

ŠIFRA UČENIKA

## M A T U R S K I I S P I T

AVGUST 2015. GODINE

## E N G L E S K I J E Z I K

## U P U T S T V O

Vrijeme rješavanja testa 180 minuta

**Pažljivo pročitajte uputstvo.**

**Ne okrećite stranice dok to ne dozvoli dežurni nastavnik.**

Za vrijeme rada na testu nije dozvoljena upotreba rječnika i elektronskih uređaja. Odgovore treba pisati hemijskom olovkom. Odgovori napisani grafitnom olovkom neće biti priznati.

Provjera razumijevanja slušanog teksta sastoji se od dva zadatka. Svaki tekst slušaćete dvaput. Imaćete dovoljno vremena da pročitate pitanja prije nego što čujete tekst kao i da provjerite svoje odgovore. Za vrijeme slušanja možete da zapisujete odgovore.

Odgovore na pitanja višestrukog izbora treba pažljivo prepisati na List za odgovore. Odgovori na ova pitanja koji nijesu napisani na Listu za odgovore neće se priznati.

Kod pisanja sastava dozvoljeno je pisanje koncepta na listovima za koncept. Vodite računa o broju riječi, jezičkoj pravilnosti i čitljivosti teksta. Konačna verzija čitko se prepisuje na predviđeno mjesto u testu i ona će biti ocijenjena.



\* E 6 1 7 5 8 \*



**PRAZNA STRANA**

## 1. LISTENING COMPREHENSION

### 1.1 You will hear the BBC presenter Kirsty Young ask the actor Hugh Laurie about his parents.

1. In which sport did Laurie's father win a gold medal at the 1948 Olympics?

- A. rowing
- B. rugby
- C. running

2. Laurie's father was a man who liked to

- A. show off.
- B. stay indoors.
- C. stay in the shadow.

3. Did Laurie's father take part in the Second World War?

- A. No, he did not.
- B. No, he took part in the Vietnam War.
- C. Yes, he did.

4. What was Laurie's mother like as a person?

- A. She was both funny and gloomy.
- B. She was funny all of the time.
- C. She was gloomy all of the time.

5. Did Laurie think his mother did not like him?

- A. No, never.
- B. Yes, he did.
- C. Yes, but only when he grew up.

→ ***Prenesite rješenja na list za odgovore.***

**1.2** You will hear Dame Jacqueline Wilson describe the book *Orchard on Fire* by Shena Mackay.

For sentences 1–5, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	The book <i>Orchard on Fire</i> is about a 1970s childhood.	<input type="checkbox"/>	<input type="checkbox"/>
2.	This is <b>not</b> a sentimental book.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Horrible things take place in the book.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The main characters <b>never</b> go back to the village in which they lived.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The past is always in the main character's head.	<input type="checkbox"/>	<input type="checkbox"/>

→ **Prenesite rješenja na list za odgovore.**

## 2. READING COMPREHENSION

### 2.1 Read the text. For questions 1-8 circle the answer (A, B, C or D) which you think fits best.

#### Harry the Hedgehog

My father always read to me before I went to bed. My mother also read to me during the day. No matter that I could not understand it; I loved the words. My father bought me a lot of books and I quickly knew them by heart, we read them so frequently. If my mother tried to skip a page, I knew instantly and made her go back and read the thing through in full. Reading was not just a matter of finding out what happened in a story; it was a ritual. It was the words that mattered. The characters of the books became realities to me when I played alone. I had endless conversations with Little Grey Rabbit and other animals. There was one book that was a special favourite. It concerned a hedgehog called Harry and featured human beings as creatures called "mortals". I can't remember much about the story, but the word *mortal*, once I knew what it meant, colored the rather dark story with melancholy. Whenever my mother offered to read to me, I produced *Harry the Hedgehog* till she got heartily sick of it. But it was no use offering me anything else. My mother thought the book was morbid and quietly threw it away. I noticed its absence and guessed what had happened, but there was no use complaining.

