



Codice del candidato:

Državni izpitni center



P 2 3 2 A 2 2 1 1 1 1

SESSIONE AUTUNNALE

INGLESE

Prova d'esame 1

Comprensione di testi scritti

Venerdì, 25 agosto 2023 / 60 minuti

Materiali e sussidi consentiti:

Al candidato sono consentiti l'uso della penna stilografica o della penna a sfera e la consultazione dei dizionari monolingue e bilingue.

Al candidato vengono consegnate due schede di valutazione.

MATURITÀ PROFESSIONALE

INDICAZIONI PER I CANDIDATI

Leggete con attenzione le seguenti indicazioni.

Non aprite la prova d'esame e non iniziate a svolgerla prima del via dell'insegnante preposto.

Incollate o scrivete il vostro numero di codice negli spazi appositi su questa pagina in alto a destra e sulle due schede di valutazione.

La prova d'esame si compone di 4 esercizi, risolvendo correttamente i quali potete conseguire fino a un massimo di 30 punti. Il punteggio conseguibile per ciascun esercizio è di 1 punto.

Scrivete le vostre risposte negli spazi appositamente previsti all'interno della prova utilizzando la penna stilografica o la penna a sfera. Scrivete in modo leggibile e ortograficamente corretto. In caso di errore, tracciate un segno sulla risposta scorretta e scrivete accanto a essa quella corretta. Alle risposte e alle correzioni scritte in modo illeggibile verranno assegnati 0 punti.

Abbiate fiducia in voi stessi e nelle vostre capacità. Vi auguriamo buon lavoro.

La prova si compone di 12 pagine, di cui 2 vuote.



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Pagina vuota

VOLTATE IL FOGLIO.



Esercizio 1: Risposte brevi

Leggete il testo e eseguite l'esercizio.

A new start after 60: 'I had a lightbulb moment at 67 – I was going to be a baker'

Paula Coccozza

When Diana Holba turned 66, she sat down in the canteen at work with pen and paper to write “the absolute classic list: what do I want to do?” By then she had been working at the Environment Agency for nearly 20 years and planned to retire in a year. By “retire” she means “stop working at full-employment-type thing”; she hates not being busy. Anyhow, the answer written in different words on every line of her list was “food, basically”. It is her longstanding love.

Over the following year, Holba, who is now 73, cooked takeaways for collection on Friday nights from her home in Aston, Hertfordshire. The queue was so long that her neighbour thought the council had installed a new bus stop.

She “saved every bit of that year to buy a catering oven and a classic bread dough maker”. Before long, the bread began to take over, and in 2015 she attended “a gathering of bakers” organised by the Real Bread Campaign in London. Arriving late, she found the lecture hall full, and squeezed herself into a workshop “by default”: how to start a microbakery. For Holba, “It was the classic lightbulb moment. I was going to be a baker.”

After a short course – two full days – and a couple of months practising at home, she began to sell loaves and herself became a bread instructor, delivering classes from her kitchen. If that sounds fast, she says, “it was. But if I want to do something I’ll bloody well do it.”

Holba loves bread. “It’s 6,000-plus years old,” she says, “yet in so many countries, it’s the first thing on the table.” And then there is the smell. Not so much of the bread out of the oven, but of the dough itself. “It’s beautiful. It sort of takes you somewhere.”

When she was a child, money was tight, and travel, or being taken “somewhere”, was not possible for Holba. Yet at the same time, she felt “very, very rootless”. Although her childhood was happy, she didn’t feel at home, and grew a sort of wired-in wanderlust. By 16, she had been “to 12 different schools, lived in 15 different houses”. In all of them, there was bread on the table – “a white loaf, with a bread knife, cut into slices”.

At art school, Holba met her future husband, Max, who is Polish, and her world enlarged. His father owned a delicatessen and at their family home there was bread on the table, too, but this time it was Polish rye. Holba thought Max’s mother “the most amazing cook. Her cooking opened the universe for me.” She learned that food could be transporting.

When Holba became a mother in her 20s – to three boys – Friday nights were theme nights. Chinese, Indian, Turkish, Mexican: she cooked them all. “Although at the time I was not well travelled myself” – she did not board a plane until she was 31 – “I was determined that my children would really appreciate it,” she says.

This custom sounds like a precursor to her Friday night takeaway business, when she would ask her customers, “Right, where are we going this week?” Maybe for Holba, bread fused the wanderlust and the homeliness. “Just four ingredients (flour, water, yeast, salt). But it’s so therapeutic. There is something very atavistic in dough,” she says.

