



Codice del candidato:

Državni izpitni center



P 2 3 3 A 2 2 1 1 1 1

SESSIONE INVERNALE

INGLESE

Prova d'esame 1

Comprensione di testi scritti

Lunedì, 5 febbraio 2024 / 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.



Pagina vuota

VOLTATE IL FOGLIO.



Esercizio 1: Completamento

Leggete il testo e eseguite l'esercizio.

Deadlines, distractions and difficult books: how university differs from school

by Lucy Jolin

The most obvious difference between studying at school and at university is that the structure of school hours is no longer there, so you'll have to develop 0 your own timetable. How much you study depends on your course, but Pete Langley, director of study help at thestudentroom.com, advises "a reasonable day's work from Monday to Friday. Expect to burn the midnight oil sometimes, especially around exams, but also plan to have days off."

Academically, you'll need to learn a lot of new skills quickly. "A-levels are a very controlled environment to study in," says Langley. "At university, answers will be less clear. 1, and a much wider range of reading. You might not be used to reading around subjects, writing 5,000 words, or reading difficult books. You'll need to develop your reading skills: finding the library, getting the books on the reading list, not being put off by language, and techniques for skim reading."

You'll also need to learn new writing conventions, too: such as referencing and how to structure an essay.

At school, support is always there: at university, you'll have to seek it out 2. "Being independent doesn't mean that you can't ask for help," says Langley.

Bhishak Bremanand, in his final year of a biomedical science degree at the University of Bedfordshire, agrees: "I found my personal tutor very supportive and very quick to respond on email, 3 if I had a question. Nobody is going to come to you, but if you ask for help, then you'll get it."

But university isn't all about studying – it's a great opportunity to widen your circle of friends, so long as you try to meet people outside your comfort zone. "The only people you are guaranteed to 4 are your flatmates, so a lot depends on whether you become friends with them," says Lia Higgs, first-year history student at the University of Bristol. "However, there are many more random and extracurricular ways to meet people, and I did end up finding my group of people in lectures."

Get down to work

Some handy tips for getting on with your university work and dealing with deadlines (but don't forget to take some time out too):

Plan and prioritise

Plan ahead. Use a calendar on your phone and make sure you have all the lectures, seminars and deadlines in there right from the start. Also, learn to prioritise tasks into urgent and non-urgent – you could even 5.

Working tips

Allow plenty of time for reading: it takes longer than you think. And consider working for a certain number of hours every day in order to get ahead with your studies. Also, remember that big tasks can seem intimidating, so tackle them 6 first.

Uni deadlines

Take your deadlines seriously. 7, you could end up with an awful lot of work that needs to be done at the end of term.

No distractions

Find somewhere to work with no distractions that suits you. It doesn't have to be the library – it could be your room, a coffee shop, or a study area.

Time to relax

Don't be afraid to enjoy some free time: not just to take part in clubs, societies and sports, but also to just relax and chill. You'll 8.



Collocate i completamenti (A–K) nei punti adeguati (1–8) del testo *Deadlines, distractions and difficult books: how university differs from school*. Scrivete la lettera di ciascuna risposta sulla corrispondente riga numerata. Due completamenti sono di troppo.

Example:

0. A

1.

A ~~time management skills and work out~~

2.

B if you follow them regularly

3.

C by breaking them down into smaller chunks

4.

D talking to him didn't help very much

5.

E see with any regularity socially

6.

F if you start missing them

7.

G assign each task a number for importance

8.

H there is more for the student to think through

I struggle to concentrate without it

J and I'd always stay behind after lectures

K and don't be afraid to do so



Esercizio 2: Quesiti a scelta multipla

Leggete il testo e eseguite l'esercizio.

All in a night's work

Responding to travellers' desire to engage with frontline conservation, the Naankuse Foundation, based east of Windhoek, has opened its ranger training programmes to anyone willing to muck in on patrols and intrepid, under-the-stars night shifts in the bush.

Forget tents, forget torches. This is camping with a difference. Around me, my boma – a metre-high ring of thorny bushes – provides shelter from any predators. Above me, a sky flooded with stars threatens to distract me from the job at hand. You may think that here, buried in 22,000 acres of Namibian bushland, I'd be on the lookout for megafauna: the leopards that roam the reserve, or the elephants that could mercilessly trample my makeshift camp. But I'm here with a different role, taking on a night-time stint as a 'Rhino Ranger' with one task: to protect the world's rapidly depleting rhino population from poachers.

