



*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*

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



*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)

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.



*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 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.



*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)

**PARTIE 1 – COMPRÉHENSION ET ANALYSE**

*Lisez le texte suivant.*

**L'électricité verte, c'est possible ?**

L'Espagne affirme pouvoir passer à 100 % d'énergies renouvelables en 2050 et la Suède souhaite renoncer aux énergies fossiles à partir de 2040. Ailleurs dans le monde, certains pays sont encore plus avancés : l'électricité est déjà propre à 95 % en Uruguay et au Costa Rica, et même à 100 % en Islande.

5 Dans l'Hexagone, on est encore loin du compte. Seule 22,7 % de l'électricité est issue d'énergies renouvelables.

10 Il faut dire que notre pays a beaucoup misé sur le nucléaire : 71,7 % de notre électricité provient de la fission de l'atome d'uranium. L'uranium est un minerai qu'il faut extraire du sol. Ce n'est donc pas une ressource renouvelable comme le vent, le soleil, le bois issu de forêts bien gérées, ou les gaz issus de la méthanisation, c'est-à-dire de la dégradation des déchets organiques. Autre problème, les centrales nucléaires produisent des déchets radioactifs nocifs.

15 Selon l'Agence de l'environnement et de la maîtrise de l'énergie, il sera possible d'obtenir une électricité 100 % verte en 2050 en France. Mais cela demande de repenser totalement notre façon de produire de l'énergie et d'en consommer. Comment ? En développant massivement les divers parcs de production d'énergie pour obtenir 63 % d'éolien terrestre et maritime, 17 % de solaire, 13 % d'hydraulique, et 7 % de thermique renouvelable comme la géothermie exploitant la chaleur de la Terre.

Mais la production de ces énergies propres coûte cher et la facture des consommateurs augmenterait de 30 %. Pour dépenser moins, il faudrait réduire notre consommation d'énergie en utilisant des appareils électriques moins gourmands. Ou en repensant la conception des bâtiments afin de limiter le recours au chauffage ou à la climatisation.

20 Mais surtout, l'électricité ne constitue que 22 % de la totalité de l'énergie consommée en France. Il y a encore le chauffage, les industries, les transports comme la voiture ou l'avion, à verdir. Un chantier encore plus vaste.

(309 mots)



*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)

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

1. Parmi les pays suivants lequel sera en retard dans le passage aux énergies renouvelables ?
  - ☐ Uruguay
  - ☐ Suède
  - ☐ France
  - ☐ Costa Rica
2. Quelle est la limite de l'énergie nucléaire ?
  - ☐ elle est produite à partir de l'uranium
  - ☐ elle produit des scories radioactives dangereuses
  - ☐ elle exploite les forêts
  - ☐ elle exploite la chaleur de la Terre
3. Par quels moyens la France va obtenir une électricité 100% verte en 2050 ?
  - ☐ en misant sur le nucléaire
  - ☐ en bannissant les appareils électroménagers qui consomment beaucoup d'énergie
  - ☐ en augmentant les factures pour décourager les consommateurs
  - ☐ en utilisant des sources de production d'énergie alternatives

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

4. Suffit-il de passer aux énergies renouvelables pour résoudre le problème d'approvisionnement en électricité ? Justifiez votre réponse en vous appuyant sur des exemples précis tirés du texte.
5. Quelle politique énergétique la France met-elle en œuvre ?

**PARTIE 2 – PRODUCTION ÉCRITE**

*Développez le sujet de rédaction suivant.*

Vous avez effectué une expérience dans le monde du travail ou du bénévolat. Vous décrivez cette expérience dans un texte de 150 mots.

---

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.