It has a transformative power, too. You can do “incredible things”, she says, with a basic white dough – her favourite loaf. “People really start to connect with it. I haven’t had anybody in my classes who hasn’t in one way or another changed their opinion of themselves.”

So, what about Holba? How has bread changed her? “I’m much more confident,” she says immediately. She has recently moved to Cambridgeshire, where she plans to get her bread “out into the community” of Buckden next spring. “Also,” she says, “I think I’m probably happier. I feel ... what’s the word? Fulfilled. To a far greater degree.” It’s not that she previously felt unfulfilled, she insists. But bread has leavened her own capacity for fulfilment. “I’ve got a life skill. I’m learning, learning all the time.



Leggete il testo *A new start after 60: 'I had a lightbulb moment at 67 – I was going to be a baker'* e rispondete alle seguenti domande dando risposte brevi. Scrivete le vostre risposte, in inglese, sulle righe sotto le domande.

Example:

0. Was Diana's plan to resign from her job?

No. _____

1. How often did Diana cook for other people in Aston?

2. Why did she decide to become a baker?

3. What bread product was she selling first?

4. What does Diana appreciate the most when making bread?

5. Was Diana's family financially comfortable during her childhood?

6. Which type of bread was Diana introduced to when she met Max?

7. What habit did Diana maintain with her family every week?

8. What is Diana's next step business-wise?



Esercizio 2: Quesiti a scelta multipla

Leggete il testo e eseguite l'esercizio.

Canon in D with a side of tomato soup

Paul stared at his wife across the table, noticing for the first time that her sweater was on inside out. Every morning he would lay out her clothes on the bed in a specific order, so she'd know which item to put on first. But it didn't guarantee *how* Elaine would put on each piece. He'd have to pay more attention before they went out.

Their usual waitress, Sarah, appeared, holding a large tray with two sweet teas on it. "How y'all doin' today?"

With Alzheimer's disease, there were good days, and then there were challenging days. **It was one of the latter.** Elaine was preoccupied, scrubbing a stain on the wooden table with her finger, forgetting it was a permanent fixture of their booth. They'd been lunching at this diner once a week for years. That blemish had been there since day one.

"Today's actually a very special day for us. It's our fifty-seventh wedding anniversary." His wife stopped fidgeting and looked up. "The day she took a chance on a broke, balding fellow by saying, 'I do,'" he said with a wink in her direction.

"It is?" Elaine asked.

"Yep, sweetheart, it is."

"Congratulations, you two! Ms. Sue fixed up some of her key lime pie today and I'll make sure y'all have a slice on the house before you go. Stickin' with the Cobb salad and tomato soup?"

"That's it." Paul replied.

She nodded and turned, then swung back around. "I just remembered. We ran out of tomato soup about an hour ago. Chicken noodle ok?"

Paul looked at his wife, now scrubbing away at the stain with a napkin.

"Elaine?"

"Hmmm," she said, again focused on the table.

"They're out of the tomato soup. Do you want chicken noodle? Or a sandwich instead?" She looked confused, so he pointed to the menu and showed her a few other items he thought she'd enjoy, but she was having a hard time picking something new.

Suddenly she began to cry. "I want to go home. Please can we go home?" she begged.

"Honey, Sarah has already brought us our drinks. Don't you think we should stay a little longer? I know you like tomato soup, but I'm sure their chicken noodle is delicious."

That only made her cry harder. Sarah apologized on behalf of the restaurant for running out. Other customers glanced in their direction, wondering what all the commotion was about.

He sighed and reached back for his wallet, then placed a ten-dollar bill on the table.

"I'm sorry. We'll catch you next week."

Sarah gave him an understanding look and told him she'd bring the pie and some to-go cups of tea out to their car. He thanked her as he rose to help his wife out of the booth. He always tried to make their days as hiccup-free as possible, but sometimes, there just wasn't any tomato soup.

Elaine stopped crying on the way home but appeared anxious, and kept asking him what day it was.

He hesitated to say the date, speculating that at least part of her current emotional state was because she hadn't realized it was their anniversary. With her dementia he didn't think a thing of it, but worried she might become upset with herself.



Cerchiate la lettera che precede la risposta corretta a ciascuna delle seguenti domande riguardanti il testo *Canon in D with a side of tomato soup*. Per ciascuna domanda, è possibile dare solo una risposta.