While ranger training academies exist across the world for those seeking a career in conservation, this is the first time such a programme has been offered to everyday travellers, who can join for one-week to one-month stints to take on a vital wildlife protection role and work alongside some of the most inspirational people on the planet.

Their office? The Zannier Reserve, a huge expanse of land run by the Naankuse Foundation, which rescues and rehabilitates animals in danger. A pair of elephants rescued from being sold to a circus and hundreds of baboons are just some of the lucky guests.

The other residents are a small crash of rhinos – a fraction of the 27,000 left in the wild – who are at risk from poachers. In 2019, 41 desert-adapted black rhinos were killed in Namibia alone. The poacher's target is rhino horn, which is regarded as a wonder-cure by thousands of consumers in China. A horn can weigh up to 8kg, with each kilo valued at a figure between £20,000 to £75,000. Simple sums show why the animals are in demand.

While donations to anti-poaching units are important, there's another key to success. **"Boots on the ground,"** says Ivan, the reserve manager. "More eyes, more ears. Greater deterrents." And that's where visitors can help.

For the next few days, I'll be supporting my teammates H and J, patrolling the bushland and looking for signs of poachers. "A ranger's role is not to confront poachers, but to report on them," says Ivan. "We're conservationists – the aim is to drive them into an ambush and catch them, not to kill anyone."

Rhino poachers aren't opportunists. In fact, they run a highly skilled, planned operation that's likened to human and drug trafficking. Due to this, H and J live highly secretive lives, with only close family knowing their real jobs. If their identities are revealed, they become an immediate target: poachers have blackmailed rangers and kidnapped their families for intelligence on rhino locations.

Nevertheless, our days feel strangely relaxing. This is a controlled and considered undertaking. Kitted out in our uniforms, we spend the mornings patrolling in single file. H and J are armed with rifles, taking up the front and rear, while I scour the land for any signs of unusual human activity: a lone cigarette butt, a footprint or even a cache of weapons.

After each patrol, we scoff our rations (biscuits, noodles and tinned meat) and call in our sightings on a walkie talkie, reporting any suspicious sightings and the locations of animals. The experience is in one part ranger patrol and another part thrilling walking safari. Every day – indeed, every hour – we encounter memorable wildlife tableaux: a leopard snoozing in the sunshine; a giraffe towering over flowering bushes; a cobra occupying a patch of bush worryingly close to our camp.

And, of course, the rhino. Our first sighting is a mother and daughter barely 60ft away. "Respect the animals and they'll respect you," H tells me in a whisper. "Don't show fear – it will make them fearful too." They gaze at us inquisitively before sauntering past, unfazed.

The next day we see them again, this time with a handful of others. They stroll into a sun-soaked stretch of grass and graze for hours, finally wandering off as the sun sets.

That night, back in the boma, I think about the rhino I've had the privilege to help protect, and my new ranger friends working the frontline of this operation. Their jobs offer no glory; I can't even share their real names or their faces. I think back to H smiling as he watched the rhino happily grazing at the waterhole earlier that day. "This job is dangerous," he'd told me in a whisper. "But I must help save these amazing animals." I'm glad to have played a small part, too.



Cerchiate la lettera che precede il completamento corretto per ciascuna delle affermazioni riguardanti il testo *All in a night's work*. Per ciascuna affermazione è possibile dare solo una risposta.

Example:

0. In the opening paragraph, we find out that the author
- A has forgotten to bring basic camping equipment on the trip.
 - B is protected from wildlife by prickly shrubs.
 - C feels threatened by the star-filled sky.
 - D is observing leopards and elephants while buried underground.
9. The Naankuse Foundation ranger training programmes are unique in that they
- A welcome tourists.
 - B take place at night.
 - C involve frontline conservation.
 - D last between a week and a month.
10. The Zannier Reserve
- A is where the Naankuse Foundation's main office building is located.
 - B is a vast area of bushland dedicated to wildlife conservation.
 - C is the home of a couple of former circus elephants.
 - D is home to 27,000 rhinos and hundreds of baboons.
11. Rhino horn
- A is in high demand due to its alleged healing properties.
 - B is where the poachers aim when they shoot the animals.
 - C from one animal is worth between £20,000 and £75,000.
 - D from desert-adapted rhinos has caused a crash in prices.
12. The phrase "**Boots on the ground**" refers to
- A the importance of wearing desert-appropriate footwear.
 - B the donations paying for the equipment the rangers use.
 - C the noise of heavy footsteps scaring away wildlife.
 - D the need to have more people patrolling the reserve.
13. Rhino poachers
- A live highly secretive lives.
 - B also deal in human and drug trafficking.
 - C are well-trained and extremely strategic in their work.
 - D have kidnapped rangers' families to extort money.
14. The author spends the days
- A relaxing out of her uniform.
 - B following H and J's footprints.
 - C looking for litter indicating human presence.
 - D carrying weapons in case of a confrontation with poachers.
15. After the patrols, the author
- A prepares a simple meal for the group.
 - B delights in observing scenes of wildlife.
 - C reports any suspicious sightings of animals.
 - D worries about the closeness of large animals to the campsite.
16. When she first encounters a rhino, H tells the author
- A to keep at least 60ft away.
 - B that the animal's behaviour will reflect her own.
 - C that rhinos are indifferent to human presence.
 - D to keep observing the animal so that it will return the gaze.
17. H continues doing this work
- A because he enjoys the risk and danger involved.
 - B for the public recognition that comes with being a ranger.
 - C for the privilege of observing endangered species in their natural habitat.
 - D because he feels compelled to assist in the conservation of the species.



