



Codice del candidato:

**Državni izpitni center**



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SESSIONE AUTUNNALE

**Livello di base**  
**I N G L E S E**  
≡ Prova d'esame 1 ≡

- A) Comprensione di testi scritti
- B) Conoscenza e uso della lingua

**Giovedì, 26 agosto 2021 / 60 minuti (35 + 25)**

*Materiali e sussidi consentiti:*

*Al candidato è consentito l'uso della penna stilografica o della penna a sfera.*

**MATURITÀ GENERALE**

**INDICAZIONI PER IL CANDIDATO**

**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.

La prova d'esame si compone di due parti, denominate A e B. Il tempo a disposizione per l'esecuzione dell'intera prova è di 60 minuti: vi consigliamo di dedicare 35 minuti alla risoluzione della parte A, e 25 minuti a quella della parte B.

La prova d'esame contiene 2 esercizi per la parte A e 2 esercizi per la parte B. Potete conseguire fino a un massimo di 20 punti nella parte A e 30 punti nella parte B, per un totale di 50 punti. È prevista l'assegnazione di 1 punto per ciascuna risposta esatta.

Scrivete le vostre risposte all'interno della prova, **nei riquadri appositamente previsti**, 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 ad 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.*



## A) COMPRESIONE DI TESTI SCRITTI

### Task 1: Multiple choice questions

For items 1–8, choose the answer (A, B, C or D) which fits according to the text. There is an example at the beginning (0).

#### The Sun also Rises

line 13 Robert Cohn was once middleweight boxing champion of Princeton. Do not think that I am very much impressed by that as a boxing title, but it meant a lot to Cohn. He cared nothing for boxing, in fact he disliked it, but he learned it painfully and thoroughly to counteract the feeling of inferiority and shyness he had felt on being treated as a Jew at Princeton. There was a certain inner comfort in knowing he could knock down anybody who was snooty to him, although, being very shy and a thoroughly nice boy, he never fought except in the gym. He was Spider Kelly's star pupil. Spider Kelly taught all his young gentlemen to box like featherweights, no matter whether they weighed one hundred and five or two hundred and five pounds. But it seemed to fit Cohn. He was really very fast. He was so good that Spider promptly matched him with superior opponents and got his nose permanently flattened. This increased Cohn's distaste for boxing, but it gave him a certain satisfaction of some strange sort, and it certainly improved his nose. In his last year at Princeton he read too much and took to wearing spectacles. I never met any one of his class who remembered him. They did not even remember that he was middleweight boxing champion.

I mistrust all frank and simple people, especially when their stories hold together, and I always had a suspicion that perhaps Robert Cohn had never been middleweight boxing champion, and that perhaps a horse had stepped on his face, or that maybe his mother had been frightened or seen something, or that he had, maybe, bumped into something as a young child, but I finally had somebody verify the story from Spider Kelly. Spider Kelly not only remembered Cohn. He had often wondered what had become of him.

line 29 Robert Cohn was a member, through his father, of one of the richest Jewish families in New York, and through his mother of one of the oldest. At the military school where he prepped for Princeton, and played a very good end on the football team, no one had made him race-conscious. No one had ever made him feel he was a Jew, and hence any different from anybody else, until he went to Princeton. He was a nice boy, a friendly boy, and very shy, and it made him bitter. He took it out in boxing, and he came out of Princeton with painful self-consciousness and the flattened nose, and was married by the first girl who was nice to him. He was married five years, had three children, lost most of the fifty thousand dollars his father left him, the balance of his father's estate having gone to his mother, hardened into a rather unattractive mould under domestic unhappiness with a rich wife; and just when he had made up his mind to leave his wife she left him and went off with a miniature-painter. As he had been thinking for months about leaving his wife and had not done it because it would be too cruel to deprive her of himself, her departure was a very healthful shock.

The divorce was arranged and Robert Cohn went out to the Coast. In California he fell among literary people and, as he still had a little of the fifty thousand left, in a short time he was backing a *Review of the Arts*. It commenced publication in Carmel, California, and finished in Provincetown, Massachusetts. By that time Cohn, who had been regarded purely as an angel, and whose name had appeared on the editorial page merely as a member of the advisory board, had become the sole editor. It was his money and he discovered he liked the authority of editing. He was sorry when the magazine became too expensive and he had to give it up.

