



Nacionalni centar  
za vanjsko vrednovanje  
obrazovanja

Identifikacijska  
naljepnica

PAŽLJIVO NALIJEPI TI

# ENG A

## ENGLISKI JEZIK

viša razina

ISPIT ČITANJA

(Reading Paper)

ENG A IK-1 D-S041

ENGA.41.HR.R.K1.16



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# Engleski jezik

Prazna stranica

ENG A IK-1 D-S041



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

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. Ako pogriješite u pisanju, pogreške stavite u zagrade, precrtajte ih i stavite skraćeni potpis. **Zabranjeno je potpisati se punim imenom i prezimenom.**

Želimo Vam mnogo uspjeha!

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

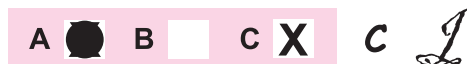
Ako ste pogriješili u pisanju odgovora, ispravite ovako:

### a) zadatak zatvorenoga tipa

Ispravno



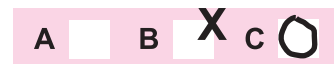
Ispravak pogrešnog unosa



Prepisan točan odgovor

Skraćeni potpis

Neispravno



### b) zadatak otvorenoga tipa

Precrtan netočan odgovor u zagradama

Točan odgovor

Skraćeni potpis



# Engleski jezik

## Reading Paper

### Task 1 Questions 1-12

You are going to read an article in which people talk about their university days.  
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).

#### My university days

A Annabelle	B Bradley
<p>If I had had a scholarship I wouldn't have lived in a dormitory. It wasn't a place I remember with fondness. No matter how hard I tried I couldn't get along with the people living there. I watched them go out, and fall in and out of love, and all I could think about were the mates I had left behind. But then I started volunteering in the library, discovering that reading was a passion of mine. My professors also loved seeing me there.</p>	<p>I loved the time I spent with the guys in the garage rehearsing tunes nobody was interested in hearing. My parents kept warning me that without hard work I would never get a diploma. So I shouldn't have been surprised when they stopped funding me. I was close to giving up but I pulled myself together and soon after was awarded a scholarship due to my high marks. Finding a job after graduation was not a problem.</p>
C Cheryl	D Dominic
<p>Looking back, what I remember most vividly is that my parents and I were not on the same wavelength. I was independent of their financial support since my grandma had left me a substantial trust fund. Nonetheless, I always tried to take care of myself. I was a busgirl in a nearby tavern with live music. It seemed perfect as I was dating the guitarist. However, my fairy-tale love story ended abruptly after my boyfriend left with no explanation. I found comfort in my studies, and I looked up to my professors, for they had achieved what I dreamt of.</p>	<p>I should have tried harder. It all started off pretty nicely – I enrolled at the university I'd always wanted to go to, my uncle leased an apartment in my name, so I didn't have to live in a dormitory as planned, and I met the woman of my dreams, whom I ended up spending my life with. However, as time went by, I found it increasingly difficult to concentrate and study. Pretty soon the workload was too huge for me to handle, and my new friends moved on as they realised I wasn't going to make it.</p>



# Engleski jezik

## Reading Paper

E Elaine	F Forrest
<p>Despite all the love and support from my parents, I chose not to depend on them financially. So, when I didn't get the scholarship I was hoping for, I took out a student loan. For a while, it felt great – doing sports as I'd always used to, frequenting the local bars and having tremendous fun on a daily basis. Then it hit me – I had to graduate to be able to pay off the loan! I started working harder and spending time in the library, where I met people who helped me through that rough year and never abandoned me afterwards. Although there was a general feeling that the professors paid no attention to our needs, they did cut me some slack when I needed it most.</p>	<p>It was during my university days that my attitude towards life changed dramatically. Since my parents supported me financially, I devoted my time to my studies. In my second year, I got to know some people from a dormitory who made me aware that a healthy body was as important as my subjects. So I followed their advice on nutrition and was persuaded to join the squash club. As far as our professors were concerned, I remember them constantly making us aware that they had other preoccupations apart from teaching.</p>

During their university days, which person...

- 0 helped out in the library?
- 1 had a job?
- 2 went out a lot?
- 3 took up sports?
- 4 had a grant?
- 5 lived in a dormitory?
- 6 made friends for life?
- 7 was disappointed in love?
- 8 admired their professors?
- 9 was a member of a band?
- 10 left college without graduating?
- 11 lost the support of their family?
- 12 longed for their high-school friends?

