



Adesivo per l'identificazione  
dell'alunno/a

**INCOLLARE ATTENTAMENTE**

# LINGUA INGLESE

livello superiore  
ESAME DI LETTURA  
(Reading Paper)

ENG A IK-1 D-S020



ENGA.20.IT.R.K1.16





# Lingua inglese

Pagina vuota

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## INDICAZIONI GENERALI

Leggi attentamente tutte le indicazioni e seguile.

Non voltare pagina e non iniziare a risolvere i quesiti senza il permesso dell'insegnante di servizio.

Incolla gli adesivi di identificazione su tutti i materiali d'esame che hai ricevuto nella busta sigillata.

L'esame di *Letture* dura **70** minuti.

L'esame comprende quesiti a corrispondenza, quesiti a scelta multipla e quesiti di completamento.

- Nei quesiti a corrispondenza collega **ogni** contenuto contrassegnato da un numero con un altro contrassegnato da una lettera (quesiti 1 e 3).
- Nei quesiti a scelta multipla scegli solo una delle risposte offerte (quesiti 2 e 4).

Puoi utilizzare le pagine di questo fascicolo se hai bisogno di spazio per risolvere i quesiti.

**Le risposte esatte devono essere segnate con una X sul foglio per le risposte.**

- Nel quesito di completamento, riempi gli spazi inserendo il contenuto mancante (quesito 5).

Scrivi le risposte **soltanto** nello spazio previsto in questo fascicolo d'esame. Scrivi in modo leggibile. Le risposte non leggibili verranno valutate con zero (0) punti.

Usa esclusivamente una penna biro di colore blu o nero.

Una volta risolti i quesiti, controlla le risposte.

Buona fortuna!

Questo fascicolo d'esame ha 16 pagine di cui 2 vuote.

In caso tu abbia sbagliato a scrivere la risposta, puoi rimediare in questo modo:

### a) per i quesiti di tipo chiuso

Giusto



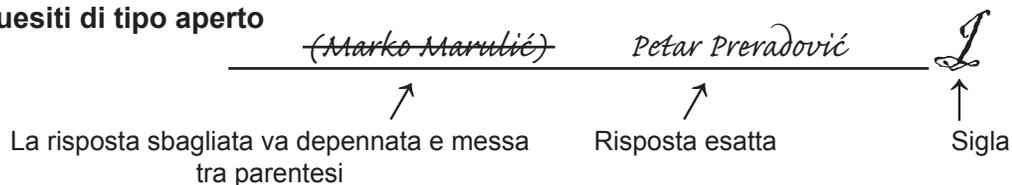
Correzione dell'errore



Sbagliato



### b) per i quesiti di tipo aperto



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# Lingua inglese

## Reading Paper

### Task 1

#### Questions 1-12

You are going to read an article in which people talk about choosing a university. For questions 1-12, choose from the people A-F. Mark your answer on the answer sheet. There is an example at the beginning (0).

### Choosing the Right University

#### A Arnold

I had always liked Literature, and my head of sixth form was keen for me to study it at Oxford. He said everyone would like to hire an Oxford graduate, but I didn't want to end up feeling I knew a lot about books but not much about the world. I wanted to do something new and creative, and I considered lots of courses before finally deciding on marketing. My parents were supportive of my decision. It turned out that the university I chose had a strong relationship with industry and helped me get a placement doing marketing for a multinational company during my summer holidays.

#### B Brenda

I was lucky enough to go to a secondary school that brought in professionals to give advice on university applications. I was told that choosing the university that was right for you was not just about the course. The course could look good but if you're not enjoying yourself, you might give up. When reading about Loughborough, a well-known university, its brochure showed students relaxing on the campus grass or laughing while studying together. So I decided to go there. The course I eventually chose was good, but the place was far from what it showed in the brochure.

#### C Caitlin

Despite my dream of attending university, I was rather lazy with the application process. I had my personal statement checked over just twice (and sent it off with typos) and believed I didn't need any advice. I chased after boys instead of preparing my statement letter for Oxford. I even sent it a day late. Although I understand what a fantastic institution Oxford is, I was in it for the glory and unwilling to put the work in. Fortunately, and despite all this, I was given a conditional offer to study English at Leeds University.

#### D Danny

When the application process began, I was suddenly asked what career path I wanted to follow. I knew I didn't want to sit in a lecture theatre; I didn't want to take exams. I always liked developing ideas which could actually be executed and brought to reality. I talked it over with my parents, who recommended a Product Design course, I thought this would suit me, which it did, and it also taught me to produce work that I could eventually show to my potential employers. It was both useful and a lot of fun.

