

ŠIFRA UČENIKA

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

AVGUST 2018. 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 8 9 9 3 7 *

PRAZNA STRANA

1. LISTENING COMPREHENSION

1.1 For sentences 1–4, decide if each statement is true or false and put a tick (✓) in the appropriate box. Write your answer to question 5 in the space provided.

		TRUE	FALSE
1.	The girl was woken by a dog.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The girl was in her apartment in Houston.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The girl and her mother had a dog.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The girl locked the door of her room.	<input type="checkbox"/>	<input type="checkbox"/>

→ *Prenesite rješenja na list za odgovore.*

5. What time was it when the narrated events took place?

.....

1.2 The narrator tells about the arrival of a stranger in Woodend.

For sentences 1–4, decide if each statement is true or false and put a tick (✓) in the appropriate box. Write your answer to question 5 in the space provided.

		TRUE	FALSE
1.	The stranger arrived in the village in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
2.	There were no hotels in Woodend.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The colour of the stranger's eyes was green.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The stranger was not interested in the history of the village.	<input type="checkbox"/>	<input type="checkbox"/>

➔ *Prenesite rješenja na list za odgovore.*

5. What was unusual about the stranger's visit to Woodend?

.....

2. READING COMPREHENSION

2.1 Read the text below. For questions 1-6 choose the answer (A, B, C or D) which you think fits best according to the text. Write your answers to questions 7 and 8 in the space provided.

JONAS

It was almost December, and Jonas was beginning to be frightened. Frightened was the way he had felt a year ago when an unidentified aircraft had overflown the community twice. He had seen it both times. Squinting toward the sky, he had seen the jet at its high speed, go past, and a second later heard the blast of sound that followed. Then one more time, a moment later, from the opposite direction, the same plane.

At first, he had been only fascinated. He had never seen an aircraft so close, for it was against the rules for Pilots to fly over the community. Occasionally, when supplies were delivered by planes to the landing field across the river, the children rode their bicycles to the riverbank and watched the unloading and then the takeoff directed to the west, always away from the community.

But the aircraft a year ago had been different. It was not a big cargo plane but a sharp-nosed single-pilot jet. Jonas, looking around anxiously, had seen others—adults as well as children—stop what they were doing and wait, confused, for an explanation of the frightening event.

Then all of the citizens had been ordered to go into the nearest building and stay there. IMMEDIATELY, the voice through the speakers had said, LEAVE YOUR BICYCLES WHERE THEY ARE.

Instantly, Jonas had dropped his bike on its side on the path behind his family's home. He had run indoors and stayed there, alone. His parents were both at work, and his little sister, Lily, was at the Childcare Center.

Looking through the front window, he had seen no people who usually populated the community at that time of day. He saw only the abandoned bikes here and there on their sides.

He had been frightened then. The sense of his own community silent, waiting, had made his stomach churn. He had trembled.

But it had been nothing. Within minutes the speakers had crackled again, and the voice had explained that a Pilot-in-Training had made a mistake with his navigational instructions and made a wrong turn.

Adapted from *The Giver* by Lois Lowry

1. When did the event with the airplane take place?
 - A. in October
 - B. in November
 - C. in December
 - D. in January

- 2.** How many times did the plane fly over the community?
- A. zero times
 - B. one time
 - C. two times
 - D. three times
- 3.** How did Jonas feel about the airplane at first?
- A. impressed
 - B. indifferent
 - C. scared
 - D. worried
- 4.** How did he feel about the plane a little later on?
- A. impressed
 - B. indifferent
 - C. scared
 - D. worried
- 5.** Who was confused with the appearance of the plane and stopped all activities?
- A. only Jonas
 - B. only the children
 - C. only the adults
 - D. both the children and the adults
- 6.** Who was in the house with Jonas when he went inside following the instructions from the loudspeakers?
- Jonas was
- A. with his sister.
 - B. with his parents.
 - C. with his friends.
 - D. alone.

→ Prenesite rješenja na list za odgovore.

- 7.** What was the major means of transportation in Jonas' community?
-
- 8.** Why did the plane fly over the community that day even though it was forbidden?
-

2.2 Read the text and write whether the sentences are true or false. Write your answer to question 6 in the space provided.

BAD AT MATH? BLAME MOM AND DAD



1. People who are bad at math tend to blame Mom and Dad and, according to a recent study, they may be completely right. Although genetics play a large role in our intelligence, researchers found that parents' attitude toward math can also heavily influence their children's grades.
2. We all know that some people are better at math than others. Oftentimes, these skills (or lack-thereof) run in the family. Recently, a team of researchers from the University of Chicago investigated whether people's mathematical proficiency was more largely due to genetic or environmental factors. The team analysed the math skills of more than 400 first- and second-graders once at the beginning of the school year and once toward the end. The children were also asked to explain how tests or being called on by a teacher to answer an addition question, made them feel. The children's parents were also surveyed on their attitudes toward math and asked how often on average they helped their kids with their homework over the school year.
3. Results revealed that by the end of the school year having a parent with math anxiety was not the best indicator of the students' grades. Instead, it was observed that only students whose "math-anxious" parents actively helped them with their schoolwork were likely to learn less and develop a similar math anxiety. Students with math-anxious parents that did not help them with their school work did not display the same results.
4. Another recent study backs this theory, finding that all areas of intelligence are influenced by the same genes. According to the research, children inherit a universal intelligence in all subjects and those who struggle in only one subject (such as math) do so because of environmental factors, not a personal lack of skill.