	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						



# Engleski jezik

## 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.

### Our home-schooling story

I'd left my career for parenting. I was passionate about raising kids. Yet, a mere six years after their birth, I had to send them off to school and resign myself to seeing them for a few hectic moments in the morning and exhausted, homework-ridden hours at night. I wanted to hear about their dreams, but instead had to wake them before they could remember them and jam clothes over their heads. I wanted to give them my complete attention, but instead had to tell them to hurry up and leave. However, I had to brace myself, and off they went – to school.

It's a long story, but we dragged our younger son Tim through the first grade, beaten down and miserable. Home schooling was an exotic idea then, so we took him out of his school and considered transferring him to a new school recently opened in our neighbourhood. Due to considerable loss of income, we ended up sending him back to 2nd grade in the previous school. Fortunately, he had an understanding teacher who helped rebuild his self-esteem.

Shortly afterwards, he received five out of 20 in a maths test, and we saw a downward trend in his grades. We arranged a meeting with the head teacher, not out of concern about the grades, but because we wanted to address any developmental issues he might have. Our initiative surprised her. She said he was doing well. She thought the score of 25% was acceptable. We decided to never again leave our children's success or failure to the school system.

Once we considered home schooling, the floodgates opened. Alleviating stress, a healthier environment and a more profound learning process became the next most pressing reasons for us to home-school. Home schooling gave us the flexibility to relocate to our weekend home when my husband decided to leave his job to start his own business. Since I had left my job years before, my husband and I had already adjusted our finances to make living on one income work. Moving also helped our sons' immune system, which had been besieged by staying indoors for most of the day together with a large group of kids at school.

Surprisingly, home schooling put more pressure on our budget than regular school, but we calculated we could still manage to send our kids to good colleges if they wanted to go. And many other things worked out as well. I'd been a rule-follower all my life, but I discovered a new trait in me – I have a bit of an independent streak when it comes to scheduling our life. I love being able to decide when to do what.

My chores are their outings. While waiting for the laundry, Josh plays chess with the housekeeper. Tim has a betting game with the cashiers at the department store – he calculates the exact sum of everything in the cart and tells them the sum before they start scanning each item. They both help out with the animals at the nearby farm. Tim worked out how many piglets would be spotted or single coloured, counting their grandparents' as well as the parents' genetic influence by using fractions.

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## Reading Paper


However, they yearn for spelling bees, science fairs and talent shows. Although I know they are excelling, they can't tell how good they are. This is a new challenge for us, and, as with all the past ones, I'm sure we'll figure out a way to meet it.

<p><b>13</b> What did the writer see as the biggest problem when her children started going to school?</p> <p><b>A</b> Having to give up her career. <b>B</b> Doing homework at late hours. <b>C</b> Missing her two children. <b>D</b> Getting up early in the morning.</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>14</b> What influenced the parents' decision about their younger son's second school year?</p> <p><b>A</b> A new school had opened nearby. <b>B</b> They had financial difficulties. <b>C</b> Their son got a new teacher. <b>D</b> Their son regained his self-esteem.</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>15</b> What made the parents finally choose home schooling?</p> <p><b>A</b> Their son had a low result in a maths test. <b>B</b> The school's expectations were too low. <b>C</b> They disliked the school's testing system. <b>D</b> They wanted better grades for their son.</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>16</b> Why did the family move home after starting to home-school their children?</p> <p><b>A</b> Because the mother had lost her job. <b>B</b> Because they did not have enough money. <b>C</b> Because of their sons' health. <b>D</b> Because of the father's career.</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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## Reading Paper

<p><b>17</b> What does the writer see as the biggest advantage of home schooling according to paragraph 5?</p> <p><b>A</b> She is in charge of organising the time. <b>B</b> The children learn to follow the rules. <b>C</b> The children have better chances of getting into a good college. <b>D</b> Home schooling is cheaper than other ways of schooling.</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> What do we find out about the writer's children from the final paragraph?</p> <p><b>A</b> They do not have much social interaction. <b>B</b> They like to spend time on their grandparents' farm. <b>C</b> They are not good at applying what they've learned. <b>D</b> They would like to compare themselves with their peers.</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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# Engleski jezik

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 the gap.

