



***Nacionalni centar za vanjsko
vrednovanje obrazovanja***

Identifikacijska
naljepnica

PAŽLJIVO NALIJEPI TI

ENGLESKI JEZIK

viša razina

READING PAPER

ENG A IK-1 D-S003



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Reading paper

Prazna stranica

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UPUTE

Pozorno slijedite sve upute.

Ne okrećite stranicu i ne rješavajte test dok to ne odobri dežurni nastavnik.

Nalijepite identifikacijsku naljepnicu na sve ispitne materijale koje ste dobili u omotnici.

Ispit traje 70 minuta bez prekida.

U dijelu u kojem se ispituje čitanje od Vas se očekuje:

- da u zadacima povezivanja i sređivanja svakoj čestici pitanja označenoj brojem pridružite odgovarajuću česticu odgovora označenu slovom (zadatci 1 i 3)
- da u zadacima višestrukoga izbora između četiriju ponuđenih odaberete jedan odgovor (zadatci 2 i 4).

Odgovore obvezno prepisite na list za odgovore.

- U zadacima dopunjavanja dopunite praznine odgovarajućim riječima (zadatak 5).

Odgovore upišite na predviđeno mjesto u ispitnoj knjižici i ne prepisujte ih na list za odgovore.

Kada riješite test, provjerite odgovore.

Želimo Vam puno uspjeha!

Ova ispitna knjižica ima 16 stranica, od toga 3 prazne.

Način popunjavanja lista za odgovore

Dobro

A ☒ B ☐ C ☐

Ispravljanje pogrešnog unosa

A ☒ B ☐ C ☒ C ☐

Prepisani
točan
odgovor

Paraf

Loše

A ☐ B ☒ C ☐

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Task 1

Questions 1-12

You are going to read an article in which people talk about how they use their personal computers (PCs).

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**).

Personal Computers

We asked some people to tell us about how they use their PCs.

A Vanessa

I run my own firm from home, so I need it for everything. Obviously, I e-mail clients and spend a little bit of time organising meetings and so on. I also need it for internet banking. And, of course, I have to do quite a bit of research on the market, which means that I do a lot of surfing to find out about competitors. I also use it for making calls over the internet, especially if I have to call America. It's much cheaper than using landlines.

B Alex

As a teacher, I find myself using it increasingly in the classroom. I never thought I'd use one at home, but I need to prepare my lessons, and of course, I do it on my PC. This involves researching what we're doing, so I spend a lot of time surfing. Also, these days, there are so many resources that you can download and take into class. I also like to look at the teaching forums, as you can pick up some useful practical tips from other teachers.

C Pete

I use it for leisure. My work doesn't require me to use one, but when I get home I like to read the news sites. Who reads papers these days? I haven't bought one for years. I'm actually quite tempted to shop online too, but what can I do without a credit card? Even if I did have one, I'm not sure how safe it would be to enter your card details. My partner, on the other hand, says I should restrict how long I'm online, and it is true that I used to spend less time this way, but it doesn't bother me.

D Sue

It makes my life much easier. It's so light I can use it while I'm commuting to and from work. Not having to work at home means I spend more time with my family. Actually, we have a rule that I don't turn it on inside the flat. My husband would never criticise me if I did. It's just that I think we rely on them too much. Obviously, their vital for work, but when it comes to free time, after all day on the computer or phone, I'd much rather have some fresh air with the kids.

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E Jade

I must confess that I spend quite a lot of time playing games. I make an effort not to overdo it by limiting myself to just a couple of hours a day. I also use chat rooms and social networking sites quite a bit. I'm pretty careful, though. For instance, it's advisable to never reveal any details about yourself. I mean, you never know these days, do you? I would really like a laptop, though, so I could use it on the bus. It would also use less space in my room.

F Mohammed

I guess the most important thing is that it's got the thesis for my degree on it. I've been working on it for absolutely ages. Don't ask me what's been going on in the world, because I don't know! Obviously, it's so valuable to me that I have several back-up copies. Just imagine how much room it would take up if it was all on paper. I've also been sending my work to my tutor by e-mail, which is great because we don't have to see each other so often.

Which person...

- 0** says they can carry their PC very easily?
- 1** gets advice from the internet?
- 2** doesn't use their PC at home?
- 3** tries to control how much time they spend on their PC?
- 4** says they don't need so many meetings now?
- 5** uses their PC instead of the telephone?
- 6** uses their PC to find out what's happening in the world?
- 7** uses their PC when travelling?
- 8** makes and receives payments on their PC?
- 9** uses their PC in the workplace more than they used to?
- 10** says their PC saves them space?
- 11** says someone criticises how long they spend on their PC?
- 12** doesn't give information about themselves over the internet?