One day when my grandmother was staying with us, she took me on the village bus into a nearby market town for tea. We did some shopping and she offered to buy me a book, which was the best present I could have. In the children's department I scoured the shelves with eagle eye. I knew exactly what I was looking for. Granny offered me one or two books, but I shook my head. At last I saw it. I couldn't read but I recognized Harry himself on the cover.

"That one!" I cried.

Granny looked at it.

"*Harry the Hedgehog*?" she read. I nodded firmly.

"Are you sure that's the one you want, dear?" She was puzzled by my insistence but finally agreed.

My mother was having a cup of tea when we returned. I tried not to look too triumphant. I wanted to be generous in my victory.

"Granny's bought me a new book!" I said, cuddling up to my mother with a winning smile.

"Aren't you a lucky girl! Say thank you to Granny!"

"I already have," I answered truthfully and produced my parcel. "Look!" I said innocently.

She looked. "Oh no!" she wailed. "Oh, my God! Not *Harry the Hedgehog*!"

"It was a pity we lost the old one," I said sweetly. "Isn't it kind of Granny? Let's have it tonight."

Adapted from *Through the Narrow Gate* by Karen Armstrong

1. Who usually read books to Karen when she was little?

- A. both her parents
- B. her father only
- C. her grandmother only
- D. her mother only

- 2.** What was it about reading that Karen loved the most?
- A. the book covers
  - B. the description of animals
  - C. the story
  - D. the words
- 3.** What would Karen's mother sometimes try to do while reading to her?
- A. act out some of the text
  - B. fall asleep
  - C. omit a page
  - D. read in another language
- 4.** What did Karen do with some characters from the stories?
- A. She would feed them.
  - B. She would quarrel with them.
  - C. She would read to them.
  - D. She would talk to them.
- 5.** Who was called "mortals" in Karen's favourite story?
- A. hedgehogs
  - B. people
  - C. rabbits
  - D. toys
- 6.** How did Karen's mother feel about the story *Harry the Hedgehog*?
- A. She did not understand it.
  - B. She hated it.
  - C. She loved it.
  - D. She was indifferent to it.
- 7.** In Karen's mother's opinion, what was the book *Harry the Hedgehog* like?
- A. amateurish
  - B. amusing
  - C. horrifying
  - D. trivial
- 8.** How did Karen get another copy of the book when the first one disappeared?
- A. Her grandmother brought it to her.
  - B. Her grandmother bought it for her.
  - C. Her mother bought it for her.
  - D. Her mother stole it for her.

→ **Prenesite rješenja na list za odgovore.**



**2.2** Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.

**Bringing Twitter to the Classroom**



Chris Bronke's teaches a freshman English class at North High School, a public school in Downers Grove, Illinois. Last August, Bronke realized that in order to "make learning more social," he would need to utilize the very networks on which his students socialized so he decided to try using Twitter in his lectures. Introducing Twitter to his classroom was not an impulsive decision. His mission to engage students more directly was years in the making, though he describes his pedagogical progression that led him toward Twitter as somewhat trial-and-error. When he began teaching 11 years ago, he used text-marking and active reading in his classes because these were the practices that he, himself, had learned while growing up.

Then he came across a program called TodaysMeet—a forum designed for students and teachers to converse online. This was a move in the right direction he thought, as students began to open up in online discussion and retain those ideas for class the next day. Unfortunately, there were flaws in this operation as well. Over time, the lack of a direct response system, as well as an inability to track themes and comments, rendered TodaysMeet less than desirable.

On his own time, meanwhile, Bronke was becoming immersed in social media and he used Twitter to interact with other educators and administrators as well as to gather intel for his fantasy football teams. After clearing the idea he came up with while tweeting with the administration at his school, sending home and retrieving parental permission slips, and setting up a culture of respect and open dialogue in his classroom, Bronke set each of his students up with a Twitter handle.

