



Nacionalni centar  
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Adesivo per l'identificazione

INCOLLARE ATTENTAMENTE

# ENG A

## LINGUA INGLESE

livello superiore

ESAME DI LETTURA

(Reading Paper)

ENG A IK-1 D-S036

ENG A.36.IT.R.K1.16



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12

Pagina vuota



## INDICAZIONI GENERALI

Leggi attentamente tutte le indicazioni e seguile.

Non voltare pagina e non risolvere i quesiti senza il permesso dell'insegnante di servizio. Incolla gli adesivi di identificazione su tutti i materiali d'esame che hai ricevuto nella busta sigillata.

L'esame di lettura dura **70** minuti.

L'esame di lettura comprende quesiti a corrispondenza, quesiti a scelta multipla e quesiti a completamento.

- Nei quesiti a corrispondenza collega **ogni** contenuto contrassegnato da un numero con un altro contrassegnato da una lettera (quesiti 1 e 3).
- Nei quesiti a scelta multipla scegli solo una delle risposte offerte (quesiti 2 e 4).

Puoi utilizzare le pagine di questo fascicolo se hai bisogno di spazio per risolvere i quesiti.

**Le risposte esatte devono essere segnate con una X sul foglio per le risposte.**

- Nel quesito a completamento inserisci negli spazi vuoti il contenuto mancante (quesito 5). Scrivi le risposte solo nel posto previsto in questo fascicolo d'esame. Scrivi in modo leggibile.

Le risposte illeggibili verranno valutate con zero (0) punti.

Usa esclusivamente una penna biro di colore blu o nero.

Una volta risolti i quesiti, controlla le risposte.

Buona fortuna!

Questo fascicolo d'esame ha 16 pagine di cui 2 vuote.

Se hai sbagliato a scrivere la risposta correggi in questo modo:

### a) quesito di tipo chiuso

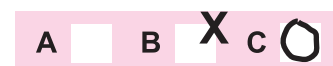
Giusto



Correzione dell'errore



Sbagliato



### b) quesito di tipo aperto



# Lingua inglese

## Reading Paper

### Task 1

#### Questions 1-12

You are going to read an article in which people talk about language teachers in high school. For questions 1-12, choose from the people A-F. Mark your answer on the answer sheet. There is an example at the beginning (0).

#### Language Teachers

<b>A Aaron</b>	<b>B Brigitte</b>
Our teacher taught our class entirely in French without exception, even those who were absolute beginners. It was so much more enjoyable as we were forced to communicate in French with an actual human being, rather than learn it as a list of grammar rules. At first we thought he'd arrived straight from abroad to teach us, only to discover he was actually "one of us". He would even come in on Saturdays to work with us. And when I later became fluent in French, I knew I had mostly him to thank.	Our English teacher would always give us positive rather than negative feedback. She would encourage and congratulate us on our efforts, no matter how small the achievement. Corrections would be added subtly, in a way that we would remember, but without embarrassing us. In such a stimulating environment we learned to converse easily. She must have used various teaching methods because all her lessons seemed different and if we'd completed our work successfully, she'd let us do word dominos or charades. But we heard from other students that she was a different person when she taught Italian.
<b>C Carl</b>	<b>D Daphne</b>
We really liked our Spanish teacher. He was fresh out of university so I guess he paid attention when we said we hated being in the classroom. One day he dressed up as a pirate and took us treasure hunting, but corrected mistakes and added important vocabulary along the way. It resembled a field trip, minus the cost. He soon abandoned the whole classroom idea and made learning a game, encouraging us to dance or do practical assignments rather than grammar or literature. Then he entered a foreign exchange programme for teachers and it was back to grammar for us.	Most of our teachers preferred the traditional classroom environment. They were constantly at the blackboard and perhaps occasionally peering over our shoulders to criticise our work. Our Russian teacher was more personal (and in my opinion, more efficient). Maybe it was because he was Russian or because he also read literature at university. And we never spoke our native language in front of him. Anyway, he joined in our games, sat down with particular groups, and gave us encouraging pats on the back. We'd visit an exhibition occasionally, or go collect plants to make a scrapbook. He was great fun.



