



Codice del candidato:

Državni izpitni center



P 0 6 3 A 2 2 1 1 1 1

SESSIONE INVERNALE

Lingua inglese

Prova d'esame 1

A: Comprensione del testo
B: Competenza linguistica

Sabato, 17 febbraio 2007 / 60 minuti (30 + 30)

*Al candidato è consentito l'uso della penna stilografica o della penna a sfera.
Al candidato vengono consegnati il fascicolo della prova e due schede di valutazione.*

PROVA DI MATURITÀ PROFESSIONALE

INDICAZIONI PER I CANDIDATI

Leggete attentamente le seguenti indicazioni. Non voltate pagina e non iniziate a risolvere i quesiti prima del via dell'insegnante preposto.

Incollate o scrivete il vostro numero di codice nello spazio apposito su questa pagina in alto e sulla scheda di valutazione.

Questa prova d'esame comprende due quesiti nella parte A e due quesiti nella parte B.
Per risolvere la prova avete a disposizione 60 minuti: 30 minuti per la parte A e 30 minuti per la parte B.

E' d'obbligo l'uso della penna stilografica o della penna a sfera. Le risposte scritte a matita verranno valutate 0 (zero) punti. Scrivete in modo leggibile. Le risposte illeggibili e le correzioni non adeguate verranno valutate zero (0) punti. In caso di errore tracciate una barra sulla risposta errata e scrivete la risposta corretta.

Scrivete la risposta nel fascicolo **della prova** in conformità alle indicazioni fornite per ogni quesito.

Nella prova è indicato il punteggio conseguibile per ogni singolo quesito.

Abbiate fiducia in voi stessi e nelle vostre capacità.

Buon lavoro.

Questa prova d'esame ha 12 pagine, di cui 2 vuote.

PAGINA VUOTA

Voltate pagina.

A: COMPrensione DEL TESTO (Tempo a disposizione: 30 minuti)**1° ESERCIZIO: RISPOSTE BREVI**

Leggete il testo *Putting on the 'ritz* e fornite alle domande seguenti delle risposte brevi. Le risposte vanno scritte in inglese nelle righe sottostanti le domande.

1. In which direction did young Eugenie travel in order to reach Biarritz?

2. Who made Biarritz an internationally popular resort?

3. Can Eugenie's palace still be seen?

4. Name one group of people who built houses in Biarritz until 1920's.

5. Who owns buildings in Biarritz nowadays?

6. Is bathing common at any time of the day?

7. What looks Tyrolean in Côte Basque?

8. Which are the official languages of the region?



Putting on the 'ritz

by Celia Bryfield

Adapted from <http://travel.guardian.co.uk/countries/story/>, 22 May 2004

This is where the French beach holiday really began. In the early 19th century, a little Spanish princess was sent north every year to escape the heat of the Andalucian summer. Her destination was a tiny village called Biarritz. Twenty years later, as the Empress Eugenie, icon of the Romantic age and wife of the French emperor Napoleon III, she dragged her husband away from Paris to rediscover the golden sand, red rocks and Atlantic surf that had delighted her as a child. They made Biarritz an internationally fashionable resort.

Eugenie was a star, in the style of Jacqueline Kennedy Onassis and Princess Diana. Her destiny, however, was equally troubled and the heyday of Biarritz outlasted her reign as Empress by several decades. Her original palace burned down, but there is still plenty of wedding-cake architecture along the bay to add belle-epoque grandeur to the seascape. Russian aristocrats, pleasure-bent English milords and rich people from Paris continued to build here until 1920's, and their legacy remains in dozens of art nouveau and art deco villas.

Eventually, the international scene shifted to the Riviera, leaving the Côte Basque in French hands. The millionaire mansions have been divided into apartments, and most of them now belong to local families – and the place is all the better for having escaped the attentions of the jet set.

The French way of beach is adorable. Those who know only the international resorts of the Mediterranean coast have never seen the sweet absurdity of a French family enjoying their holidays. From the Spanish border to Bordeaux, nobody would dream of putting a toe in the water without the green flag from a lifeguard, or spending lunchtime anywhere but in one of the thousand handy bars offering moules, tapas and slabs of gateau Basque.

However this Frenchification is just a veneer; the Côte Basque is exactly that, the seaboard of the Basque province of Labourd, and if you can drag yourself away from the beach you can't fail to notice the robust evidence of Basque culture all around you. The vernacular architecture is half-timbered, red-painted and low-roofed; it looks Tyrolean at first glance, but it's Basque, designed to shelter a large family from the savage winters of the Pyrenees.

