

LINK E MATERIALI UTILI PER L'ESAME DI STATO 2024 – SECONDA PROVA LINGUA E CULTURA STRANIERA 3 (RUSSO)

- **Indicazioni metodologiche e operative per la definizione dei “Quadri di riferimento per la redazione e lo svolgimento delle seconde prove” e delle “Griglie di valutazione per l’attribuzione dei punteggi” per gli Esami di Stato del II ciclo**

chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.miur.gov.it/documents/20182/0/Indicazioni+metodologiche+e+operative_(3).pdf/f1d56388-9adc-4649-af82-dc0cb37d2c3d

- **Quadro di riferimento**

<https://www.miur.gov.it/-/esami-di-stato-del-secondo-ciclo-di-istruzione-a-s-2018-2019-d-m-769-del-26-novembre-2018>

- **Esempi e prove MIUR**

https://www.istruzione.it/esame_di_stato/esempi/201920/Licei.htm

- **Sillabo della lingua russa per Licei**

chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.miur.gov.it/documents/20182/2159038/Sillabo+della+lingua+russa+per+Licei.pdf/

- **Simulazioni di seconda prova Zanichelli**

<https://online.scuola.zanichelli.it/esamedistato/seconda-prova/licei/#linguistico>

Indicazioni metodologiche e operative per la definizione dei “Quadri di riferimento per la redazione e lo svolgimento delle seconde prove” e delle “Griglie di valutazione per l’attribuzione dei punteggi” per gli Esami di Stato del II ciclo

Premessa

Il presente documento, curato dalla Cabina di regia per l’elaborazione dei quadri di riferimento, fornisce indicazioni metodologiche e operative ai referenti e ai gruppi di lavoro incaricati della definizione dei “Quadri di riferimento per la redazione e lo svolgimento delle seconde prove” e delle “Griglie di valutazione per l’attribuzione dei punteggi” per gli Esami di Stato del secondo ciclo di cui all’art. 17 commi 5 e 6 del Decreto Legislativo 13 aprile 2017, n. 62. Percorsi di studio per i quali si procederà alla redazione dei Quadri di riferimento I Quadri di riferimento verranno elaborati per i seguenti percorsi di studio: Licei: tutti i percorsi, gli indirizzi, le opzioni, le sezioni (ad eccezione della sezione a indirizzo sportivo, che rientra in quadro comune con il Liceo scientifico) Istituti tecnici: tutti gli indirizzi, le articolazioni, le opzioni del settore economico e del settore tecnologico Istituti professionali: tutti gli indirizzi, le articolazioni, le opzioni del settore servizi e del settore industria e artigianato; per i codici d’esame di Stato che comportano prove specifiche e differenziate, si provvederà a inserire, nel Quadro relativo all’articolazione o all’opzione di riferimento, una tabella relativa alla/e disciplina/e oggetto d’esame (esempio: nel Quadro di riferimento dell’istituto professionale Settore Industria e artigianato – Indirizzo Produzioni industriali e artigianali – Articolazione industria verranno inserite anche tabelle relative alle discipline oggetto di seconda prova del codice d’esame IPIG – Industria grafica, del codice d’esame IPIA – Arredi e forniture per interni ecc.). Modalità operative “La seconda prova è intesa ad accertare le conoscenze, le abilità e le competenze attese dal profilo educativo, culturale e professionale della studentessa o dello studente dello specifico indirizzo, nel rispetto delle Indicazioni nazionali per i licei e delle Linee guida per gli istituti tecnici e per gli istituti professionali” (d.lgs 13 aprile 2017, n. 62, articolo 17 comma 4)”. Le Indicazioni nazionali e le Linee guida, in relazione a ciascun percorso di studio, precisano le competenze attese in esito al percorso stesso e quindi sottese alla prove d’esame, declinate per i licei in obiettivi specifici di apprendimento e per gli istituti tecnici e professionali in risultati di apprendimento (ulteriormente declinati in conoscenze e abilità). “Con decreto del Ministro dell’Istruzione, Università e ricerca sono definiti, nel rispetto delle Indicazioni nazionali e Linee guida, i quadri di riferimento per la redazione e lo svolgimento delle prove di cui ai commi 3 e 4 (Prima e seconda prova scritta), in modo da privilegiare, per ciascuna disciplina, i nuclei tematici fondamentali Al fine di uniformare i criteri di valutazione delle commissioni d’esame, con il decreto di cui al comma 5, sono definite le griglie di valutazione per l’attribuzione dei punteggi (della prima e Ministero dell’Istruzione, dell’Università e della Ricerca Dipartimento per il sistema educativo di istruzione e formazione Viale Trastevere 76/A – 00153 ROMA PEC: dpit@postacert.istruzione.it PEO: dpit.segreteria@istruzione.it Tel. 06-58493800 - 3733 seconda prova scritta).