	A	B	C	D	E	F
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C	D	E	F
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C	D	E	F
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Task 2

Questions 13-18

Read the following article about competitive sport. For questions **13-18**, choose the answer (**A, B, C** or **D**) that fits best according to the article. Mark your answer on the answer sheet.

Is Competitive Sport a Good Thing?

Sometimes I ask myself what the world is coming to. This week, I read that some schools had decided to remove competitive sport from the curriculum. It's not as if our kids are getting too much exercise. I wondered what the reason for such a decision could be. What initially came to mind was that maybe it occupies too many hours of the school timetable. I know that some parents complain that it distracts children from their studies. The second thought that occurred to me was the threat of schools being taken to court over broken bones, but that seemed too absurd to be true. The real reason, it seems, is that some of our educational establishments are worried about damaging the confidence of those children who don't win.

This got me thinking about my own childhood. I used to play for my local football team in the under-twelve age group. We were hardly the stuff champions are made of. We weren't terrible. We were even worse than that. I recall that we came last but one out of twelve teams in our league. Did the experience damage us mentally? I'm still in contact with quite a few of the people who I played with and they appear to have grown up without any lasting effects. You might ask what the point of playing was when we were so hopeless, since we were too young to appreciate the benefits of physical exercise. Quite simply, we used to enjoy it.

Don't get me wrong. Under normal circumstances, winning is preferable to losing, but the fact remains that in life we can't always come first. At school and university, not everybody can come top of the class and not everybody will pass all of their exams. Similarly, we won't always get that job that we apply for or that promotion to team leader that we desire so much. Competition is part of life, so surely it's better to prepare pupils for this rather than protect them from such realities. Learning how to manage both success and failure is a vital lesson.

Besides, everything is relative. I remember coming nineteenth out of eighty runners in a regional cross-country race on a demotivating rainy October morning. The result was much better than either I or my trainer had ever expected and was one that was never to be repeated. In fact, it's a result that I still look back on with a certain amount of pride even now when I'm in my late thirties and, like so many of my peers, haven't played competitive sport for a number of years. And although it might have become something of a cliché, there is still a certain truth in saying that it's the taking-part that counts.

Finally, those who argue that sport should be played non-competitively overlook the fact that children can see through events where nobody loses and everyone gets prizes, for if no one is a loser then no one is a winner. That's not to say that activities like aerobics or Pilates are bad. On the contrary, any kind of exercise is a good thing in the modern world that we live in. It's just that the short-term disappointment of defeat in a match at school is less damaging than the potentially longer-term consequences of not knowing how to deal with life's setbacks as an adult.


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<p>13 At first, the writer thought that some schools had banned competitive sport because</p> <p>A it has a negative psychological impact. B there are a lot of injuries. C pupils already do enough exercise. D it takes up too much time.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>14 In which position did the writer's football team finish in their league?</p> <p>A First. B Second. C Eleventh. D Last.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>15 The example of the writer's football team is used to show how</p> <p>A pointless certain organised sports can be. B team sports can help keep young people fit. C losing doesn't necessarily matter to children. D team sports can help bring people together.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>16 According to paragraph three, competitive sport can help pupils</p> <p>A work successfully in teams. B cope with life's disappointments. C perform better at school. D get a good job after their education.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>17 The main point in paragraph four is that</p> <p>A bad results can help motivate people. B losing is not necessarily the same as failure. C sport is a source of pride for people. D many people no longer play sport as adults.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
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18 The writer says that non-competitive physical activities in school

- A** can have some positive effects.
- B** are an up-to-date innovation.
- C** are disappointing in the short run.
- D** should not have prizes.

A

☐

B

☐

C

☐

D

☐

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Task 3

Questions 19-24

You are going to read an article about dealing with homework. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (**19-24**). Mark your answer on the answer sheet. There are two letters which you do not need. There is an example at the beginning (**0**).

Dealing with homework

Homework is a major part of going to school. **(0)** I. Sometimes it seems like you've got an assignment in every subject but gym and lunch. Luckily, there are several things you can do to make homework less work.

First, make sure you understand the assignment. **(19)** _____. It's much easier to take a minute to ask the teacher than to struggle later that night! You can also ask how long the particular homework assignment should take to complete so you can budget your time.

When you start your homework, tackle the hardest assignments first. It's tempting to start with the easy stuff to get it out of the way, but you'll have the most energy and focus when you begin. **(20)** _____. Later, when you're more tired, you can focus on the simpler things.

Most people's attention spans aren't very long, so take some breaks while doing your homework. If you sit for too long without stretching or relaxing, you'll lose concentration. **(21)** _____. Taking a 15-minute break every hour is a good idea for most people. But if you're really concentrating, wait until it's a good time to stop.