# Lingua inglese

## Reading Paper

E Ella	F Frank
<p>She was a sweet lady who'd previously taught Italian at university. She genuinely wanted to see us succeed, but her unconventional way of teaching tenses was confusing, along with endless worksheet activities that led to most people dozing off or staring out the window.</p> <p>She was the only one who seemed to be having a good time. Obviously, she didn't have a clue about teaching high school students, but she'd give us sweets if we chose a book on our own and handed in a report about it.</p>	<p>I think my German teacher didn't enjoy her job at all. Perhaps because she once used to work as a sociologist. During lessons we'd discuss cases, adjective agreement and many other things I simply didn't care about. She said German grammar must be taught the old way. All I remember about my German classes in school was constantly being wrong, feeling stupid and suffering because the teacher emphasised my mistakes rather than focusing on my progress. This feedback made me hate a language that I could have actually learned to love in a more encouraging environment.</p>

**Which person had a language teacher who...**

	A	B	C	D	E	F
0 took part in games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 taught another subject at their school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 never spoke their native language in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 preferred traditional teaching methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 enjoyed teaching grammar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 introduced games as a reward?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 organised extra lessons for them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 encouraged them to read literature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 concentrated on correcting errors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 took them on field trips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 taught them to speak fluently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 had no previous teaching experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 left to teach abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Lingua inglese

## Reading Paper

### Task 2

#### Questions 13-18

Read the text below.

For questions **13-18**, choose the correct answer (**A, B, C or D**).

Mark your answer on the answer sheet.

#### Farah Frill: a new obsession

She stands up when I enter, her pre-Raphaelite cascade of auburn hair shining in the sun, more concerned about my comfort than her own ("don't sit there with the sun in your eyes ... try here"), her eye level well above mine. "I'm much shorter without them," she apologises, pointing to her outsize heels, "but I need to get away from the sweet little teen image I have and start looking for a new one. Anyway, my shoe sponsors would kill me if I was pictured without them. Do I like them? What do you think?"

Farah Frill is no longer the teen pin-up but is fast becoming a serious actor sought after by major film companies. She plays the scary female lead in Ricky Shawn's latest venture *Obsession*. It is not a part you'd expect her to get. "I'd like to think it's because of the hard work I'd put in on Broadway. And I got good reviews for my role in *Cold Sweat*. You can put it down to coincidence, though. One day Ricky saw me quarrel in a bar and thought I'd be perfect as the "bitchy wife". He contacted me to set up a meeting with my agent to work out the details. His mind was made up.

"The part is far from the brainless blonde teen of some years ago but close to my Broadway ventures, which people who haven't followed my progress will see as a new me. Some of my fans, the ones who haven't kept up with my development, will probably be shocked by the change I've made since before my training under the guidance of Giuseppe Guido. And the film does contain some shocking scenes, I must warn you. But it was fun to do and we had loads of laughs on set filming them."

It's a great pity that *Obsession* came out too late for the last Oscar season. Farah's performance has Oscar written all over it. I think for sure she would have been holding the golden statuette if she had been nominated. This year, all the talk is of the major blockbusters, with their amazing special effects, which will probably push Farah's sensitive performance into the sidelines. However, I think her performance stands above that of the other nominees, and I would be disappointed if she didn't win the statuette.

To win an Oscar certainly means worldwide distribution and box office success. People who rarely go to the cinema queue up to see the Oscar winners. This is crucial for those grand epics that badly need a return on the massive investment that has gone into them. But the golden statuette has to be seen as a reward for artistic value, otherwise it has little meaning, even though some unkind gossip columnists insist that the glory goes to the old boy network who exchange favours amongst each other.

The only question hanging over *Obsession* is whether it is too fanciful. The main characters are clearly based on real characters that really did exist at a turning point in our nation's history and had an important role in making the country what it is today.



# Lingua inglese

## Reading Paper

The emphasis is on the supposed love relationship between Clarissa (Frill) and Jeremy (Kurt Hass). They are passionate, driven, and forever in conflict, a conflict that drives the action towards its inescapable conclusion. But from this conflict come performances of supreme artistry.

**13** Farah is wearing high heels because

- A** she feels short without them.
- B** it fits her image.
- C** she has to wear them.
- D** she likes them.

- A** ☐
- B** ☐
- C** ☐
- D** ☐

**14** Farah thinks she got the film part

- A** through an agent.
- B** by chance.
- C** as a result of a previous role.
- D** through hard work.

- A** ☐
- B** ☐
- C** ☐
- D** ☐

**15** Farah's new role

- A** is similar to her recent work.
- B** is a part of a new Broadway show.
- C** shocked her.
- D** is humorous.

- A** ☐
- B** ☐
- C** ☐
- D** ☐

**16** The author thinks that Farah


- A** should have won an Oscar.
- B** is sure to win an Oscar.
- C** should win an Oscar.
- D** won't win an Oscar.

- A** ☐
- B** ☐
- C** ☐
- D** ☐



# Lingua inglese

## Reading Paper

<p><b>17</b> The author thinks that the aim of the Oscars should be</p> <p><b>A</b> to market the selected films. <b>B</b> to reflect cinematic quality. <b>C</b> to provide awards for the in-crowd. <b>D</b> to reward high-budget films.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>18</b> The author says that <i>Obsession</i> is</p> <p><b>A</b> historical fact. <b>B</b> a romantic comedy. <b>C</b> a psychological drama. <b>D</b> an action film.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
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# Lingua inglese

Reading Paper

## Task 3

### Questions 19-24

Read the text below.