Le griglie di valutazione consentono di rilevare le conoscenze e le abilità acquisite dai candidati e le competenze nell’impiego dei contenuti disciplinari (D. Lgs 13 aprile 2017 n.62, commi 5 e 6)” Entro tale cornice normativa, i Quadri di riferimento per la redazione e lo svolgimento delle seconde prove forniscono indicazioni relative: alla struttura della prova d’esame ai nuclei tematici fondamentali e agli obiettivi della prova, in riferimento a ciascuna disciplina che può essere oggetto della seconda prova alla valutazione delle prove. Tali indicazioni sono indirizzate agli esperti che predispongono le prove, ai docenti e agli studenti di tutti i corsi di studio, alle commissioni dell’esame di Stato. I Quadri di riferimento per la redazione e lo svolgimento delle seconde prove dovranno essere conformi al modello di cui all’Allegato A alla presente nota, e saranno composti dalle seguenti sezioni: a) Denominazione del percorso di studio (precisare codice di riferimento) b) Preambolo, denominato “Caratteristiche della prova d’esame“, contenente la descrizione delle caratteristiche strutturali della prova d’esame, a cura dei Gruppi di lavoro. c) Una o più tabelle, rubricate sotto la denominazione: “Disciplina/e caratterizzante/i l’indirizzo oggetto della seconda prova scritta”, contenenti la definizione, per ciascuna disciplina, dei nuclei tematici fondamentali e degli obiettivi della prova. **Per “nucleo tematico fondamentale” si intende un nodo concettuale essenziale ed irrinunciabile della**

