



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

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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1ª PARTE: COMPRENSIÓN Y ANÁLISIS

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

“Replicar la inteligencia humana: un sueño que ya cambia todo lo que conocemos.”

El rápido desarrollo de la inteligencia artificial da argumentos a quienes creen que surgirá una superinteligencia mayor que la humana.

La inteligencia artificial (IA) disparará la productividad, hará el mundo más eficiente y seguro, alargará la esperanza de vida, servirá para predecir el futuro, prevenir catástrofes e incluso para combatir el cambio climático. Las empresas que desarrollan esta nueva era basada en algoritmos y *big data* la presentan como el santo grial y pasan de puntillas por los evidentes peligros que también acarrea. Porque, según diferentes estudios y analistas, entre el 14% y el 40% de los puestos de trabajo actuales corre el riesgo de desaparecer debido al efecto combinado de estos sistemas y la robótica.

(...)

¿Podría el futuro superar a la ficción? Sobre todo en China, el país que se ha propuesto liderar el desarrollo de la inteligencia artificial: ya es el que más invierte en el sector, el que más instituciones públicas tiene investigando y el que más patentes registra (...).

“Todavía estamos en la fase de dotar a las máquinas de capacidad de percepción y lejos de pasar a las de razonamiento y toma de decisiones. Pero estoy convencido de que las máquinas terminarán adquiriendo sentido común y de que serán capaces de tomar decisiones cotidianas mejor que los humanos”, apostilla Wu, especializado en aprendizaje automático y redes neuronales profundas.

(...)

Una barrera adicional está en la capacidad de aprendizaje de la IA y en el olvido catastrófico que sufre. Como dice López de Mántaras, “sistemas como DeepMind tienen un aprendizaje que no es incremental ni relaciona un conocimiento nuevo con los que tenía antes. Si le enseñas a jugar al ajedrez, lo hace. Pero si lo reprogramas para hacer otra tarea, se olvida de jugar. De momento, no sabemos cómo lograr que una máquina aprenda más a lo largo de toda su vida, como hace una persona” (...) también los dilemas éticos que la inteligencia artificial tiene que resolver antes de poder dar el salto hacia la superinteligencia. El primero, asegura, llegará con los vehículos autónomos. “Tendrán que reaccionar ante los imprevistos y, por lo tanto, tendrán que tomar decisiones que tienen una vertiente ética. Porque no habrá tiempo para que el coche envíe un mensaje con el dilema que se plantea a un centro de control en el que seres humanos decidan qué hacer. ¿Atropello a la señora o tiro el coche por el barranco?”.

(381 palabras)



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Contesta las siguientes preguntas eligiendo la opción más correcta:

1. Según el autor del artículo, la inteligencia artificial:
 - a. *Mejorará la productividad de la economía y creará puestos de trabajo.*
 - b. *Prolongará la vida de las personas.*
 - c. *Fomentará el cambio climático.*
 - d. *Acarreará peligros que preocupan a las empresas.*
2. ¿Qué papel juega China en el ámbito de la inteligencia artificial?
 - a. *Sus expertos confían en que, en un futuro, las máquinas superarán a las personas en algunos campos propiamente humanos.*
 - b. *Están a punto de conseguir que las máquinas reaccionen como los humanos.*
 - c. *La inteligencia artificial es poco importante para la economía china.*
 - d. *Las máquinas chinas tienen capacidad de percibir el entorno y actuar en consecuencia.*
3. La inteligencia artificial, a día de hoy:
 - a. *Incorpora aprendizajes nuevos como una persona.*
 - b. *Resuelve dilemas éticos.*
 - c. *De momento no se ha conseguido que una máquina incremente sus aprendizajes sin olvidar los precedentes.*
 - d. *Relaciona sus conocimientos para resolver situaciones imprevistas.*

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

1. ¿De qué modo la inteligencia artificial contribuye a mejorar la economía y la vida de las personas?
2. ¿Qué dificultades debe superar la inteligencia artificial para asemejarse a los humanos?

2ª PARTE: EXPRESIÓN ESCRITA

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

Los avances tecnológicos han irrumpido en todos los campos de la actividad humana. Describe cómo es tu relación con las nuevas tecnologías, si las has incorporado a tu vida describe cómo. Si no es así, explica los motivos de tu decisión.

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.