



Nacionalni centar  
za vanjsko vrednovanje  
obrazovanja

Identifikacijska  
naljepnica

PAŽLJIVO NALIJEPI TI

# ENG A

## ENGLJSKI JEZIK

viša razina

ISPIT ČITANJA

(Reading Paper)

ENG A IK-1 D-S043

ENGA.43.HR.R.K1.16



45149



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# Engleski jezik

Prazna stranica

ENG A IK-1 D-S043



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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

Točno



Ispravak pogrešnog unosa



Prepisan točan odgovor

Pogrešno



Skraćeni potpis

### b) zadatak otvorenoga tipa

~~(Marko Marulić)~~

Petar Preradović

Precrtan pogrešan odgovor u zagradama

Točan odgovor

Skraćeni potpis

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# Engleski jezik

## Reading Paper

### Task 1 Questions 1-12

You are going to read an article in which people talk about the effect of technology on our lives. For questions 1-12, choose one person from A-F. Mark your answer on the answer sheet. There is an example at the beginning (0).

#### Technology and the family

##### A Alan

“Well I think it’s a shame. Children don’t play with each other anymore like they did when I was young. We were always outside, running around, playing football, climbing trees. All children do today is stay in their bedroom in front of a computer screen. It can’t be good for their brains. And even when they do get together socially, they don’t talk to each other, they just play with their smartphones. Young people nowadays don’t have any social skills, and they can be so rude it’s shocking. When I was a boy we looked up to our elders. Today’s kids just ignore them.”

##### B Brian

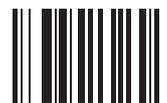
“Machines help us with tasks that in the old days took up hours of hard work. Life at home is better because of technology. And that means more room for things we like. Thanks to microwave ovens, there are no stoves or pots or pans, and all that mess. Dishwashers wash all the dishes without any bother at all. When my grandmother was a young housewife, it took a whole day to wash the family’s clothes, and even longer to dry them.”

##### C Catherine

“Life has been transformed by technology in many positive ways. Today’s busy families can keep in touch with each other wherever they are. Parents can check in with their children, see where they are, what they’re doing. Children can instantly reach their parents in an emergency. But I sometimes wonder. Technology also keeps families apart, children on computers or smartphones, mum and dad in front of laptops. The family is physically together, but are they paying attention to each other? Or just listening for a ping or a beep, a new text message or missed call?”

##### D David

“There are so many ways that technology helps with life. Washing machines, dishwashers, vacuum cleaners have made a world of difference. Mobile phones are great, and could mean the difference between life and death in emergencies. Home entertainment is so much better that families are more likely to spend time together. Sure there are problems. Kids in bedrooms all day instead of playing outside and getting exercise. Obesity is also a fast growing problem. And children don’t socialize like they used to, they’re too busy with their smartphones. But on the whole I think technology is good for us.”



# Engleski jezik

## Reading Paper

E Esther	F Fiona
<p>“Computers, smartphones, the internet, email... our lives have completely changed, and it’s all happened so quickly we’re still in shock. It’s like we’ve got these super-advanced new toys and we don’t yet know how to play with them. Families need to learn to control our use of technology, to understand that some things are more important, like good relationships. Otherwise technology will continue to control us. But we’ll get better at dealing with these new powers technology has given us, and when we do, the problems families are having now will become a thing of the past.”</p>	<p>“I can’t imagine life without technology. Like TV, so much better now, with smart televisions connecting to the internet. And YouTube is fantastic, you can watch or listen to anything you like, whenever. And what about computer games? I know they can make you crazy, but it’s great fun playing with someone on the other side of the world. Yes, cyberspace can be a risky place, you never know who you’re talking to, and cyber-bullying is horrible. And yes, it can be difficult for us grown-ups to control young people. But we have to adapt to this new ‘jungle’.”</p>

### Which person says...

**0 the more we get used to it, the more technology will benefit us?**

**1** domestic life was more demanding before technology?

**2** children no longer respect adults?

**3** families must be more disciplined in how they use technology?

**4** life is more interesting because of technology?

**5** they are not sure whether technology is good for us or not?

**6** technology is bad for health?

**7** technology saves time?

**8** that because of technology families communicate less?

**9** technology provides families with more opportunities to do things together?

**10** we don’t understand technology yet?

**11** there are more advantages than disadvantages in technology?

**12** young people may become an easy target when using technology?

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



# 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.

### Musical ability

When I was a boy in London in the 1970s, music was everywhere. We listened to the radio from morning till night, and could recite the Top Ten chart of pop singles on any day of the week. Our heroes were The Beatles, The Stones, The Kinks, Bob Dylan and many more. We knew the lyrics by heart, and some of us learned to play instruments, unfortunately not including me.

