



Codice del candidato:

Državni izpitni center



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SESSIONE INVERNALE

INGLESE

Prova d'esame 1

Comprensione di testi scritti

Martedì, 7 febbraio 2012 / 60 minuti

*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 in ciascun esercizio è di volta in volta espressamente indicato.

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: 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 verrà assegnato il punteggio di zero (0).

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 seguente testo, che compare sull'imballaggio di una farina per pizza denominata *Grandpa's Kitchen Pizza Crust Mix*, e svolgete l'esercizio.

Grandpa's Kitchen Pizza Crust Mix

Source (text and photo): <<http://www.grandpas-kitchen.com/GK/glutenfreepizza.html>>, September 14, 2010

One package makes two 12" pizza crusts or one 9x13 pan of breadsticks or one 12" pizza and one 8x8 pan of breadsticks.

Directions for Pizza Crust

Preheat oven to 350°

Mix together & set aside:

2 Eggs
1/4 C Vegetable Oil
1/2 C Buttermilk

Combine Dry Ingredients:

1 pkg Mix 1 tsp Cumin*
1 tsp Onion Powder* 1 tsp Salt*
2 tsp Baking Powder
1/2 tsp Baking Soda
Stir in Yeast (packet inside bag)

Add liquid ingredients to dry ingredients in large mixing bowl. Mix together for 15 minutes. If dough is too thick to roll out easily, add 2-3 Tbsp milk. Turn dough out on well greased pans. Press or roll out dough. Let rise 10 minutes.

Bake the crust for 10 minutes. Remove from oven. Add toppings except cheese and bake for 20-25 minutes. Cover with cheese and broil until bubbly and golden brown. Baste edges of crust with 2 Tbsp melted margarine. Sprinkle edge of crust with Parmesan Cheese.

Directions for Breadsticks

Preheat oven to 350°

Follow same directions as Pizza Crust except use 1 C Buttermilk. Bake in 9x13 well greased baking pan. Let dough rise until double in size. **Bake** for 30 minutes until toothpick comes out clean. Baste with 3 Tbsp margarine. Sprinkle with Parmesan Cheese. Cut into breadsticks and removed from pan.

* Optional ingredients based on dietary needs

Processed in a 100% gluten free facility. The ingredients in our products are natural with no additives.

After several members of our family were diagnosed with Celiac Disease, we discovered there were many foods that we missed. When we could not find a pizza crust mix we liked, we developed our own. This mix is not only delicious, but very easy to make.

Nutrition Facts

Serving Size 5 Tbsp (35g)

Servings Per Container 8

Amount Per Serving

Calories 130

% Daily Value*

Total Fat 0g 0%

Sodium 0mg 0%

Total Carb. 32g 11%

Dietary Fiber 1g 4%

Protein 1g

Iron 6%

Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, sugars, vitamin A, vitamin C and calcium.

*Percent Daily Values are based on a 2,000 calorie diet.

Ingredients: Brown Rice, White Rice, Potato Starch, Tapioca Flour, Corn Starch, Sorghum Flour, Xanthan Gum, Yeast Packet Included

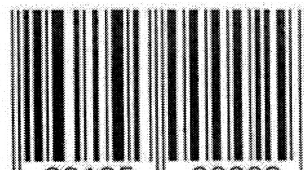
Grandpa's Kitchen

275 West 1200 North

Harrisville, UT 84404

Comments or Questions

grandpaskitchen@gmail.com



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Completate il seguente riassunto del testo *Grandpa's Kitchen Pizza Crust Mix* inserendo le informazioni chiave mancanti. Potete utilizzare soltanto le parole presenti nel testo. Scrivete le vostre risposte sulle righe numerate. Su ciascuna riga non possono essere scritte più di una parola o numero.

Example:

The company Grandpa's Kitchen produces a pizza crust mix which can be used to make either pizza crust or (0) breadsticks.

When preparing a pizza crust, three different liquid ingredients are first mixed together: (1) _____, vegetable oil and buttermilk. After they are added to the dry ingredients and the dough is put into a pan, the crust is baked for 10 minutes. Then most of the (2) _____ are added. After another 20-25 minutes in the oven, two kinds of cheese are added and the dish is ready. The recipe for breadsticks is almost the same, though one of the differences is in the quantity of (3) _____.

The ingredients in the mix are all natural; there are no (4) _____ in it. It was created for people who suffer from (5) _____ disease.

