



NACIONALNI CENTAR ZA VANJSKO
VREDNOVANJE OBRAZOVANJA

Identifikacijska
naljepnica

PAŽLJIVO NALIJEPI TI

ENGLISKI JEZIK

viša razina

ISPIT ČITANJA
(Reading Paper)

ENG A IK-1 D-S014

ENGA.14.HR.R.K1.16



12

Engleski jezik

Prazna stranica

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OPĆE UPUTE

Pozorno pročitajte sve upute i slijedite ih.

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

Nalijepite identifikacijske naljepnice na sve ispitne materijale koje ste dobili u sigurnosnoj vrećici.

Ispit *Čitanja* traje **70** minuta.

Ispit se sastoji od zadataka povezivanja, zadataka višestrukoga izbora i zadatka dopunjavanja.

- U zadatcima povezivanja **svaki** sadržaj označen brojem povežite s odgovarajućim sadržajem koji je označen slovom (zadatci 1 i 3).
- U zadatcima višestrukoga izbora od više ponuđenih odgovora odaberite samo jedan (zadatci 2 i 4).

Za pomoć pri rješavanju ovih zadataka možete pisati po stranicama ove ispitne knjižice.

Točne odgovore morate označiti znakom X na listu za odgovore.

- U zadatku dopunjavanja dopunite praznine upisivanjem sadržaja koji nedostaje (zadatak 5).

Odgovore upišite **samo** na predviđeno mjesto u ovoj ispitnoj knjižici. Pišite čitko. Nečitki odgovori bodovat će se s nula (0) bodova.

Upotrebljavajte isključivo kemijsku olovku kojom se piše plavom ili crnom bojom.

Kada riješite zadatke, provjerite odgovore.

Želimo Vam mnogo uspjeha!

Ova ispitna knjižica ima 16 stranica, od toga 2 prazne.

Ako ste pogriješili u pisanju odgovora, ispravite ovako:

a) zadatak zatvorenoga tipa

Ispravno



Ispravak pogrešnog unosa



Neispravno



Prepisan točan odgovor

Skraćeni potpis

b) zadatak otvorenoga tipa

Precrtan netočan odgovor u zagradama

Točan odgovor

Skraćeni potpis

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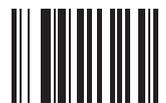
Reading Paper

Task 1 Questions 1-12

You are going to read an article in which people talk about their trips to London.
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**).

Trips to London

| A Alisha | B Bailey |
|---|---|
| <p>I flew to London to interview for a place at the university. I was so nervous. I spent the flight worrying about what I was going to say. My hotel was okay, but I kept waking up during the night. The interview went horribly, I thought. I left the interview feeling good for nothing, sure that I hadn't been good enough. I thought it would have been better if I had stayed at home. But the following week, I heard that I had been accepted, and suddenly the world was a beautiful place.</p> | <p>I just needed time for myself, so I went to London, where nobody knew me, or would even notice me. I needed to get a sense of direction again in my life. I wandered round the streets, aimlessly, until I found myself in Green Park. I sat on a bench next to an old woman, and we started to talk. We talked and talked, and I told her everything. It was like we were friends, despite the age difference. When I left, I felt better about myself and ready to resume my life.</p> |
| C Chris | D Daniela |
| <p>I had an awful weekend. On the way from the station to the hotel, someone knocked into my taxi and I ended up wheeling my suitcase through the crowded streets. At the hotel, the traffic noise was far too loud, so I had to find a different one. Then I spent the day walking round shops, but didn't find anything I wanted and could afford. The bed in the new hotel was so uncomfortable I thought I'd never sleep. Fortunately, I was too exhausted to care. And the next day it poured with rain. So it was not a successful visit.</p> | <p>I was in an area where I hadn't been for years, but I was confident I would find my way around. Things had changed, though, and soon I had no idea where I was. Then a passer-by seemed to recognise me. It was someone I hadn't seen since secondary school. We'd been mates back then but had lost contact over the years. I could hardly recognise her, she had changed so much. If I hadn't, quite by accident, gone down that street at that time, we would probably never have got into contact again.</p> |



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| | |
|-----------------|--------------------|
| E Evelyn | F Frederick |
|-----------------|--------------------|

I wasn't looking forward to it at all. First, I had to fly there, which is quite a challenge for someone who's dead scared of flying, like me, and the turbulence on the way there didn't help. And I didn't know the people I'd be staying with. In fact, I didn't really want to go there, but my parents insisted, these people were old friends of theirs. But they turned out to be really nice, not what I had expected. They were all I could have wished for, and I ended up having a fantastic time.

It had always been my dream to watch a match at Wembley, and now I had a ticket. I booked a room not too far from the stadium, and I found myself surrounded by fans staying in the same hotel. They stayed up drinking and singing until well into the night. I kept in my room, feeling sad I had no one to share this experience with. Next morning, refreshed, I had a big breakfast and made my way to the stadium. The rest of the day gave me the happiest of memories.

During their trip to London, which person...

