

ŠIFRA UČENIKA

STRUČNI ISPIT

AVGUST 2015. GODINE

ENGLLESKI JEZIK

UPUTSTVO

Vrijeme rješavanja testa 120 minuta

Pažljivo pročitajte uputstvo.

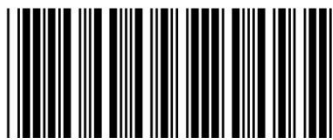
Ne okrećite stranice dok to ne dozvoli dežurni nastavnik.

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 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 se čitko prepisuje na predviđeno mjesto u testu i ona će biti bodovana.



* E 6 2 7 5 9 *

P R A Z N A S T R A N A

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 a sentimental book.	<input type="checkbox"/>	<input type="checkbox"/>
3.	No horrible things take place in the book.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The main characters never 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 article about pizza. For questions 1-7 circle the answer (A, B or C) which you think fits best according to the text.

There are not too many nations that can say their national dish has become an international phenomenon. Italy has two such dishes, pasta and, of course, pizza. Both are famous all over the world, both have made the history of Italian food.

In America, pizza usually falls into two categories: thick and cheesy Chicago style or thin and more traditional New York pizza. In Italy, pizza also falls into two distinct categories: Italian pizza and the rest of the world. It might seem silly considering the basic ingredients, but one taste of a true Italian pizza and that's it. You will never feel the same about this simple and delicious food again.

Pizza in its most basic form as a seasoned flatbread has a long history in the Mediterranean. Several cultures including the Greeks and Phoenicians ate a flatbread made from flour and water. The dough would be cooked by placing on a hot stone and then seasoned with herbs. The Greeks called this early pizza plankuntos and it was basically used as an edible plate when eating stews or thick broth. It was not yet what we would call pizza today. These early pizzas were eaten from Rome to Egypt to Babylon and were praised by the ancient historians Herodotus and Cato the Elder.

The word "pizza" is thought to have come from the Latin word pinsa, meaning flatbread (although there is much debate about the origin of the word).

By the Middle Ages these early pizzas started to take on a more modern look and taste. The peasantry of the time used what few ingredients they could get their hands on to produce the modern pizza dough and topped it with olive oil and herbs.

The introduction of tomatoes to Italian cuisine in the 18th and early 19th centuries finally gave us the true modern Italian pizza.

Once members of the local aristocracy tried pizza they couldn't get enough of it, which by this time was being sold on the streets of Naples for every meal. As pizza popularity increased, street vendors gave way to actual shops where people could order a custom pizza with many different toppings. By 1830 the "Antica Pizzeria Port'Alba" of Naples had become the first true pizzeria and this venerable institution is still producing masterpieces.

The popular pizza Margherita owes its name to Italy's Queen Margherita who in 1889 visited the Pizzeria Brandi in Naples. The Pizzaioli (pizza maker) on duty that day, Rafaele Esposito created a pizza for the Queen that contained the three colors of the new Italian flag. The red of tomato, white of the mozzarella and fresh green basil was a hit with the Queen and the rest of the world. Neapolitan style pizza had now spread throughout Italy and each region started designing their own versions based on the Italian culinary rule of fresh, local ingredients.

ITALIAN TRADITIONAL PIZZA

The Pizza Margherita may have set the standard, but there are numerous popular varieties of pizza made in Italy today. Pizza from a Pizzeria is the recognized round shape, made to order and always cooked in a wood fired oven. Regional varieties are always worth trying such as: Pizza Marinara, Pizza Napoli Tomato, Capricciosa, Pizza Pugliese, Pizza Veronese etc. Pizzas from Sicily can have numerous toppings ranging from green olives, seafood, hard-boiled eggs and peas.

In certain areas outside Italy, there are a few pizzaioli who keep to their homeland traditions as best they can with the ingredients they have, but it really isn't the same. In the end there is no going back once you try a real Italian pizza, no delivery or frozen product will ever stimulate your taste buds the way a real pizza will.

By Justin Demetri (<http://www.lifeinitaly.com/food/pizza-history.asp>)

1. Pizza is a phenomenon
 - A. in Italy.
 - B. in America.
 - C. in the world.

2. The Greeks used plankuntos
 - A. as hot flatbread for cooking.
 - B. as a plate that could have been eaten.
 - C. as a plate for preparing food.