By that time, though, he had other things to worry about. He had been taken in hand by Frances, who hoped to rise with the magazine. She was very forceful, and Cohn never had a chance of not being taken in hand. Also he was sure that he loved her. When Frances saw that the magazine was not going to rise, she became a little disgusted with Cohn and decided that she might as well get what there was to get while there was still something



available, so she urged that they go to Europe, where Cohn could write. They came to Europe, where Frances had been educated, and stayed three years. During these three years, the first spent in travel, the last two in Paris, Robert Cohn had two friends, Braddock and myself. Braddock was his literary friend. I was his tennis friend.

(An extract from *The Sun also Rises* by Ernest Hemingway)

**Example:**

0. The narrator of the story
- A is Robert Cohn.
  - B is a boxing fan.
  - C directly addresses the reader.
  - D was Robert Cohn's boxing teacher.

1. Robert Cohn decided to take boxing classes because he
- A desired the company of other young gentlemen.
  - B wanted to become a boxing champion.
  - C was discriminated against at Princeton.
  - D had the right weight and was fast.
2. Robert Cohn's boxing teacher
- A made him compete with unequal boxers.
  - B advised Robert to improve his nose by flattening it.
  - C made Robert well-known among Princeton's students.
  - D adjusted his teaching techniques to the pupil's physique.
3. *They* in line 13 refers to
- A other boxing champions.
  - B Robert Cohn's boxing competitors.
  - C athletes taking boxing classes together with Robert Cohn.
  - D students finishing studies in the same year as Robert Cohn.
4. Robert Cohn married soon after leaving Princeton
- A because he desperately needed money.
  - B as was customary among rich Jewish families.
  - C in order to escape domestic unhappiness.
  - D in response to his traumatic college experience.



5. The word *estate* in line 29 means
- A a group of houses or factories built in a planned way.
  - B a large, privately owned area of land in the country.
  - C everything a person owns when he or she dies.
  - D a car with a lot of space behind the back seat.
6. The episode from his marriage shows that Robert was
- A miserable and indecisive.
  - B unattractive but snooty.
  - C shy but considerate.
  - D cruel and hesitant.
7. In California, Robert Cohn
- A was left penniless.
  - B found a new calling.
  - C started writing works of fiction.
  - D owned an expensive magazine.
8. Which of the statements below best describes Robert and Frances' relationship?
- A The couple took all the decisions together, weighing what would be acceptable for them.
  - B Frances unselfishly supported Robert's work and his ambitions with the magazine.
  - C The two were equally in love with each other with Frances being forceful at times.
  - D Robert unknowingly fell victim to Frances' manipulations and schemes.



# Pagina vuota

**VOLTATE IL FOGLIO.**



## Task 2: Matching

Match statements 1–12 with paragraphs A–E. 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: (0).

**Example:**

	Paragraph
0. When angry, Frederick II reacted as his father.	<u>    D    </u>

	Paragraph
1. A scientist at Frederick II's court proved that Earth was not perfectly spherical in shape.	<u>          </u>
2. An alliance was forged to suppress the emerging powers in Europe.	<u>          </u>
3. At the beginning of the 18 <sup>th</sup> century, Prussia was an unimportant political entity.	<u>          </u>
4. Frederick II managed to come out of the war victorious even when the odds were against him.	<u>          </u>
5. Frederick II enjoyed the company of his own sex.	<u>          </u>
6. His astonishing leadership ability earned Frederick II his nickname.	<u>          </u>
7. Writing verse was never Frederick II's strong point.	<u>          </u>
8. Frederick II was looked down on because of his seemingly unmanly interests.	<u>          </u>
9. There was a special ritual developed at Sanssouci.	<u>          </u>
10. Military campaigns conducted by Frederick II also had consequences outside Europe.	<u>          </u>
11. The quarrel between two French intellectuals at Sanssouci was followed by an act of retribution.	<u>          </u>
12. As a monarch and statesman, Frederick II seems to have been more pragmatic than ideological.	<u>          </u>