Example:

0. What did Paul notice?
- A That his wife put her sweater on the bed.
 - B That his wife didn't put on her sweater yet.
 - C That his wife put on her sweater the wrong way.
 - D That his wife put on the wrong sweater.
9. What does the pronoun **'it'** in paragraph 1 refer to?
- A Elaine's bed.
 - B Elaine's clothes.
 - C The layout of Elaine's clothes.
 - D The sweater Elaine had on.
10. How can the sentence **'It was one of the latter.'** in paragraph 2 be paraphrased?
- A That day was good.
 - B That day was bad.
 - C Alzheimer's disease was challenging.
 - D Alzheimer's disease was bad.
11. Which of the following sentences is true?
- A Elaine knew that it was their wedding anniversary.
 - B Elaine was aware that it was their fifty-seventh anniversary.
 - C Paul told Elaine it was their anniversary.
 - D Paul congratulated Elaine for their wedding anniversary.
12. Who offered a slice of key lime pie on the house?
- A Sarah.
 - B Ms Sue.
 - C Paul.
 - D Elaine.
13. What did Paul order instead of the tomato soup?
- A Chicken noodle.
 - B A sandwich.
 - C Drinks.
 - D Nothing.
14. What is meant by 'hiccup-free days'?
- A Days on which you do not have any hiccups.
 - B Days with as little trouble as possible.
 - C Days with as much trouble as possible.
 - D Days when there isn't any tomato soup.
15. Why did Paul hesitate to say the date?
- A Because he was worried that Elaine had forgotten about their anniversary.
 - B Because he was making a guess about the reason for Elaine's feelings.
 - C Because he feared that Elaine might have dementia.
 - D Because he knew that Elaine was upset with herself.



Esercizio 3: Completamento

Leggete il testo e eseguite l'esercizio.

Is it cruel to have a monkey helper?

As service animals, capuchins change people's lives – but they may suffer in the process.

A small monkey sits on a white countertop in a Boston training facility. With dexterous hands, the monkey – a capuchin, native to the forest canopies of Central and South America and __0__ – pushes a soft cloth back and forth across a board.

“Beautiful!” says the monkey's trainer, offering it a lick of the treat on her finger. In one fluid motion, the monkey laps it up then goes right back to work.

The trainer is teaching the monkey, step by step, to rub a human's face. __16__ that capuchins learn at Monkey College, the training center run by the non-profit Helping Hands. Over three to five years, Helping Hands instructs its primate pupils on how to care for humans who are paralyzed __17__. This particular monkey will learn how to move from rubbing the board to rubbing its trainer's arm with the cloth, then to rubbing a targeted dot on the trainer's face whenever she wrinkles her nose. Eventually, the monkey will know to scratch anyone's face with a cloth at the same signal.

Helping Hands is the only organization in the United States that trains monkey helpers. Their capuchins learn how to switch lights on and off, __18__, offer a drink, play a DVD or CD, even shift a person's limbs. Currently, 145 capuchins are involved in some stage of the program, according to Helping Hands. Thirty-five live with disabled people in 13 states, and 50 are undergoing training in Boston.

Yet turning monkeys into helpers for the disabled remains a controversial practice. Major media coverage of Helping Hands tends to ignore a perennial question in humans' longstanding relationship with monkeys: Is helping humans good for the monkeys, too?

For decades now, scientists in the U.S. and the U.K. have spoken out __19__ as pets. Monkeys begin life intensely bonded with their mothers. Almost all species have evolved to roam in forest canopies or across savannas in extended families or large groups, in which

dominance hierarchies often play a central role. Taking in a monkey as a pet disrupts the mother-offspring bond, and makes it extremely difficult to meet an adult monkey's needs for movement, exploration, and interaction with its species. Additionally, monkeys may bite, and the risk of injury or disease transfer (including of the Herpes B virus) across species lines to their human owners __20__.

Helping Hands was established in the 1970s and registered as a non-profit organization in 1983. Testimonials on the organization's website from people who live with service monkeys convey their happiness with the increased independence, and also with the affection they share with their capuchin housemates.

Nonetheless, it's clear from the statement of Angela Lett, Director of Development and Communication at Helping Hands, that they anticipate criticism. “Helping Hands acknowledges that some people do not agree with animals __21__, and we respect their opinions,” she writes.

Katherine MacKinnon, an anthropologist and capuchin expert at Saint Louis University, acknowledges that the monkeys' opposable thumbs and clever brains make them __22__, but concludes that ethically, we would be better off sticking with the use of domesticated animals like dogs for helpers. Of course, dogs cannot manipulate objects with their hands the way that the capuchins do. But dogs have been evolving to thrive in one-to-one relationships with humans in ways that monkeys have not.

Do I believe that the capuchin monkeys encounter kindness when they're bred to be helpers in people's homes? Yes, I do. But humans __23__ at putting their needs first over other animals'. With these primate cousins of ours, we change their lives with a firm eye on human benefits and a reluctance to consider the cost to the capuchins themselves. The greater kindness is to allow monkeys to live their lives as monkeys.