3. The early pizzas were popular
 - A. from Rome to Babylon.
 - B. from Rome to Greece.
 - C. from Rome to Egypt.

4. In the Middle Ages pizza dough was topped
 - A. with tomatoes.
 - B. with cheese.
 - C. with olive oil.

5. A pizzaioli is
 - A. a person who sells pizza.
 - B. a person who makes pizza.
 - C. a person who tastes pizza.

6. Pizza Margherita was created by Rafaele Esposito
 - A. because of the Italian culinary rule.
 - B. because of the new Italian flag.
 - C. because of the Queen's visit.

7. Why can't pizzaioli make a real Italian pizza outside Italy?
 - A. They don't have wood fired ovens.
 - B. They don't have real Italian ingredients.
 - C. They don't have proper round shapes.

→ ***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.

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-wool 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, what does Schofield say?
- 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 about the animation techniques and put the verbs in brackets into the appropriate form.

The history of animation techniques **0** _____ (be) very interesting. During the 1920s Max and Dave Fleischer's *Out of the Inkwell* cartoons and Walt Disney's *Alice* series regularly **1** _____ (combine) live actors with animated drawings. Live action **2** _____ (shoot) first, enlargements **3** _____ (make) of the frames, with stills being rephotographed with cartoon-cell overlays. Some 20 years later, optical techniques were being used by Disney while Hanna-Barbera's Tom and Jerry **4** _____ (dance) with some popular actors in MGM musicals. The studios didn't know that these enchanting moments **5** _____ (remain) popular until 1988's *Who Framed Roger Rabbit*, in which H.M. and Richard Williams Animation produced hundreds of scenes in which cartoon stars acted with film stars, with camera **6** _____ (move) freely to result in realistic shadows and unique atmospheric effects.

H.M. took another leap with *Terminator 2: Judgement Day* (1991), wherein they managed **7** _____ (combine) cinematography, digital technology, and computer imagery with stunning results. Most remarkable are numerous scenes which show a liqueous robot metamorphosing into various forms. In this example, the robot **8** _____ (change) from a woman into the liquid robot, finally taking on the form of a policeman. Such innovations already **9** _____ (become) part of the international language of motion pictures. Who knows what new miracles **10** _____ (wait) for audiences in cinemas in a few decades?

Adapted from American Film

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

Ocean discovered on Enceladus may be best place to look for alien life

Evidence from Cassini spacecraft suggests a large **1**_____ of liquid water beneath the surface of Saturn's moon Enceladus. Researchers have discovered a deep saltwater ocean on one of the many small moons that orbit Saturn, leading scientists to conclude it is the most **2**_____ place in the solar system for extraterrestrial life to be found.

Gravitational field measurements taken by Nasa's Cassini space probe revealed that **3**_____ 10km-deep ocean of water, larger than Lake Superior, lurks beneath the icy surface of Enceladus at the moon's south pole.

The presence of a saltwater ocean a billion kilometres from Earth more than satisfies Nasa's long-held mantra of "follow the water" to find signs of alien life, but water is not the only factor that makes Enceladus such a promising **4**_____. The water is in contact with the moon's rocky core, so elements useful for life, **5**_____ as phosphorus, sulfur and potassium, will leach into the ocean.

The **6**_____ discovery gives scientists the strongest indication **7**_____ that the source of water vapour coming from Enceladus is a large body of water underneath the surface of the icy moon.

An international team led by Luciano Iess at the Sapienza University in Rome inferred the existence of the ocean after taking a series of exquisite measurements made during three fly-bys between April 2010 and May 2012, **8**_____ brought the Cassini spacecraft within 100km of the surface of Enceladus.

1.	A frame	B body	C piece	D size
2.	A common	B likeable	C likely	D ordinary
3.	A a	B an	C the	D --
4.	A case	B habitat	C home	D star
5.	A just	B like	C so	D such
6.	A later	B latest	C last	D least
7.	A lately	B now	C so	D yet
8.	A who	B when	C which	D if

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4. WRITING

4.1 *Adopt a Pet* is organizing an event. Homeless dogs and cats will be offered for adoption.

You know that your friend would like to have a pet. Write an email to your friend (50-60 words).
Inform him/her about the event and suggest going there together.

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KONCEPT

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4.2. Choose one of the following writing tasks. Write 100-120 words. Give your opinion by using specific examples.

1.

Do We Need More Advice About Eating?

2.

Should the School Day Be Longer?

While more time in the classroom may benefit children from disadvantaged backgrounds, is it right for everyone?

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