### What's So Great About Frederick II? The Warrior King of Prussia

#### A

Throughout history, small states have come out of nowhere, and rapidly become great powers. This was the case of Prussia, a former duchy that in the early 1700s emerged from the shadow of Poland and the Holy Roman Empire. Growing to encompass much of northern and central Europe, Prussia was led to new heights by Frederick II. Ruling from his new capital, Berlin, Frederick's father, Frederick William I, was Prussia's second monarch. During his reign (1713-1740), Frederick William built up a large, well-trained army from his small population. His acquisition of new lands made Prussia prosperous as well as formidable. Frederick William I was a man of iron discipline, whose military obsession bordered on the fanatical, but his son seemed to be his exact opposite. Young Frederick was a talented musician, a lover of philosophy and poetry, and an admirer of the French, whose language and culture would deeply mark his future reign. Those pursuits were generally considered effeminate, and the king abused his son both emotionally and physically. In 1730 Frederick attempted to run away to Great Britain, but the plot was foiled and Frederick imprisoned. His father not only had his main accomplice, the officer Hans Hermann von Katte, beheaded, but also forced Frederick to watch the execution.



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**B**

After Frederick William I's death in 1740, his son and successor took the throne and surprisingly went on to achieve stunning military victories, consolidating Prussia's role as a great European power. Frederick II, later "the Great," managed to combine his military prowess with the French ideals he had absorbed through his education. Like many great leaders, however, Frederick II was something of a contradiction. Among the many books he wrote in French was a denunciation of Niccolò Machiavelli, in which Frederick sternly criticized the 16<sup>th</sup>-century Italian author's cynical stratagems to exploit power. Yet Frederick II was not without a streak of Machiavellian practicality himself. For all his love of French poetry and the fine arts, he did not shy away from militarism to strengthen the Prussia he inherited from his father. In 1740 he stunned Europe by launching a surprise invasion of the wealthy region of Silesia, which then belonged to Habsburg Austria. This action triggered the War of the Austrian Succession, which lasted eight years and brought Frederick's diplomatic and military skills to the fore. The Peace of Aachen ended the conflict in 1748 and formally ceded Silesia to Prussia, a triumph for the new Prussian king.

**C**

In the late 1740s Frederick began building an extravagant summer palace in Potsdam, near Berlin. In homage to his Francophile leanings, it was given the French name of Sanssouci, meaning "carefree". Frederick envisioned his estate as a kind of Versailles for Berlin, a place given over to the enjoyment of the arts and the exploration of the latest trends in Enlightenment thinking. Intellectuals traveled from all over Europe to Sanssouci, among them mathematician Pierre-Louis Maupertuis, whom Frederick summoned to head the Berlin Academy. Maupertuis's ostentatious wigs and high-pitched voice made quite an impression, as did his intellect. In the 1730s, he had proven that the world was flattened at the poles, just as Isaac Newton had predicted. The French philosopher Julien Offroy de La Mettrie also took up residence at Sanssouci. His famous book, *L'Homme-machine (The Human Machine)* argued for a materialistic understanding of human motivations. Mettrie was one of a number of colorful and controversial houseguests at Sanssouci, which also included the most coveted of all the jewels in Frederick's court, François-Marie Arouet, better known by his pseudonym, Voltaire. By the time Frederick was building Sanssouci, Voltaire was the most famous intellectual in Europe, loved and hated for his stinging attacks on power and his rallying cry for religious freedom and rational thought. The French king Louis XV, contemptuous toward the Enlightenment thinkers, was said to have declared: "One more madman in the Prussian court and one less in mine."

**D**

Frederick and his international coterie often dined together, talking late into the night. The atmosphere that he cultivated at Sanssouci reflected his fondness for men and his distaste for women. Voltaire commented: "Neither women nor priests ever entered the palace. In a word, Frederick lived without religion, without a council, and without a court." The king, Voltaire wrote, flaunted his predilection for young officers. "When His Majesty was dressed and booted, he had two or three favorites come, either lieutenants of his regiment, or pages, or *hajduks*, or young cadets. They took coffee. He to whom the handkerchief was thrown stayed another quarter of an hour in privacy." Voltaire's role at Sanssouci was to act as a sort of literary adviser and editor to Frederick, polishing his poetry and suggesting ways to improve it. Because Frederick's poetic talent was mediocre at best, the working relationship with the man he once gushingly named the Solomon of the North, soured. "Will the king never tire of giving me his dirty laundry to wash?" Voltaire quipped one day to La Mettrie, who immediately reported the comment to the king. "I shall need him for another year," Frederick is said to have responded. "We shall squeeze the orange and throw the peel away." In the end, having fallen out with the mathematician Maupertuis, Voltaire fled Prussia in 1753. Enraged, Frederick ordered him put under house arrest in Frankfurt before Voltaire finally made it to safety in Geneva.