The shops are full of boldly-striped Basque linen, originally woven to keep the flies off the mountain cattle, and the air is full of song, because the Basques are superb singers and musicians and most bars get a visit from some strolling players during the evening.

You will notice the language. Anything official, like a road sign, will be written both in French and Basque, and your menu will offer you delights like "txakoli" – a local white wine that's perfect with seafood. Pronounce the "x" like a "tch" and the waiter will smile on you. You will probably be smiling too, since Basque cuisine with its blend of mountain, ocean and New world produce, is one of Europe's finest.

2° ESERCIZIO: COLLEGARE DOMANDE E RISPOSTE

Leggete attentamente il testo *Background Information on Human Rights > Questions and answers* e inserite nelle caselle vuote della sottostante tabella le lettere dell'alfabeto corrispondenti alla risposta idonea per ogni singola domanda.

Le correzioni illeggibili non verranno prese in considerazione.

1. Who has human rights?
2. Where do human rights come from?
3. Who looks after human rights?
4. Does anyone have a duty to protect my rights?
5. What are human rights?
6. Are human rights only a problem in non-democratic countries?
7. Why 'should' anyone respect human rights?

	1.
	2.
	3.
	4.
	5.
	6.
	7.

(7)

Background Information on Human Rights > Questions and answers

Adapted from http://www.eycb.coe.int/compass/en/chapter_4/4_5.html#451



- A** Human rights are moral entitlements. In claiming our human rights, we are making a moral claim, normally on our own government, that you cannot do that, because it is a violation of my moral sphere and my personal dignity. No-one - no individual, no government - can ever take away our human rights.
- B** They come from the fact that we are not only physical beings, but also moral and spiritual human beings. Human rights are needed to protect and preserve every individual's humanity, to ensure that every individual can live a life of dignity and a life that is worthy of a human being.
- C** Fundamentally, because everyone is a human being and because of that a moral being. In general, people do not want to hurt other people. However, in addition to the moral sanctions of one's own conscience there is now legislation in most countries of the world which obliges governments to respect the basic human rights.
- D** Absolutely everyone. Criminals, heads of state, children, men, women, Africans, Americans, Europeans, refugees, the unemployed, those in employment, bankers, charity workers, teachers, dancers, astronauts...
- E** We all need to. There is legislation both at national and at international levels which imposes restrictions on what governments are able to do to their citizens. As individuals, we need not only to respect the rights of others in our everyday lives but also to keep watch on our governments and on others. The protective systems are there for all of us if we use them.
- F** Every individual has a moral duty not to violate your personal dignity but your government, in signing up to international agreements, has not just a moral duty but also a legal duty.
- G** There is no country in the world that has a completely clean record on human rights, even today. There may be more frequent violations in some countries than others or they may affect a larger proportion of the population, but every single violation is a problem that ought not to have happened and that needs to be dealt with.

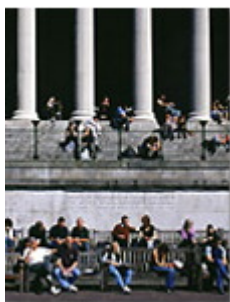
B: COMPETENZE GRAMMATICALI (Tempo a disposizione: 30 minuti)**1° ESERCIZIO: SCEGLIERE LA PAROLA GIUSTA**

Leggete attentamente il testo *Architecture* e inseritevi le parole mancanti. Nella tabella sottostante trovate per ogni parola mancante quattro possibili scelte (A, B, C e D). Cerchiate la lettera corrispondente alla parola scelta.

Le correzioni illeggibili non saranno prese in considerazione.

1.	A to	B over	C behind	D at
2.	A despite	B when	C yet	D because
3.	A along	B while	C during	D when
4.	A who's	B who	C that	D whose
5.	A its	B it's	C they're	D theirs
6.	A than	B as	C then	D from
7.	A like	B than	C as	D then
8.	A by	B out	C from	D over

(8)



Architecture

by Jonathan Glancey
Adapted from *The Guardian*, 16 May 2001

Architecture is not, repeat not, the new rock'n'roll, whatever the media might have been saying in recent years.

Despite all the advances in construction technology that allow buildings to be raced up in record time, architecture is not a three-minute wonder. It requires patience, imagination, a variety of skills and a certain bluster to get through the hurdles that eventually lead 1 great buildings.

Even then, the study of architecture even at the best schools cannot guarantee that you will be the next Palladio, Hawksmoor, Mies van der Rohe, Norman Foster or Zaha Hadid.

