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# ENGA

## ENGLISKI JEZIK

viša razina

ISPIT ČITANJA

(Reading Paper)

**DRŽAVNA MATURA ŠK. GOD. 2021./2022.**

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ENGA.56.HR.R.K1.20



49157

# Engleski jezik

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Način označavanja odgovora na listu za odgovore:



Način ispravljanja pogrešaka na listu za odgovore:



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## OPĆE UPUTE

Pozorno pročitajte sve upute i slijedite ih.

Ne okrećite stranicu i ne rješavajte zadatke dok to ne odobri voditelj ispitne prostorije.

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 kombiniranih zadataka dopunjavanja.

- U zadacima povezivanja **svaki** sadržaj označen brojem povežite **samo s jednim** odgovarajućim sadržajem koji je označen slovom (zadatak 1).
- U zadacima višestrukoga izbora od više ponuđenih odgovora odaberite **samo jedan** (zadatak 2).
- U kombiniranim zadacima odaberite **samo jedan** sadržaj koji najbolje nadopunjava tekst (zadatci 3, 4 i 5).

Pri rješavanju ovih zadataka možete pisati po stranicama ove ispitne knjižice. **Odgovore morate označiti znakom X na listu za odgovore.** Svaki točan odgovor donosi jedan bod.<sup>1</sup>

Na 2. stranici ove ispitne knjižice prikazan je način označavanja odgovora i način ispravljanja pogrešaka. Pri ispravljanju pogrešaka potrebno je staviti skraćeni potpis. **Zabranjeno je potpisati se punim imenom i prezimenom.**

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

Kada riješite zadatke, provjerite odgovore.

Želimo Vam mnogo uspjeha!

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<sup>1</sup> Bodovi u svakoj od triju ispitnih cjelina imaju određeni udio u konačnome rezultatu.

Ova ispitna knjižica ima 20 stranica, od toga 3 prazne.

## Task 1

### Questions 1-12

You are going to read an article in which people talk about the blogs they write.

For each question (1-12), choose one person from **A-F**.

Mark your answer on the answer sheet.

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

## Bloggers

### A Anna

I started blogging when I was 14 years old. At the age of 16 I began my own magazine, *Prize*. I tend to blog about my personal style, shopping trips, *Prize* itself and my inspirations. I get countless emails a day from readers, but the malicious comments are few and far between. If I ever do receive one it just gets deleted right away. It's not worth my time, as I'm concentrating on the quality of my work, sharing my likes and dislikes and getting more advertising money from mainstream companies.

### B Ben

I'm a weightlifter, photographer, and world traveller. I also write blogs that blend together scientific research and the biographies of important figures. I enjoy passing on their tips on how to build habits that can improve your well-being. Actually, I'm often reviewing their texts or books, but what makes my blog unique is the selection of authors I choose to write about and my style. I like my posts to be relaxing but to include lots of useful details. And the technical aspects of starting a blog don't have to be time-consuming at all. I've found the whole experience very easy-going and rewarding.

### C Cate

When I started back in 2014, I didn't think much about my age – I never felt intimidated or out of my depth while blogging about politics, and had always done my homework properly before writing. But then some bloggers couldn't believe I was 'only' 15 and gave me a hard time in their comments. I was offended they were assuming a teenager couldn't be an authority on politics. At the time, I even considered blogging about something else. As I moved into my college years, though, the tough schedule made me devote more of my time to studying politics.

### D Damon

Biscuit Bob is my healthy vegetarian food blog. If it just stopped there, it would be enough. But it's more than that, because I've also incorporated stories and photos of my dog Bob. Cute dog photos will melt almost anyone's heart, so using them in your blog can be a fun way to stand out. My example proves that by posting vegetarian food recipes with a little creativity, you can create

a prizewinning food and recipe brand. And this applies to all blogging subject areas. It's hard to imagine that initially exposing myself like this made me feel really uncomfortable, and it took time to figure out what I wanted to blog about.

### E Ellen

There was no grand design when I started blogging 14 months ago; I just wanted to write about music, film and lifestyle. It took me some time to get the blog up and running and I mostly concentrated on film reviews because that's what really interested me. For ages no one read it, but then I was noticed by the national press, worked on my design and promotion and now I get roughly 30,000 unique hits a month. But I can't see myself doing this indefinitely. I'd sooner be a film director than a critic.