- 0 watched a football match?
- 1 was happily surprised?
- 2 experienced flight anxiety?
- 3 realised a wish?
- 4 was involved in an accident?
- 5 met an old friend?
- 6 felt they had failed?
- 7 stayed in a noisy hotel?
- 8 got lost?
- 9 slept badly?
- 10 felt lonely?
- 11 wished they had not gone?
- 12 gained in confidence?

| | A | B | C | D | E | F |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 0 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> |
| | A | B | C | D | E | F |
| 5 | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> |
| | A | B | C | D | E | F |
| 9 | <input type="checkbox"/> |
| 10 | <input type="checkbox"/> |
| 11 | <input type="checkbox"/> |
| 12 | <input type="checkbox"/> |



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Reading Paper

Task 2

Questions 13-18

Read the article *The Face of the Games*. For questions 13-18, choose the correct answer (A, B, C or D). Mark your answer on the answer sheet.

The Face of the Games

At just 1.5m, Sandra Williams seemed too small to me to be an Olympic champion, but it was her single-minded pursuit of victory that brought her gold. Bullied at primary school for being 'such a scraggy little thing', she started training not to be pushed around. And in her teens, when other kids were looking for part-time jobs to get much-needed pocket money, she was on the track, six days a week, her dad urging her on in the pursuit of excellence. But all the determination and hard work paid off at the Games.

Sandra wasn't just carrying her own hopes and dreams to the Games but ours, too, because the media decided that she was the face of the Games. A giant portrait of her greeted people arriving at Heathrow. She would pass massive posters of herself on her way to training. "I would look the other way, only to see myself on the other side of the road. You're obviously doing something right if you have got pressure on you, but it was hard." The amazing thing about Sandra is that it didn't appear to affect her. She was an inspiration to us all.

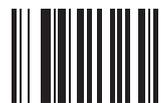
The highlight of the Games for most British people was when Sandra won gold. "It's an amazing feeling when you win, like a massive adrenalin rush beyond your imagination. And then I sank to the ground, my legs unable to support me. It still hasn't quite sunk in what I achieved. Every time my dad comes around, he's, like: "You're an Olympic champion!". I don't yet know what to make of it all. But I do know that it has justified the many years of hard training I'd put in for that moment.

"I was so proud to run round the track with the Union Jack around my shoulders. I had proved to myself that I was the best in the world. It made all the years of self-sacrifice worthwhile. It was fantastic to see my parents at the side of the track, so happy. It hadn't been easy for them either, and I should dedicate my success to them. And my trainer hugged me as if he had won gold himself. I couldn't have given him a better reward for his commitment to me."

But it has not been an easy road to victory. "It was hard for my parents to find the money for track suits and running shoes. I suppose I was very selfish, because my training took priority over everything. I was a real problem for them. And I had constant arguments with my trainer and we ended up having couples counselling – it was the closest I got to walking out on everything. But I've been seriously lucky. My greatest fear was always that of getting injured, but, thankfully, this hasn't happened.

Sandra had much to overcome. "You had to be tough to survive in the community I grew up in: high unemployment and kids basically living on the streets. And my father being Nigerian, I stood out a mile from the all-white kids around me. And my trainer always pushed me to my limits, so I'd crash through the pain barrier on almost a daily basis. Fortunately, I've a sort of grim determination that I've inherited from my father, a determination to be on top of that podium."

And on top of the podium she was, with a gold medal around her neck.



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Reading Paper

| | |
|--|--|
| <p>13 What motivated Sandra to take up sport?</p> <p>A Her size. B Her father's ambition. C Her will to win. D Her financial situation.</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>14 How did she feel about being the face of the Games?</p> <p>A It inspired her. B She felt it a strain. C She ignored it. D It didn't bother her.</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>15 How does she feel about winning Olympic gold?</p> <p>A Elated. B Exhausted. C Confused. D Justified.</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>16 She says she won gold for</p> <p>A her country. B her parents. C her trainer. D herself.</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>17 Her main problem earlier in her career concerned</p> <p>A finances. B her parents. C injury. D her trainer.</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |



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18 She attributes her mental strength to

- A** her father.
- B** her trainer.
- C** her socio-economic background.
- D** her skin colour.

A

B

C

D

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Reading Paper

Task 3

Questions 19-24

Read the article about a modern school.

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

Mark your answer on the answer sheet.

There are two letters which you do not need.

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



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Reading Paper

The Online School

Computers have brought new ways of working into schools, and not only in the form of the subject Information Technology, which teaches students how to use and programme computers. Peter Walters visited Trenton Community School. **(0)** 1.

In a classroom, Philip and his mates are making paper aeroplanes like schoolboys down the ages. **(19)** _____. And they're not fooling around. They're studying physics and aeronautics in a pleasant way. During the school break, however, they head towards the learning resource centre. **(20)** _____. They find Jane hunting through back issues of *The Times* on the internet in preparation for her paper about the Social Charter. Benjamin is at work composing his personal statement that will be included in his university entrance form. Next to him, Victoria is adding the finishing touches to her latest computer-generated painting for art class. Ian is using Wikipedia to find out about the environmental impact of oil-tanker disasters. But he was also able to go a step further. He used email to get the latest from campaigners at Greenpeace and Friends of the Earth. **(21)** _____. Computers are permanently online and are an invaluable addition to the school's resources.