disciplina. Per “obiettivo della prova” si intende l’indicazione delle operazioni cognitive e delle procedure operative necessarie per svolgere la prova stessa, ovvero, in altre parole, la descrizione di cosa il candidato dovrà dimostrare nello svolgimento della prova, in relazione ai nuclei tematici fondamentali sopra individuati. Nell’eventualità in cui all’indirizzo, articolazione o opzione afferiscano anche altri codici d’esame di Stato che comportano prove specifiche e differenziate, dopo le tabelle riferite all’indirizzo, articolazione o opzione di riferimento si inseriranno l’indicazione del codice d’esame con la denominazione del percorso e la/le tabella/e relative alle discipline specifiche per quel codice. d) Griglia di valutazione per l’attribuzione dei punteggi, contenente un set di indicatori legati agli obiettivi della prova con una distribuzione del punteggio per fasce tra i vari indicatori, che le Commissioni d’esame utilizzeranno per la costruzione di uno strumento di valutazione tarato sulla specifica prova. Indicazioni metodologiche “Una o più discipline” La possibilità, contenuta nel d.lgs 62/2017, di prevedere una seconda prova che comprenda una o più discipline impone una riflessione di carattere generale sull’impostazione che potrà essere data a tale prova, fermo restando che sarà un apposito decreto ministeriale ad individuare la o le discipline oggetto della prova, per ciascun indirizzo e per ciascun anno scolastico. Ministero dell’Istruzione, dell’Università e della Ricerca Dipartimento per il sistema educativo di istruzione e formazione Viale Trastevere 76/A – 00153 ROMA PEC: dpit@postacert.istruzione.it PEO: dpit.segreteria@istruzione.it Tel. 06-58493800 - 3733 Infatti, il perseguimento degli obiettivi specifici di apprendimento delle Indicazioni Nazionali e dei risultati di apprendimento delle Linee Guida non richiede un approccio di tipo additivo, tra discipline che non interagiscono fra loro sul piano metodologico e, al più, si limitano a sviluppare argomenti in comune, mantenendo, quindi, inalterata la propria specifica metodologia didattica ed il proprio assetto programmatico. E’ invece necessario muoversi in una dimensione più ampia, che implica un’interazione nei percorsi di apprendimento, guidata da docenti che sviluppano una concertazione a livello di impostazione programmatoria e che impostano il loro itinerario curricolare facendo leva, appunto, sui “nodi tematici pluridisciplinari”. Quindi, nel caso in cui il Ministro stabilisca nell’apposito DM di coinvolgere più discipline, i quadri di riferimento non porteranno alla predisposizione di tracce nelle quali vengono messi insieme e sommati quesiti o tematiche di più discipline (approccio che risulterebbe peraltro penalizzante per i candidati); le tracce dovranno invece proporre situazioni problematiche dalla risoluzione delle quali la Commissione potrà evincere il livello di raggiungimento degli obiettivi di apprendimento di ciascun indirizzo. **“Le griglie di valutazione” La scelta contenuta nel d.lgs62/2017 di introdurre, in uno con i quadri di riferimento, griglie di valutazione da utilizzare nei lavori delle Commissioni, risponde all’esigenza di fornire elementi di omogeneità e di equità:** le esperienze svolte in questi anni con le griglie di Matematica sono state generalmente positive e bene accolte. Bisogna però tenere conto del fatto che costruire griglie di valutazione non è operazione semplice, anche perché la diversità dei contenuti delle tracce rende difficile la definizione di descrittori definiti “a priori”. In linea di massima, per griglia di valutazione si può intendere un insieme di informazioni codificate che descrivono le prestazioni di uno studente/candidato in relazione a degli stimoli/consegne/obiettivi: **sono composte da indicatori (parametri, elementi di valutazione) che a loro volte vengono declinati in descrittori delle prestazioni che identificano i livelli ai quali si assegna un risultato in termini numerici.** Nei modelli usati più comunemente (griglia a punteggio ad intervallo o con punteggio massimo), a ciascun indicatore viene assegnano un intervallo di variazione o un massimo di punteggio. E’ questo il modello che più si presta ad essere associato ai quadri di riferimento; **verranno perciò individuati, per ogni disciplina, gli indicatori oggetto di osservazione/valutazione e i massimi punteggi associati a ciascuno di essi, lasciando alle Commissioni il compito di definire i descrittori di livello.**

Quadro di riferimento per la redazione e lo svolgimento

della seconda prova scritta dell'esame di Stato

LICEO LINGUISTICO

CODICE LI04

Disciplina: **LINGUA E CULTURA STRANIERA 3**

Caratteristiche della prova d'esame

La prova è riconducibile a un livello di padronanza almeno B1 del Quadro Comune Europeo di Riferimento per le Lingue.

La prova si articola in due parti:

a. comprensione di due testi scritti, uno di genere letterario e uno di genere non letterario, complessivamente di 700 parole (10% in più o in meno) con risposte a 10 domande aperte e/o chiuse; il numero complessivo di parole può essere inferiore nel caso in cui il testo letterario sia un testo poetico.

b. produzione di due testi scritti, uno di tipo argomentativo e l'altro di tipo narrativo o descrittivo (ad esempio: saggio, articolo, recensione, relazione, e così via), ciascuno della lunghezza di circa 150 parole.

Durata della prova: da quattro a sei ore.

Nuclei tematici fondamentali

LINGUA

Ortografia

Fonetica

Grammatica

Sintassi

Lessico

Funzioni comunicative

Modelli di interazione sociale

Aspetti socio-linguistici

Tipologie e generi testuali

CULTURA

Prodotti culturali di diverse tipologie e generi dei paesi in cui si parla la lingua: letteratura, storia e società, arti, di epoca moderna e contemporanea, attualità.