### F Frank

I'd say my blog is a longstanding and powerful one and is making readers live simpler, healthier and more mindful lives. I myself went from being depressed, stressed, unhealthy, and dissatisfied with my life and former job – to running a marathon, getting up early every morning, and writing each day. It didn't happen overnight though. Rather, it came because I was able to slowly change my habits and ultimately my work and my life. This is a blog to read whenever you're feeling anxious, lonely or sad. It advises you to keep it simple, slow down, and just breathe.

### Which person...

- 0 began blogging when they were 14? → A**
- 1 blogs less than they used to?
  - 2 won an award for their work?
  - 3 had their blog recognised by major newspapers?
  - 4 had a job they didn't like?
  - 5 started a publication?
  - 6 ignores negative feedback?
  - 7 didn't get any attention at first?
  - 8 says it doesn't take long to set up a blog?
  - 9 shares other people's advice in their blog?
  - 10 felt under pressure to change their field of interest?
  - 11 didn't enjoy blogging at the beginning?
  - 12 is planning a change of career?

## Task 2

### Questions 13-18

Read the text below.

For each question (13-18), choose the correct answer (A, B, C or D).

Mark your answer on the answer sheet.

### The history of infectious diseases

In terms of infectious diseases, a pandemic is the worst case scenario. When an epidemic spreads beyond a country's borders, the disease officially becomes a pandemic. Although infectious diseases existed during humankind's hunter-gatherer days, it was the shift to agrarian life, about 10,000 years ago, which created communities that made epidemics possible. Malaria, tuberculosis, influenza, smallpox and others first appeared during this period.

As we became more civilised, built more cities, forged trade routes to connect with other cities, and of course waged wars, the more likely pandemics became. The earliest recorded pandemic happened during the Peloponnesian War, in Athens in 430 BC. After the disease had passed through Libya, Ethiopia and Egypt, it crossed the Athenian walls just as the Spartans were laying siege to the city. As much as two-thirds of the population died. The symptoms included fever, thirst, sore throat and tongue, red skin and lesions. The disease, suspected to have been typhoid fever, weakened the Athenians significantly and was a crucial factor in their defeat by the Spartans.

The Antonine plague, which started in 165 AD, was possibly an early appearance of smallpox. It broke out among the Huns, who then infected the Germans, who passed it on to the Romans. And then returning Roman troops spread it throughout the Roman Empire. Symptoms included fever, sore throat, diarrhea and, if the patient lived long enough, skin sores. This plague continued until about 180 AD, claiming Emperor Marcus Aurelius as one of its victims.

Leprosy, though it had been around for ages, grew into a proper pandemic in Europe in the Middle Ages, resulting in the building of numerous leprosy-focused hospitals to accommodate the vast number of victims. A slow-developing bacterial disease that causes sores and deformities, leprosy was believed to be a punishment from God that ran in families. This belief led to moral judgments and the stigmatization of its victims. Today called Hansen's disease, leprosy still afflicts tens of thousands of people a year, and can be fatal if not treated with antibiotics.

The Black Death entered Europe through Sicily in 1347 AD, when people with the plague arrived in the port of Messina from the Far East, and spread the disease throughout Europe rapidly. Dead bodies became so prevalent that many were not buried, creating a constant stench in European cities. England and France were so incapacitated by the plague that the countries called a truce to their Hundred Years War. The British feudal system collapsed as a result of the plague dramatically changing economic circumstances and demographics. It went on to decimate populations in Greenland, and the Vikings lost the manpower to wage battle against native populations, and their exploration of North America came to a halt.

Following the arrival of the Spanish in the Caribbean in 1492, diseases such as smallpox, measles and bubonic plague were passed along to the native populations by the Europeans. With no previous exposure, these diseases devastated indigenous people, with as many as 90 percent dying throughout the north and south continents. Upon arrival on the island of Hispaniola, Christopher Columbus encountered the Taino people, population 60,000. By 1548, the population stood at less than 500. This scenario repeated itself throughout the Americas. In 1520, the Aztec Empire was destroyed by a smallpox infection. The disease killed many of its victims and incapacitated others. It weakened the population so they were unable to resist the Spanish colonizers and left farmers unable to produce needed crops.