It wasn't for want of trying. I was incessantly plonking, picking, strumming and banging on the various musical devices lying around at home. One brother played the guitar, another the piano and my sister sang in a choir. All of these activities were extra-curricular and had to be paid for, on top of school fees. When I asked my parents if I could take up an instrument, they wouldn't mention the money, or my poor school record. They would always quote Mrs Mallory, the school music teacher: "That boy is tone deaf."

Until I was a young adult I actually believed that I was tone deaf. In fact, I later found out, such a disability is very rare, like deafness itself. It was a professor at university who explained to me that the term was widely talked about by people who had no idea of its true meaning. A passionate music teacher himself, he added that many music teachers, while good musicians, attributed tone deafness to students' laziness. And he also said that all sorts of notions, like the fact that tone deafness was inheritable, were to be taken with a large pinch of salt.

Though I still doubted my music credentials, I was encouraged by the professor's insights and began to believe that I might be able to get music after all. The summer after my finals I went to Spain, and a group of us went out for the night to a disco in Granada. The two sensations that year were *Billy Jean* by Michael Jackson and *Let's Dance* by David Bowie. I danced like I never had before, and fell hopelessly in love with an American musician from El Paso. She told me I had a natural sense of rhythm. I knew she was right, and that Mrs Mallory was wrong.

Many years later I found myself back in London, married but unemployed, and trying to establish myself as a poet. One evening at a reading I met Brendan, a man who was greatly respected in the poetry world, and who was also an Irish musician. I had a soft spot for Irish music, how it made you dance, its haunting melodies, its passionate themes, but more than anything because my parents were Irish. Brendan and I became friends and he said I should take up the *bodhrán*, the Irish drum. London was full of bands without a drummer, he said, and you could make a few pounds while having a good time. My wife was sceptical. But I bought a drum,

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## Reading Paper

and he gave me a couple of lessons and some recordings I could use to learn to play. And learn I did.

Irish music is largely made up of jigs, reels and airs, and its simple tunes are listened to wherever a pint of Irish beer can be found, and way beyond the shores of Ireland. That's what makes me so proud. The genre had been saved by those who had left Ireland for America during and after the Great Hunger. The efforts of the American Irish not only preserved a dying tradition, they also produced a sound which is recognisable throughout the modern world.

**13** The writer **didn't** learn to play an instrument when he was young because

- A** his parents couldn't afford it.
- B** he didn't work hard enough at school.
- C** his parents didn't think him musically gifted.
- D** he never bothered to do so.

<b>A</b>	<input type="checkbox"/>
<b>B</b>	<input type="checkbox"/>
<b>C</b>	<input type="checkbox"/>
<b>D</b>	<input type="checkbox"/>

**14** The writer says that tone deafness

- A** was used as an excuse by lazy music teachers.
- B** was misunderstood by the general public.
- C** was a condition that affected many people.
- D** was a condition inherited from parents.

<b>A</b>	<input type="checkbox"/>
<b>B</b>	<input type="checkbox"/>
<b>C</b>	<input type="checkbox"/>
<b>D</b>	<input type="checkbox"/>

**15** The writer says that he discovered he was musical

- A** while at university.
- B** when traveling abroad.
- C** because he fell in love with a musician.
- D** when he first went to a disco.

<b>A</b>	<input type="checkbox"/>
<b>B</b>	<input type="checkbox"/>
<b>C</b>	<input type="checkbox"/>
<b>D</b>	<input type="checkbox"/>

**16** The writer says he liked Irish music mostly because

- A** of the tunes.
- B** it makes you dance.
- C** of his roots.
- D** it's passionate.

<b>A</b>	<input type="checkbox"/>
<b>B</b>	<input type="checkbox"/>
<b>C</b>	<input type="checkbox"/>
<b>D</b>	<input type="checkbox"/>



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<p><b>17</b> The writer started to play the Irish drum</p> <p><b>A</b> out of respect for his parents. <b>B</b> in order to make money. <b>C</b> because a poet encouraged him. <b>D</b> to please his wife.</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> Irish music became popular</p> <p><b>A</b> because of its simplicity. <b>B</b> because of Irish beer. <b>C</b> in response to the Great Hunger. <b>D</b> by virtue of the Irish diaspora.</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 on the next page.

