



Šifra kandidata:

Državni izpitni center



M 2 2 2 2 4 1 2 1

JESENSKI IZPITNI ROK

Osnovna raven
ANGLEŠČINA
==== Izpitna pola 1 ====

- A) Bralno razumevanje
B) Poznavanje in raba jezika

Torek, 30. avgust 2022 / 60 minut (35 + 25)

*Dovoljeno gradivo in pripomočki:
Kandidat prinese nalivno pero ali kemični svinčnik.*

SPLOŠNA MATURA

NAVODILA KANDIDATU

Pazljivo preberite ta navodila.

Ne odpirajte izpitne pole in ne začenjajte reševati nalog, dokler vam nadzorni učitelj tega ne dovoli.

Prilepite kodo oziroma vpišite svojo šifro (v okvirček desno zgoraj na tej strani).

Izpitna pola je sestavljena iz dveh delov, dela A in dela B. Časa za reševanje je 60 minut. Priporočamo vam, da za reševanje dela A porabite 35 minut, za reševanje dela B pa 25 minut.

Izpitna pola vsebuje 2 nalogi v delu A in 2 nalogi v delu B. Število točk, ki jih lahko dosežete, je 50, od tega 20 v delu A in 30 v delu B. Vsaka pravilna rešitev je vredna 1 točko.

Rešitve pišite z nalivnim peresom ali s kemičnim svinčnikom v izpitno polo v za to predvideni prostor **znotraj okvirja**. Pišite čitljivo in skladno s pravopisnimi pravili. Če se zmotite, napisano prečrtajte in rešitev zapišite na novo. Nečitljivi zapisi in nejasni popravki bodo ocenjeni z 0 točkami.

Zaupajte vase in v svoje zmožnosti. Želimo vam veliko uspeha.

Ta pola ima 12 strani, od tega 3 prazne.



Task 2: Matching

Match statements 1–10 with paragraphs A–G. More than one statement may refer to the same paragraph. Write your answers in the table next to each statement. There is an example at the beginning: Statement 0.

Why med schools are requiring art classes

- A** It's a question that Dr. Michael Flanagan often gets after telling people about "Impressionism and the Art of Communication," the seminar he teaches to fourth-year medical students at the Penn State College of Medicine. In the course, students complete exercises inspired by 19th-century painters like Vincent van Gogh and Claude Monet, ranging from observation and writing activities to painting in the style of said artists. Through the process, they gain insights on subjects like mental illness and develop essential skills that doctors need, for example, critical thinking and observational and communication skills, as well as empathy and bias awareness of preconceived notions, which affect doctors' decision making negatively.
- B** Flanagan's seminar speaks to a broader trend in medical education, which has become pronounced over the past decade: more and more, medical schools in the U.S. are investing in curriculum and programming around the arts. Medical students at Columbia University's College of Physicians and Surgeons, for example, are required to take humanities seminars in their first year, which range in subject from dance to poetry. And in the past few years, more schools, including Harvard Medical School and the University of Texas at Austin's Dell Medical School, have developed their own arts and humanities programs.
- C** "It's not just a nice idea to incorporate humanities into medical schools to make the education more interesting," Flanagan says of such programs. "It's protecting and maintaining students' empathy, so that by the time they go off to practice medicine, they're still empathetic individuals." He notes that while medical students traditionally enter their first year with very high levels of empathy, after three years, research has shown, the exposure to content around death and suffering can cause those levels to plummet. Engagement in the humanities can rectify this problem.
- D** One of the most popular programs, adopted at schools including Yale, Harvard, and UT Austin, involves students meeting at art museums to describe and discuss artworks. At the most basic level, these exercises in close observation help to improve diagnostic skills, priming students to identify visual symptoms of illness or injury in patients, and (hopefully) preventing them from making misguided assumptions. But it's also about delving beneath face value.
- E** "It's a richer experience than just, 'Check, I know how to observe now,'" says Dr. Taylor, regarding the courses Columbia offers, where students visit museums like the Metropolitan Museum of Art. She notes that by verbally reacting to the art they see, and developing hypotheses around factors like what the artist was thinking or why they used a certain shade of red, students can prepare for future scenarios with patients and colleagues that will make them feel uncomfortable and uncertain. These classes, which are most often led by museum educators, also serve to engender curiosity, to encourage students to ask questions, and, importantly, to consider and possibly accept the perspectives of others.
- F** Beyond looking at and discussing art, students are also making it. At Columbia, students can take a comics course taught by Dr. Benjamin Schwartz, Assistant Professor of Medicine and Chief Creative Officer at Columbia's Department of Surgery, who is also a contributing cartoonist to the New Yorker. In his classes for first- and fourth-years, students learn to create their own comics and, in the process, gain insights into the different vantages from which to see and understand real-life situations. "Making comics," Dr. Schwartz explains, "can help to prevent breakdowns in communication due to potentially confusing medical jargon, and develop thoughtfulness."