- 13** The writer says that infectious diseases
- A** are termed epidemics when they spread abroad.
  - B** are considered worst case scenarios.
  - C** affected hunter-gatherer societies.
  - D** started about 10,000 years ago.
- 14** According to the second paragraph, the first pandemics
- A** were facilitated by cities and trade.
  - B** caused wars in early civilisations.
  - C** killed two thirds of the population.
  - D** helped defeat the Spartans.
- 15** The Antonine plague
- A** was started by Roman soldiers returning to their homes.
  - B** started among German troops fighting the Romans.
  - C** was confirmed as the first outbreak of smallpox.
  - D** infected a Roman Emperor.
- 16** The writer says that leprosy
- A** resulted in a focus on pandemics.
  - B** was considered to be a divine penalty.
  - C** kills tens of thousands of people a year.
  - D** first appeared in Europe in the Middle Ages.

- 17** According to the fifth paragraph, the Black Death
- A** was brought into Europe by travellers.
  - B** spread to North America through the Vikings.
  - C** made England and France go to war with each other.
  - D** was made worse by economic circumstances and demographics.
- 18** A combination of smallpox, measles and the bubonic plague
- A** were found by Christopher Columbus on the island of Hispaniola.
  - B** infected indigenous people before the Spanish invasion.
  - C** helped the Spanish to conquer the Americas.
  - D** brought down the Aztec Empire in 1520.

## Task 3

### Questions 19-24

Read the text on the next page.

For each question (19-24), choose the sentence (A-H) that best fits the gap.

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

Mark your answer on the answer sheet.

There is an example at the beginning (0→1).

## Handwriting

Handwriting is a complex motor skill that is the combination of sensory, neurological, and physiological impulses. It incorporates factors such as visual perception and sensitivity, comprehension of form, central nervous system pathways, and the anatomy and physiology of the bones and muscles of the hand and arm. **(0)** \_\_\_\_\_.

Most people learn to write by reproducing letters from a copybook at a young age. **(19)** \_\_\_\_\_. It is based on each writer's perception of the image and his or her ability (motor skills) to reproduce that visual perception.

The act of handwriting is mastered through practice and repetition. **(20)** \_\_\_\_\_. They deviate from the copybook forms, adding their own individual characteristics. The writing becomes a pattern of the subconscious, habitual formations that are repeated from one writing to the next.

Each person has their own unique style of handwriting, whether it is everyday handwriting or their personal signature. Although genes, the place where one grows up, and one's first language are significant, other forces and ways of shaping words combine to create a unique style of handwriting for each person. **(21)** \_\_\_\_\_.

Experts have compared the handwriting of twins and other individuals. Twins typically share the same environmental influences, study in the same school systems at the same time, and, in the case of identical twins, share the same DNA. Therefore, one would expect the handwriting of twins to be more similar than the handwriting of other individuals. In fact, identical twins have been found to share a high degree of similarity in their handwriting. **(22)** \_\_\_\_\_.

The comparison and evaluation of individual features or habits enable forensic experts to identify or exclude, if possible, a known writer as the source for any questioned script. Lay people observe only the features of the handwriting such as letter formation, size, or slope of the handwriting. **(23)** \_\_\_\_\_. These subtleties may differentiate between the handwriting of one person and other very similar ones.

Handwriting features that experts evaluate include the size and slope of the writing, pen pressure, pen lifts, the spacing between words and letters, the position of the writing on the baseline, height relationships, beginning and ending strokes, and line quality. **(24)** \_\_\_\_\_. Rather, it is proved through a combination of the significant features between the writings, with no significant differences.

- A** A writer's identity cannot be established through a single individual feature in the writing.
- B** Once this occurs, writers focus on the subject matter rather than the physical act of writing.
- C** However, these studies all found that trained experts were able to distinguish between the handwriting of twins.
- D** Even identical twins do not have the same handwriting.
- E** Because handwriting is relatively stable, so a change in the handwriting can be indicative of the nervousness of the writer.
- F** This ability to copy the letters varies from one child to the next.
- G** In contrast, experts can tell the difference between both the obvious features and the less conspicuous elements.
- H** Instead, the relationship between handwriting and personality has been firmly established.
- I** **All of these components combine to produce the desired output.**

## Task 4

### Questions 25-32

Read the text below.

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

Mark your answer on the answer sheet.

There is an example at the beginning (0→A).

