



Nacionalni centar
za vanjsko vrednovanje
obrazovanja

Adesivo per l'identificazione

INCOLLARE ATTENTAMENTE

LINGUA INGLESE

LIVELLO SUPERIORE

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ESAME DI LETTURA
(Reading Paper)

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Come contrassegnare le risposte sul foglio per le risposte:



Come correggere gli errori sul foglio per le risposte:



C

IK

La risposta esatta ricopiata

Parafa (firma breve)

INDICAZIONI GENERALI

Leggi con attenzione tutte le indicazioni e seguile.

Non voltare la pagina e non risolvere i quesiti finché non lo permetterà il responsabile dell'aula d'esame.

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

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

L'esame è composto da quesiti a corrispondenza, quesiti a scelta multipla e quesiti combinati a completamento.

- Nei quesiti a corrispondenza collega **ogni** contenuto, contrassegnato con un numero, **solo con un** contenuto corrispondente, contrassegnato con una lettera (quesito 1).
- Nei quesiti a scelta multipla scegli **solo una** delle risposte offerte (quesito 2).
- Nei quesiti combinati scegli **solo un** contenuto che completa in modo più adeguato il testo (quesiti 3, 4 e 5).

Per risolvere questi quesiti, puoi scrivere sulle pagine di questo libretto d'esame. **Le risposte devono essere contrassegnate con una X sul foglio per le risposte.** Ogni risposta esatta porta un punto.¹

Nella seconda pagina di questo libretto d'esame è indicato il modo di contrassegnare le risposte e il modo di correggere gli errori. Nel correggere gli errori è necessario apporre una parafa (firma esclusivamente breve, non il nome e cognome completo).

Usa esclusivamente la penna a sfera di colore blu o nero.

Una volta risolti i quesiti, controlla le risposte.

Ti auguriamo tanto successo!

¹ I punti in ognuna delle tre unità d'esame hanno una certa quota percentuale nel risultato finale.

Questo libretto d'esame contiene 20 pagine, di cui 3 vuote.

Task 1

Questions 1-12

You are going to read an article in which people discuss student exchange programmes they took part in.

For each question (1-12), choose one person from **A-F**.

Mark your answer on the answer sheet.

There is an example at the beginning (0→A).

Student exchanges

A Adèle

I've benefited greatly from participating in the students' exchange programme. The most rewarding thing for me was being able to push myself to do better, whether it meant putting more time in writing research papers or preparing for the exams. It was all a bit intense, but I still managed to keep calm when it seemed something went wrong or I'd run out of valuable ideas. And although the deadlines were strict, we were able to do everything on time. Actually, I'm going to be here for a while longer to prepare for my PhD, and maybe even get a part-time job if my scholarship application falls through.

B Benicio

Compared to my work schedule at university back home, it looked as if I would have a lot of free time to go places and meet people. It turned out that the 'free time' was intended for studying, so the course was equally time-consuming. But I made it my priority to find opportunities for socialising and travelling as well. After all, that's what these exchanges are about. And getting to know people you can rely on after you graduate is a great asset as they may also become an important network of contacts later on in life.

C Caterina

In my country we have strict standards that you need to satisfy to perform well in your studies. Serious work contributes to the deep understanding of a subject, which, despite all the stress, is an indisputable advantage of such an approach. And I expected no less here. The challenge was facing unfamiliar situations and learning to cope with everyday problems on your own. Although it's a great asset, it can be very scary at times! This is especially true if you don't know many people and are struggling with the language. Frankly, it is difficult to describe the whole spectrum of feelings, enthusiasm and sense of achievement that this exchange has given me.

D Darin

There are many upsides of being an exchange student, in my opinion. In an increasingly globalised world, more and more companies are looking for students with international experience and

cosmopolitan views. Studying abroad proves that you can adapt quickly to changing situations and that you are a good problem solver, which will, I hope, result in a better job offer. It also gives you a much needed understanding of different cultures, which you can do properly only if you speak their language – so I tried to make the most of my thrilling exchange programme.

E Edita

Studying at another university can be very different to what you're used to at home, particularly if you're studying abroad for the first time. But it was good to find out that a more hands-on research-based approach to learning worked better for me than any other. It depends, of course, on what you're studying too. And although I was already used to living alone and relying more on friends than family, in a different country you see yourself in ways you never could have before. And I like what I see. In fact, if it were up to me, I would definitely stay here.