Obiettivi della seconda prova

- Comprendere e analizzare testi scritti di diverse tipologie e generi di tema letterario e non letterario (argomenti di attualità, storico-sociali o artistici).

- Produrre testi scritti efficaci e adeguati al genere per riferire, descrivere o argomentare il proprio punto di vista.

Griglia di valutazione per l'attribuzione dei punteggi Indicatore <i>(correlato agli obiettivi della prova)</i>	Punteggio max per ogni indicatore (totale 20)
Comprensione del testo	5
Analisi del testo	5
Produzione scritta: aderenza alla traccia	5
Produzione scritta: organizzazione del testo e correttezza linguistica	5

Nel caso in cui la seconda prova verta su due lingue straniere, per le quali rimane valido il rispettivo Quadro di Riferimento, i testi di comprensione scritta saranno proposti uno in una lingua e uno nell'altra, così come le tracce per la produzione scritta saranno proposte per lo svolgimento, una in una lingua e una nell'altra.

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 (RUSSO)

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)

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.

Прочитайте текст

Школьники Москвы заранее пробуют будущие профессии

В Москве уже несколько лет работает эффективный механизм, который помогает школьникам выбрать будущую профессию.

Профессия играет главную роль в жизни каждого человека, поэтому решить, кем стать в будущем, – очень важно. Как правильно оценить свои способности, интересы, личные качества, чтобы выбрать профессию, которая тебе нравится? Нужно ли слушать советы друзей и обращать внимание на моду, учитывать семейные традиции?

Ответить на эти вопросы московским школьникам помогают проекты предпрофессионального образования.

В столице открыты инженерные, медицинские, и научно-технологические предпрофессиональные классы. Чтобы организовать предпрофессиональное образование школы должны подписать соглашения с вузами (университетами и институтами), предприятиями, научными и медицинскими организациями. Например, медицинские классы открываются после подписания соглашения школы с медицинским вузом и одной из московских поликлиник или больниц. Ученики предпрофессионального класса могут учиться и проводить эксперименты в лабораториях школы и университета, вместе со студентами медицинского вуза, сотрудниками поликлиник или больниц. То же касается и других специальностей. Ребята начинают учиться в предпрофессиональных классах с 10-го класса, но подготовка начинается раньше: в кружках и на дополнительных занятиях.

Предпрофессиональное образование даёт возможность московским школьникам учитывать свои интересы и способности, познакомиться с различными профессиями не только теоретически, но и практически, попробовать будущую профессию. И если школьники понимают, что им эта профессия не нравится, то они могут корректировать свой выбор.

После предпрофессионального образования всё, что школьники выучили, проверяется на предпрофессиональном экзамене, в предпрофессиональной олимпиаде, на научно-практических конференциях. Школьники, которые во время обучения в предпрофессиональных классах решили, что сделали правильный жизненный выбор, поступают в соответствующие колледжи и вузы.

А те ребята, которые во время обучения в предпрофессиональном классе поняли, что выбранная специальность не отвечает их интересам, способностям и планам на будущее, не потратят время и энергию на обучение профессии, которая им не нравится.

А это, конечно, хорошо и для общества, потому что каждый из нас хочет получить консультацию высокопрофессионального врача или юриста, отправить ребёнка к хорошему учителю или получить помощь компетентного программиста. [306 слов]

По материалам С. Зайцева, “Навстречу мечте. Школьники Москвы заранее пробуют будущие профессии”, *Аргументы и факты*, 14:00 17/01/2019

http://www.aif.ru/society/education/navstrechu_mechte_shkolniki_moskvy_zaranee_probuyut_budushchie_professii

Выберите правильный вариант (А,Б,В или Г).

1. Чтобы открыть профессиональные классы школам нужно:

- А) иметь лаборатории, где проводить эксперименты.
- Б) подписать соглашение с партнёрами.

- В) организовать предпрофессиональный экзамен.
- Г) участвовать в фестивалях молодёжи.