### Climate and health

Changes in the Earth's climate can affect public health, agriculture, water supplies, energy production and use, land use and development, and recreation. The nature and extent of (0) \_\_\_\_\_ effects, and whether they will be harmful or beneficial, will vary regionally and over time.

The impacts on human health are complex, often indirect, and dependent on multiple societal and environmental factors (including how people respond to these impacts). Therefore, the development of appropriate health-(25) \_\_\_\_\_ climate indicators is challenging and still emerging. It is important for such indicators to be clear, measurable, and timely to (26) \_\_\_\_\_ understand the link between climate change and health effects.

Changes in climate affect the average weather conditions to (27) \_\_\_\_\_ we are accustomed. These changes can result in multiple threats to (28) \_\_\_\_\_ health and wellbeing. Warmer average temperatures will likely lead to hotter days and more frequent and longer heat waves, which could increase the number of illnesses and deaths. Increases in the frequency or (29) \_\_\_\_\_ of extreme weather events, such as storms, could increase the risk of dangerous flooding, high winds, and other direct threats to people and property. Warmer temperatures could also reduce air quality by increasing the chemical reactions that produce smog, and, along with changes in precipitation patterns and extreme events, could enhance the spread of some diseases.

In addition, climate change (30) \_\_\_\_\_ require adjustments on larger and faster scales than in the past, presenting challenges to our welfare and the economy. The more extensively and more rapidly the climate changes, the larger the potential effects on society. The extent to which climate change will affect different regions and sectors of society will depend not only on the sensitivity of those systems (31) \_\_\_\_\_ climate change. It will also depend on their ability to (32) \_\_\_\_\_ to or cope with climate change. Populations of particular concern include the poor, the elderly, those already in poor health, the disabled, and indigenous peoples.

0

- A these
- B those
- C some
- D any

25

- A conscious
- B related
- C connected
- D relative

26

- A better
- B proper
- C extra
- D more

27

- A what
- B that
- C where
- D which

28

- A person
- B human
- C mankind
- D people

29

- A austerity
- B rigour
- C severity
- D hardness

30

- A could
- B should
- C ought to
- D must

31

- A for
- B to
- C with
- D of

32

- A address
- B adopt
- C advise
- D adapt

## **Task 5**

### **Questions 33-40**

Read the text on the next page.

For each question (**33-40**), choose the answer (**A-K**) that best completes the sentence.

There are **three** options that you do **not** need.

Mark your answer on the answer sheet.

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

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### Why many Swedes don't speak to strangers

In many cultures, striking up a conversation with a stranger is the norm, and (0) \_\_\_\_\_ even lead to a budding friendship. But not for most Swedes. In Sweden, casual chattiness is (33) \_\_\_\_\_ as needless since conversation is used for exchanging real, meaningful information. Here, small talk is (34) \_\_\_\_\_ to be futile, and is referred to as *kallprat* ("cold talk") or *dödprat* ("dead talk"). To prevent ending up in these situations, many Swedes have made an art of avoiding eye contact with strangers and acquaintances they might come across in the street by looking at their phones or staring at shopping windows (35) \_\_\_\_\_. For Swedes, the purpose of talking is to exchange meaningful information and (36) \_\_\_\_\_ in purposeless chit-chat simply isn't valued.

Visitors to Sweden who attempt to start an informal conversation with a shopkeeper or waiter, even with the local greeting of *hej*, are likely to (37) \_\_\_\_\_ met with a flat *hej* in response, often with a subtext of faint irritation or mistrust. Experts say this reserve could be (38) \_\_\_\_\_ Sweden being a sparsely populated country in a relatively vast landscape, whereby for hundreds of years, people grew accustomed to rarely speaking with those outside their immediate circle.

Another hypothesis is that this aversion to chit-chat could be linked to relatively low levels of immigration to Sweden until the 1960s. Minimal exposure to other cultures historically meant that Swedes were less inclined to (39) \_\_\_\_\_ up this decidedly un-Swedish practice.

Yet, (40) \_\_\_\_\_ their seemingly cool and reserved exterior, Swedish people will almost always be polite. Expect them to be friendly, albeit simply in a different way to those from more talkative cultures. In a country that reveres simplicity and practicality, it's best not to talk without a reason.