Esercizio 3: Abbinamento

Leggete il testo e eseguite l'esercizio.

Forget dogs: these rats could be the future of search and rescue

- A** Think search and rescue animal, and you're likely to picture a dog in an orange vest. But a Belgian non-profit based in Tanzania wants you to imagine something else: the African giant pouched rat. Donna Kean and her colleagues at APOPO, a non-profit that trains pouched rats to save lives, have spent the past 2 decades working with the curious animals (*Cricetomys ansorgei*) to sniff out tuberculosis and track down land mines. Now, they're moving on to search and rescue. *Science* caught up with Kean to chat about the new project, known as RescueRats.
- B Why send rats into the rubble instead of dogs?**
The rats have a comparable sense of smell, and they're just as trainable as dogs. They also aren't tied to just one trainer, which is what you find with dogs. And their size is useful because they will be able to penetrate into areas with dense rubble and debris that dogs just wouldn't be able to. The life span of our rats in captivity is roughly 8 years but we have rats that have lived up to 10 to 11 years in retirement. The giant pouched rats are endemic here in Tanzania, where we've had a land mine detection program with them for 20 years. We have all the training facilities in place, and we have amazing trainers who are local. APOPO's mission is focused on humanitarian projects, so this is a great way to build local capacity.
- C How do you train a rat?**
The first thing we did was train them to return to their starting point. A trainer released the rat in an empty room and let it wander around. We trained the rat to come back to the starting point when we played a beep; they were fed a reward of powdered rat pellets mixed with avocado and banana through a syringe when they did so. Then we trained the rats to pull a rubber ball on their backpack. The ball is attached to a microswitch, which emits a beep. In the real world, it would provide a signal to rescuers. When they were reliably doing that, we'd start introducing a target human. The goal is for the rat to go over to this mock victim, pull the ball, return to where they were released from when they hear the beep.
- D What was your success rate?**
Training started in August and is ongoing. On average, the rats took 14 sessions to reliably return to base point within 3 seconds of the beep in stage one, and 10 sessions to pull the ball for 3 seconds in stage two. Our most proficient rats were already reliably performing the basic behavioral sequence (go to victim, pull ball, and return to base point) within seven sessions in the third stage. So far, all nine rats have mastered stages one and two; six have reliably learned the entire sequence.
- E You were training very young, newly weaned rats. How were they to work with?**
There are a lot of individual differences in personality, aptitude, and ability. A couple of them don't perform as well as the others. So, for example, we'll have some that'll go straight to the target. They look like they're doing the correct behavior, but they don't pull the ball; they just come back to where they're released from. But you know, from all of my experience working with animals, they can always surprise you. So, the ones that are not doing very well can all of a sudden be the ones that shape up and are top of the class.
- F How far could a rat theoretically go from its handler?**
For search and rescue, dogs don't penetrate debris, they just sniff around the outside of it. So, the rats will only be deployed after human and canine search teams have already worked the debris site. We plan to release rats into debris sites from multiple entry points. We think they could probably go on average between 10 and 20 meters, with a maximum of about 30 meters, so we can cover a large area.



G Might a rat running around a disaster site scare someone?

There may be issues if people have a fear of rats or animals. But wherever they're introduced and used for this purpose, there can be marketing campaigns so people know that this can happen. They'll also have a backpack on, and they'll have a microphone, light, and camera. There can be audio coming from the backpack that potentially says, "I am a RescueRat, I'm here to help you," that kind of thing.