F Frédéric

I preferred that most of my classes started after midday, and we spent only 3 – 4 hours at university. This doesn't imply that we didn't study properly. And I loved the international atmosphere. Everyone already spoke English, and everyone was into politics. The sheer number of people I talked to in one place without the inconvenience of travelling extensively taught me more about other cultures than the internet ever could. Moreover, spending a semester abroad gave me an opportunity to reflect on current global affairs and shifted my perspective for good.

Which person...

- 0 has applied for a scholarship while on their exchange programme? → A**
- 1 thought that their exchange was both an exciting and daunting experience?
 - 2 says studying abroad made them work harder?
 - 3 appreciated the work schedule at the university they attended?
 - 4 joined the exchange programme to expand their employment opportunities?
 - 5 decided to stay in their host country?
 - 6 discovered the style of teaching that suited them most during their exchange?
 - 7 suggests that learning a new language is an important benefit of exchanges?
 - 8 stresses the importance of making new acquaintances in an exchange?
 - 9 visited places during their exchange programme?
 - 10 changed their outlook on major problems in the world?
 - 11 found that managing to live independently was an important advantage of their exchange?
 - 12 got to know themselves better during the exchange programme?

Task 2

Questions 13-18

Read the text below.

For each question (13-18), choose the correct answer (A, B, C or D).

Mark your answer on the answer sheet.

Where are zoos going?

As a child I often went to the zoo. For some reason my parents thought it safe to let a bunch of unruly children walk around the zoo while they had coffee and cake with the other parents. Some of the kids often dared me to do things that did not make me feel comfortable, and although we spent time together, we didn't really get to share our experiences and interests. But at least I didn't feel restricted like when we used to play in the street, and although I lacked the patience to take part in the educational activities, I did watch the animals closely and tried to communicate with them. Twenty years later, after being captives of the pandemic for two years, I asked some experts whether our pleasure in seeing wild animals up close is worth the price of their captivity.

"Education is not an insignificant reason for a well-run zoo's existence," says Dan Atkins. "People ought to be able to see what an animal looks, smells and sounds like." He does confirm though that some animals fare better than others in zoos. "Modern aquariums can be considered largely successful, with their vast tanks in which you can see whole communities of different species living together. By contrast, polar bears, big birds of prey and large hunting mammals like lions are not suitable for being kept in zoos – unless they are being threatened in the wild, which is now becoming a reality."

"I am campaigning vigorously for a sharp acceleration in the return of captive animals, such as cheetahs, to the wild and, ultimately, the closure of all zoos," comments Alina Dawson, an expert on wild cats. "Soon it will be the first time that cheetahs born in captivity have left the UK for rewilding in Africa. There are only about 7,000 cheetahs remaining on the planet," she says. "This reintroduction – to a reserve in Mount Camdeboo, in South Africa – is important because it will help to support the small proportion of cheetahs we have in that country."

Darren Jones, from the Zoological Society, acknowledges on the other hand that the releases of zoo-bred animals into the wild are not a frequent occurrence. This is how he interprets it: "The truth is that many 'wild' areas have been degraded by agriculture, their animals threatened by disease or squeezed into tiny areas with no way of reaching potential mates without coming into conflict with humans. This makes the reintroduction of animals much more complicated than people might realise." He adds: "Not many animals living in zoos are under threat and they are there simply to provide more information on their species."

Another idea that has recently emerged, of closing zoos to boost funds for conservation, is challenged by an expert from Atis Zoo, whose organisation has an annual budget of £40m.

"That money is raised virtually entirely from people paying at our doors to get in," he says.

"After you deduct our running costs, we have around £1.5m that is spent on government

programmes for studying chimpanzees on site in Nigeria and reintroducing black rhinos to Uganda. If we simply closed our doors, our funding of these projects would come to an immediate halt.”

In the end, it seems these efforts at conservation may prove futile in a world challenged by climate change, habitat loss and swelling numbers of humans. Although most say the educational function of zoos is no justification for life in captivity, they also agree that virtual zoos are a poor substitution for experiencing live animals. Nevertheless, it seems that zoos do have a role to play as arks for threatened wildlife.