For questions **19-24**, choose from the sentences **A-H** the one which best fits each gap.

There are **two** letters that you do **not** need.

Mark your answer on the answer sheet.

There is an example at the beginning (**0**).



ENG A IK-1 D-S036



05

## Want to be a Wimbledon ballboy?

*Brian Chalmers joins local schoolkids training for this year's championships*

Even before a single tennis ball has been rolled, I look distinctly out of place in the warm-up. (0) \_\_\_\_\_. But mostly because these teenagers show no visible signs of exhaustion, whereas I'm completely sweaty, out of breath and weak at the knee. In my defence, this is a well-drilled squad of super-teens. (19) \_\_\_\_\_. Almost all of them will be ballboys and ballgirls – or BBGs – at this week's Wimbledon championships.

I am here at the All England Club to find out what it takes to be a BBG. My guide is the club's BBG manager Sarah Goldson. "They start training in February," she says, "and they come to one session a week for two and a half hours. They need fitness, discipline, and a knowledge of tennis and coordination skills for the high-speed game." (20) \_\_\_\_\_. Then the trainees must stand stock-still in the classic courtside pose – feet apart, legs straight and hands clasped behind the back – for three minutes.

Next, in the early weeks, come ball-skills exercises and scoring and set-piece practice, under constant assessment. Trainees must use precise techniques for rolling, feeding and receiving balls. (21) \_\_\_\_\_. They must learn to judge from the score which end the balls should be at, how to march out on to court in file, what to do at a tie-break and when new balls are needed, and how to behave when play is suspended.

After a few weeks' practice, they sit written multiple-choice exams (sample question: "If the centre has a ball at the end of the point, what should he/she do first?"). (22) \_\_\_\_\_. However, they remain under the watchful eye of the staff, and are still not guaranteed a place in the final selection. "They're assessed all the time," says Goldson, "including every day of the championships."

Goldson points out that the club staff's assessments just add to the stress once the competition is under way. (23) \_\_\_\_\_. Fail to spot that a point is still ongoing and a careless BBG can soon become the centre of attention, as one ballboy learned at last year's French Open, when he interrupted a point between Murray and Troicki. More than half a million people have now watched a video of the incident.

No matter how well prepared you are, high-speed shots and serves are an inescapable occupational hazard. Former ballgirl turned senior instructor Hayley Theobald knows all about that. (24) \_\_\_\_\_. "I'm sure every BBG can tell you that story," she says, "You just hear the crowd go 'Ooh'."

Theobald explains that the constant assessment – and the threat of not being selected – are necessary to keep the trainees focused. Keeping the pressure on helps prepare them for the stress of the tournament itself. However, the BBGs don't seem fazed. Wimbledon's army of handpicked super-teens looks ready for the pressure.



# Lingua inglese

## Reading Paper

- A** All training sessions begin with the standard warm-up: a circuit of fitness exercises that I, apparently, can't do.
- B** This is tougher than it sounds: I was bending a knee and fidgeting within 30 seconds.
- C** Those who pass go on to train in simulated matches.
- D** She tells me she was once hit by a ball at over 100mph.
- E** They are among the survivors of a rigorous process that has reduced around 1,000 applicants to an elite core of 250.
- F** The result is a chance to get close to sporting royalty.
- G** It is not enough just to get the ball where it needs to be.
- H** If a BBG makes a mistake, the result is almost always disastrously high-profile.
- I** **In part because the other people warming up are on average 15 years old.**

	A	B	C	D	E	F	G	H	I
0									X
19									
20									
21									
	A	B	C	D	E	F	G	H	I
22									
23									
24									



# Lingua inglese

## Reading Paper

### Task 4 Questions 25-32

Read the text below.  
For questions **25-32**, choose the answer (**A**, **B**, **C** or **D**) which best completes each sentence.  
Mark your answer on the answer sheet.  
There is an example at the beginning (**0**).

#### Wales outshines Greece and Sardinia for beaches

Forget the sun-kissed sands of Sardinia or Greece – for the best beach experience, you’re better (**0**) \_\_\_\_ travelling to Wales. A poll of tourists placed Swansea’s Rhossili Bay at number three on a list of Europe’s best beaches.

The beach is (**25**) \_\_\_\_ by the National Trust’s most popular holiday cottage, the Old Rectory, and the remains of a 1887 shipwreck can be seen on the beach at low tide. From the Gower Peninsula, ramblers can see (**26**) \_\_\_\_ the sea to West Wales and the north Devon coast. (**27**) \_\_\_\_ of rare insects, plants and birds can be seen, such as the black bog ant, yellow whitlow grass and choughs. The area has been shaped by farming (**28**) \_\_\_\_ the Stone Age, and Iron Age forts can also be found on the coast.