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

### In an age of robots, schools are teaching our children to be redundant

In the future, if you want a job, you must be as unlike a machine as possible: creative, critical and socially skilled. So why are children being taught to behave like machines? We succeed in adulthood through collaboration. **(0)** \_\_\_\_\_. Why are curriculums and tests so narrow that they alienate any child whose mind does not work in a particular way?

There is, as Graham Brown-Martin explains in his book *Learning {Re}imagined*, a common reason for these discrepancies. Our schools were designed to produce the workforce required by 19th-century factories - workers who would sit silently at their benches all day, behaving identically, to produce identical products. Collaboration and critical thinking were just what the factory owners wished to discourage.

When they are allowed to apply their natural creativity and curiosity, children love learning. They learn to walk, to talk, to eat and to play spontaneously, by watching and experimenting. **(19)** \_\_\_\_\_. We sit them down, force-feed them with useless facts and test the life out of them.

As far as relevance and utility are concerned, we might as well train children to operate a spinning jenny, the textile machine. **(20)** \_\_\_\_\_. We make them suffer this life-defying, dehumanising system for nothing. The less relevant the system becomes, the harder the rules must be enforced, and the greater the stress.

There is no single system for teaching children well, but the best ones have this in common: they open up rich worlds that children can explore in their own ways, developing their interests with help rather than indoctrination. **(21)** \_\_\_\_\_. They use them to create projects, share material with their teachers and each other, and can contact their teachers with questions about their homework.

There are plenty of teaching programmes designed to work with children, not against them. **(22)** \_\_\_\_\_. Cutting across traditional subject boundaries, they manage a shipping warehouse, excavate a tomb or rescue people from a disaster. A similar one, called Quest to Learn, is based on the way children teach themselves to play games. To solve the complex tasks they're given, they need to acquire plenty of information and skills. They do it with the excitement and enthusiasm of gamers.

The first multi-racial school in South Africa, Woodmead, developed a fully democratic method of teaching, whose rules and discipline were overseen by a student council. **(23)** \_\_\_\_\_. By such integration of the content, learning is made authentic because it is rooted in the student's natural surroundings and totally relevant to their everyday life.

The tragedy for many European countries is that such programmes succeed not because of their systems and governments, but despite them. **(24)** \_\_\_\_\_. What they need is to change the system, to equip children for the likely demands of the 21st century, rather than those of the 19th. They need to engineer the children out of the factory and into the real world.



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## Reading Paper

- A** For example, the Essa academy in Bolton gives every pupil an iPad.
- B** Its programme got rid of traditional subjects in favour of the students' explorations of themes, such as gold, or relationships, or the ocean.
- C** One of them, the Mantle of the Expert in Italy, encourages them to form teams of inquiry, solving an imaginary task.
- D** Is it surprising when children, bursting with energy and excitement, are confined to the spot like battery chickens?
- E** Their skills are not only redundant but counter-productive.
- F** When they get to school, we suppress this instinct.
- G** The less autonomy they are granted in choice of the content and the teaching methods, the more they are blamed for the failures of the system.
- H** Had they set out to ensure that children find learning difficult and painful, they could not have done a better job.
- I** **So why is collaboration in tests and exams called cheating?**

	A	B	C	D	E	F	G	H	I
0	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
19	<input type="checkbox"/>								
20	<input type="checkbox"/>								
21	<input type="checkbox"/>								
22	<input type="checkbox"/>								
23	<input type="checkbox"/>								
24	<input type="checkbox"/>								

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# 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**).

### From impulse shopping to a multi-million business

Inspiration for an entrepreneur often comes when they look for something - a service or a product they need - only to find it doesn't (**0**) \_\_\_ exist. In Sebastien Fabre's case it was his wife's impulse shopping that provided the inspiration that (**25**) \_\_\_ to a successful business.

Mr Fabre knew nothing about fashion, but he (**26**) \_\_\_ that his wife had a lot of bags. And these purchases weren't just any old bags, but high-end designer ones. Yet, (**27**) \_\_\_ having so many, she used just one.

Together they decided to sell them, but even though there were many second-hand marketplaces already in existence, they couldn't find anywhere, where their credentials as a seller (**28**) \_\_\_ be trusted and the bags' value recognised.

It sparked an idea. He established an online marketplace for second-hand designer bags, shoes, accessories and clothing. And eight years later, sales are growing 85% a year, which is not bad for someone who until he set up the business (**29**) \_\_\_ in tech and knew absolutely nothing about fashion.