If you get stuck on a problem, try to figure it out as best you can – but don't obsess and spend too much time on it because this can mess up your homework schedule for the rest of the night. **(22)** _____. But don't pick someone you'll be up all night chatting with or you'll never get it done!

Sometimes even though you're paying attention in class and doing your homework, certain classes seem too hard. Although you may hope that things will get easier or that the explanation to the geometry theorems will magically appear in your dreams, most of the time this doesn't happen. What does happen for many people is that they work harder and harder as they fall further and further behind. **(23)** _____. So ask for help before it's too late. The most important thing to know is that there's nothing weird or embarrassing about doing this. No one is expected to understand everything, and people have very different learning styles.

The first place to turn for help is your teacher. He or she may be able to work with you and explain things more clearly. You might also be able to get some help from another student. This might help because you'll be hearing the information from the perspective of one of your peers. **(24)** _____. Lots of people understand something perfectly without being able to explain it.

Once your homework is done. Be sure to put it safely away in your backpack. Now you're free to hang out. →

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- A** Naturally, this can make them hate a class and everything to do with it.
- B** Don't be afraid to clarify what's expected.
- C** Instead, ask an adult or older sibling for help or call or email a classmate for advice.
- D** Therefore it's a good idea to come up with some kind of homework schedule.
- E** However, this might not get you the results you need.
- F** So it's best to use this mental power on the subjects that are most challenging.
- G** But what if you don't feel comfortable with your teacher?
- H** As a result, you will become less productive than if you stop every so often.
- I** **Most high-school students have between 1 and 3 hours of homework a night.**

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

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Task 4

Questions 25-32

For questions **25-32**, choose the answer (**A**, **B**, **C** or **D**) that fits each space.
Mark your answer on the answer sheet.
There is an example at the beginning (**0**).

Fly me to the Moon

Neil Armstrong, born in 1930 in Ohio, USA, was the first man to **(0)** D on the Moon. Armstrong attended Purdue University and **(25)** ____ a degree in Aeronautical Engineering. Soon afterwards he became a civilian test pilot **(26)** ____ the National Aeronautics Advisory Committee, completing 2,450 flying hours in more than 50 types of aircraft.

Armstrong **(27)** ____ selected by NASA as an astronaut in 1962 and commanded the Gemini 8 mission, **(28)** ____ completed the first joining of two orbiting spacecraft in 1966. In 1969 Armstrong led the technologically astonishing Apollo 11 Moon landing mission, and also the greatest media event **(29)** ____ the world. When he climbed out of the Lunar Module, he said the famous words, "That's one small step for man, one giant leap for mankind." He was supposed to say "for a man", but the grammatically incorrect words "for man", with scarcely **(30)** ____ pause between them, could be clearly heard in the original recording. Armstrong later admitted that, **(31)** ____ planning and rehearsal, he had made a mistake. Armstrong became a professor of aerospace engineering in 1971. Since his retirement in 2002, he has **(32)** ____ a low profile, rarely giving interviews or appearing in public.

0

- A march
- B pace
- C stroll
- D walk

- A ☐
- B ☐
- C ☐
- D ☒

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25 A achieved B gained C received D won	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
26 A from B for C of D to	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
27 A had been B has been C is D was	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
28 A that B what C which D who	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
29 A across B in C on D over	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
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30 A a B one C the D some	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
31 A although B even though C in spite D despite	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
32 A had B kept C made D taken	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
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Task 5

Questions 33-40

Read and complete the text below.

Fill each space (33-40) with **one** word. Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

Miss Marple

Jane Marple, usually referred (0) ____ as Miss Marple, is a fictional character from Agatha Christie's crime stories.

Miss Marple is an elderly lady who lives in the little English village of St. Mary Mead and doesn't look like an average detective. In fact, she doesn't look like a detective at (33) _____. But looks can be deceiving. Miss Marple often embarrasses the local "professional" police detectives because she always succeeds (34) _____ they have failed. (35) _____ of looking for clues, she uses her knowledge and understanding of human nature with all its weaknesses and strengths. As Miss Marple once said, "(36) _____ is a great deal of wickedness in human nature."

Miss Marple (37) _____ her first appearance in a full-length novel *The Murder at the Vicarage* in 1930. Agatha Christie never expected Miss Marple to compete (38) _____ Hercule Poirot for the public's affection but she (39) _____ soon become one of her most famous creations. Christie wrote the last novel of the Marple series, *Sleeping Murder*, in 1940. (40) _____, the novel was not published until 1976, some years after her death.

0 _____ to _____

33 _____

34 _____

35 _____

36 _____

37 _____

38 _____

39 _____

40 _____

1 bod (popunjavanje ocjenjivač)

33

34

35

36

1 bod (popunjavanje ocjenjivač)

37

38

39

40

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Prazna stranica

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