- A** be
- B** engaging
- C** seen
- D** due to
- E** take
- F** too
- G** having
- H** instead
- I** look
- J** despite
- K** thought
- L** **could**

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## ENGLJSKI JEZIK

viša razina

ISPIT SLUŠANJA

(Listening Paper)

**DRŽAVNA MATURA ŠK. GOD. 2021./2022.**

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ENGA.56.HR.R.K2.12



49159

Način označavanja odgovora na listu za odgovore:



Način ispravljanja pogrešaka na listu za odgovore:



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## OPĆE UPUTE

Pozorno pročitajte sve upute i slijedite ih.

Ne okrećite stranicu i ne rješavajte zadatke dok to ne odobri voditelj ispitne prostorije.

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 **samo s jednim** odgovarajućim sadržajem koji je označen slovom (zadaci 1 i 3).
- U zadacima višestrukoga izbora od više ponuđenih odgovora odaberite **samo jedan** (zadaci 2 i 4).

Pri rješavanju ovih zadataka možete pisati po stranicama ove ispitne knjižice. **Odgovore morate označiti znakom X na listu za odgovore.** Svaki točan odgovor donosi jedan bod.<sup>1</sup>

Na 2. stranici ove ispitne knjižice prikazan je način označavanja odgovora i način ispravljanja pogrešaka. Pri ispravljanju pogrešaka potrebno je staviti skraćeni potpis. **Zabranjeno je potpisati se punim imenom i prezimenom.**

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

Želimo Vam mnogo uspjeha!

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<sup>1</sup> Bodovi u svakoj od triju ispitnih cjelina imaju određeni udio u konačnome rezultatu.

Ova ispitna knjižica ima 12 stranica, od toga 3 prazne.

## Task 1

### Questions 1-5

You will hear five people talking about the reason for choosing their career.

Match each speaker (1-5) with one option (A-H).

There are **three** options that you do **not** need.

You will hear the recording twice.

**What was the main reason each person chose a career?**

- A** To make money.
- B** To travel.
- C** To learn.
- D** To feel safe.
- E** To work office hours.
- F** To please parents.
- G** To make an impact.
- H** To be healthy.

**Task 2****Questions 6-13**

You will hear people talking in eight situations.

For each question (6-13), choose the correct answer (A, B or C).

You will hear each recording twice.

- 6** You hear a man talking about tourism.  
In his view, tourism is:
- A** overpriced and overrated.
  - B** doing too much harm to the environment.
  - C** a privilege of modern life.
- 7** You hear a woman talking about shopping for food.  
How often does she do it?
- A** Once a day.
  - B** Once a week.
  - C** More than once a week.
- 8** You hear a man talking about going to a rock concert.  
What did he think of the concert?
- A** It was disappointing.
  - B** It was satisfactory.
  - C** It was fantastic.
- 9** You hear a woman talking about an incident at a bus stop.  
What happened?
- A** A man was verbally abusive to a woman.
  - B** There was an argument between a man and a woman.
  - C** There was an argument between two men.

**10** You hear a man talking about his first week at university.  
What does he say about it?

- A** It was an unhappy week for him.
- B** He can't remember it.
- C** It was a great way to begin his new life.

**11** You hear a woman talking about a trip with her boyfriend.  
Where did they go?

- A** To her boyfriend's mother.
- B** To her parents.
- C** To Paris.

**12** You hear a woman talking about a book she's reading.  
What type of book is it?

- A** A thriller.
- B** Historical fiction.
- C** An autobiography.

**13** You hear a man talking about birthday celebrations.  
What does he think about them?

- A** They are too expensive.
- B** They are a waste of time.
- C** They are important landmarks.

**Task 3****Questions 14-19**

You will hear two friends talking about three electric cars.

For each question (**14-19**), choose the correct answer (**A, B or C**) from the list of cars.

Mark **A** for **Amos**

**B** for **Bea**

or **C** for **Condor**

You will hear the recording twice.

**Which car...**

**14** is the most environmentally friendly?

**15** is the fastest?

**16** has the most space?

**17** can travel furthest?

**18** is the safest?

**19** is the cheapest?

## Task 4

### Questions 20-25

You will hear a radio interview with comedian Joe Fulham about his first film 'The Screenagers'.  
For each question (20-25), choose the correct answer (A, B or C).  
You will hear the recording twice.