Inserite i completamenti (A–K) nei punti adeguati (16–23) del testo *Is it cruel to have a monkey helper?* Scrivete la lettera corrispondente a ciascuna risposta sulla rispettiva lineetta numerata. Tenete presente che nell'elenco ci sono due completamenti in più.

Example:

0. A

16. _____ A ~~known for its intelligence and use of tools~~
17. _____ B and also able-bodied
18. _____ C being in service to human beings
19. _____ D are exceptionally skilled
20. _____ E never really aim
21. _____ F it is one of many tasks
22. _____ G turn the pages of a book
23. _____ H tempting candidates as service animals
- I is a serious one
- J about the harms of owning monkeys
- K or otherwise limited in mobility



Esercizio 4: Abbinamento

Leggete il testo e eseguite l'esercizio.

How to communicate well with people from other cultures

co-authored by Maureen Taylor

To build good relationships with people from other cultures, it is essential to learn how to communicate with them verbally and non-verbally. You can make things easier by also learning about their culture and practising tolerance. Armed with the knowledge of how to communicate effectively, you can learn from people from other cultures and share yours with them.

- A** A little knowledge can go a long way. If you have time before embarking on a trip or meeting with someone from another culture, try to take time to learn the basic “do’s and don’t’s” of that culture. You can find information on this from internet sources such as those provided by the National Center for Cultural Competence.
- B** Different cultures will speak at different volumes, be more or less direct in showing emotion, may or may not expect to engage in “small talk,” and exhibit other dissimilarities in communication. When communicating with people from other cultures, be prepared to encounter such differences, including ones that you were not aware of.
- C** When communicating with a different culture, there may be unwritten rules about social position that you are not used to. For instance, you may come from a culture where men and women are expected to communicate equally with each other but may have to interact with someone from a culture where men may do more talking in mixed company. Similarly, you may be communicating with someone who expects that a younger person should let an older person do most of the talking, while you expect people across age groups to communicate equally.
- D** If you could not understand someone or think that he or she did not understand you, say something about it. Avoid being rude or offensive, but patiently explain the problem. It’s usually better to be open and frank than to let a problem in communication go unaddressed, since there may otherwise be bigger problems later.
- E** Each culture has its own set of dominant values, beliefs, and prejudices. Signs of these may emerge when communicating with people from other cultures. Basic communication, however, means it is not the time to judge people based on these differences. Instead, appreciate them for what they are, and accept them. You may even learn something new.
- F** If you will be communicating with people who speak a different language, try to learn a few basic phrases beforehand. Your situation may not require you or permit you to become fluent in a foreign language, but you can still try to learn some of the basics, including: “Hello,” “Please,” “Thank you,” “How are you?” etc. Carry a phrase book or electronic device that can help you find phrases you need and don’t know. Be patient when others are trying to use your language.
- G** This is important, unless you are absolutely sure how it is used in another culture. Using slang improperly can make you hard to understand, and may be perceived as very offensive. Since a language’s slang is complex and highly dependent on context, it is best to avoid it altogether unless you are absolutely sure you know to use it properly.



- H** It is common for different cultures to show feelings differently. For instance, Americans may smile frequently, while other cultures may see excessive smiling as a sign of shallowness. When communicating with people from other cultures, you may notice that they show more happiness, sadness or frustration than you are used to, or you may notice that they do not show feelings at all.
- I** Some cultures may require more of it than others. If you are communicating with people from another culture and you find they get closer to you or farther away from you than you are used to, it's not necessarily the case that they are invading your space or trying to avoid you. Just try to follow their cues and communicate as best you can.

(Adattato da: <https://www.wikihow.com/>. Data di consultazione: 20. 10. 2021.)

Abbinare le frasi sottostanti (24–30) al contenuto dei paragrafi (A–I) del testo *How to communicate well with people from other cultures* scrivendo la lettera del paragrafo a esse corrispondenti nella casella adeguata della tabella. Tenete presente che a un paragrafo non corrisponde alcuna frase.

Example:

| | | |
|----|------------------------------------|----------|
| 0. | Learn about the culture beforehand | A |
|----|------------------------------------|----------|

| | | |
|-----|--|--|
| 24. | Respect the amount of personal space | |
| 25. | Avoid non-standard language | |
| 26. | Be respectful and tolerant | |
| 27. | Expect different facial expressions | |
| 28. | Understand hierarchies | |
| 29. | Brush up on your foreign language skills | |
| 30. | Be upfront about difficulties in communication | |



Pagina vuota