Within days he found students tweeting at each other multiple times an evening, mentioning and "favoriting" their peers' thoughts, and providing ample material for classroom discussion all students all of a sudden wanted to participate in. His students were being "more careful and reading more closely," Bronke noted. Conducting conversations online allowed him to track their comprehension. Since most of his students used Twitter for recreational purposes, they could also utilize their experiences in English class and include their class hashtags as they responded to tweets from One Direction and Tim Tebow.

And as an added bonus: Bronke used his already-established education-oriented Twitter handle. This meant that the student comments he retweeted were often retweeted and "favorited" by teachers and scholars who wanted to support their ideas. These students learned that their voice mattered even outside of the classroom setting which made them feel appreciated and honored, and that engaging in real dialogue could be fun and worthwhile.



There is a lot of debate about the merits and flaws of using technology in the classroom—some educators call for the end of paper while others cry for no more iPads. But Bronke’s successful experiment raises a different sort of question about how social media might evolve as these students get older. Will they continue to use social media platforms to have serious discussions about literary works or historical accuracies? Might they begin to view Twitter, and other platforms that follow it, as forums for posting not only selfies and memes but well-formed arguments? If other teachers follow Bronke’s lead, today’s high school students might be the first generation to master the art of posting respectful, deeply considered ideas in real time—and in 140 characters.

Source: [www.theatlantic.com](http://www.theatlantic.com)

- 1.** Why did Chris Bronke decide to use Twitter in his classroom?
  - A. He wanted his students to be more social.
  - B. He teaches in a public school.
  - C. He wanted his students to be more involved.
  - D. Because of the technological advance.
  
- 2.** For Chris Bronke, the decision to bring Twitter to the classroom was
  - A. necessary and engaging.
  - B. progressive and pedagogical.
  - C. well-thought out and purposeful.
  - D. instinctive and spontaneous.
  
- 3.** How did Chris learn about Today’sMeet program?
  - A. He found it by chance.
  - B. He noticed that students open up and converse freely online.
  - C. He believed it was a move in the right direction.
  - D. He realised there were flaws in the operation.
  
- 4.** What inspired Mr. Burke to start using Twitter as a teaching aid?
  - A. Parental permission slips
  - B. Permission he was granted by school administration
  - C. Culture of respect and dialogue in the classroom
  - D. His deep involvement in social media
  
- 5.** How has the overall classroom experience changed due to use of Twitter?
  - A. Students no longer used Twitter for recreational purposes.
  - B. Students became eager to take part in discussions.
  - C. Students enjoyed tweeting each other.
  - D. Students “favorited” other students’ thoughts and tweets.

6. The sentence: "Conducting conversations online allowed him to track their comprehension" means that Mr. Burke
- A. monitored how well his students understood something.
  - B. allowed students to respond to tweets from One Direction.
  - C. was happy that students were reading more closely now.
  - D. wanted to participate in exchange of tweets and material.
7. What made students feel proud of themselves?
- A. The fact that their comments were fun and worthwhile.
  - B. The fact that scholars made them honored.
  - C. The fact that their voice was heard in the classroom setting.
  - D. The fact that their insights were valued.
8. According to the last paragraph:
- A. Social media will eventually change the way we interact.
  - B. Students will become respectful and educated, if teachers follow Bronke's lead.
  - C. Educators have no uniform attitude towards the use of technology in a classroom.
  - D. Next generation of students will master the art of posting memes and tweets.

