



NACIONALNI CENTAR ZA VANJSKO
VREDNOVANJE OBRAZOVANJA

Identifikacijska
naljepnica

PAŽLJIVO NALIJEPI

ENGLISKI JEZIK

viša razina

ISPIT ČITANJA
(Reading Paper)

ENG A IK-1 D-S006



ENGA.06.HR.R.K1.16



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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	X	B		C	
---	---	---	--	---	--

Ispravljanje pogrešnog unosa

A	●	B		C	X
---	---	---	--	---	---

C

Prepisani
točan
odgovor

Paraf

Loše

A		B	X	C	○
---	--	---	---	---	---

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Task 1

Questions 1-12

You are going to read an article in which people talk about their studying habits.
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).

Tips for learning

A Aaron

My experience says that each person should pay attention to what works for them and then repeat it each time they study for best results. In short, if you require certain things to help you study, try to always make these a priority. For example, do you need special lighting, silence, music, privacy, available snacks, etc.? I like a day of rest between sessions, and I never feel even slightly guilty about it. Guilt can create stress which in turn stops the brain from absorbing new data.

B Bess

When I learn something new, I try to go over the points the same day. If you wait a few days and then make the effort to review the material, it will seem much less familiar. However, if you do it later in the day, it will help cement the information into your brain and make the next study session more productive, even if it's a very limited one. If you also select certain times of the day to study in advance, which I always do, you will accomplish more. It really helps me avoid frustration, which builds up without proper planning.

C Carl

Psychologists say it's quite normal for the brain to forget things you've learned. But some people lose their confidence because of it and begin to think they're stupid. They become depressed or very angry. What's the point? Dealing with the problem is a better solution. I think it's just a matter of revision. Some need more, some less. My girlfriend used to make us revise on a daily basis, but I was too lazy to stick to the routine. We simply revise a day or two before the exam. And it works. I guess if you set goals that are manageable, you get better results.

D Daniel

The library is the most popular place to study at my college. It's the ideal environment. There's little traffic outside the window and library conversations are almost nonexistent due to a very strict librarian with spectacles. Well, that's all fine, but I have three dogs now and they have to be taken for regular walks during the day. While I'd prefer spending time at the library with other students as before, there are some benefits to studying at home. The refrigerator is always at hand and my concentration now defies siblings and music blasting in the next room.

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E Eleonor

I was always considered the brightest child in the family. My brain reacts relatively quickly when solving problems. Yet, this fast nervous system of mine also works overtime in being self-critical. So I always have this feeling that I'm not going fast enough! In contrast, my brother learns more slowly, but is more self-confident, and ends up learning the material in a shorter period of time. This is because he doesn't waste time and energy like I do getting upset about not being good enough – he simply keeps moving forward at a slower pace.

F Fiona

I think that when you study, if you try first to grasp the big picture and then fill in the details, you often have a more likely chance of success. For example, if I'm beginning to study a new chapter, instead of reading the material from beginning to end, stopping to memorize each new fact as I come to it, I first take a few minutes to read the introduction, the headings, the first sentence of every paragraph, and the chapter summary to get a good idea of what it is about. This method saves time and is excellent for revision too.

Which person...

0 says that stress prevents learning?

1 changed how they studied?

2 says that short periods of study can be successful for them?

3 becomes frustrated when studying?

4 says it can be useful to prepare your study environment?

5 doesn't study alone?

6 creates a study schedule that improves learning?

7 takes time off from studying?

8 ignores distractions?

9 looks for the main points first?

10 had to change where they studied?

11 revises on a regular basis?

12 loses time while learning?

	A	B	C	D	E	F
0	X					
1						
2						
3						
4						

	A	B	C	D	E	F
5						
6						
7						
8						

	A	B	C	D	E	F
9						
10						
11						
12						

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Task 2

Questions 13-18

Read the article about a student exchange visit. For questions **13-18**, choose the correct answer (**A, B, C** or **D**). Mark your answer on the answer sheet.

French Exchange

An overseas student exchange visit is considered to be a real learning experience and one that should not be passed by. Not only do you get the chance to boost your linguistic skills, but you also have the opportunity to find out about another culture. It can also be something of a vacation with a chance to see some sights. All in all, it is supposed to be a very enriching experience. Nevertheless, as a fifteen-year-old secondary school student, I was hardly keen on the idea of going to France. Parental pressure, though, was too much for me at the end of the day and I gave in.

