



*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 (GIAPPONESE)

**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 Gemignano, 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 adieu 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, “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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**第一部 - 読解**

次の記事を読んでください。

小学校で使う教科書に初めてLGBTについて書いた

3月26日、来年4月から小学校で使うことができる教科書が決まりました。この中には、小学校の教科書で初めて、LGBTについて書いた教科書があります。LGBTは、心と体の性が同じではないと感じる人や、自分と同じ性の人を好きになる人などのことです。

こうぶんしょいん  
光文書院という会社で作った3年生と4年生の教科書には、心と体の性が同じではない人の悩みなどについて書いてあります。悩んでいる子どもが電話で相談できる所も紹介しています。

ぶんきょうしゃ  
文教社が作った5年生と6年生の教科書には、性のことで悩んでいる友達がいたら、みんなの個性を大切にするという考え方を持つことが必要だと書いてあります。

わせだ たなむらまさゆき  
早稲田大学の棚村政行先生は「まだ最初の一步です。LGBTについて子どもたちにどうやって伝えたらいいか、もっと考えなければならないと思います」と話しています。

(357語)

『やさしい日本語で書いたニュース』

2019年3月28日 11時30分

<https://www3.nhk.or.jp/news/easy/k10011862061000/k10011862061000.html>



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次の質問に答えてください。答えは、1・2・3・4から最もよいものを一つ選んでください。

1. 来年4月から小学校で使うことができる教科書の特徴は何ですか。
  1. 全ての教科書にはLGBTについて書いてあります。
  2. LGBTについて書いた教科書もあります。
  3. 心と体の性が同じであると感じる人についてなど書いてあります。
  4. 自分と同じではない性の人を好きになる人についてなど書いてあります。
2. こうぶんしょいん光文書院という会社が作った3年生と4年生の教科書には何が書いてありますか。
  1. 性のことで悩んでいる友達がいたら、みんなの個性を大切にするという考え方を持つことが必要だと書いてあります。
  2. 心と体の性が同じではないと悩んでいる子どもが電話で相談できる所が紹介されています。
  3. 心と体の性が同じである人の悩みなどについて書いてあります。
  4. L G B Tについて子どもたちに伝える方法が書いてあります。
3. 文章の内容と合っているのはどれですか。
  1. わせだ たなむらまさゆき早稲田大学の棚村政行先生はL G B Tについて子どもたちに話さない方がいいと言っています。
  2. 来年4月から中学校で使うことができる教科書の中には初めてL G B Tについて書いた教科書があります。
  3. こうぶんしょいん光文書院という会社が作った3年生と4年生の教科書では、心と体の性が同じではない人の趣味などについて書いてあります。
  4. 性のことで悩んでいる友達がいたら、みんなの個性を大切にするという考え方を持つことが必要だと書いてある教科書もあります。



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次の質問に簡単に答えてください。

1. L G B T とは何ですか。
2. 早稲田大学の<sup>わ せ だ</sup>棚村<sup>たなむらまさゆき</sup>政行先生は何をもっと考えなければならないと言っていますか。

第二部 - 作文

小学校の教科書でLGBTについて書く必要があると思いますか。200字以内で友達に考えを伝えてください。

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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.