2. Школьники начинают готовиться к обучению в предпрофессиональных классах

:

- А) после 10-го класса.
- Б) в кружках и на дополнительных занятиях.
- В) в лабораториях школы.
- Г) в лабораториях университета.

3. Результаты предпрофессионального обучения:

- А) никогда не проверяют.
- Б) проверяют в колледжах и вузах.
- В) проверяют на занятиях.
- Г) проверяют на экзаменах, олимпиадах и конференциях.

Ответьте своими словами на следующие вопросы. Напишите полные предложения.

- 1) Каким образом предпрофессиональные классы помогают московским школьникам выбрать будущую профессию?
- 2) Почему, по мнению автора статьи, выбрать правильно профессию очень важно не только для самих школьников, но и для общества?

Письмо (около 150 слов)

Ваш русский друг /Ваша русская подруга написал/а e-mail, в котором спрашивает, что вы будете делать после лицей. Ответьте ему/ей и расскажите, какие у Вас планы на будущее.

Durata massima della prova: 6 ore.

Per entrambe le lingue, è consentito l'uso di dizionari bilingue e monolingue.

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 (RUSSO)

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. 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 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 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 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.

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 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 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)

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.

Прочитайте текст

Польза школьных экскурсий

Самая интересная возможность посмотреть новые места, посетить их достопримечательности и познакомиться со знаменитыми городами родной или зарубежной страны – это школьные познавательные поездки, то есть поездки, которые совершаются с культурной, познавательной целью. Эксперты установили, что именно экскурсии с одноклассниками не только запоминаются надолго – они никогда не забываются. Школьные экскурсии расширяют горизонт школьников, усиливают их желание больше знать и обогащают их знаниями.

В современных школах каждый учебный год организуются школьные поездки как для учеников младших классов, так и для старшеклассников. Школьные поездки популярны и полезны, потому что, благодаря им, школьники учатся активно познавать окружающий их мир. Другими словами, они не просто едут в автобусе, они в это время учатся.

Все школьные поездки проводятся с определённой целью. Обычно это изучение исторических мест, культурных объектов, памятников природы родного места. Некоторые школы организуют, особенно для старшеклассников, также поездки за границу. Во время этих поездок школьники не только посещают памятники архитектуры и искусства зарубежной страны, но и могут общаться с интересными людьми, познакомиться с новыми друзьями и узнать, как живут люди в других государствах.

Популярны и специальные, предметные экскурсии, как дополнение к школьным урокам по биологии, русской литературе, истории, географии. Под конец учебного года часто планируются и развлекательные поездки. Любая экскурсия даёт возможность ученикам пообщаться в неофициальной ситуации, что очень полезно для консолидации коллектива и для создания хорошей атмосферы в классе: чтобы ребята дружили, их интересы должны быть общими. Кроме того, посещение музеев и выставок, монастырей и театров, также помогает ученику развивать свою личность, у него появляются новые увлечения и интересы. Более того, встречи с разными людьми, в местах, где они работают, могут оказать влияние на выбор будущей профессии.

В поездке подростки получают много новых позитивных впечатлений. Школьные экскурсии также помогают им стать более самостоятельными и организованными. И вообще, учащиеся, которые часто бывают на экскурсиях, становятся другими, они более уверенно и свободно чувствуют себя в современном мире.

[305 слов]

По материалам <http://tourinrf.ru/detskie-perevozki/polza-ekskursij/>

Выберите правильный вариант (А, Б, В или Г).

1. Школьная познавательная поездка – это

- А) поездка с культурной целью
- Б) любая школьная поездка
- В) специальная поездка к родственникам
- Г) поездка за границу

2. Школьные экскурсии полезны, потому что

- А) во время экскурсии школьники в автобусе делают задания
- Б) школьники расширяют свои знания
- В) их никогда не забывают
- Г) они готовят школьников к будущей работе

3. Предметные экскурсии

- А) планируют в конце учебного года
- Б) проходят на уроках по разным предметам

В) организуют по родным местам

Г) планируют с целью дополнить содержание уроков по определённому предмету

Ответьте своими словами на следующие вопросы. Напишите полные предложения.