**E**

Following the flight of his most valued philosopher, Frederick threw himself back into military pursuits. The Seven Years' War (1756-1763) was triggered by the alliance formed among Russia, Austria, and France, with the aim of curbing the growing power of both Great Britain and Prussia. At first Frederick won resounding victories, defeating France and Austria at Rossbach in 1757. Later that year, at Leuthen, he overcame difficult conditions to beat the Austrian army. The war later turned against the Prussian sovereign, when Russia occupied Berlin. His army battered, and his state coffers severely depleted, Frederick nevertheless battled back to retake lost territory, creating the impressive reputation for Prussian military resilience. The Seven Years' War had major global ramifications that extended to North America, where British colonies sparred with the French and indigenous peoples. In 1763, when the conflict ended, Britain was emerging as a world power, and Prussia's standing in Europe was considerably boosted. By 1786 (the year Frederick died) Prussia had a 195,000-strong army—a huge force for the small kingdom that had become the envy of Europe.

(Adapted from *The National Geographic*, March/April 2017 by Marti Domínguez.)



## B) CONOSCENZA E USO DELLA LINGUA

### Task 1: Gap fill

There is one word missing in each gap. Write the missing words in the spaces on the right. Bear in mind that all contracted forms with the exception of *can't* count as two words. There is an example at the beginning: Gap 0.

#### Once children were birched at school. Now they are taught maths

I used to long to be \_0\_ child again. Not any more. British children seem under perpetual assault from the three horsemen of the apocalypse: obesity, social media and the manic gods of examination. Of these the most needless, and clearly dangerous, is the exam. The signs of stress are blatant. One \_1\_ 10 schoolchildren now has a “clinically diagnosable mental illness”. Rates of teenage self-harm \_2\_ risen dramatically in the last decade.

I have never seen the point of exams. If children cannot recall what they were taught two months ago, they will not remember it for life, probably because it was never worth remembering. An exam is like a Dickensian birching. It asserts power, and hurts.

A primary-school child of my acquaintance can handle counting and proportion, \_3\_ he cannot access the world of complex numbers and algebra. He is a boy, \_4\_ is in every way lively, intelligent and creative, but unfortunately innumerate. For this harmless failing, he is accused of lowering his class score and his school league place. He dreads going to school.

This boy is a victim of the overpowering cult of maths, \_5\_ modern education is as obsessed with as the ancients were with Latin. All the maths a normal grown-up needs can be read in John Allen Paulos's admirable 135-page booklet, *Innumeracy*. Instead maths has been turned into a state religion, a national ritual, and \_6\_ one reason alone: because proficiency in maths is easy to measure.

Whitehall officials would suffer agonies trying to measure creativity, imagination, life skills or self-esteem. But even a zombie can tell \_7\_ many pupils can do an equation. Maths is now the most cited measure of performance. It is how we rank teachers, how we place schools in league tables, and how the UK fares in the world. It is as \_8\_ schools were a vast ongoing Olympics medals feast.

At this time of year children, students and their parents endure weeks of stress, \_9\_ for their own good but to amuse the government. Primary schools at risk of supposedly “failing” must torture children \_10\_ their most vulnerable age. London secondary schools now report that half their pupils are buying private tuition to help them \_11\_ exams. School sports, art and music are being slashed to make way for maths and science “revision”.

When I was briefly a teacher, we used to argue over the uselessness of maths, the idiocy of revision and the stress of exams. Other teachers replied that they needed to know how well we were doing, as if \_12\_ was no other way of telling. They fell back on the classic defence of pointless learning, saying that it trains the mind. They justified exams as “teaching stress”. They used to say that of flogging.

When school league tables were introduced in the 1990s it instantly led to a plague of testing and quantification. Whitehall set \_13\_ its own schools to prove it could do “better” than local government, leading to a mess of centrally funded city colleges, trust schools, academies and “free” schools. They were meant to prove that local must be worse.

The evidence shows that how a school is owned \_14\_ run makes no difference to how it performs. In 2016 the Local Government Association pointed out that “only 15% of the largest academy chains perform \_15\_ the national average, compared with 44% of council schools”. A 2016 London School of Economics study similarly concluded that turning primary schools into academies does not boost results.