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# Lingua inglese

## Reading Paper

<b>E Earl</b>	<b>F Fahima</b>
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I was undecided about what and where I wanted to study. I was torn between English and Sociology, and finally went for Sociology. Course selected and personal statement written, I began contemplating which institution would best suit the goals I wanted to accomplish. I wanted to make sure I attended a university that would put me in the best position to get a good job once I graduated. It helped that the University of Warwick has the highest employment rate for graduates, a factor that is vital to consider when applying for higher education.

Due to my parents' persuasive "knowledge is power", university became an ultimate ambition of mine from a young age. Early on I began to develop an appetite for words and literature and went on to win a scholarship to study the latter at university. Since I'm naturally good at it, I was very confident I'd do well. I ended up in my professional life writing articles for journals, so my studies and their focus on the use of language was of great practical help in my career.

### Which person...

- 0 went through the application process half-heartedly?
- 1 chose what they wanted to study after choosing where they wanted to study?
- 2 always knew what they wanted to study?
- 3 applied to a university because of its fame?
- 4 wanted a course that focused on practical work?
- 5 says they enjoyed themselves while studying?
- 6 was overly confident?
- 7 went against somebody's advice?
- 8 was influenced by their parents when choosing their course?
- 9 was given advice by a teacher on what to choose and why?
- 10 chose their course on the basis of future career prospects?
- 11 thought they had a stroke of luck in the end?
- 12 had work experience while studying?

	A	B	C	D	E	F
0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D	E	F
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D	E	F
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Lingua inglese

## Reading Paper

### Task 2

#### Questions 13-18

Read the interview about Ted Finch. For questions 13-18, choose the correct answer (A, B, C or D). Mark your answer on the answer sheet.

#### Interview – Ted Finch

Ted Finch was a science fiction lover even before his teens. As a teen, he was writing science fiction stories for his family and friends and attending conventions. However, he had difficulties at school. "I was hyperactive," he says, "and could hardly keep in my seat. I would have loved Science if it had been presented in a more interesting way. I was top of the class in English, and I was interested enough in Art to sit fairly still during the lesson; otherwise, I couldn't wait for when we went to the gym and could run around."

After secondary school, Finch went to the local university to study English. "My father had gone there," says Finch, "and his father, too. It was like a family tradition. For my family, it was obvious that I should go there, too – no question. I could have walked away from it all, it's true, but I had no sense of direction and couldn't think of an alternative. So I enrolled to study English, because that was the subject I was best at."

But Finch dropped out of university at the end of his second year. "It was a difficult time for me. You see, I didn't feel that I was going anywhere, or doing anything with my life. I needed a new direction in my life's journey." He was still writing short stories for his amusement, and he soon got a job as a journalist on the local newspaper.

"Local journalism is fascinating," says Finch. "You meet so many different types of people and see into their lives, which gave me lots of material for my future books. You are in direct contact with all sorts of joys and tragedies every day, and you have to report it in a particular style that's not too sensational and is factually correct. You can't be too careful, because they know where you live. Soon pretty much everyone knows who you are." Journalism gave Finch a feeling of accomplishment, and an income to go with it, but he did not see his future in it.

When he was going round town as a journalist, he imagined a fantasy world, which, like Jonathan Swift did with *Gulliver's Travels*, he could use to satirise our world. This was the start of his *Whereworld* series of fantasy books. "Fantasy books usually carry us away from the day-to-day world we live in and take us into the world of the imagination," he says. "I wanted to use fantasy so we see the realities of our society from a different perspective." Although he is now one of Britain's best-selling authors, he will never win an award because the critics don't take fantasy literature seriously. "This doesn't bother me," says Finch. "All that matters is that people enjoy reading my books and think about the world around us. And, for me, writing the books is great fun."

Finch has been writing one book a year for the last twenty years. "I needed the money to start with, of course. As I said, I'm hyperactive and so I easily get bored and have to find ways to occupy my mind, and writing is one way of doing this for me. But I also have a garden, and I could spend all my time looking after it if I wanted to. It's just that I can't imagine myself not writing my annual book. It's something I just have to do. Don't ask me why."