I was staying in a provincial French town during the Easter vacation. To say that I was disoriented would be something of an understatement. The biggest problem was the language. At first, I mistakenly thought that my host family were communicating in a different dialect from the French I had been learning at school. After all, we had heard that other languages such as Breton and Basque were spoken in France. I wanted to blame my teachers for not getting me ready, but at the end of the day the responsibility was mine. I had barely been paying attention over the preceding years. The result was that it seemed to me that everyone around me was speaking really fast, although, of course, their speech rate was totally normal.

My exchange partner, Michel, was kind enough and wanted to make me feel welcome. His foreign language skills, however, were as limited as my own ability in French. Our exchange partners had been chosen on the basis of questionnaires that we had completed back in England. I had written about the things that I liked, hoping for someone with the same or similar tastes, but it seemed that this had been ignored. He was mad on skiing. I gave it a go, but I needed proper lessons. It's amazing that I didn't break any bones.

After a few days, I felt oppressed by feelings of loneliness. Being overconfident, I had neglected to bring a novel. It should also be recalled that this was the pre-computer era. Surfing the web and Facebook had yet to enter the vocabulary. I spent an eternity in my room following broadcasts from London. I would like to say that I took advantage of the opportunity I had been given to study French, but that would be far from the truth. I wrote a couple of letters to my parents but hid how I was really feeling. They had spent a fair amount of money on the trip, and I did not want them to feel guilty.

Three weeks later, I was back home. The experience had been wholly negative. I could hardly lay the blame on my host and his family. They had tried to engage with me. After all, it was up to me to make the most of the chance. It might be expected that the experience had a long-term effect on my attitude towards the country and language. However, over the last thirty years I've returned several times and now converse in French fluently.

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<p>13 Why did the author go on a student exchange trip?</p> <p>A He hoped to see some famous places. B He needed to improve his French. C He was forced to go by his parents. D He wished to learn about other cultures.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>14 Why did the author find it difficult to understand people?</p> <p>A Everyone spoke a different variety of French. B He had not studied hard enough during lessons. C His teachers had not prepared him for what to expect. D The family he stayed with talked very quickly.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>15 What do we learn about Michel?</p> <p>A He had similar interests to the author. B He ignored the author the whole time. C He spoke English worse than the author spoke French. D He tried to be friendly to the author.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>16 How did the author spend his time?</p> <p>A Listening to the radio. B Reading books in English. C Surfing on the internet. D Trying to learn the language.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>17 What does the author say about his exchange visit in paragraph five?</p> <p>A He could have got more support from his host. B He was encouraged to learn French better. C He wasn't ready for such an experience. D He was put off going back to France.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
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18 What is the author's purpose in the article?

- A** To complain about his student exchange visit.
- B** To improve how exchanges are organised.
- C** To share his experience of a student exchange visit.
- D** To warn about the problems of exchange visits.

A

☐

B

☐

C

☐

D

☐

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Reading paper

Task 3

Questions 19-24

You are going to read an article about weird weather.

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**).

Weird Weather

Freak weather conditions all over the world are becoming more and more common. There is heat, drought, floods and blizzards. (**0**) I ?

Every generation thinks the weather isn't what it used to be. The summers are colder, winters drier and springs shorter now than they were in Grandfather's day. (**19**) _____. The year 2010 brought a winter (or a summer, depending on your relationship with the equator) that belongs to the record books. New York City, the self-proclaimed Capital of Everything, was virtually shut down by its worst blizzard in nearly half a century. (**20**) _____.

There was record snow in Japan, record heat in Argentina, record cold in Scotland. Weird weather brought floods to Brazil, France, Pakistan, Hungary and Croatia. It produced a cold wet summer in Australia and a snowless Winter Olympics in Canada. For some, the weather was pure joy, providing a mid-winter sunbath or a once-in-a-lifetime glimpse of snow. (**21**) _____. At least 1500 people died and 20 million were affected in Pakistan floods following heavy monsoon rains in the summer of 2010.

Well, what does it all mean? A growing body of scientific evidence suggests that extreme weather – even when cold and wet – can be a result of global warming, itself a consequence of pollution. (**22**) _____.

