

*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 and answer the questions below*

UNDER certain circumstances there are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea. There are circumstances in which, whether you partake of the tea or not—some people of course never do—the situation is in itself delightful. Those that I have in mind in beginning to unfold this simple history offered an admirable setting to an innocent pastime.

5 The implements of the little feast had been disposed upon the lawn of an old English country-house, in what I should call the perfect middle of a splendid summer afternoon. Part of the afternoon had waned, but much of it was left, and what was left was of the finest and rarest quality. Real dusk would not arrive for many hours; but the flood of summer light had begun to ebb, the air had grown mellow, the shadows were long upon the smooth, dense turf. They lengthened slowly, however, and the scene

10 expressed that sense of leisure still to come which is perhaps the chief source of one's enjoyment of such a scene at such an hour. From five o'clock to eight is on certain occasions a little eternity; but on such an occasion as this the interval could be only an eternity of pleasure. The persons concerned in it were taking their pleasure quietly, and they were not of the sex which is supposed to furnish the regular votaries of the ceremony I have mentioned. The shadows on the perfect lawn were straight and

15 angular; they were the shadows of an old man sitting in a deep wicker chair near the low table on which the tea had been served, and of two younger men strolling to and fro, in desultory talk, in front of him. The old man had his cup in his hand; it was an unusually large cup, of a different pattern from the rest of the set, and painted in brilliant colours. He disposed of its contents with much circumspection, holding it for a long time close to his chin, with his face turned to the house. His

20 companions had either finished their tea or were indifferent to their privilege; they smoked cigarettes as they continued to stroll. One of them, from time to time, as he passed, looked with a certain attention at the elder man, who, unconscious of observation, rested his eyes upon the rich red front of his dwelling. The house that rose beyond the lawn was a structure to repay such consideration, and was the most characteristic object in the peculiarly English picture I have attempted to sketch.

25 It stood upon a low hill, above the river—the river being the Thames, at some forty miles from London. A long gabled front of red brick, with the complexion of which time and the weather had played all sorts of picturesque tricks, only, however, to improve and refine it, presented itself to the lawn, with its patches of ivy, its clustered chimneys, its windows smothered in creepers. The house had a name and a history; the old gentleman taking his tea would have been delighted to tell you these

30 things: how it had been built under Edward the Sixth, had offered a night's hospitality to the great Elizabeth (whose august person had extended itself upon a huge, magnificent, and terribly angular bed which still formed the principal honour of the sleeping apartments), had been a good deal bruised and defaced in Cromwell's wars, and then, under the Restoration, repaired and much enlarged; and how, finally, after having been remodelled and disfigured in the eighteenth century, it had passed into the

35 careful keeping of a shrewd American banker, who had bought it originally because it was offered at a great bargain; bought it with much grumbling at its ugliness, its antiquity, its incommodity, and who now, at the end of twenty years, had become conscious of a real æsthetic passion for it.

(656 words)

From: *The Portrait of a Lady* by Henry James, Penguin, Chapter 1 (1908)

## *Ministero dell'Istruzione, dell'Università e della Ricerca*

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. The scene is set in the slowly fading light of a summer afternoon.

T ☐

F ☐

NS ☐

2. There are no women present at the tea ceremony in the garden.

T ☐

F ☐

NS ☐

3. The old man is having tea while looking at the house.

T ☐

F ☐

NS ☐

4. The house was built during the reign of Elizabeth 1st.

T ☐

F ☐

NS ☐

5. The American banker had only made minor changes to the interior of the house.

T ☐

F ☐

NS ☐

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

6. What general atmosphere does the description of the garden and the ritual of the afternoon tea create? Justify your answer by referring to the text.
7. How does the old man's attitude towards the house change over time?
8. The pictorial quality of the narration creates analogies with a painting. How does the language used contribute to this effect? Substantiate your answer by referring to the text.

### **PART 2 – WRITTEN PRODUCTION**

*A love of tradition has never weakened a nation, indeed it has strengthened nations in their moment of peril, but the new view must come. The world must roll forward.*

*Winston Churchill, 1944*

Many people argue that traditions represent our roots and continuity with our past, and should be maintained intact, while others think that traditions should adapt to change and circumstance. Discuss the quotation in a 300-word essay giving reasons for your answer.

## *Ministero dell'Istruzione, dell'Università e della Ricerca*

### 第一部 - 読解

次の記事を読んでください。

#### 地震のとき役に立つ公衆電話 子どもに使い方を教える

NTT東日本は、町の中や駅にある「公衆電話」の使い方を子どもに教えるウェブサイトを作りました。ウェブサイトでは、ビデオやクイズで公衆電話の使い方を紹介しています。公衆電話がどこにあるか調べることができます。

公衆電話は、大きな地震があったときや電気が止まったときでも、ほかの電話よりつながりやすくなっています。8年前の東日本大震災のとき、携帯電話はつながりにくくなりましたが、公衆電話で多くの人が連絡することができました。

しかしNTT東日本が調べると、「公衆電話を知らない」とか「使ったことがない」という子どもがたくさんいることがわかりました。

NTT東日本の人は「子どもたちに公衆電話を使ってみてほしいです。そして、地震などのとき使うことができるようにしてほしいです」と話していました。

(342語)

『やさしい日本語で書いたニュース』

2019年3月12日 11時30分

<https://www3.nhk.or.jp/news/easy/k10011842921000/k10011842921000.html>

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. NTT東日本は何のためにウェブサイトを作りましたか。
  1. 地震のとき携帯電話が使えないことを知らせるためです。
  2. 公衆電話のビデオを見せるためです。
  3. 公衆電話の使い方を子供に教えるためです。
  4. 公衆電話のクイズをさせるためです。
2. 公衆電話のメリットは何ですか。
  1. 電気が止まったときでも使えることです。
  2. 携帯電話より使いやすいことです。
  3. 携帯電話よりつながりにくいことです。
  4. 携帯電話より安いことです。

## *Ministero dell' Istruzione, dell' Università e della Ricerca*

1. 文章の内容と合っているのはどれですか。

1. 電気が止まったとき子供も携帯電話が使えないようにNTT東日本はウェブサイトを作りました。
2. 地震などのとき子供も公衆電話が使えるようにNTT東日本はウェブサイトを作りました。
3. 子供が公衆電話で遊べるようにNTT東日本はウェブサイトを作りました。
4. 携帯電話を使ったことがない子供にクイズをさせるようにNTT東日本はウェブサイトを作りました。

次の質問に簡単に答えてください。

2. NTT東日本の人は公衆電話の使い方を子供たちに教えたいと思ったきっかけは何でしたか。
3. 地震のときにどうして公衆電話の使い方を知っていた方がいいのですか。

### 第二部 – 作文

日常生活で使われるスマートフォンはいい点も悪い点もあります。いい点と悪い点ではどちらの方が多いと思いますか。自分の経験から例をあげて、200字以内で友達に考えを伝えてください。