1. Объясните почему, по мнению автора, во время экскурсионных поездок школьники «не просто едут в автобусе, они в это время учатся».

2. Каким образом поездки за границу позволяют школьникам лучше понять, как живут люди в другой стране и какие у них привычки и интересы?

Письмо (около 150 слов)

Напишите e-mail вашему русскому другу/вашей русской подруге и расскажите ему/ей об одной школьной поездке, в которой вы участвовали.

Durata massima della prova: 6 ore.

Per entrambe le lingue, è consentito l'uso di dizionari bilingue e monolingue.

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 (RUSSO)

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.

“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 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.

“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 Granny tells you.” 20

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.”

“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 adieus in a more decorous manner on the platform.

“Caroline, my Caroline! Jump in, or your chaperon will go off without you.”

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 Airolo, 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 streets, she should at last behold, amid the roar of trams and the glare of arc lamps, the buttresses of the cathedral of Milan.

“Handkerchiefs and collars,” screamed Harriet, “in my inlaid box! I’ve lent you my inlaid box.” 35
“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 40 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

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.

Русская ученица рассказывает о школьном обмене в Бразилии.

Я ездила по программе школьного обмена в Бразилию и жила там 11 месяцев. Поездка была организована Фондом Интеркультура (AFS). Школа в Бразилии – это не одно учебное здание, как мы привыкли видеть в России, а целый комплекс зданий. В нём находятся корпуса для учеников младшей, средней и старшей школы, для уроков информатики, лаборатории, актовый зал, спортзал и даже стадион.

Одно из самых важных различий между российской и бразильской школами - более свободные отношения между учителями и учениками. Например, мой учитель истории очень часто не только объяснял тему урока, но и шутил с ребятами, выражал своё личное мнение и слушал мнения учеников. Иногда в перерывах мы даже завтракали или обедали вместе с учителями. Своих любимых учителей ученики ласково называют "profí". Кроме того, домашнюю работу бразильским ученикам почти не задают.

Учебный год в Бразилии начинается с середины февраля и заканчивается в начале декабря.

Декабрь, январь и половина февраля - каникулы в самое жаркое время года.

В Бразилии 10-балльная оценочная система. Все, что меньше 7 баллов считается не хорошим.

За весь год обучения в Бразилии у меня были две принимающие семьи. В первой семье я прожила около 4-х месяцев, но у нас были разные характеры и разные привычки. Было очень трудно привыкнуть к образу жизни, к правилам этой семьи. Это особенно трудно, когда человек находится один в чужом месте, и все проблемы нужно решать самому, а помочь никто не может. Однако это хорошо закаляет характер. Это было для меня школа жизни и сейчас мне кажется, что нет такой проблемы, которую я бы не смогла решить!

Потом я поменяла семью и очень её полюбила. Они всегда с пониманием относились ко мне, помогали, мы много путешествовали и общались. Я им очень благодарна за это. Когда думаю о своей бразильской семье, в мыслях появляются очень тёплые воспоминания о моей бразильской маме. У них дома атмосфера была всегда хорошая и радостная.

[312 слов]

(по материалам сайта <https://gradstudyabroad.ru/educational-resources/school-exchange-programm>)

Выберите правильный вариант (А,Б,В или Г).

1) Из чего состоит бразильская школа, где была русская ученица?

- А) Из одного здания
- Б) Из разных зданий
- В) Из одного корпуса
- Г) Из одного этажа

2) В Бразильских школах

- А) максимальная оценка 10
- Б) минимальная оценка 7
- В) хорошая оценка 6
- Г) удовлетворительная оценка 5

3) В первой семье ученице было не очень хорошо потому, что

- А) в семье не понимали её
- Б) семья жила далеко от её школы
- В) ей не нравилось, как её кормили
- Г) в семье не любили друг друга

Ответьте своими словами на следующие вопросы. Напишите полные предложения.

1) Объясните почему ученица считает, что в бразильских школах отношения между учениками и учителями более свободные чем в русских.