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

Mark your answer on the answer sheet.

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



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# Engleski jezik

## Reading Paper

### Why do some people learn faster?

One of the essential lessons of learning is that people learn how to get it right by repeatedly getting it wrong. Jason Moser at Michigan State University experiments with this to explain why some people are so much more effective at learning from their mistakes. (0) \_\_\_\_\_. Do we ignore the mistake for the sake of our self-confidence? Or do we investigate the error, seeking to learn from it?

The Moser experiment is premised on the fact that there are two distinct reactions to mistakes. The first appears immediately after a mistake and originates in the part of our brain that helps monitor behaviour and regulate attention. It happens mostly involuntarily, and is the inevitable response to any lapse. (19) \_\_\_\_\_. It occurs when we pay attention to the error, dwelling on the disappointing result. Numerous studies have shown that subjects learn more effectively when their brains show a bigger initial response to the mistake and when they pay attention to the error, thus trying to learn from it.

To understand this it is important to distinguish between two kinds of people. One group has a fixed mind-set and they tend to agree with statements such as 'You cannot do much to change your intelligence.' (20) \_\_\_\_\_. While the first see mistakes as a dismal failure, the second look at them as the engine of education.

The experiment begins with a tiring assignment in which subjects must identify the middle letter of a five-letter series, such as 'MMMMM' or 'NNMNN'. Sometimes the middle letter is the same as the other four, and sometimes it's different – quite a simple change. (21) \_\_\_\_\_. Once they make a mistake, of course, they immediately regret it. There is no excuse for misidentifying a letter.

It turns out that those subjects with a growth mind-set are significantly better at learning from their mistakes. In addition, increased attention to their mistakes is nicely correlated with improvement after the error. (22) \_\_\_\_\_. Because the subjects are thinking about what they got wrong, they learn how to get it right.

Apart from this, praising also plays two different roles in learning success. (23) \_\_\_\_\_. This fear of failure encourages them to avoid the most useful kind of learning activities – learning from their mistakes. But when praised for their effort, they want to understand their mistakes, learn from them and figure out how to do better.

The problem with praising innate intelligence is that it misrepresents the psychological reality of education. Although making a mistake causes embarrassment, it is an irreplaceable component of learning. (24) \_\_\_\_\_. It will keep on making the same mistakes, forsaking self-improvement for the sake of self-confidence. Samuel Beckett had the right attitude: 'Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better.'



# Engleski jezik

## Reading Paper

- A** Simply commending someone for 'being' smart stimulates the wish to 'look' smart, which means they shouldn't risk making a mistake.
- B** This meant that the experience of failure had been so discouraging, that instead of improving, they actually regressed.
- C** The second signal arrives later and is associated with awareness.
- D** This inevitably implies that the extra awareness always pays dividends in performance.
- E** However, it induces frequent mistakes, as the boring procedure encourages people to zone out.
- F** Education is neither magic nor is it the wisdom derived from failure.
- G** The other has a growth mind-set and they believe that we can get better at almost anything, provided we invest the necessary time and energy.
- H** Unless we experience the unpleasant symptoms of being wrong, our mind will never revise its models.
- I** **After all, to err is human but the important part is what happens next.**

	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"/>
	A	B	C	D	E	F	G	H	I
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"/>



# Engleski jezik

## Reading Paper

### Task 4 Questions 25-32

Read the text below.

For questions **25-32**, choose the answer (**A, B, C** or **D**) that best completes each sentence.

Mark your answer on the answer sheet.

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

### Is it too late to unplug?

What does it take to tune out and turn off your laptop or your smart phone? Has high-speed internet made you impatient with slow-speed parents? Do you sometimes think about reaching for the fast-forward button, only to realise that life does not come with a remote (**0**) \_\_\_\_\_?

If you answered yes to any of these questions, exposure to technology (**25**) \_\_\_\_\_ be reshaping your personality. Some experts believe excessive use of the internet, cell phones and other technologies (**26**) \_\_\_\_\_ us more impatient, impulsive and forgetful.

