

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

The ceremony of the passport control, followed by the abrupt change in the scale of things – the new toy landscape after Dover – set his thoughts wandering in the direction of his youth as a young secretary of Embassy in an England which he loved and hated with all the emotional polarity of his race. How would she withstand this cataclysm? Would she just founder? He trembled for her – she seemed so exhausted and done for, with her governments of little yellowing men, faded to the sepia of socialism, the beige of bureaucracy. And Egypt, so corrupt, so vulnerable, was at their mercy, in their hands ... Long ago he had made a painstaking analysis of the national character in order to help in the education of his Ambassador, dear old Abdel Sami Pasha. But it had been altogether too literary, and indeed altogether too wise. He had distinguished three strains in the English character which came, he was sure, from Saxons, Jutes or Normans – each Englishman had a predominance of one or other strain in his make-up. That is why one had to be so careful in one's dealings with them. The Saxon strain made them bullies and pirates, the Jutish toadies and sanctimonious hypocrites, while the Norman strain bred a welcome quixotry which was capable of rising like a north wind and predominating over the other two. Poor Sami had read the whole memorandum with attention, but without understanding a word. Then he said, "But you have not said that they are rich. Without that ..."

The long struggle against his English infatuation had coloured his whole life; it had even imperilled his precious national sentiment. How would they ever drive them out of Egypt, how would they ever become free? But then, would it make sense to replace them with Germans or Italians? His glance softened as he saw the diminutive dolls' houses flashing by outside the window, saw the dove-grey land unrolling its peaceful surges of arable and crop, like swaying of an autumn sea. Yes, this country had marked him, and his little Princess used often to tease him by saying that he even dreamed in English. Damn them, the English! He compressed his lips and wagged his head reproachfully. He lit a slender gold tipped cigarette and blew a puny cloud of smoke high into the air, as if it would dispel these womanish failings of sentiment! Womanish! The very word reminded him that the whole of his love-life and his miraculously happy marriage had been tinged by London. He hoped that Selim had not forgotten to book the suite at Brown's Hotel – the Princess loved Brown's and always sent the porter a Christmas card from Cairo.

But then Egypt was one thing and the Court quite another; their education had modified fanaticism and turned them willy-nilly into cosmopolitans that who could *almost* laugh at themselves. It came from languages, from foreign nannies and those long winterings at Siltz or Baden-Baden or Pau. It had etiolated their sense of race, their nationalism. The French distinguish between knowing a language and possessing it; but they had gone even further; they had become possessed by English. The other chief European tongues they knew, but for purely social purposes. There was none of the salt in them that he found in English.... Nor was anyone at the Court like him, for some were more charmed by French, some surrendered to Italian. But it was his first firm link with Fawzia, the passion for England. Even when he was at Oxford, and writing anti-British articles in *Doustour* under his own signature! And paradoxically enough she loved him for it, she was proud of his intellectual stance.

(615 words)

from *The Avignon Quintet*, Lawrence Durrell (1912-1990)

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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 sudden change in the landscape brought back mixed emotions in the narrator.

T F NS

2. The narrator was an exile from his own country.

T F NS

3. There was some uncertainty as to whether England with her crumbling power would be able to stand up to the challenges of the time.

T F NS

4. The predominant trait of their character made the English appear quarrelsome and opinionated.

T F NS

5. The narrator was somewhat ashamed of his admiration for the English.

T F NS

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

6. What made the English language so appealing to the narrator?

7. Why was the narrator critical of the intellectual elite at the Court?

8. What elements in the passage reveal the narrator's love-hate relationship with England?

PART 2 – WRITTEN PRODUCTION

“Most of us have overlapping identities which unite us with very different groups. We can love what we are, without hating what – and who – we are not. We can thrive in our own tradition, even as we learn from others, and come to respect their teachings.” —Kofi Annan, Former Secretary-General of the United Nations

Discuss the quotation in a 300-word essay considering the positive aspects and the complexities that cultural diversity may introduce into modern society. Support your ideas by referring to your readings and/or to your personal experience.

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PARTIE 1 – COMPRÉHENSION ET ANALYSE

Lisez le texte suivant

La grande poussée des fermes en boîte

Des grands potagers en ville, complètement coupés de la nature, sans accès au soleil, à la pluie, ni même à la terre, c'est la nouvelle façon de faire pousser des légumes. Une drôle d'idée que ces fermes-usines ? Pas tant que ça.

5 [...]

Si ces exploitations agricoles existent depuis longtemps [...], elles poussent désormais comme des champignons. Crop One, aux Etats-Unis, produit entre autres salades et épinards ; Agricol, en France, produit des fraises en plein Paris ; Infarm, en Allemagne et en France, cultive des salades et des herbes aromatiques ; Spread, au Japon, jardine des salades à la chaîne. Le liste est longue. La principale raison de cet essor ? Les progrès réalisés sur les éclairages. Grâce aux leds à basse consommation, les prix de vente des légumes et des herbes sont proches de ceux des productions issues de la culture traditionnelle. Ainsi les laitues de Spread coûtent en moyenne 20 à 30% de plus qu'une laitue qui a poussé dans un champ. Un prix certes plus élevé, mais plus stable. "Si, une année la récolte en champ n'est pas bonne en raison de mauvaises conditions climatiques, le prix des laitues va s'envoler. Mais pas celui des nôtres, affirme un porte-parole de Spread. Car les faire pousser nous coûte toujours la même chose."

10 Le principal atout des produits de ces fermes est leur fraîcheur, car ils sont cultivés tout près de leur lieu de vente. "Aux Etats-Unis, les légumes classiques voyagent en moyenne 3200 km., calcule Rebecca Haders, de 70 Acres Farm. Alors que les nôtres ne font que 80 km". [...]

15 Dernier atout, le gain de place : en empilant plusieurs étages de cultures, il est facile de concentrer la production. Ce qui explique que les fermes en boîte se développent surtout dans des régions où la surface agricole est comptée.

(295 mots)

Romain Raffegau, La grande poussée des fermes en boîte,
Science et vie Junior, n. 353, février 2019, p. 16-17

Répondez aux questions en cochant (X) la bonne réponse

1. Qu'est-ce qu'une ferme en boîte ?
 - a. une nouvelle technique pour conserver les légumes
 - b. une nouvelle technique pour cultiver les légumes
 - c. une nouvelle technique pour produire des légumes bio
 - d. une nouvelle technique pour limiter la pollution de l'eau

2. Qu'est-ce que l'on cultive dans une ferme en boîte ?
 - a. des fruits, des légumes et des herbes aromatiques
 - b. des légumes et des céréales
 - c. des champignons, des légumes et des fruits
 - d. que des salades

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3. Les produits des fermes en boîte coûtent
 - a. moins cher que les produits des champs
 - b. comme les produits des champs
 - c. plus cher que les produits des champs, mais les prix sont plus stables
 - d. moins cher que les produits des champs et les prix sont plus stables

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

4. Pourquoi les fermes en boîte se diffusent-elles ?
5. Quels en sont les avantages ?

PARTIE 2 – PRODUCTION ÉCRITE

Vous avez découvert un nouveau lieu (ville, maison, salle de sport, école, ...) et après une première impression défavorable, vous avez modifié votre jugement sur cet endroit.

Vous racontez cette expérience ainsi que l'évolution de vos sentiments, dans un texte de 150 mots environ.