5. However, this theory may not explain all cases of math anxiety. For some students, inheriting both a genetic predisposition toward math anxiety and a lower academic potential may result in a hereditary form of math anxiety. A 2014 study conducted on 216 identical twins and 298 same-sex fraternal twins revealed that as much as 40 per cent of the individual differences in math anxiety could be explained by genetics.
6. Math anxiety is a real phenomenon experienced by many. It is not a reflection of a student's true ability in math but rather an emotional problem that can seriously interfere with their learning process. According to the researchers, finding the root cause of a student's math anxiety could help lead to better intervention programs to help students reach their fullest potential.

Adapted from <http://www.medicaldaily.com/>

		TRUE	FALSE
1.	Children's success in doing math can be influenced by their parents' beliefs and prejudice toward math.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Results of the research show that math anxious parents can have a bad influence over their children's math performance.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Children inherit equal intelligence in all subjects.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Being a twin increases the risk of inheriting math anxiety.	<input type="checkbox"/>	<input type="checkbox"/>
5.	If you have a good ability in math, you can't develop math anxiety.	<input type="checkbox"/>	<input type="checkbox"/>

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

6. Which two factors may lead to math anxiety?

1.....

2.....

2.3 Read the text below. For questions 1-5 choose the answer which you think fits best according to the text. Write your answer to question 6 in the space provided.

A COMMUTE OF OVER TWO HOURS EACH WAY? SUPER!



- 1 Commuting is the worst part of most people's day. That was certainly the case for me when I was travelling 45 minutes, there and back, across London each day. On packed trains I would close my eyes and wish I was somewhere else. But then I swapped that for a four-and-a-half-hour round trip between Stafford and the capital, and I suddenly began to love my commute.
- 2 As someone who travels more than 90 miles to work I'm part of a rising phenomenon of super-commuters. The number of workers who commute daily for two hours or more has increased by a third in five years. As workers are priced out of inner cities, London in particular, those looking for the security of owning their home have had to look further afield. My journey from Stafford to London involves a direct train with no stops, which, when it runs on time, takes about an hour and 20 minutes. Add in a 20-minute stroll to the station, 15 minutes on the tube and the door to door is roughly two and a half hours.
- 3 On the underground I used to hate all the useless hours, but my new commute has been a great pleasure, and a great help with my job too. A big part of my work is writing, but to be a good writer you need to read. Commuting provides the time to get through books, reviews and articles. I can get through two books a week if I spend an hour in the morning and evening. It's time that lends itself to thinking.
- 4 More than anything else, I cherish the solitude commuting gives me. I get lost in my own head, safe in the knowledge that arrival at my destination would snap me out of it. Time becomes space and I fill it with the thing I don't have room for anywhere else. It is an opportunity to shed the day's stress before getting home.
- 5 When people learn that going from Stafford to London doesn't take much longer than going from Romford to Victoria they are usually surprised. But the price – £1,100 a month – always draws a groan or a grimace. Yet I can't complain. Moving out of London after 10 years allowed me to **get on to the housing ladder**. The money I would have spent on a shoebox flat now buys me time to reflect.
- 6 There are some drawbacks. When you're delayed, for instance, you're often very late. Going out after work for drinks has become a rare occurrence as I've got a toddler at home, but when I do go out, I have to leave early. If I miss the 10pm train, I'm **sofa**

surfing. But for my needs, super-commuting works: the time it gives me makes it worthwhile, and the family are happier living in a house than a flat. And that's a good thing.

Adapted from the Guardian

***commuter.** *n.* a person who travels to work, usually from the suburbs to the centre of a city

***sofa surfing.** *noun.* 1. (informal) the practice of staying temporarily with various friends and relatives

1. What do we learn in paragraph 1?
 - A. The author didn't mind the fact that the trains were crowded.
 - B. The author's attitude towards commuting changed for the better despite increasing his commute time.
 - C. It took the author quite a while to realise that he loves his commute.

2. Which is **NOT** one of the author's arguments in paragraphs 3 and 4:
 - A. "My old commute was a great pleasure."
 - B. "Being solo and deep in your thoughts – it's paradise!"
 - C. "On the way back, I simply leave my worries there – on the train."

3. Which best expresses the meaning of the phrase '**get on to the housing ladder**' as used in paragraph 5?
 - A. rent a shoebox flat
 - B. buy one's first house
 - C. rent a big house

4. What does paragraph 6 imply?
 - A. The author doesn't have objections about his commute.
 - B. The author rarely goes out for drinks because of his long commute.
 - C. His family preferred living in London.