Councillor David Phillips said: “We are delighted, but not surprised, that Rhossili Bay (**29**) \_\_\_\_\_. We hope that many more visitors will continue to enjoy (**30**) \_\_\_\_ outstanding natural beauty.”

A TripAdvisor spokesperson said: “These awards recognise the best beaches in the UK (**31**) \_\_\_\_ the people that really matter – travellers that have visited these beaches and given them the highest levels of praise.” (**32**) \_\_\_\_ two British resorts in the survey by TripAdvisor were Woolacombe Beach in Devon, and Porthminster Beach in Cornwall.

Congratulations to Swansea’s Rhossili Bay for beating many of the most exotic beaches across the globe.

**0**


- A** off
- B** of
- C** on
- D** in

- |          |          |
|----------|----------|
| <b>A</b> | <b>X</b> |
| <b>B</b> |          |
| <b>C</b> |          |
| <b>D</b> |          |




# Lingua inglese

## Reading Paper

<p><b>25</b></p> <p><b>A</b> overseen  <b>B</b> observed  <b>C</b> viewed  <b>D</b> overlooked</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
<p><b>26</b></p> <p><b>A</b> over  <b>B</b> across  <b>C</b> above  <b>D</b> opposite</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
<p><b>27</b></p> <p><b>A</b> An amount  <b>B</b> A quantity  <b>C</b> A number  <b>D</b> A total</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
<p><b>28</b></p> <p><b>A</b> from  <b>B</b> after  <b>C</b> during  <b>D</b> since</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
<p><b>29</b></p> <p><b>A</b> is acknowledging  <b>B</b> has acknowledged  <b>C</b> has been acknowledged  <b>D</b> had been acknowledged</p>	<p><b>A</b> <input type="checkbox"/></p> <p><b>B</b> <input type="checkbox"/></p> <p><b>C</b> <input type="checkbox"/></p> <p><b>D</b> <input type="checkbox"/></p>
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# Lingua inglese

## Reading Paper

<p><b>30</b></p> <p><b>A</b> its <b>B</b> it's <b>C</b> his <b>D</b> her</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>31</b></p> <p><b>A</b> regardless of <b>B</b> according to <b>C</b> due to <b>D</b> in spite of</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>32</b></p> <p><b>A</b> Other <b>B</b> Another <b>C</b> The other <b>D</b> The second</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
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# Lingua inglese

## Reading Paper

### Task 5

#### Questions 33-40

Read the text below.

For questions 33-40, write **one** word which best completes each sentence.

Write your answer on the lines **below** the text.

There is an example at the beginning (0).

### Fusion Cuisine

Fusion cuisine blends the culinary traditions of two or (0) \_\_\_\_\_ nations to create innovative dishes. It tends to be more common in culturally diverse areas, (33) \_\_\_\_\_ there is a wider audience for such food. Critics sometimes call it "confusion cuisine", arguing that chefs rely on novelty rather (34) \_\_\_\_\_ flavour, texture, and presentation.

The roots of fusion cuisine are probably ancient, but the concept became popularized in the 1970s. Several French chefs began to offer foods which combined traditional French food with Asian cuisine. The concept quickly spread in major European cities, along (35) \_\_\_\_\_ some cities in America.

Some of the most well-known fusion cuisine combines European and Asian foods. The culinary traditions of these cultures greatly differ (36) \_\_\_\_\_ each other. Hence, combining their cooking traditions can result (37) \_\_\_\_\_ astonishing dishes. Sometimes these experiments are successful, while in other cases they are much (38) \_\_\_\_\_ so.

Other cooks focus on combining the culinary traditions of two or more Asian nations. This type of fusion cuisine isn't difficult to pull (39) \_\_\_\_\_, since many Asian countries share common threads.

(40) \_\_\_\_\_ good fusion cuisine combines ingredients and cooking techniques in a way that comes together well, confusion cuisine throws ingredients together like confetti. Therefore, cooks who want to experiment should research their ingredients carefully, and think about how flavours and textures will combine.

0      **more** \_\_\_\_\_

33      \_\_\_\_\_

34      \_\_\_\_\_

35      \_\_\_\_\_

36      \_\_\_\_\_

37      \_\_\_\_\_

38      \_\_\_\_\_

39      \_\_\_\_\_

40      \_\_\_\_\_

Questi spazi sono riservati al valutatore.

33   0   ☐   1   ☐   NO   ☐

34   0   ☐   1   ☐   NO   ☐

35   0   ☐   1   ☐   NO   ☐

36   0   ☐   1   ☐   NO   ☐

Questi spazi sono riservati al valutatore.

37   0   ☐   1   ☐   NO   ☐

38   0   ☐   1   ☐   NO   ☐

39   0   ☐   1   ☐   NO   ☐

40   0   ☐   1   ☐   NO   ☐



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