Five tablespoons of the mix contain (6) _____ calories, 11% of carbs, 0 grams of fat, and the same amount of (7) _____.

If you have any questions about the product, you can contact the company by regular mail or send them an (8) _____.

(8 punti)



Esercizio 2: Vero/Falso

Leggete il testo *Back in the saddle: Why the Government wants more children cycling to school* e svolgete l'esercizio.

Back in the saddle: Why the Government wants more children cycling to school

Adapted from: <<http://www.independent.co.uk/news/education/schools/back-in-the-saddle-why-the-government-wants-more-children-cycling-to-school-853984.html>>, August 16, 2010;

Once it was normal for children to cycle to school - but now only a tiny minority do. The Government is investing £55m in a campaign to put pupils back on two wheels

Four pm on a busy road in Bedford and cars are sitting bumper to bumper. It's a scene played out in urban centres across England each morning and evening, as adults drive in and out of work, and children get ferried to and from school. One in five of these cars is doing trips of less than two miles.

Just off this main artery, which runs out towards the Bedford suburb of Biddenham, is St Gregory's RC Middle School. It is here that Jason Falconer is leading a group of seven young cyclists on the playground – and leading the fight against the gridlock at the end of the road.

Falconer is the Bike It officer for Bedford, Luton and St Albans and he is on the front line in the battle to get our children cycling. Every day he boards a train with his folding bicycle to visit schools in the three cities to promote cycling. This can involve anything from "Dr Bike" sessions, where he helps children service their bikes, to Bikeability classes – cycling proficiency for the 21st century – and even classroom lessons covering health, geography and history.

"I'm 37 now," says Falconer, "but when I was at school, cycling and walking were absolutely the norm. In fact, if one of your mates was dropped off in the car, especially at Year 7 in secondary school, you'd be like, 'aaaagh!' – they would be shamed because, why are they getting dropped off? Can't they make their own way around? But it's reversed a bit hasn't it?"

From being the norm a generation ago, cycling is now seen as a lost art. Less than 1 per cent of the distance travelled on British roads is done by bike, down from around a third in the 1940s and fifties. On average, only 2 per cent of children cycle to school; some put the figure even lower.

"This has been a fantastically successful programme," says Phillip Darnton of Cycling England. Bike It schools have been quadrupling the number of children cycling to school. In Aylesbury, one of the previous wave of demonstration towns, the percentage of children cycling to Bike It schools increased from 3 per cent to 12 per cent in a year. Twelve per cent might not seem a lot, but Darnton is stoical.

Bike It is run by the sustainable transport charity Sustrans, which tries to help pupils overcome whatever it is that prevents them from cycling to school. More often not, this is a combination of three things: concerns over bike parking, lack of knowledge about safe routes to school, and fears over road safety.

To help in this, Falconer often teaches cycling-related lessons during school hours – all as part of the curriculum. He does map-reading sessions for geography where children find the best cycling routes to school – he's a trained orienteering coach. He does personal, social and health education, in which he tests the heart rates of children, simulating driving, walking and cycling. He does design and technology where the class studies the bicycle. And he delivers history lessons, too, including on the Victorians and how the bicycle helped in the fight for women's suffrage.

All this helps to give children a grounding in cycling culture, not bike safety, pure and simple. "It makes you fit and if you fall off, you just get on again and laugh about it!" says Molly Robertson, 12, who is in Year 7 at St Gregory's. "In the future, people might not have a planet like ours is now – it'll be really warm and trees and plants will die. Cycling's good because it doesn't use any petrol or fossil fuels."

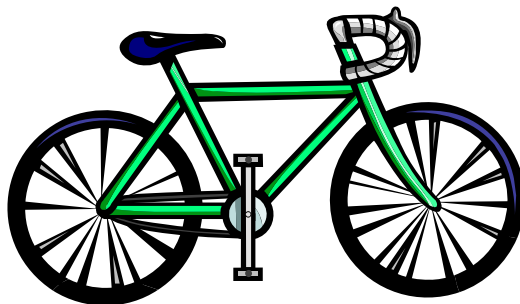
Indicate se le seguenti affermazioni, riguardanti il testo *Back in the saddle: Why the Government wants more children cycling to school*, sono vere (T) o false (F) segnando con una (✓) le corrispondenti caselle della tabella.