Global warming has a lot more to answer for: repeated disasters such as hurricanes that regularly devastate the Caribbean, heat waves that kill people in the Americas or Russia, floods in Europe, warm temperatures in Siberia and the melting of ice-caps, not to mention the droughts that parched Australia. Has scientific research established a definitive connection between all these weather extremes and the effects of pollution? Not yet. (**23**) _____. It involves summers that are hotter and drier than usual and winters that are colder and wetter.

Even a relatively small variation in temperature can have drastic results. For example, if winter temperatures dip below freezing for longer than usual in areas where it is not customary, water pipes freeze solid and burst open when a thaw arrives leaving millions of homes without water. If the summer gets too hot and droughts occur, the result is tindery plains and forests. (**24**) _____. All these records of disastrous freak weather on the one hand and rising concentrations of greenhouse gases heating the world on the other can give us the feel of what's to come if emissions are not decreased and human actions controlled.

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- A** It sends warm greenhouse gasses above oceans and into the upper colder layer of atmosphere turning them into snow.
- B** For others, the extremes of global climate were annoying, expensive or even tragic.
- C** This in turn causes fires that burn out of control over thousands of acres creating extensive damage and casualties.
- D** But this time, there seem to be numerous examples indicating that things really may be changing.
- E** However, it shows that in most parts of the world, there is a specific pattern that seems to be emerging.
- F** As a result, unusually low temperatures in northern Europe coated roads with ice and froze rivers and lakes.
- G** And that was only one of many reported instances of freakish weather taking their toll across continents in that year.
- H** Similar predictions of excessive heat waves exist for Washington, the American Southwest, much of India and many other spots.
- I** **Should we be worried about what is happening to the world's climate?**

	A	B	C	D	E	F	G	H	I
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Engleski jezik

Reading paper

Task 4

Questions 25-32

You are going to read an article on high school dropouts in America.
For questions **25-32**, choose the answer (**A**, **B**, **C** or **D**) that best fits each space.
Mark your answer on the answer sheet.
There is an example at the beginning (**0**).

High School Dropouts in America

Each year over a million students who (**0**) D the ninth grade fail to graduate four years later. This alarming statistic was perhaps acceptable fifty years ago, but not today. The time in which a high school dropout (**25**) ___ earn a decent wage has ended. Dropouts considerably diminish their chances to find a good (**26**) ___ and secure a prosperous future. (**27**) ___, each dropout is responsible for significant financial costs to their communities and country.

Graduation (**28**) ___ are a fundamental indicator of how schools are performing. Only recently, has the (**29**) ___ of the crisis in American high schools been revealed. For years, schools published inaccurate data. As a result, the American public knew (**30**) ___ of the gravity of the problem.

Various researches have singled out two risk factors: low attendance and failing grades, (**31**) ___ can identify future dropouts as early as in the sixth grade.

Minority students are particularly at risk. In many states the difference in dropout numbers between white and minority students is shocking. It can be as (**32**) ___ as 40 to 50 percent.

0

- A** join
- B** begin
- C** enrol
- D** enter

- | | |
|----------|-------------------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input checked="" type="checkbox"/> |


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25 A must B could C would D will	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
26 A profession B career C job D work	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
27 A What is more B For this reason C All in all D In this way	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
28 A proportions B ratios C rates D degrees	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
29 A extend B radius C range D extent	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
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30 A minor B little C few D small	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
31 A that B what C which D who	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
32 A far B much C many D long	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).

Interrupting

Have you ever been in the situation where you knew you (0) ___ not interrupt someone during a conversation or a telephone call, you tried to force yourself to not interrupt, yet you still ended (33) ___ interrupting, anyway?

As frustrating (34) ___ this habit is, it is even more frustrating to me, since I teach “zip the lip”, at a sales training seminar. Trying to understand (35) ___ most of us interrupt others, I’ve found several factors involved:

We disagree with the other party and feel that the argument is not (36) ___ listening to.

We feel we are better qualified to answer a certain question, and find an “urge to (37) ___ to the point”.

We get upset about a specific situation, and we (38) ___ self-control. We can’t “stand” listening to others.

It is easier to resist the urge to interrupt in a face-to-face conversation (39) ___ when we are on the telephone.

Many people merely interrupt because we like to hear the sound of our own voice, far more than other voices.

One would think that I would resist that urge. Although I try to do my best, (40) ___ are times that I still find myself unable to resist.

0 should

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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Engleski jezik

Prazna stranica

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