- 20** Why did Joe decide to try film-making?
- A His comedy failed.
  - B To increase his earnings.
  - C To share a personal problem.
- 21** Why was a 13-year-old girl an ideal main character for his film?
- A Some 13-year-olds today face a lot of anxiety.
  - B As a millennial, he understands that generation.
  - C She represented his YouTube audience.
- 22** Why was Joe studying the videos of unpopular young YouTubers?
- A To learn how they faked perfect lives.
  - B To find good actors.
  - C To build a realistic main character.
- 23** What convinced the producers to finance his film debut?
- A His popular comedy show.
  - B His social networking skills.
  - C Its predictable success.
- 24** Why did Joe insist on directing the film himself?
- A He studied directing in college.
  - B He had time to learn directing.
  - C No other grown up could do it better.

**25** Why was Jenny chosen for the main role?

- A** She was a popular food YouTuber.
- B** She'd passed the auditions.
- C** She was Joe's favourite.

**You now have five minutes to copy your answers onto the answer sheet.**

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# ENGA

## ENGLISKI JEZIK

viša razina

ISPIT PISANJA

(Writing Paper)

**DRŽAVNA MATURA ŠK. GOD. 2021./2022.**

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ENGA.56.HR.R.K3.12



49161

## Način ispravljanja pogrešaka na listu za čistopis:

~~(Matura)~~ državna matura

↑ ↑

Precrtan pogrešan odgovor u zagradama Točan odgovor

IK

↑

Skraćeni potpis

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## OPĆE UPUTE

Pozorno pročitajte sve upute i slijedite ih.

Ne okrećite stranicu i ne pišite esej dok to ne odobri voditelj ispitne prostorije.

Nalijepite identifikacijske naljepnice na sve ispitne materijale koje ste dobili u sigurnosnoj vrećici.

Ispit pisanja traje **75** minuta.

Ispit se sastoji od zadatka eseja. Esaj napišite slijedeći priloženu uputu i smjernice za pisanje eseja.

Možete pisati po listu za koncept, ali se njegov sadržaj neće bodovati. **Esej obvezno napišite na list za čistopis u ovoj ispitnoj knjižici.** Pišite čitko. Esaj će se bodovati s nula (0) bodova ako je pisan velikim tiskanim slovima ili ako je nečitko napisan.

Ako pogriješite u pisanju, na 2. stranici ove ispitne knjižice prikazan je način ispravljanja pogrešaka. Pri ispravljanju pogrešaka potrebno je staviti skraćeni potpis. **Zabranjeno je potpisati se punim imenom i prezimenom.**

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

Želimo Vam mnogo uspjeha!

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

Pozorno pročitajte zadatak za pisanje eseja koji se nalazi na zasebnome listu.









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# ISPIT DRŽAVNE MATURE

ENGLJSKI JEZIK – viša razina  
Ispit čitanja

1 2 3 4 5 7 8 9 0  
Identifikacijska naljepnica  
**PAŽLJIVO NALIJEPI!**

E  
N  
G  
1  
A

List za odgovore

D-S056

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

25.	A		B		C		D				
26.	A		B		C		D				
27.	A		B		C		D				
28.	A		B		C		D				
29.	A		B		C		D				
30.	A		B		C		D				
31.	A		B		C		D				
32.	A		B		C		D				
	A	B	C	D	E	F	G	H	I	J	K
33.											
34.											
35.											
36.											
37.											
38.											
39.											
40.											

Šifra ocjenjivača: \_\_\_\_\_

ENGA.56.HR.R.L1.01



49158

NE FOTOKOPIRATI  
OBRAZAC SE ČITA OPTIČKI

NE PISATI PREKO  
POLJA ZA ODGOVORE

Označavati ovako: **X**

ENG1A



Nacionalni centar  
za vanjsko vrednovanje  
obrazovanja

# ISPIT DRŽAVNE MATURE

ENGLJSKI JEZIK – viša razina  
Ispit slušanja

1 2 3 4 5 7 8 9 0  
Identifikacijska naljepnica  
**PAŽLJIVO NALIJEPI!**

E  
N  
G  
2  
A

List za odgovore

D-S056

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

14.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
15.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
16.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
17.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
18.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
19.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
20.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
21.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
22.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
23.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
24.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	
25.	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	