Example:

		T	F
0.	One fifth of cars driven by commuters travel less than two miles per day.	✓	

		T	F
9.	There is a traffic jam on the St. Gregory's school playground.		
10.	When travelling to schools, Jason Falconer takes his bicycle by train.		
11.	In the past, being taken to school by car made schoolchildren very popular.		
12.	The number of children cycling to school was lower in the 20th century than today.		
13.	"Bike It" Schools have increased the number of children riding a bike to school by four.		
14.	There are three main reasons why children do not cycle to school.		
15.	Bike safety is only a part of cycling-related lessons.		

(7 punti)



Esercizio 3: Scelta multipla

Leggete l'articolo *London 2012 Olympic park to be named after Queen* e svolgete l'esercizio.

London 2012 Olympic park to be named after Queen

Queen Elizabeth Olympic Park will open on 500-acre site in Stratford after Games and feature four miles of waterways

Source (text and photo): Press Association, <<http://www.guardian.co.uk/uk/2010/oct/07/london-queen-elizabeth-olympic-park>>, October 7, 2010.



*An artist's impression of how the Queen Elizabeth Olympic Park will look when it opens in 2013.
Photograph: Olympic Park Legacy Company/PA*

The 500-acre landscaped park that will be created in east London following Britain's hosting of the Olympic Games in 2012 will be called the Queen Elizabeth Olympic Park, Boris Johnson announced today.

The site in Stratford will include the showpiece Olympic Stadium, plus about four miles of waterways, extensive parkland and facilities left from the Games, including a velodrome and a new landmark of the Anish Kapoor's Orbit viewing platform and sculpture.

Johnson, London's mayor, said: "These things will make the Queen Elizabeth Olympic Park an astounding and an interesting place to visit."

The new name will come into effect when the park reopens in 2013 after the Games and has already received permission from the Queen, the British Olympic Association and the International Olympic Committee.

Baroness Ford, chair of the Olympic Park Legacy Company, which is in charge of deciding the future of the venue, said: "The strength of the values, heritage and power of the royal and Olympic associations fit with our ambition for the park. We are creating a new piece of London with family neighbourhoods, open space and events, inspired by the 2012 venues that surround them. It will bring together the best of London in one place and will be one of the United Kingdom's premier visitor attractions."

The culture secretary, Jeremy Hunt, said: "It is a great honour that Her Majesty the Queen has given her consent to the name the park the Queen Elizabeth Park after the Games. Her Majesty has been supportive of London 2012 from the start and the event taking place in her diamond jubilee year, it is fitting that the park bears her name."

Cerchiate le lettere che precedono le affermazioni in grado di concludere correttamente le frasi incomplete riguardanti il testo *London 2012 Olympic park to be named after Queen*. Per ciascuna affermazione è possibile scegliere soltanto una risposta.

Example:

0. *London's new park will be called*
- a) *Queen's Park.*
 - b) *Elizabeth's Park.*
 - c) *Queen Elizabeth Olympic Park.*
 - d) *Queen Elizabeth II Olympic Park.*
16. The decision about the park's name was made public by
- a) Queen Elizabeth II.
 - b) the Olympic Games Association.
 - c) Boris Johnson.
 - d) Anish Kapoor.
17. The stadium and the velodrome are
- a) outside Stratford.
 - b) a part of the Olympic Park.
 - c) on Kapoor's viewing platform.
 - d) surrounded by Kapoor's viewing platform.
18. Mayor Johnson believes that the new park
- a) will attract visitors.
 - b) will astound Queen Elizabeth.
 - c) will be interested in Queen Elizabeth.
 - d) will astound Queen Elizabeth's visitors.
19. The International Olympic Committee
- a) will agree with the new name in 2013.
 - b) will agree with the new name before the Games.
 - c) already agrees with the new name.
 - d) does not agree with the new name.
20. The Olympic Park Legacy Company is
- a) in charge of Baroness Ford.
 - b) in charge of the values of the Olympic Association.
 - c) responsible for the development of the park before the Olympic Games.
 - d) responsible for the development of the park after the Olympic Games.
21. Baroness Ford says that
- a) a family-oriented part of London is being developed.
 - b) the park will not be suitable for families.
 - c) many families oppose the park.
 - d) families will become visitor attractions.
22. The culture secretary
- a) consents that the park was named without the Queen's approval.
 - b) consents that park bears should be honoured.
 - c) feels honoured by the Queen's consent.
 - d) feels honoured by the Queen's diamond jubilee.

(7 punti)

Esercizio 4: Abbinamento

Leggete l'articolo *Failing Australia's Indigenous Children* e svolgete l'esercizio.