(Adattato da: <https://www.science.org>. Data di consultazione: 16. 1. 2022.)

Leggete il testo *Forget dogs: these rats could be the future of search and rescue* e cercate, in ciascuno dei capoversi (paragraphs) indicati, le parole corrispondenti alle definizioni sottostanti. Su ciascuna riga potete scrivere solamente una parola presa dal testo.

Example:

0. garment worn on the upper part of the body for a particular purpose (Paragraph A)

vest

18. with a pocket on the lower part of the body to carry and protect her young (Paragraph A)

19. closely compacted in substance (Paragraph B)

20. short high sound (Paragraph C)

21. in a way that can be trusted or believed (Paragraph D)

22. talent or skill to do something well (Paragraph E)

23. broken or torn pieces of something larger (Paragraph F)

24. intention (Paragraph G)



Esercizio 4: Ordinamento

Leggete il testo e eseguite l'esercizio.

The do-over

- A** The problem, it turned out, wasn't a lack of phrases, but an inability to catalogue them sensibly. Instead of 'sorry', I told an old man I bumped into at a pedestrian crossing that I loved him. At a party, when I walked in on someone in the toilet, I offered yet another declaration of love, then ran off before they could call the police. With every new phrase learnt, the chances of selecting the wrong one only increased. By the end of my six months, I was more Borat than Beauvoir, and I returned to Australia somehow less worldly than when I'd left.
- B** Which is how I came to spend the next few weeks not in class, but eavesdropping on Parisians at cafés. When I heard a phrase, I liked the sound of, I'd write it down to translate later, then work it into my repertoire. Before month's end, I'd memorised a dozen nice-sounding expressions. The tenses may have been all over the place and I was probably misgendering inanimate objects. But I was speaking in full sentences, damn it. Beauvoir would be proud.
- C** Tell someone you're moving to Paris and, provided they're roughly as insufferable as I am, you'll be peppered with questions. *Which arrondissement? For the spring or autumn? Which brand of cigarettes will you take up?* One question they'll rarely ask is why. The reasons for moving are taken as self-evident: the city is beautiful; its people are well dressed; smoking is somehow good for you there. And so, you move to Paris – no further reasons required.
- D** I'm pleased to say my grammar's improved in the decade since then, though my French is still riddled with non-sequiturs. And for that, I'd like to say sorry to my 26-year-old self – if I could have that time again, I would do things differently. *Je t'aime, petit homme*. Stay in school.
- E** Had anyone asked, I could have offered a few further reasons for moving there in my mid-20s. For starters, there was the semester of university I'd enrolled in. The promise of €1 supermarket wine loomed large, too. More importantly, I saw Paris as a sort of cultural incubator, and myself in need of some rather intensive cultural incubation. I'd made it to 26 without picking up a second language, and this sorry fact clashed with my self-image as an aspiring member of the intelligentsia (the only French-sounding word I could employ at the time). And so, I headed for the City of Light, convinced I'd emerge six months later reciting Simone de Beauvoir *en français original* and looking like a young Jean-Paul Sartre.
- F** And so, instead of soldiering on through a summer of abstract linguistic lessons, I dropped out and vowed to learn French 'the real way' – by immersing myself in the city. "I'll probably pick up more authentic French by conversing with the country's people, anyway," I told myself as I walked out of the classroom. "After all, most six-year-olds can't tell the difference between a noun and a verb, and they speak just fine." I was getting excited. "I mean, really, does anyone speak more truthfully – more poetically – than a child? They really do say the darndest things. Could I not also say those things?"
- G** Of course, to do that I would have had to pay attention to the French classes the university enrolled its international students in. I diligently sat through the first few weeks' instructions, learning which genders various household objects identified as and how to count to 10. But the *merde* quickly hit the fan when we waded into fuzzy concepts like nouns, verbs, and the fact that the passage of time sometimes requires you to use more than one tense. Staring at the blackboard, struggling to tell a prefix from a past participle, it dawned on me: If the basic conventions of grammar were beyond my grasp, learning a second language in a classroom might be, too.



P 2 3 3 A 2 2 1 1 1 1 1

Riordinate nel modo corretto i capoversi del testo *The do-over*, scrivendo le lettere corrispondenti a ciascuno di essi nella posizione adeguata della tabella sottostante.

Example:

PART 1	PART 2	PART 3	PART 4	PART 5	PART 6	PART 7
25. _____	26. _____	27. _____	0. F _____	28. _____	29. _____	30. _____



Pagina vuota