5. Which best expresses the author's main purpose in writing this text?
 - A. He is trying to inform readers about the benefits of long commutes.
 - B. He is teaching people how to become better commuters.
 - C. He is entertaining readers with facts about the housing ladder.

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

6. Why is the number of super-commuters on the rise in London?

.....

3. VOCABULARY AND GRAMMAR

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

THE BELTANE FIRE FESTIVAL



Beltane is an ancient Celtic fire festival, **0** which takes place on the first of May. Beltane was widely celebrated until the 18th century in Ireland, Scotland and Wales. In recent years, the festival **1** _____ revived in some places. The largest modern Beltane celebration is in Edinburgh, where over 10,000 people **2** _____ to join in with the festivities on Calton Hill every year.

The name Beltane is **3** _____ from the Celtic word Beltain, which means “bright fire”. Beltane was an important festival for Celtic people, which **4** _____ the beginning of summer.

The Beltane ceremony would be performed on a hill, where **5** _____ tradition, a giant bonfire would be lit and a Druid priest would offer sacrifices to the gods. Cattle would be driven through the fires, **6** _____ Celtic people believed that this would **7** _____ them and bring good luck for the following year.

Ancient people considered the Beltane fires **8** _____ magical powers which would protect them **9** _____ diseases.

The night before Beltane, people in the village would **10** _____ the fires in their houses and the materials for lighting the sacred Beltane fire would be gathered. After lighting the bonfire, a big feast would be prepared for the villagers to eat. When they had eaten the feast, the people in the village would sing and dance around the fire.

0.	A it	B where	C which	D -
1.	A has been	B had been	C is	D was
2.	A assimilate	B gather	C together	D witness
3.	A assigned	B derived	C made	D rooted
4.	A marked	B meant	C signed	D traced
5.	A according to	B in	C similar to	D with
6.	A after	B as	C how	D what
7.	A clean	B clear	C pure	D purify
8.	A have	B have had	C to have	D would have
9.	A against	B for	C of	D without
10.	A eliminate	B eradicate	C exterminate	D extinguish

→ *Prenesite rješenja na list za odgovore.*

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

CHARGE THE 'RICH' TO FEED THE POOR: MADRID'S ROBIN HOOD HOMELESS CAFE



Charity restaurant **0** makes (**make**) money from customers by day
to offer homeless people a dignified dining experience by night

A little before nine o'clock on Tuesday night, Antonio Gutiérrez found himself **1** _____ (**face**) a welcome dilemma. Might he, a waitress asked, have room for a second helping of pudding?

Gutiérrez, who **2** _____ (**already, see**) off a plate of pasta, a fish stew and a slice of cake, gave it some thought. The option would **3** _____ (**be**) unremarkable for most diners, but for him, it was entirely novel – as was the cafe in which he **4** _____ (**eat**).

By day, the Robin Hood restaurant is a typical Spanish bar: coffee and *croquetas*, a fruit machine, cigarette machine, and a leg of ham dozing under a tea towel on the counter.

But at night, it **5** _____ (**transform**) itself into a pioneering place where homeless people such as Gutiérrez, 40, can dine, free of charge, at tables set with flowers, metal cutlery and proper glasses.

The restaurant is the latest initiative from the charity *Mensajeros de la Paz* – meaning messengers of peace – which **6** _____ (**found**) 54 years ago by Father Ángel García Rodríguez.

Its business model – using breakfast and lunch takings from paying customers to fund free evening meals for the homeless – is simple enough. Its aim, however, is a little more ambitious.

“So we thought, why not open a restaurant with tablecloths and proper cutlery and waiters? People with nothing can come and eat here in the restaurant and get the same treatment as everyone else. It’s just common sense.”

Like many Spanish charities, Mensajeros de la Paz **7** _____ (**still, deal**) with the human consequences of the country’s financial crisis, which **8** _____ (**leave**) the overall unemployment rate close to 20% and youth unemployment among Europe’s highest at 42%.

If the initiative proves successful, the NGO plans **9** _____ (**extend**) the scheme and hopes it **10** _____ (**attract**) famous chefs who will give up the odd evening to come to cook in the kitchen.

Adapted from the <https://www.theguardian.com>

3.3 Write the correct form of the words in brackets.

When Deborah Tannen was in grade school, one of her best friends abruptly stopped talking to her.

Deborah and the friend, Susan, had done everything together: They had lunch together, made trips to the library together, did afterschool 1. _____ (**active**) in their New York City 2. _____ (**neighbour**) of Greenwich Village together. Then, one day, Susan cut her off. They wouldn't speak again until more than half a century later.

So whatever happened with Susan? Deborah decided to track her down; she remembered that Susan's family had immigrated from Iraq. Finally, she found her and asked her what had happened those many years back. It turned out that Susan had felt pressured by her family to quit the 3. _____ (**friend**).

Worried that her parents would 4. _____ (**punishment**) her by forcing her into an arranged 5. _____ (**marry**) right after high school, Susan cut Deborah out; Susan wanted to go to college instead, and to choose her own husband after that.

Today, Susan and Deborah are friends again.

Adapted from www.theatlantic.com