2) Почему ученице понравилось больше во второй принимающей семье чем в первой?

Письмо (около 150 слов)

Напишите e-mail вашему русскому другу/вашей русской подруге и расскажите ему/ей о вашей школе и о вашей школьной жизни.

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.

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 (RUSSO)

PART 1 – COMPREHENSION AND INTERPRETATION

Read the text below

When she next raised her eyes from her book - a book from which she had absorbed not a single word - it was to find an unexpected note of glamour in the person of a lady of indeterminate age, her hair radiantly ash blonde, her nails scarlet, her dress a charming (and expensive) printed silk, beating time to the music with her hand, a smile of pleasure on her pretty face, while the waitresses, obviously attracted to such a positive presence, hovered round her, offering more cake, more tea. She bestowed a warm 5 smile on them, and an even warmer one on the elderly pianist, who, when he got up and folded his music, came over to her and murmured something which made her laugh, then kissed her hand and left, his stiff, narrow back radiant with the appreciation he had received. Leaning back in her chair, her cup and saucer raised to her chin, this lady drank her tea with some delicacy, even with a sense of favourable presentation, and she did indeed make a delightful spectacle, devoid as she was of the anguish that 10 attacks some people in strange places, and clearly at home in the ambience of the hotel, even if it was three quarters empty.

Edith watched her as if under hypnosis, sorry to have missed a moment of this spectacle. Rings sparkled on the hand that brought a delicate lace handkerchief to her lips. When her tray had been taken away, Edith waited keenly to see what she would do with the hiatus between tea and dinner, so dispiriting to 15 the unexpected or unaccompanied hotel guest. But of course this lady was not alone. 'Here I am,' carolled a young voice, and into the salon came a girl wearing rather tight white trousers (rather too tight, thought Edith) which outlined a bottom shaped like a large Victoria plum, 'There you are, darling,' cried the lady, who was, who must be, her mother. 'I've just finished. Have you had tea?'

'No, but it doesn't matter,' said the girl, who was, Edith saw, a rather paler version of her mother, or rather 20 the same model as her mother but not brought to the same state of high finish.

'But my darling!' exclaimed the older lady. 'You must have tea! You must be exhausted! Just ring the bell. They can make some more.'

As one of the waitresses approached, they both turned on her a winning smile, begged for tea, but with an assurance that it would certainly be forthcoming, and immediately, and then lapsed into an engrossing 25 conversation of which Edith could only hear the odd word, together with the joyous and congratulatory spasms of laughter that escaped them both from time to time. When the second tray arrived, they both turned their smiling faces to the waitress, thanked her effusively, and resumed their dialogue, although the girl lingered, as if her part in the ritual might just conceivably be prolonged, but, 'That will be all, dear,' said the lady in the silk dress, and settled down to contemplation of her daughter. 30

The daughter must be about twenty-five, thought Edith, unmarried, but not worried about it. 'She's in no hurry,' she could imagine the mother saying, with her fine smile. 'She's quite happy as she is.' And the daughter would blush and bridle, thus inviting lubricious speculation on the part of the elderly gentlemen who would, Edith was sure, be in relatively constant attendance on the mother. I must stop this, she said to herself. I do not have to make up their lives for them. They are in fact doing very nicely without me. 35 And she felt a pang of wistfulness for such a mother, so good-humoured, so elegantly turned out, so insistent that her daughter should have tea, although it was nearly six o'clock

(640 words)

From *Hotel du Lac*, Anita Brookner (1928 - 2016)

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 mother is a wealthy and glamorous woman who loves being the centre of attention.

T F NS

2. Mother and daughter are Edith's fellow guests at the hotel.

T F NS

3. The daughter seems to be a less refined copy of her mother.

T F NS

4. Mother and daughter catch Edith's attention and she listens in to their conversation sharing their joyful mood.

T F NS

5. Edith's mother died a long time ago.

T F NS

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

1. Edith feels attracted, almost hypnotised, by these two women. Explain what makes them so captivating by referring to the text.