Mr Fabre believes the firm's focus on authenticating the products is helping it to stand (**30**) \_\_\_. The aim is also to make all the items and the website itself look like a designer (**31**) \_\_\_ than a used goods website.

The firm offers (**32**) \_\_\_ prices for those who buy designer labels. So, it seems that luxury and second hand can go together after all.

**0**

- A** already
- B** yet
- C** still
- D** just

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

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# Engleski jezik

## Reading Paper

<p><b>25</b></p> <p><b>A</b> made <b>B</b> started <b>C</b> led <b>D</b> ended</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> has known <b>B</b> had known <b>C</b> does know <b>D</b> did know</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> despite <b>B</b> in spite <b>C</b> thus <b>D</b> whereas</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> may <b>B</b> should <b>C</b> will <b>D</b> would</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> has worked <b>B</b> has been working <b>C</b> had been working <b>D</b> used to working</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> out <b>B</b> off <b>C</b> up <b>D</b> in</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> earlier <b>B</b> rather <b>C</b> better <b>D</b> further</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> available <b>B</b> arbitrary <b>C</b> approximate <b>D</b> accessible</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-S043</p>	 <p>01</p>

# Engleski jezik

## Reading Paper

### Task 5

#### Questions 33-40

Read the text below.

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

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

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

### Souvenirs

Travellers always want to bring home something that will remind them **(0)** \_\_\_ their trip. These days many holidaymakers are **(33)** \_\_\_ their souvenir shopping online, from the comfort of their own homes sometimes even prior **(34)** \_\_\_ or after they travel. This is mainly **(35)** \_\_\_ to the increase of online shopping and the availability of such items on the internet. There are many good reasons to do this. **(36)** \_\_\_ many people prefer to pick up gifts during the actual trip, online shopping is a great idea for those who don't want to get to the airport loaded with bags, because your order will be delivered to your door. Instead of walking through shop after shop, trying to find the right gift **(37)** \_\_\_ the right price, and remembering everyone you have to buy for, you can order through the internet. It conveniently allows you to **(38)** \_\_\_ the most of your time on holiday and sort the presents out when it suits you best.

Also, once your trip has **(39)** \_\_\_ to an end, you may realize that you have forgotten to buy a present for someone. In the unfortunate event that you may **(40)** \_\_\_ lost or broken a souvenir that was very dear to you, you can purchase the same item on the internet in order to replace it.

**0**     **of**     \_\_\_\_\_

**33**     \_\_\_\_\_

**34**     \_\_\_\_\_

**35**     \_\_\_\_\_

**36**     \_\_\_\_\_

**37**     \_\_\_\_\_

**38**     \_\_\_\_\_

**39**     \_\_\_\_\_

**40**     \_\_\_\_\_



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Prazna stranica

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# ENG A

## ENGLISKI JEZIK

viša razina

ISPIT SLUŠANJA  
(Listening Paper)

ENG A IK-2 D-S043

ENGA.43.HR.R.K2.12



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# 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 slušanja traje **35** minuta.

Ispit se sastoji od zadataka povezivanja i zadataka višestrukoga izbora.

- 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.**

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

Kada riješite zadatke, provjerite odgovore.

Želimo Vam mnogo uspjeha!

Ova ispitna knjižica ima 12 stranica, od toga 4 prazne.

### Način popunjavanja lista za odgovore

Točno



Ispravak pogrešnog unosa



C IK

Pogrešno



Prepisan točan odgovor

Skraćeni potpis

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# Engleski jezik

Listening Paper

## Task 1 Questions 1-5

You will hear five people talking about studying English at a UK summer school.  
Match the speakers **1-5** with their main problem area **A-H**.  
Use each letter only once. There are **three** letters that you do **not** need.  
You will hear the recording twice.

What is each speaker's main problem area?

- A** The field trips.
- B** Other students.
- C** A lack of free time.
- D** A lack of money.
- E** The language teachers.
- F** The internet connections.
- G** The student accommodation.
- H** Their social lives.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								



# Engleski jezik

## Listening Paper

### Task 2 Questions 6-13

You will hear people talking in eight situations.  
For questions **6-13**, choose the correct answer (**A**, **B** or **C**).  
You will hear each recording twice.