→ ***Prenesite rješenja na list za odgovore.***

**2.3** Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.

**School ditches rules and loses bullies**



- 1** Chaos may reign at Swanson Primary School with children climbing trees, riding skateboards and playing bullrush during playtime, but surprisingly the students don't cause unrest, the principal says. The school is actually seeing a drop in bullying, serious injuries and vandalism, while concentration levels in class are increasing.
- 2** Principal Bruce McLachlan rid the school of playtime rules as part of a successful university experiment. "We want kids to be safe and to look after them, but we end up wrapping them in cotton wool when in fact they should be able to fall over. Letting children test themselves on a scooter during playtime could make them more aware of the dangers when getting behind the wheel of a car in high school," he said. "When you look at our playground it looks chaotic. From an adult's perspective, it looks like kids might get hurt, but they don't."
- 3** Swanson School signed up to the study by Otago University just over two years ago, with the aim of encouraging active play. However, the school took the experiment a step further by abandoning the rules completely, much to the horror of some teachers at the time, he said. When the university study was completed at the end of last year the school and researchers were amazed by the results. Mudslides, skateboarding, bullrush and tree climbing kept the children so occupied the school no longer needed a timeout area or as many teachers on patrol. "The kids were motivated, busy and engaged. In my experience, the time children get into trouble is when they are not busy, motivated and engaged. It's during that time they bully other kids, graffiti or wreck things around the school."
- 4** Parents were happy too because their children were happy, he said. But this wasn't a playtime revolution, it was just a return to the days before health and safety policies came to rule. AUT professor of public health Grant Schofield, who worked on the research project, said there are too many rules in modern playgrounds. "The great paradox of cotton-woolling children is it's more dangerous in the long-run."
- 5** Society's obsession with protecting children ignores the benefits of risk-taking, he said. Children develop the frontal lobe of their brain when taking risks, meaning they work out consequences. "You can't teach them that. They have to learn risk on their own terms. It doesn't develop by watching TV, they have to get out there." Then plans to upgrade playgrounds were stopped due

to over-strict safety regulations and costly play equipment.

- 6 When researchers - inspired by their own risk-taking childhoods - decided to give children the freedom to create their own play, principals shook their heads but eventually four Dunedin schools and four West Auckland schools agreed to take on the challenge, including Swanson Primary School. It was expected the children would be more active, but researchers were amazed by all the behavioural pay-offs. The final results of the study will be known this year. Schofield urged other schools to embrace risk-taking. "As far as implementation, it's a zero-cost game in most cases. All you are doing is abandoning rules," he says.

Adapted from. <http://tvnz.co.nz/national-news>

1. What is, together with other student activities, a part of "chaos at Swanson Primary School"?

- A. playing chasing games
- B. causing unrest
- C. bullying and vandalism
- D. increasing concentration levels

2. Which statement best represents the principal's opinion stated in paragraph 2?

- A. Chaotic playgrounds are never safe.
- B. Kids shouldn't be overprotected.
- C. Strict playtime rules are successful.
- D. Schools cannot let kids take part in dangerous activities

3. Why were the school and researchers amazed by the results of the experiment?

- A. Abandoning the rules brought chaos to classrooms.
- B. The kids' reaction was extremely positive.
- C. The number of teachers on patrol had to be increased.
- D. Encouraging active play was less successful than expected.

4. How are children affected by being over-protected?

- A. They happily let their parents take care of them.
- B. Paradoxically, they like modern playgrounds.
- C. Sooner or later, it will threaten their safety even more.
- D. The text doesn't say.

5. Development of the frontal lobe involves

- A. watching TV.
- B. being taught about risks.
- C. risk taking.
- D. working in playgrounds.

6. Which best rephrases the second part of the sentence “Then plans to upgrade playgrounds were stopped due to over-strict safety regulations and costly play equipment”?
- A. Because play equipment was not safe enough.
  - B. Before they made strict safety regulations and bought play equipment.
  - C. As soon as they asked for strict regulations on cheap play equipment.
  - D. Because of very strict safety regulations and expensive play equipment.
7. Based on paragraph 6, which statement is true?
- A. Researchers had bad memories of their own risk-taking.
  - B. The initial response from the principals was negative.
  - C. Swanson Primary School was one of nine schools to take on a challenge.
  - D. Surprisingly, the children were less active than expected.
8. In the end, Schofield says that
- A. behavioural pay-offs are at risk.
  - B. all school should abandon rules urgently.
  - C. no money is needed to introduce this system in other schools.
  - D. risk-taking is difficult to implement.