ENGA.56.HR.R.L3.01



49160

NE FOTOKOPIRATI  
OBRAZAC SE ČITA OPTIČKI

NE PISATI PREKO  
POLJA ZA ODGOVORE

Označavati ovako: **X**

ENG2A



Nacionalni centar  
za vanjsko vrednovanje  
obrazovanja

# ISPIT DRŽAVNE MATURE

ENGLISKI JEZIK – viša razina  
Ispit pisanja

OCJENJIVAČ **1**

1 2 3 4 5 7 8 9 0

Identifikacijska naljepnica  
**PAŽLJIVO NALIJEPITI!**

E  
N  
G  
3  
A

PRAZAN LIST

D-S056

**A**

Izvršenje  
zadatka

0  1  2  3  4  5

**B**

Koherencija  
i kohezija

0  1  2  3  4  5

**C**

Vokabular

0  1  2  3  4  5

**D**

Gramatika

0  1  2  3  4  5

Šifra ocjenjivača: \_\_\_\_\_

ENGA.56.HR.R.E2.01



49163

NE FOTOKOPIRATI  
OBRAZAC SE ČITA OPTIČKI

NE PISATI PREKO  
POLJA ZA ODGOVORE

Označavati ovako: **X**

ENG3A



Nacionalni centar  
za vanjsko vrednovanje  
obrazovanja

# ISPIT DRŽAVNE MATURE

ENGLJSKI JEZIK – viša razina  
Ispit pisanja

OCJENJIVAČ **2**

1 2 3 4 5 7 8 9 0  
Identifikacijska naljepnica  
**PAŽLJIVO NALIJEPI!**

E  
N  
G  
3  
A

PRAZAN LIST

D-S056

**A**

Izvršenje  
zadatka

0  1  2  3  4  5

**B**

Koherencija  
i kohezija

0  1  2  3  4  5

**C**

Vokabular

0  1  2  3  4  5

**D**

Gramatika

0  1  2  3  4  5

Šifra ocjenjivača: \_\_\_\_\_

ENGA.56.HR.R.F2.01



49164

NE FOTOKOPIRATI  
OBRAZAC SE ČITA OPTIČKI

NE PISATI PREKO  
POLJA ZA ODGOVORE

Označavati ovako: **X**

ENG3A



# ISPIT DRŽAVNE MATURE

ENGLJSKI JEZIK – viša razina  
Ispit čitanja

List za odgovore

D-S056

	A	B	C	D	E	F
1.			X			
2.				X		
3.					X	
4.						X
5.	X					
6.	X					
7.					X	
8.		X				
9.		X				
10.			X			
11.				X		
12.					X	

13.	A	B	C	X	D	
14.	A	X	B	C	D	
15.	A	B	C	D	X	
16.	A	B	X	C	D	
17.	A	X	B	C	D	
18.	A	B	C	X	D	

	A	B	C	D	E	F	G	H
19.						X		
20.		X						
21.				X				
22.			X					
23.							X	
24.	X							

25.	A		B	X	C		D	
26.	A	X	B		C		D	
27.	A		B		C		D	X
28.	A		B	X	C		D	
29.	A		B		C	X	D	
30.	A	X	B		C		D	
31.	A		B	X	C		D	
32.	A		B		C		D	X

	A	B	C	D	E	F	G	H	I	J	K
33.			X								
34.											X
35.								X			
36.		X									
37.	X										
38.				X							
39.					X						
40.										X	

Šifra ocjenjivača: \_\_\_\_\_

ENGA.56.HR.R.L1.01



49158

NE FOTOKOPIRATI  
OBRAZAC SE ČITA OPTIČKI

NE PISATI PREKO  
POLJA ZA ODGOVORE

Označavati ovako: **X**

ENG1A



Nacionalni centar  
za vanjsko vrednovanje  
obrazovanja

# ISPIT DRŽAVNE MATURE

ENGLJSKI JEZIK – viša razina  
Ispit slušanja

1 2 3 4 5 7 8 9 0  
Identifikacijska naljepnica  
PAŽLJIVO NALIJEPITI!

E  
N  
G  
2  
A

List za odgovore

D-S056

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

14. A  B  C
15. A  B  C
16. A  B  C
17. A  B  C
18. A  B  C
19. A  B  C
20. A  B  C
21. A  B  C
22. A  B  C
23. A  B  C
24. A  B  C
25. A  B  C

ENGA.56.HR.R.L3.01



49160

NE FOTOKOPIRATI  
OBRAZAC SE ČITA OPTIČKI

NE PISATI PREKO  
POLJA ZA ODGOVORE

Označavati ovako: **X**

ENG2A