Task 2: Gap fill (verbs)

For gaps 1–15, write the correct form of the verbs in brackets in the spaces on the right. There is an example at the beginning: Gap 0.

Big doe eyes can help you get ahead

He was America's most wanted man – a gangster so bloodthirsty, Al Capone booted him out of his gang for **_0_ (BE)** too violent. On 20 April 1934, the police decided to get him. They had been tipped off that he was staying at a lakeside hotel in Wisconsin, so they launched a secret operation to gun him down.

But George Nelson had been blessed with a round face, large eyes and cute little nose. He hardly looked like a criminal. When the agents arrived, they locked eyes on a trio of men that apparently did. The men – who were actually undercover FBI agents – were gunned down in a matter of seconds, **_1_ (ALLOW)** Babyface and his fellow outlaws to escape. They jumped out of a second-floor window, stole a car and got away.

From literally getting away with murder, to monopolizing parental love and seducing the opposite sex, the babyface is a potent social weapon. The doe-eyed look can help people, for example, get ahead in their careers. It makes politicians **_2_ (SEEM)** more trustworthy when addressing the public. Similarly, crooks are less likely **_3_ (CONVICT)** because of their innocent appearance. In all, baby-faced individuals are thought of as more honest, naïve, warm, kind and charismatic than the rest of us.

This trust is misplaced. In fact, they are more, not less, prone to becoming criminals, who eventually end up in jail. And once they **_4_ (TURN)** their backs on the law, they tend to commit more offences than those who look less innocent.

Not surprisingly, across diverse cultures baby-faced women **_5_ (RATE)** as the most attractive. “The big eyes, the long lashes, the arched brows, the plump lips, the small chins, the round face, the cute little nose – if I **_6_ (NOT DESCRIBE)** a baby, I would be describing a supermodel,” says Caroline Keating, an expert in non-verbal communication at Colgate University, New York.

So what is going on?

We **_7_ (JUDGE)** people based on the way they look for thousands of years. The ancient Greeks **_8_ (TURN)** it into a science called physiognomy. As early as 500 BC, the mathematician Pythagoras would scrutinise young men's faces to determine if they **_9_ (MAKE)** a good student. Not long after, Aristotle wrote that large-headed people **_10_ (BE)** mean. By the Middle Ages, professionals had coined the phrase ‘high-brow’ to refer to the high foreheads of aristocrats and ‘low-brow’ to the less refined foreheads of the lower classes.

Nowadays, we are still doing it. We view those who resemble Labradors as warm, while those who resemble lions as dominant. We expect people who look familiar **_11_ (SHARE)** our values. These bizarre subconscious errors are not as ridiculous as they sound. Faces contain valuable clues to who we **_12_ (DEAL)** with. (Are they aggressive? Are they sick?) Deep in our evolutionary past, the ability to make rapid, unconscious categorisations had life-and-death importance.

Regardless of whether we are very maternal or find babies really annoying, we are hardwired to respond to their features by turning into cooing, baby-talking lunatics. Crucially, **_13_ (GAZE)** into their innocent faces makes us less aggressive and more generous, smiley and helpful.

Their power is such that ‘cute’ features **_14_ (RECOGNIZE)** all over the world as an effective way of selling products and making cartoons more endearing. That is so because regardless of who or what these features are plastered on to, our behaviour is transformed the moment the brain screams ‘baby’. On the other hand, resembling a baby might prevent politicians from **_15_ (ELECT)**. Baby-faced people are viewed as more submissive, weaker and less competent – not exactly traits considered desirable in a leader.

(Adapted from: www.bbc.com/future/article/20160913-the-benefits-of-having-a-babyface, 14 September 2016, by Zaria Gorvett)



Example:

0. *being* _____

1.	_____
2.	_____
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Prazna stran