An old cliché holds that no one knows the point of education, since we cannot see inside a child's mind. But ask young people what they recall of their schooling and \_16\_ is usually a remarkable teacher or a life-changing experience, never a league table performance.

(Adapted from an article in *The Guardian*, 15 June 2018, by Simon Jenkins.)





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Non scrivete nel campo grigio. Non scrivete nel campo grigio. Non scrivete nel campo grigio. Non scrivete nel campo grigio. Non scrivete nel campo grigio.

**Example:**

0. **a** \_\_\_\_\_

1. \_\_\_\_\_

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14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_



## Task 2: Gap fill (verbs)

For gaps 1–14, write the correct form of the verbs in brackets in the spaces on the right. There is an example at the beginning: Gap 0.

### Erasmus gave me an opportunity I would never otherwise have had

The loss of the scheme **\_0\_ (BE)** a devastating blow for the social mobility of students from disadvantaged backgrounds.

Joining the tremendously long list of downsides to the UK's imminent departure from the European Union is the possible loss of the Erasmus programme, an exchange scheme that **\_1\_ (GIVE)** more than 3 million students the chance to study in 37 countries since 1987. Of course, there are many other exchange schemes across the world, but the majority require the student to have several thousand pounds spare for tuition, accommodation and so on. **\_2\_ (LOSE)** Erasmus is another devastating blow for the social mobility of students from disadvantaged backgrounds. Not only are they about **\_3\_ (LOSE)** the freedom to live and work in the EU, but also the incredible opportunities to immerse themselves in another culture and build invaluable skills, which research has proven sets them up for the world of work much better than their peers who **\_4\_ (NOT/UNDERTAKE)** Erasmus placements.

After the sudden death of my father during my second year at university, I decided I **\_5\_ (APPLY)** for a placement in Berlin. The prospect of **\_6\_ (HAVE TO/PERFORM)** academically while I was grieving was something I couldn't face. Escaping it all with €2,500, which I spent **\_7\_ (VISIT)** many European cities, seemed more appealing. I won't pretend it was an easy year; the minimal studying and endless partying was reserved for wealthier students who'd headed off to the US and Australia. I moved to Berlin not knowing anyone and with a very loose grasp of the language, courtesy of my lack of GCSE German tuition.

For the first couple of weeks I lived in a hostel, trying to bag a flatshare in Berlin's rental market, writing hundreds of emails a day in patchy German. Over the year, I encountered doctors, bank managers and civil servants, few of whom **\_8\_ (SPEAK)** English. Before I left, I was pretty socially anxious – even making a phone call was a daunting prospect – but I was forced out of my shell because no one was there to help me. Berlin undoubtedly made me **\_9\_ (BECOME)** more confident, independent and open to the unknown. I learned an incredible amount about myself and the world.

I undertook rigorous German lessons and spent my evenings learning verb conjugations instead of frequenting nightclubs. At the start of the year, I **\_10\_ (IMMEDIATELY/DETECT)** as a Briton the minute I opened my mouth to mumble a *Haben Sie uhhh ...*, which was typically met with eye-rolls and a reply in English. But as the saying goes, practice **\_11\_ (MAKE)** perfect, and, by the time I left, I was even able to banter with Berliners. I was one of two native English speakers in the class. For both of us, German was our second language; for everyone else it was their third, fourth or fifth. I soon realised British students were far less rounded than their international counterparts, and I felt a sense of shame at my own shortcomings. However, this was nothing compared to the profound embarrassment I felt eight months later when I arrived in class on 24 June 2016 (Brexit referendum results), my peers, like myself, at a loss as to what **\_12\_ (JUST/HAPPEN)**.

It deeply saddens me that I was one of the last students **\_13\_ (TAKE)** an Erasmus year, and that these unique, mind-broadening experiences have now been ripped from the hands of students who would have felt the benefit for the rest of their lives. I know for certain that I wouldn't be writing for the Guardian if I **\_14\_ (NOT/LIVE)** in Berlin. Now, I'm much more the type to grab life by the cojones, rather than resigning myself to my comfort zone. I will be forever grateful for the scheme, which gave me the confidence to take the plunge into a field I had long wanted to work in, and to be myself, unapologetically.

(Adapted from the article in *The Guardian*, 22 March 2019, by Eloise Millard.)



M 2 1 2 2 4 1 1 1 1 1

**Example:**

0. *would be* \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

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