- 13** What does the author of the text say about her childhood visits to the zoo?
- A** She felt safe on the premises.
 - B** They gave her a sense of freedom.
 - C** She participated in the zoo workshops.
 - D** They helped her bond with other children.
- 14** Dan Atkins states that
- A** endangered animals should live in zoos.
 - B** all animals are better off in the wild than in zoos.
 - C** aquariums are not suitable for marine species to live in.
 - D** the educational purpose of zoos cannot justify their existence.
- 15** What information does Alina Dawson give about cheetahs in paragraph three?
- A** They have been taken to South Africa and left in the wild.
 - B** They need to be returned to their habitats with greater speed.
 - C** They will soon be taken back to the place where they were born.
 - D** They will join the 7,000 animals in South Africa to help preserve their species.
- 16** According to Darren Jones, why are animals **not** released into the wild more often?
- A** Their original habitats are no longer suitable and safe.
 - B** Most animals now living in zoos belong to endangered species.
 - C** After spending time at a zoo, animals cannot adapt to life in the wilderness.
 - D** It is important to keep endangered animals in zoos for educational purposes.

17 The expert from Atis Zoo says that

- A** local government pays for the cost of running the zoo.
- B** the zoo earns 1.5 million pounds from its visitors annually.
- C** closing the zoo would save more money from the budget for conservation.
- D** part of the money earned from visitors goes to conservation work in the field.

18 What does the author conclude about the purpose of zoos in her final paragraph?

- A** Zoos will continue to be needed for educational reasons.
- B** Digital zoos are an adequate replacement for the real thing.
- C** Zoos should be kept to help and breed endangered animals.
- D** Zoos should be gradually shut down and animals returned to the wild.

Task 3**Questions 19-24**

Read the text on the next page.

For each question (**19-24**), choose the sentence (**A-H**) that best fits the gap.

There are **two** sentences that you do **not** need.

Mark your answer on the answer sheet.

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

How storm chasers work

Tornadoes and hurricanes are the most dangerous storms nature can throw at us. **(0)** ____.

Most people who live in areas in danger of these storms keep a close eye on weather reports and take cover or evacuate when one is on the way. **(19)** ____ . When a tornado or hurricane happens, they want to be there to observe and record it.

There are some really good reasons for chasing storms – mainly, scientific research, though a few people make a living selling photographs or footage of storms. There are also several reasons why amateurs shouldn't go storm chasing, no matter how much fun it looks. For one thing, hours spent driving around with no guarantee of actually seeing a tornado is anything but exciting. But also, storms are very dangerous. Professional storm chasers have meteorological training that allows them to understand the storms they're chasing. **(20)** ____ . They also learn by chasing with other experienced storm chasers. Amateurs should never chase storms. Ever.

To hunt tornadoes, you need to understand them. A tornado is a swirling mass of air that can reach wind speeds above 300 mph. It's generated from a severe thunderstorm with enough energy and the proper conditions to start a "cyclone" of spinning air. **(21)** ____ . Most frequently they tend to happen in the late evening or during the night, when thunderstorms sweeping across the land have picked up energy from the heat of the day.

Storm chasing isn't non-stop action and danger. It's actually a very methodical practice that requires lots of time spent studying weather data, driving, waiting and more driving. Before bed and first thing in the morning, storm chasers check weather reports from the National Weather Service (NWS), looking for favourable tornado conditions. Cold air at high altitudes with warm air close to the ground is a promising sign, along with winds at different altitudes blowing in different directions. **(22)** ____ . Then they hop into their chase vehicle and start driving.

As they close in on the storm, the chasers will watch for several elements. One is the anticlockwise rotation of clouds that is typical of evidence of strong air currents within the storm. **(23)** ____ . They don't always produce tornadoes, but they're a sign that one might be forming.

At this point, the chasers might have time to look for a good place to observe the tornado. **(24)** ____ . Once a funnel cloud forms and a tornado touches ground, one of the chasers will track its movement by watching it against a stationary background object. A tornado can change direction suddenly, but in general the storm chasers will make sure they can move perpendicular to its path to get away if they need to.