2. Describe the mother-daughter relationship between the lady and her daughter. Refer to the text to justify your statements.

3. Focus on the narrative method. What kind of narrator appears in this passage? Whose point of view is privileged and what is the overall effect of this choice?

PART 2 – WRITTEN PRODUCTION

“It's a beautiful thing, the destruction of words. Of course, the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms; there are also the antonyms. After all, what justification is there for a word, which is simply the opposite of some other word? A word contains its opposite in itself”

G. Orwell, 1984

This quotation reminds us of the power and value of each single word. Discuss this issue in a 300-word essay considering the complexities and richness of a language, the cultural and social implications that it involves. Support your ideas by referring to your readings and/or to your personal experience.

Современная молодёжь и проблема экологии

По всему миру проходят школьные забастовки против изменения климата. Конечно, это не первые такие экологические инициативы. Но если раньше дети и школьники протестовали вместе со взрослыми людьми и с родителями, сейчас они являются основной силой экологического движения.

Самая известная активистка движения - Грета Тунберг. Ей 16 лет. Она живёт в одной из самых богатых стран мира — Швеции. Весной 2018 года она написала эссе на экологическую тему и победила в конкурсе. Когда её текст вышел в газете, она начала каждый день приходить к зданию Парламента с плакатом «Школьная забастовка за климат». Грета хотела обратить внимание людей на проблему климата, так как лето прошлого года в Швеции было аномально теплым.

Грета во время уроков решила ходить на «школьные» забастовки, чтобы защитить нашу Планету. А когда люди говорили, что ей нужно быть в школе в это время, она показывала сумку с учебниками и тетрадями и говорила: "Я делаю задания здесь. Но вот я думаю: почему я должна учиться для будущего, которого скоро уже не будет, когда никто ничего не делает, чтобы сохранить это будущее?"

Позже Грете стали помогать и другие люди. Молодую девушку поддержали не только школьники, но и взрослые. Её даже пригласили принять участие в конференции Организации Объединённых Наций по изменению климата.

В 2019 году движение, которое начиналось как протест одной шведской школьницы, чтобы остановить экологическую катастрофу, стало мировым. Грета стала примером для тысяч молодых людей в Австралии, Бельгии, США, Британии. Сегодня появилось новое “поколение Z”, которое борется за своё будущее и понимает, что может изменить ситуацию с климатом. Для этого не обязательно иметь много денег, политический или социальный статус. Иногда достаточно иметь идею и желание реализовать свою мечту, например, через социальные сети — очень сильный инструмент передачи информации. Эти ребята не боятся, а делают и получают отличные результаты. Как точно сказала Грета: “Всё, что нам нужно сделать, — это проснуться и измениться”.

[304 слова]

(по материалам сайта <https://zza.delo.ua/do/vzroslym-nasrat-na-moe-buduschee-pokolenie-koto-350851/>)

Выберите правильный вариант (А,Б,В или Г).

1. Забастовки против климатических изменений:

- А) Школьники проводят в Швеции.
- Б) Школьники проводят вместе с родителями и взрослыми людьми.
- В) Совсем не волнуют школьников.
- Г) Школьники проводят во всём мире.

2. Грета Тунберг приняла участие:

- А) В создании новой партии Швеции.
- Б) В конкурсе лучших сочинений на экологическую тематику.
- В) В школьных экскурсиях.
- Г) В движении за права животных.

3. Грета думает, что лучше:

- А) Ежедневно посещать школу.
- Б) Читать учебники, чтобы получить высокий социальный статус.
- В) Протестовать, чтобы сделать мир лучше.
- Г) Иметь много денег, чтобы решить экологические проблемы.

Ответьте своими словами на следующие вопросы. Напишите полные предложения.

1) Кто такая Грета Тунберг?

2) Что такое «поколение Z» ?

Письмо (около 150 слов)

Ваш русский друг /Ваша русская подруга написал/а Вам e-mail, в котором рассказывает, что решил/а переехать из города в деревню. Ответьте ему/ей и напишите, где Вам больше нравится жить и почему.

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.