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# Lingua inglese

## Reading Paper

<p><b>13</b> Finch's favourite subject at school was</p> <p><b>A</b> Physical Exercise. <b>B</b> Science. <b>C</b> English. <b>D</b> Art.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>14</b> Finch went to university because</p> <p><b>A</b> he wanted to study English. <b>B</b> he wanted to be like his father. <b>C</b> it was expected of him. <b>D</b> he didn't know what else to do.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>15</b> Finch dropped out of university because</p> <p><b>A</b> the course was hard for him. <b>B</b> he thought he was wasting his time. <b>C</b> he wanted to travel. <b>D</b> he found himself a job.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>16</b> Finch thinks his job as a journalist</p> <p><b>A</b> gave him useful experience. <b>B</b> gave him a sense of direction. <b>C</b> made him popular locally. <b>D</b> improved his writing style.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>17</b> Finch thinks that his fantasy books</p> <p><b>A</b> are an escape from the realities of life. <b>B</b> are not real literature. <b>C</b> reflect the world we live in. <b>D</b> are just for entertainment.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
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## Reading Paper

**18** Finch writes one book a year

- A** for financial reasons.
- B** so as not to get bored.
- C** because it gives him something to do.
- D** because he can't help himself.

<b>A</b>	<input type="checkbox"/>
<b>B</b>	<input type="checkbox"/>
<b>C</b>	<input type="checkbox"/>
<b>D</b>	<input type="checkbox"/>

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# Lingua inglese

Reading Paper

## Task 3

### Questions 19-24

Read the article about energy efficiency.  
For questions **19-24**, choose from the sentences **A-H** the one which best fits the gap.  
Mark your answer on the answer sheet.  
There are two letters which you do not need.  
There is an example at the beginning (**0**).



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# Lingua inglese

## Reading Paper

### Energy Efficiency

Energy efficiency means using less energy to provide the same service. For example, a fluorescent bulb is more efficient than a traditional bulb as it uses much less electrical energy to produce the same amount of light. (0) 1

The phrase 'energy efficiency' is often used to describe any kind of energy-saving measure. However, it should be distinguished from energy conservation. (19) \_\_\_ Examples include turning down a thermostat in the winter or walking to the shops rather than driving there.

Increasing energy efficiency often means spending money up-front. (20) \_\_\_

This makes efficiency improvements an attractive starting point for reducing carbon emissions.

The extent of the savings and the techniques that are required depend on the situation and location. For homes in cool countries, the most effective measures include increasing insulation and switching to more efficient appliances and light bulbs. (21) \_\_\_ Many of them have achieved savings of around 25% after undergoing a refit to increase efficiency.

Energy-intensive industries, such as iron, steel and cement manufacture need huge amounts of energy. But even they have become more efficient over time due to new equipment and better re-use of waste heat. (22) \_\_\_ Also, the installation of efficient, correctly sized motors can result in energy savings of 20-25%.

Vehicles have also become more energy efficient over the decades thanks to factors such as improved engines and lighter, more aerodynamic designs. Of course, much more can be done.

When comparing electric and non-electric appliances, it is also important to consider the efficiency of the power source. (23) \_\_\_ But only if the electricity comes from fossil fuel power plants, which are highly inefficient because they lose much of the energy as waste heat.

Improving energy efficiency does not necessarily mean reduced CO<sub>2</sub> emissions. If the energy is supplied from fossil fuels, such as petrol in a car or electricity from a coal-fired plant, then improved efficiency will cut emissions. But if the energy is supplied by a low-carbon source, like nuclear, wind or solar power, then improving efficiency may have little impact on emissions of CO<sub>2</sub> because such energy sources produce power with considerably lower amounts of CO<sub>2</sub> emissions.

Energy efficiency is always a good idea. (24) \_\_\_ For example, by insulating your home either your present standard of comfort can become more economical because of lower energy bills or you can increase your standard of comfort (by enjoying a higher room temperature) at the same cost, but without saving energy.

Nonetheless, improving energy efficiency is a key tool for reducing CO<sub>2</sub> emissions, alongside energy conservation and low-carbon energy sources.

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## Reading Paper

- A Non-domestic buildings, on the other hand, need a focus on ventilation and air-conditioning, in addition to lighting, heating and appliances.
- B In many cases this initial investment will be paid back in the form of reduced energy costs within a short time period.
- C The savings may vary considerably.
- D Switching from a 90% efficient gas boiler to a 100% efficient electric heater may increase energy use and emissions.
- E The potential exists for further improvements.
- F Whether it results in energy savings depends on what you do with the money you saved.
- G For instance, a hot pipe containing a chemical that needs to be cooled can be used to warm up other chemicals.
- H That's a broader term which not only includes changing the efficiency to reduce the amount of energy you use, but also dropping a service in order not to use energy at all.
- I **Similarly, an efficient boiler takes less fuel to heat a home than a less efficient model.**

	A	B	C	D	E	F	G	H	I
0									X
19									
20									
21									
	A	B	C	D	E	F	G	H	I
22									
23									
24									

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# Lingua inglese

Reading Paper

## Task 4

### Questions 25-32

Read the article about lying.