More women than ever are going into architecture, 2 it still remains a male-dominated profession operating, as it does, within the testosterone-fuelled building industry.

It is also, still, a largely middle class profession - probably because of the financial support needed 3 the long time it takes to register as a qualified architect. Then, unless you're a prodigy, it'll take until you're forty before you really hit the big time. But, take heart. Norman Foster was a working class lad from Manchester. Today he is, by most fellow professionals' and critics' reckoning, the world's most successful architect.

British university schools are, by and large, highly regarded, with Cambridge coming out top.

University College, London, 4 principal buildings were designed by William Wilkins, architect of the National gallery, comes a close second.

The Guardian guide has excluded the privately owned and run Architectural Association, London. This is a good, imaginative school happily plugged into the avant-garde cultural life of London and pretty much the world. However, because of the fees required, some 80% of 5 students are from overseas.

Nick Bullock, a Professor at Cambridge says: "We're a small department and well funded. We're privileged in many ways, particularly because we get so many students to choose from - more than ever today, and probably slightly more women 6 men.

Is it true that many of your graduates take jobs abroad?

"Yes, They are quite a mobile lot," says Bullock.

And quite privileged too?

"Yes, architecture does attract middle-class men and women from cultured homes, but the university's policy is genuinely to be as inclusive 7 possible. I think we can feel good about the fact that the added-value we offer an undergraduate from a less privileged background is very high indeed."

The male bastion has also started to crumble with the college's recent appointment of two women lecturers. It has also taken 8 the Cambridge Film Unit, encouraging English literature and music students, in particular, to get involved in its creative programme and thus widening the focus of the department.

And considering the record number of sixth-formers applying to become the next Norman Foster or Zaha Hadid, maybe architecture is the new rock'n'roll after all.

2° ESERCIZIO: INSERIRE LA FORMA ADEGUATA

Leggete attentamente il testo *Misbehaving locks may be inherited* e volgete i verbi all'infinito nella forma adeguata.

Scrivete il verbo nella forma che ritenete opportuna nella tabella sottostante. Scrivete in modo leggibile.

Le correzioni illeggibili non saranno prese in considerazione.

1.	
2.	
3.	
4.	
5.	
6.	
7.	

(7)

Misbehaving locks may be inherited

by The Associated Press

Article from <http://www.msnbc.msn.com>, 24 May 2004

Unruly hair may be linked to a gene that determines complex hair patterns, researchers say.



WASHINGTON - Having a strange hair life? Blame your parents. That's right, misbehaving hair may be inherited, according to a study released on Monday.

Researchers studying mice determined that the gene named Frizzled 6 controls hair patterns. Subjects without the gene had strange patterns, 1 (INCLUDE) whorls of hair on their hind feet, back of the head and chest. Some also had tufts and ridges in the hair on their head.

Humans "have a gene that's virtually identical, so there's every reason 2 (THINK) it would be similar in effect, though that is unknown at this point," said researcher Jeremy Nathans of Johns Hopkins School of Medicine and the Howard Hughes Medical Institute.

Not having the gene can't be blamed for a simple bad hair day, however. Rather, it would result in permanent differences in the hair, such as a cowlick or an unusual whorl.

No such thing as 'bad hair'?

Indeed, Nathans doesn't like the phrase "bad hair."

"These are the things that 3 (MAKE) life interesting," he said. "We're all different."

The report, published in this week's issue of Proceedings of the National Academy of Sciences, noted that Frizzled genes were first discovered in fruit flies, where they control wing hair and bristle patterns.

Most flies' bristles are all pointing in an orderly way, but without the gene they 4 (NOT KNOW) which way to point, Nathans explained. The gene was named because flies without it look like they're having a bad bristle day, he said.

Complex hair patterns occur in many mammals, including guinea pigs, prairie dogs, horses, pigs, cattle, dogs and humans, so the researchers wondered if the same genes 5 (BE) at work.

Unusual patterns

That led them to study the effect of deleting the Frizzled 6 gene in mice, producing unusual hair patterns, although the hair follicles looked normal under the microscope.

The bottom line of the study is, Nathans explained, "there's a system of patterning during development of the embryo."

This system 6 (CAN SEE) by looking at the pattern of hairs, but underneath are many other pattern systems which are not obvious from the surface, he explained.

For example, Nathans said, the Frizzled 3 gene is active in determining the pathways of nerves, which need to know how to connect to do their work.

He also noted that a study last year 7 (LINK) human hair patterns with left- or right-handedness, suggesting the same genetic factors may play a role in both. The research was funded by the Howard Hughes Medical Institute.

PAGINA VUOTA