Failing Australia's Indigenous Children

Source: *Guardian Weekly*, <<http://www.guardianweekly.co.uk/?page=editorial&id=93&catID=5>>, April 1, 2008

Par. 1	Vincent Forrester grew up in Alice Springs in an era when teachers openly spoke of the need to assimilate Australia's indigenous population. Today, the government has mobilised a military and police force to intervene in remote Aboriginal communities, some driven to the verge of social collapse by violence, substance abuse, ill-health and poverty. But for Forrester, 56, a leading human rights activist, the current crisis was always avoidable if governments had provided the right kind of schools and services.
Par. 2	I was lucky because I came from a big family group that put a lot of emphasis on education. My mother couldn't read or write but she spoke 12 indigenous languages and she made sure we went to school. I lived in Alice Springs and I had a primary school and a high school to go to. But when you get out onto Aboriginal land there are no high schools – and some of the primary schools you find you wouldn't send your dog into.
Par. 3	Sometimes the school is just four of five water taps and a 'donga' [transportable building]. And when you get inside more than half of the kids have middle-ear infections or no food in their bellies. Things are pretty expensive in the bush, which is why kids turn up to class hungry. The federal government has been cutting funding for bilingual teaching in primary schools. And learning English isn't everything – what about learning your people's dances and stories? If you take away that culture, you take away their identity.
Par. 4	There was only one version of history when I was at school and only one answer that was right. When the teacher pointed to a colour and I said it was "muru", I was wrong, because their word was "black". And they weren't interested in hearing the stories that my family had passed down – even when it was about their own history.
Par. 5	A lot of my teaching work has been training guides to work in the tourist industry – teaching them to identify plants, how to use natural medicines, how to interpret rock paintings and the skills of landscape observation. But I also teach the same things to kids. I do get inside the classroom now and then, but outside in the bush is my main classroom. "Show, tell, and smell" is a good way to learn. I take kids to the old water sources and get another elder to tell them the stories that belong to each place. If they want history I take them to the cemetery.
Par. 6	The first time I taught traditional knowledge to kids in Alice Springs, I had a class of 20. The next term it blew up to 150. They said: "Wow! We go out and get yelkas [a native edible tuber] with Nana". Or: "We know that medicine is used for sore muscles or arthritis" – because they still get some knowledge passed down in their family lives. So I just open their eyes up a bit more.
Par. 7	By not providing access to schools and teachers, the government is not living up to its international obligations on human rights. Instead they're giving us access to the army and the coppers. But where is the kids' access to youth workers and high schools and opportunities for work experience? That's what education is about: preparing kids for the workplace.

Vincent Forrester was speaking to Melbourne-based journalist Rob Burgess.

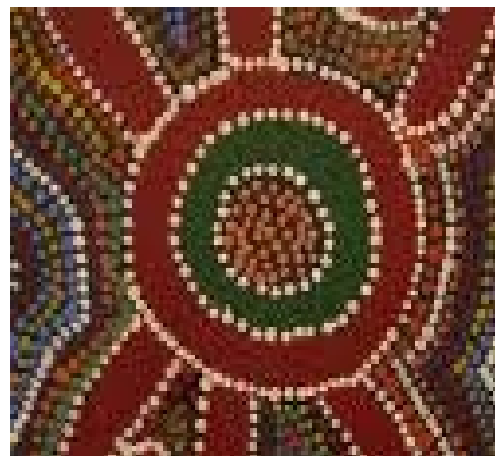
Nel testo *Failing Australia's Indigenous Children* cercate le parole corrispondenti alle definizioni riportate qui sotto e scrivetele nelle caselle. Aiutatevi con le indicazioni dei paragrafi scritte tra parentesi.

Example:

0.	'to integrate into a community' (Par. 1):	assimilate
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23.	'being far away from places where most people live' (Par. 1):	
24.	'special or extra importance given to something' (Par. 2):	
25.	'belonging to the country in which they are found' (Par. 2):	
26.	'able to speak two languages equally well' (Par. 3):	
27.	'a slightly different form of the same thing' (Par. 4):	
28.	'a place where dead people's bodies or their ashes are buried' (Par. 5):	
29.	'suitable to be eaten' (Par. 6):	
30.	'the ability or the right to see or use something/someone' (Par. 7):	

(8 punti)



Photographs: Thomas Schoch (Wikimedia Commons), <<http://images-partners.google.com/images?q=tbn:n3arGnRGrSnsAM>>, April 1, 2008

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