For questions **25-32**, choose the answer (**A, B, C** or **D**) that best fits each space.

Mark your answers on the answer sheet.

There is an example at the beginning (**0**).

### Is lying bad for us?

It (**0**) **C** estimated that the average American tells 11 lies per week. Is this bad for us? Suppose we knew that a lie would never be detected, (**25**) \_\_\_ would we be punished. Suppose we had some means of ensuring that the lie would never cause us any physical or psychological harm through loss of sleep or the (**26**) \_\_\_. Suppose even that telling the lie would actually be to our benefit. Under these circumstances, would it (**27**) \_\_\_ sense to tell the truth? Or would lying become the prudent (**28**) \_\_\_ of action?

We live in a culture where it is increasingly common to encourage lying, and even to suppose that there is nothing problematic about doing so.

One recent study (**29**) \_\_\_ the groundwork of a case for honesty by suggesting that liars are less healthy. Researchers at the University of Notre Dame followed 110 people over a period of ten weeks. Half of the participants were asked to stop lying over this period of time, and (**30**) \_\_\_ half were not. Both groups took (**31**) \_\_\_ polygraph tests to determine how many times they had lied in the previous week. Those who were able to reduce by three the number of lies they told had altogether seven (**32**) \_\_\_ mental and physical health complaints (such as feeling tense or having headaches) than those who did not.

**0**

- A** is being
- B** had been
- C** has been
- D** was

- A**
- B**
- C**
- D**

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# Lingua inglese

## Reading Paper

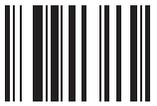
<p><b>25</b></p> <p><b>A</b> therefore <b>B</b> so <b>C</b> nor <b>D</b> or</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>26</b></p> <p><b>A</b> similar <b>B</b> same <b>C</b> comparable <b>D</b> like</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>27</b></p> <p><b>A</b> do <b>B</b> bring <b>C</b> make <b>D</b> have</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>28</b></p> <p><b>A</b> trail <b>B</b> way <b>C</b> road <b>D</b> course</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>29</b></p> <p><b>A</b> has laid <b>B</b> has lain <b>C</b> lay <b>D</b> lied</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
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## Reading Paper

<p><b>30</b></p> <p><b>A</b> the other <b>B</b> the second <b>C</b> another <b>D</b> other</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
<p><b>31</b></p> <p><b>A</b> week's <b>B</b> weekly <b>C</b> weeks' <b>D</b> a week</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
<p><b>32</b></p> <p><b>A</b> minus <b>B</b> fewer <b>C</b> lesser <b>D</b> less</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
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# Lingua inglese

Reading Paper

## Task 5

### Questions 33-40

Read and complete the text below.

Fill each space (33-40) with **one** word. Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### Maps

Can you imagine our life (0) \_\_\_ maps? We rely (33) \_\_\_ them for getting around unfamiliar places or even for getting to those places in the first place. However, we tend to (34) \_\_\_ their availability for granted. But it was not (35) \_\_\_ relatively recently that maps became available to the general public. Go back a few hundred years and they were difficult to obtain, (36) \_\_\_ their usefulness. Many maps were treated like secret documents, (37) \_\_\_ because they showed how to get to profitable foreign markets or because they contained confidential government information. When Francis Drake circumnavigated the world in 1580, the map of his route to the treasures of the Americas was declared a state secret by Elizabeth I.

Today, (38) \_\_\_ in large part to the rapid expansion of travel and tourism, we can buy them at any petrol station or even get them for free at tourist offices. Moreover, technological advancements have resulted (39) \_\_\_ a level of detail and accuracy in maps that was unimaginable a century ago. And the GPS (Global Positioning System) places you at the very centre of the map: it can work (40) \_\_\_ your position on earth to within 5m. And your iPhone map will not only tell you where to go but what to see and where to eat when you get there.

0 without

33 \_\_\_\_\_

34 \_\_\_\_\_

35 \_\_\_\_\_

36 \_\_\_\_\_

37 \_\_\_\_\_

38 \_\_\_\_\_

39 \_\_\_\_\_

40 \_\_\_\_\_

1 punto (compilato dal valutatore)

33

34

35

36

1 punto (compilato dal valutatore)

37

38

39

40

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# Lingua inglese

Pagina vuota

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