Back in class, the teachers often tell students to look up a word during lessons, watch a clip from YouTube for discussion, or make an impressive graph. Peter says: "We're doing a project on Japan's economic performance. When we come to study its climate, we'll send emails to exchange weather data with friends from Tokyo."

The students, however, do not find any of this in the least remarkable. For them, there is nothing new about new technology. **(22)** _____. They have used them in primary school and at home. And although parents seem to think so, they are not used only for playing games or wasting time on Facebook.

Charles, for instance, says: "Basically I learned to read using a computer. If I wanted to play a game, I had to read what was on the screen. But the game improved my multitasking and motor skills hugely." Jonathan relies on his computer for designing artwork like his family's birthday cards. **(23)** _____. "Sometimes, there are things in algebra or biology that teachers go over only once, and I don't understand them. But I can use a programme I've got at home which can explain it again and again until I do," says Sarah.

The computer pronounces words so students can say them in French without everybody laughing, teaches them to spell through games, puts clips in stories if they're hopeless at drawing and of course takes some of the chore out of homework assignments. **(24)** _____. "You can't really ask a computer questions," Pia says, "it just asks you them." Her view seems to be universally shared. "It would get totally boring," says Chris. "You'd switch the machine off, or yourself."



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- A Others say that their computer is an invaluable home tutor that can offer that extra little bit of help.
- B However, most students do not think that computers will ever replace teachers.
- C There have been computers around for as long as they can remember.
- D Nevertheless, students appreciate things the computer can help them do.
- E Here they can borrow books, do last-minute homework or sit at the computers.
- F There's no other way they could have got such up-to-date information.
- G The only difference is that these boys are being given design tips by a computer.
- H Each of the various departments undertakes to teach students particular skills.
- I **There, the educational potential of computers is exploited to the full.**

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



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Reading Paper

Task 4 Questions 25-32

Read the text *Slimmers need to eat less*.
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**).

Slimmers need to eat less

As every slimmer knows, when the diet ends, the hard **(0)** A really begins. **(25)** ___ the best of intentions, only a few manage to avoid piling the pounds straight back on – and it has nothing to **(26)** ___ with a lack of willpower.

When a diet comes to **(27)** ___, a long-term cut in calories is needed to keep the weight off. To stay at their new weight, slimmers need to eat less than someone of the same weight who has not dieted. **(28)** ___, they need to eat at least 300 fewer calories a day. And over the **(29)** ___ of a week, it amounts to 17 slices of buttered toast.

So why do slimmers need to eat less? In slimmers, a muscle uses fewer calories to do its work than in someone **(30)** ___ of a similar weight who has not dieted. Changes in hormones, metabolism and appetite also play **(31)** ___ role.

In addition, studies show that after dieting, the areas of the brain that perceive food as rewarding are more active, **(32)** ___ those that generate feelings of restraint are less so. As a result, former dieters have to eat more to feel satisfied, but think they have eaten less.

0

- A** work
- B** job
- C** occupation
- D** attempt

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

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Reading Paper

| | |
|---|--|
| <p>25</p> <p>A Although B Unlike C As much as D Despite</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>26</p> <p>A have B do C be D make</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>27</p> <p>A a termination B an end C a stop D a conclusion</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>28</p> <p>A On the other hand B To be precise C Similarly D Furthermore</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>29</p> <p>A length B term C time D course</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |

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Reading Paper

| | |
|---|--|
| <p>30</p> <p>A else B opposite C another D different</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>31</p> <p>A a B the C one D ∅</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| <p>32</p> <p>A when B like C while D as</p> | <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> |
| | |
| <p>ENG A IK-1 D-S014</p> |  <p>01</p> |

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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).

Teen employment

It's a tough job market for teens. Take the (0) ___ of Jason Borovits, 19. Last year, he was working for retailer Best Buy but (33) ___ his hours cut. Then he lost his job altogether. For months now, he has been trying to find a daytime job or one with evening hours (34) ___ he can go back to school, but he hasn't been (35) ___ to find either.

The retail, manufacturing and construction sectors, which are usually key (36) ___ of young workers, have been hit hard by the economic downturn. In addition, older workers are settling for jobs that used to go to teens. For example, as recently as 10 years ago, nearly 60% of all newspaper carriers in the US were teens; these days, that figure is less than 20%. The result of this trend: the teen unemployment (37) ___ was near 28% in October.

Teens now make (38) ___ just 3.2% of the nation's working population, down from a high of nearly 9% in the mid-1970s. Overall employment in the US rose (39) ___ about 7% between 2000 and early 2008; teen employment, in (40) ___, headed in the other direction. Today, 4.5 million teens have some form of employment, about half the 8.2 million who were employed three decades ago. This trend is sure to have a negative effect on the economy long-term.

- 0 **case** _____
- 33 _____
- 34 _____
- 35 _____
- 36 _____
- 37 _____
- 38 _____
- 39 _____
- 40 _____

1 bod (popunjawa ocjenjivač)

- 33
- 34
- 35
- 36

1 bod (popunjawa ocjenjivač)

- 37
- 38
- 39
- 40



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