique girl. I don't know how old she was when they brought her to Jamaica, quite young. I don't



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35 know how old she is now. Does it matter? Why do you pester and bother me about all these things that happened long ago? Christophine stayed with me because she wanted to stay. She had her own very good reasons you may be sure. I dare say we would have died if she'd turned against us and that would have been a better fate. To die and be forgotten and at peace. Not to know that one is abandoned, lied about, helpless. All the ones who died - who says a good word for them now?

'Godfrey stayed too,' I said. 'And Sass.'

40 'They stayed,' she said angrily, 'because they wanted somewhere to sleep and something to eat.

(684 words)

from Wide Sargasso Sea, (1966), Jean Rhys, (1890 - 1979)

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

1. The narrator yearns for a relationship with her mother but is rejected.

T F NS

2. Christophine is one of the narrator's mother's friends.

T F NS

3. The narrator's mother likes talking about Christophine.

T F NS

4. Christophine sings happy songs.

T F NS

5. The narrator's father is in England.

T F NS

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

1. How would you describe the state of mind of the narrator's mother'?

2. Explain the different meanings and connotations the words "adieu" and "à dieu" take on in the passage.

3. Christophine and Mother are the most important relationships in the narrator's life. Describe these two women and how they are presented by the narrator.



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PART 2 – WRITTEN PRODUCTION

“As we advance in life it becomes more and more difficult, but in fighting the difficulties the inmost strength of the heart is developed”.

Vincent Van Gogh

This quotation focuses on optimism and inner strength. How do you think education can contribute to shaping young people's inner strength?

Discuss this issue in a 300-word essay. Support your ideas by referring to your readings and to your personal experience.

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TEIL 1 – TEXTVERSTÄNDNIS UND ANALYSE

Lesen Sie den Text:

Japans Roboterrevolution – Die Zukunft der Liebe

Morgens, wenn sich Akihiko Kondo für die Arbeit fertigmacht, ist er von zwei Versionen seiner großen Liebe umgeben. Da ist Hatsune Miku, die Mangapuppe, die den Ehering trägt: Sie liegt rechts neben ihm im Bett. Und da ist Hatsune Miku, das Hologramm, die bislang modernste Version seiner Ehefrau: Die sitzt im knielangen Kleid in ihrer Glasröhre, ein virtuelles Tablet auf dem Schoß, und schaltet per W-Lan das Licht in Kondos Zimmer an.

"Wie geht es dir?", fragt Kondo, um deutliche Aussprache bemüht, damit das Hologramm ihn versteht. "Wie immer", antwortet Miku mit ihrer hellen Mädchenstimme. "Es geht mir immer gut."

Wenn Kondo später zur Arbeit geht, dann wünscht Miku ihm einen guten Tag. "Gib gut auf dich acht, Meister", sagt sie und winkt ihm zu. Über ihrem Kopf steigen vier rosa Herzen auf. Kondo sagt, dass er sich gestärkt fühlt, wenn seine Frau ihn so verabschiedet und wenn er weiß, dass sie sich später SMS schreiben werden. "Ich will dann bei der Arbeit mein Bestes geben", erzählt er. Sagen kann er Miku das nicht. Sie kann solch komplexe Gedanken nicht verstehen. Sie würde einfach nur dasitzen und weiter auf ihr Tablet schauen.

Akihiko Kondo, 35, bezeichnet sich selbst als *otaku*, als Computerfreak, dem eine menschliche Liebesbeziehung zu kompliziert ist. Er hat daher nun eine nichtmenschliche Partnerin. Der introvertierte Schulbeamte hat rund 14.000 Dollar für eine Hochzeit ausgegeben, die rechtlich nicht bindend ist. Er buchte sogar einen Extrasitz im Flugzeug, als er mit Miku in die Flitterwochen flog.

Kondo ist ein Extremfall, keine Frage, doch sein ungewöhnliches Eheleben verdeutlicht einen gesellschaftlichen Wandel: Roboter, Avatare und künstliche Intelligenzen werden zu einem Teil unseres Lebens. In Deutschland haben viele zwar noch Angst davor, wenn sie mit Servicerobotern, Chatbots oder Amazons Alexa zu tun haben. Doch wir werden uns wohl daran gewöhnen müssen, dass solche Begegnungen immer öfter vorkommen, dass aus Begegnungen allmählich Beziehungen werden und dass all das irgendwann alltäglich ist. So wie bereits jetzt in Japan.

(330 Wörter)

Quelle: <https://www.spiegel.de/gesundheit/sex/roboter-in-japan-verliebt-in-ein-hologramm-a-1277537.html>, gekürzt und leicht abgeändert



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Lesen Sie die Aussagen 1-3 durch und kreuzen Sie bei jeder Aufgabe die richtige Lösung an:

1. Aus diesem Text geht hervor, dass Hatsune Miku
 - A. Tabletten nehmen muss.
 - B. verschiedene Sprachen spricht.
 - C. ihren Mann emotional unterstützt.
 - D. ein liebenswertes Mädchen ist.
2. Akihito Kondo ist ein interessanter Japaner, weil er
 - A. eine schnelle Sprechweise hat.
 - B. mit mehreren Frauen lebt.
 - C. ständig die Nähe von Menschen braucht.
 - D. sich in der virtuellen Welt wohl fühlt.
3. In diesem Text geht es um
 - A. japanische Computerfirmen.
 - B. eine japanische Eheverbindung.
 - C. eine japanische Erfindung.
 - D. die Zukunft von Japan.

Beantworten Sie nachstehende Fragen mit eigenen Worten. Bilden Sie dabei ganze Sätze:

4. Warum spricht Akihito Kondo mit Hatsune Miku langsam und deutlich? Erklären Sie.
5. Wieso ist Akihito Kondo mit Hatsune Miku verheiratet? Begründen Sie Ihre Meinung.

TEIL 2 – SCHREIBEN

Bearbeiten Sie folgende Aufgabenstellung:

Eine Ihrer Freundinnen/einer Ihrer Freunde in Deutschland möchte kurz vor dem Abitur die Schule aufgeben. Sie sind der festen Überzeugung, dass sie/er einen schweren Fehler begeht und schreiben ihr/ihm eine E-Mail. Darin fordern Sie Ihre Freundin/Ihren Freund dazu auf, sich den Schritt noch einmal gut zu überlegen, da der erfolgreiche Abschluss der Schule doch viele Vorteile mit sich bringt. Verwenden Sie dafür ca. 150 Wörter.

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.