**→ Prenesite rješenja na list za odgovore.**

### 3. VOCABULARY AND GRAMMAR

#### 3.1 Read the text below and decide which word (A, B, C or D) best fits each space.

##### WHAT THE ROMANS DIDN'T DO FOR US

It's not a question often asked, but perhaps it should be. What did the Druids do for us? The discovery of a road in Shropshire that was (1)..... by pre-Roman engineers suggests that (2)..... Britons may have been much more accomplished than we – or the Romans – liked to imagine. The road itself tells the story well.

The route had long been known as a lost Roman road, named Margary No 64 (3)..... the man who first mapped it. It was visible as a low earthwork and as marks in ploughed fields, and in 1995 archaeologists (4).....a bit. Sure enough, it looked Roman.

But in 2009, quarrying by Tarmac was due to destroy 400m of it, giving archaeologists a rare (5)..... to expose a long section of road, some of it, very well (6).....

At first, it still looked Roman, from its cobbled surface to the ditches at the sides. However, dig director Tim Malim noticed that the road had twice been rebuilt, and knew its history could be (7)..... using a technique that tells you when buried mineral grains were last exposed to sunlight.

The unexpected result was a more than 80% chance that the *last* surface had been (8)..... before the Roman (9)..... in AD43. Wood in the foundation was radiocarbon-dated to the second century BC, sealing the road's pre-Roman origin.

So, while the cobbles rattled to the (10)..... of carts and chariots generations before the Romans invaded Britain, the route itself was older than Rome.

*The Guardian (adapted)*

1.	A built	B destroyed	C drawn	D pictured
2.	A last	B past	C modern	D indigenous
3.	A after	B for	C to	D towards
4.	A dug up	B earthed	C grew up	D ploughed
5.	A intention	B opportunity	C probability	D prosperity
6.	A kept	B shown	C preserved	D prolonged
7.	A located	B dated	C spotted	D timed
8.	A lay	B laid	C lain	D lied
9.	A captivation	B invasion	C uprising	D war
10	A picture	B vision	C voice	D sound

→ *Prenesite rješenja na list za odgovore.*



### 3.2 Read the text and write the correct forms of the verbs in brackets.

#### ELEPHANT TRAINERS ACCUSED OF ABUSING ANIMAL STAR OF WATER FOR ELEPHANTS

An animal rights group claims that a video it (1).....(**post**) online shows the elephant that appears in the Robert Pattinson film *Water for Elephants* being beaten and given electric shocks.

Animal Defenders International (ADI) says the footage shows animals including the 45-year-old Asian elephant Tai, who (2) ..... (**play**) circus animal Rosie in the film, being shocked with handheld stun guns and (3) .....(**beat**) around the body and legs.

The group claims Tai (4) .....(**to be**) the elephant that appears to cry out while (5) ..... (**perform**) a headstand in the video.

*Water for Elephants* is a romantic drama about a circus vet set in the depression era. It (6).....(**contain**) fictional scenes of animal cruelty and shows animals performing various tricks.

The chief executive of ADI, Jan Creamer, said: "We were uncomfortable with the message of this film, but the more we saw the repeated assertions that this elephant (7).....(**treat**) with love and affection and never been abused, we realised that we (8) .....(**have to**) get the truth out. The public, the stars and the film-makers have been duped. This poor elephant (9).....(**train**) to do the very tricks you see in the film by being given electric shocks."

The video (10) .....(**shoot**) in 2005.

*The Guardian (adapted)*

### 3.3 Write the correct form of the words in brackets.

#### CHILD DEVELOPMENT

Positive bonding between a parent and a child is known to be fantastically (1).....(**help**) for the child's development. There is a huge (2)..... (**evident**) of the (3)..... (**important**) of a mother-baby (4)..... (**attach**), not just for the physical health but also for the (5)..... (**psychology**) development of the child.



















**PRAZNA STRANA**





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