'Life is beginning to resemble the chat room,' says E. Aboujaoude, director of the Impulse Control Disorders Clinic (**27**) \_\_\_\_\_ Stanford University. 'We're paying a price (**28**) \_\_\_\_\_ terms of our cognitive life because of this virtual lifestyle. Some studies suggest that over-dependence on our devices is (**29**) \_\_\_\_\_ to an addiction.'

There are self-assessment tests to determine if technology has become a drug. Among the questions used to identify (**30**) \_\_\_\_\_ at risk are: Do you neglect homework to spend time online? Are you constantly checking your email? Do you often (**31**) \_\_\_\_\_ sleep because you log in late at night? If you answered *often* or *always*, technology may be (**32**) \_\_\_\_\_ its toll on you.

It may be that online technology is changing the core of who we are. Dr Aboujaoude explores these issues in his book *Virtually You: The Internet and the Fracturing of the Self*.

**0**

- A** sense
- B** broadcast
- C** access
- D** control

- A**
- B**
- C**
- D**

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# Engleski jezik

## Reading Paper

<p><b>25</b></p> <p><b>A</b> will <b>B</b> would <b>C</b> might <b>D</b> can</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>26</b></p> <p><b>A</b> make <b>B</b> makes <b>C</b> making <b>D</b> made</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>27</b></p> <p><b>A</b> in <b>B</b> on <b>C</b> for <b>D</b> at</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>28</b></p> <p><b>A</b> in <b>B</b> under <b>C</b> to <b>D</b> on</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>29</b></p> <p><b>A</b> like <b>B</b> akin <b>C</b> same <b>D</b> alike</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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01

# Engleski jezik

## Reading Paper

<p><b>30</b></p> <p><b>A</b> these <b>B</b> those <b>C</b> whom <b>D</b> whose</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> less <b>B</b> lost <b>C</b> loose <b>D</b> lose</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> taking <b>B</b> making <b>C</b> putting <b>D</b> paying</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>ENG A IK-1 D-S041</p>	 <p>01</p>

# Engleski jezik

## Reading Paper

### Task 5

#### Questions 33-40

Read the text below.

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

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

There is an example at the beginning (0).

### The porcupine's prickly defence

Porcupines are slow-moving nocturnal creatures that are no pushover (0) \_\_\_\_\_ a predator. Since they don't run towards a predator to attack, their quills, (33) \_\_\_\_\_ can reach 30 centimetres in length, must easily detach and penetrate tissue. They can also be hard to remove (34) \_\_\_\_\_ of their microscopic barbs, say scientists.

North American porcupines are famed for (35) \_\_\_\_\_ unique defence as they carry 30,000 quills on their backs. Tiny backward-facing barbs studding the tip of each quill have been found to reduce penetration force and maximise staying power. (36) \_\_\_\_\_ our knowledge this is the first demonstration of a highly engineered system that achieves polar-opposite dual functionality.

In order to understand (37) \_\_\_\_\_ the quills perform their remarkable dual function, researchers analysed them under a microscope. The team found that the quills with barbs required 60-70% less force to penetrate muscle tissue (38) \_\_\_\_\_ those without barbs. But when (39) \_\_\_\_\_ came to removing the quills, the barbs played the opposite role with the microscopic structures acting as anchors in the tissue.

(40) \_\_\_\_\_ conjunction with the porcupine's large strong claws, the stiff quills of the tail are used as a brace to help it stay attached to tree limbs, so while resting on a branch, a porcupine will flatten itself and appear to be a tree nest.

- 0 \_\_\_\_\_ for \_\_\_\_\_
- 33 \_\_\_\_\_
- 34 \_\_\_\_\_
- 35 \_\_\_\_\_
- 36 \_\_\_\_\_
- 37 \_\_\_\_\_
- 38 \_\_\_\_\_
- 39 \_\_\_\_\_
- 40 \_\_\_\_\_

#### Ova polja popunjiva ocjenjivač.

- |    |   |                          |   |                          |    |                          |
|----|---|--------------------------|---|--------------------------|----|--------------------------|
| 33 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| 34 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| 35 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| 36 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |

#### Ova polja popunjiva ocjenjivač.

- |    |   |                          |   |                          |    |                          |
|----|---|--------------------------|---|--------------------------|----|--------------------------|
| 37 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| 38 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| 39 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| 40 | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | NO | <input type="checkbox"/> |



# Engleski jezik

Prazna stranica

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