<p><b>6</b> You hear Ann talking about losing her mobile phone. Where did she lose it?</p> <p><b>A</b> At school. <b>B</b> Between school and the Coffee Bar. <b>C</b> Between the Coffee Bar and Sandra's.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>7</b> You hear Michael talking to a friend about a Hotplay concert. What did he think about it?</p> <p><b>A</b> It was really big. <b>B</b> It was disappointing. <b>C</b> It was amazing.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>8</b> You hear Lukas talking about stealing money from his brother. Why did he do it?</p> <p><b>A</b> To spite his brother. <b>B</b> To repay a debt. <b>C</b> To avoid Karlo.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>9</b> You hear two friends talking. What are they talking about?</p> <p><b>A</b> A concert. <b>B</b> A play. <b>C</b> A match.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>

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# Engleski jezik

## Listening Paper

<p><b>10</b> You hear Kate and Mary talking about their friend becoming head girl. How did their friend react?</p> <p><b>A</b> She felt sick. <b>B</b> She was frightened. <b>C</b> She was happy.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>11</b> You hear Iris talking about a date. How does she feel about it?</p> <p><b>A</b> Impatient. <b>B</b> Nervous. <b>C</b> Amused.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>12</b> You hear Gaby talking about her father. What does she say about him?</p> <p><b>A</b> That he is moody. <b>B</b> That he is lazy. <b>C</b> That he is fair.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>13</b> You hear Frederick talking to his parents about leaving school. What does he want to do?</p> <p><b>A</b> Go to college. <b>B</b> Go travelling. <b>C</b> Find a job.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
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# Engleski jezik

Listening Paper

## Task 3 Questions 14-19

You will hear two friends talking about universities in the UK.  
For questions **14-19**, choose the correct answer (**A**, **B** or **C**) from the list of universities.

Mark      **A** for **Anglia**  
              **B** for **Bath**  
or            **C** for **Canterbury**.

You will hear the recording twice.

### Which university...

- 14** is the oldest?
- 15** has the best reputation?
- 16** offers the cheapest accommodation?
- 17** offers the best social life?
- 18** is best for sports?
- 19** is hard to get to?

	A	B	C
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Engleski jezik

## Listening Paper

### Task 4 Questions 20-25

You will hear an interview with astronomy enthusiast Pat Niven.  
For questions 20-25, choose the correct answer (A, B or C).  
You will hear the recording twice.

**20** Where did Pat first learn the basics of astronomy?

- A Outdoors.
- B At school.
- C On the internet.

A

B

C

**21** What inspires Pat to be an astronomer?

- A He wants to find out about the origins of the universe.
- B He wants to know whether we're alone in space.
- C He wants to discover what the future might bring.

A

B

C

**22** How did Pat develop the skills to be an astronomer?

- A By working on his own.
- B By studying at school.
- C By attending university.

A

B

C

**23** What did volunteering help Pat realise?

- A That there are other things besides astronomy.
- B That children are very important to him.
- C How much he knows about astronomy.

A

B

C

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# Engleski jezik

## Listening Paper

<p><b>24</b> What is the Dark Skies Campaign Group doing at the moment?</p> <p><b>A</b> Collecting money. <b>B</b> Designing street lights. <b>C</b> Raising awareness.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
<p><b>25</b> What does Pat plan to do next?</p> <p><b>A</b> Start taking astronomy photos. <b>B</b> Deliver a lecture. <b>C</b> Continue his studies.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/></p>
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# Engleski jezik

Prazna stranica

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# Engleski jezik

Prazna stranica

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# Engleski jezik

Prazna stranica

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RJEŠENJA ISPITA DRŽAVNE MATURE IZ **ENGLESKOGA JEZIKA**  
(VIŠA RAZINA) U ŠKOLSKOJ GODINI 2020./2021. (jesenski rok)

**ISPIT ČITANJA**

Zadatak 1	Zadatak 2	Zadatak 3	Zadatak 4	Zadatak 5
1 B	13 C	19 F	25 C	33 doing
2 A	14 B	20 E	26 D	34 to
3 E	15 B	21 A	27 A	35 due / thanks / owing
4 F	16 C	22 C	28 D	36 While / Whilst / Though / Although / Whereas / Albeit
5 C	17 C	23 B	29 C	37 at / for / and
6 D	18 D	24 H	30 A	38 make
7 B			31 B	39 come
8 C			32 D	40 have
9 D				
10 E				
11 D				
12 F				

**ISPIT SLUŠANJA**

Zadatak 1	Zadatak 2	Zadatak 3	Zadatak 4
1 C	6 C	14 C	20 B
2 B	7 B	15 B	21 C
3 D	8 B	16 A	22 A
4 G	9 C	17 B	23 A
5 E	10 C	18 C	24 C
	11 A	19 A	25 B
	12 C		
	13 B		

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