- A** They can take place almost anywhere in the world.
- B** Storm chasers keep an even closer eye on weather data, but for a different reason.
- C** They know when conditions are safe and when it's time to back off.
- D** Ideally, they would set up on a hill about three miles away to get the best view.
- E** Tornadoes can happen anywhere and at any time.
- F** Another is a wall cloud, a cloud that seems to descend from the bottom of the storm.
- G** After analysing the weather data, the chasers select a likely path.
- H** This means about 75% of the world's tornadoes form in the United States.
- I** **They can destroy entire buildings and cause thousands of injuries or deaths.**

Task 4

Questions 25-32

Read the text below.

For each question (25-32), choose the answer (A, B, C or D) that best completes the sentence.

Mark your answer on the answer sheet.

There is an example at the beginning (0→B).

Learning a foreign language

Most people decide to learn a new language (0) ___ of some kind of necessity. They (25) ___ be moving abroad, expanding their business to another country, or taking a holiday.

But plenty pick (26) ___ a second language as a passion project. So, if this sounds like you, think about what to do. Having a genuine connection to a language might not make you (27) ___ faster, but it'll keep you motivated when the basic vocabulary just isn't enough.

You've chosen a language, set your (28) ___ and been inspired by some cultural references – but now what?

Once upon a time, the only option for those who fancied (29) ___ their hand at learning a language was costly language lessons that didn't really offer a variety of learning styles.

There's still certainly something to be said for traditional language lessons, since going to a language school you get plenty of speaking practice and support from language teachers.

Relocating to a country where your language of choice is spoken is without (30) ___ the best way to learn quickly and effectively. There are plenty of language programmes with a mix of language classes and real-life practice opportunities.

Also, being close to the pros will help you. If you only ever (31) ___ with another language learner, you'll both find yourselves stuck on a plateau, because neither of you will have the knowledge to lead one another up to the next level.

When you (32) ___ the time to find a native speaker as a conversational partner, you'll find yourself progressing much more quickly. You'll probably also have more interesting conversations.

0

- A from
- B out**
- C with
- D for

25

- A** must
- B** should
- C** ought to
- D** might

26

- A** up
- B** out
- C** on
- D** at

27

- A** learn
- B** to learn
- C** learning
- D** having learnt

28

- A** plans
- B** aspirations
- C** ambitions
- D** goals

29

- A** having tried
- B** trying
- C** to try
- D** to have tried

30

- A fear
- B doubt
- C difficulty
- D suspicion

31

- A practise
- B will practise
- C would practise
- D had practised

32

- A set
- B keep
- C take
- D save

Task 5**Questions 33-40**

Read the text on the next page.

For each question (33-40), choose the answer (A-K) that best completes the sentence.

There are **three** options that you do **not** need.

Mark your answer on the answer sheet.

There is an example at the beginning (0→L).

Being mindful

Mindfulness is the practice of purposely **(0)** ___ your attention on the present moment – and accepting it without judgement. Mindfulness is now being examined scientifically and has been found to be a key element in stress reduction and overall happiness.

Increasing your capacity **(33)** ___ mindfulness results in activities that contribute to a satisfied life. Being mindful makes it easier to savour the pleasures in life as they occur, helps you become fully engaged in activities, and creates a greater capacity to deal **(34)** ___ adverse events. Scientists say that **(35)** ___ focusing on the here and now, many people who practise mindfulness find that they are less likely to get caught up in worries about the future or regrets over the past. They are **(36)** ___ preoccupied with concerns about success and self-esteem, and are better able to form deep connections with others.

As **(37)** ___ greater well-being isn't enough of an incentive, scientists have discovered that mindfulness techniques help improve physical health in a number of ways. Mindfulness can help relieve stress, treat heart disease, lower blood pressure, reduce chronic pain, improve sleep, and alleviate gastrointestinal difficulties.

There is more **(38)** ___ one way to practise mindfulness. However, the goal of any mindfulness technique is to achieve a state of focused alertness and relaxation by deliberately paying attention to the **(39)** ___ we base our judgements on. This allows the mind to refocus on the present moment. All mindfulness techniques are a form of meditation.

One can also cultivate mindfulness by directing attention to moment-to-moment **(40)** ___ during everyday activities. This is achieved by doing one thing at a time and by giving it full attention. While we floss our teeth, pet the dog, or eat an apple, we should slow down the process and be fully present as it unfolds and involves all our senses.

- A than
- B thoughts
- C from
- D for
- E by
- F up
- G with
- H if
- I that
- J sensations
- K less
- L **focusing**

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