

ISPIT

ZA DRŽAVNU Maturu

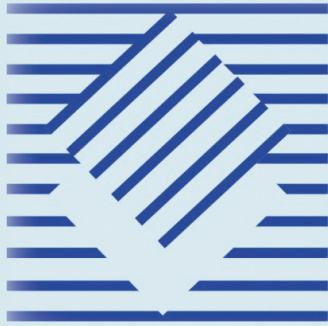
Engleski

(viša razina)

Nacionalni centar za
vanjsko vrednovanje
obrazovanja



**Večernji
list**



Visoka poslovna
škola Zagreb

Ulica grada Vukovara 68

Stručni studij

Marketinga i komunikacija

s dva usmjerenja:

Manager marketinga i Manager komunikacija

Trajanje studija: 3 godine, 180 ECTS bodova
Akademski naziv: stručni prvostupnik/prvostupnica
(baccalaureus/baccalaurea)
marketinga i komunikacija

Mogućnost studiranja u statusu redovnog ili izvanrednog studenta.

Cijena školarine 19.950 kuna + troškovi upisnine.

Plativo do 10 obroka!

Mogućnost plaćanja kreditnim karticama:

American Express do 60 rata (12 rata beskamatno)!

Diners Club do 60 Rata (6 rata beskamatno)!

MasterCard, Visa!

Prijave i upisni rokovi za Ak.god. 2011./2012.:

1. upisni rok - prijave do 13.5., upisi 18.5. i 19.5.2011.
2. upisni rok - prijave do 15.7., upisi 18.7. i 19.7.2011.
3. upisni rok - prijave do 10.9., upisi 15.9. i 16.9.2011.

Kontakt:

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Ovo je početak ispita iz Engleskoga jezika na višoj razini serije DS002.

Početak ispita

This is the Listening Paper for the Higher Matura Exam.

There are four parts to the test. Before each part, you will have time to look through the questions before you listen.

Write your answers on the question papers. At the end of the test, you will have five minutes to copy your answers onto the answer sheet.

Now open your question paper and look at

Task 1.

[5 seconds pause]

You will hear 5 people talking about holiday courses they went on.

For each recording (1-5), decide what the speaker had a problem with. Choose from A to H. Write one letter next to the number. There are three letters you do not need.

You will hear each recording twice.

You now have 20 seconds to look at Task 1.

[20 seconds pause]

You will now hear the speakers.

1.

The people on the course were from various countries, and they all stayed in their own language groups, so I felt a bit of an outsider. So I often went into town by myself. I could hardly understand what the people were saying so I basically communicated with my hands, which was fun. So while I was a bit lonely at times, I really managed to get the feel of the local culture.

2.

The course was set at a high level, and they made us work very hard, which was a problem for some, especially those who wanted a more relaxed time. There were free afternoons, though, when the school organised visits to places of interest. But there was no guide or anything, so although we saw these places, we didn't learn much about them. Fortunately, I learned a lot on the course; otherwise, I'd have been disappointed.

3.

I had a room on campus and I thought I was lucky to get that and not to stay with a

family off campus. But there were students on my corridor who partied late into the night every night, which was a problem for the teachers, for most of the class, including me, were half asleep during the day. So I didn't benefit from the course as much as I'd hoped.

4

I went on a course in Madrid to improve my Spanish. I'd been really looking forward to it, but I was in a group whose Spanish wasn't very good so the lessons were too easy for me and I didn't make much progress. I expected more because the course was comparatively expensive and I don't think I got value for the money my parents had spent on it.

5.

I went to Sweden on a one-week course. I was worried about the journey, since it involved a change of flights and then a rail journey, and making the connections could have been a problem. I needn't have worried, though. What I didn't expect was how expensive everything is there, so I often couldn't join the others when they went out to restaurants. I basically lived on hamburgers for the week.

Now listen again.

[Repeat]

That is the end of Task 1.

[10 seconds pause] Now turn to Task 2, questions 6 to 13.

[5 seconds pause]

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

You now have 45 seconds to look at questions 6-13.

[45 seconds pause]

You will now hear the recordings.

6.

Female: I hear you're doing weight training, Linda.

Linda: Yes, a group of us girls do it once a week. Well, it was Diane's idea, really.

She thought she was a bit overweight and wanted to lose some kilos and we decided to do it with her. And I feel much stronger for it.

Female: Won't you be scaring off the boys with all those muscles?

Linda: What do I care? We're just girls who like to have fun.

Now listen again.

[Repeat]

7.

Male: Hey, John, a group of us are going hiking on Saturday. Do you want to come?

John: I'd love too, but I shouldn't really. I've got a test on Monday and I'm really

stressed out about it. I need to prepare for it.

Male: Oh, leave that for Sunday. The break will do you good.

John: Anyway, I've also been invited to a barbecue in the afternoon. And there's this girl going who I fancy.

Male: She can come, too.

John: Ok, then.

Now listen again.

[Repeat]

8.

Female: So, Barbara, what's your new apartment like?

Barbara: Oh, it's just right for John and me. It's just big enough for the two of us,

until we have a kid, of course. And there are shops nearby and an open

market. And a good bus service to the town centre. We could have got

something cheaper if we'd gone a bit out of town, but we didn't want to

lose so much time travelling to work. No, I'm really happy with it.

Now listen again.

[Repeat]

9.

Male: I believe it's a huge problem, and its time to act. For a start, we need to cut

down dramatically on burning oil and coal, which pollutes the air and adds to

the greenhouse gases. And we need to stop cutting down trees. Did you

know that deforestation causes a quarter of the greenhouse gases we put

into the atmosphere? If we don't act soon, temperatures could rise too high

for life as we know it.

Now listen again.

[Repeat]

10.

Female: So, Jenny, how do you feel about next week's exam?

Jenny: Well, I've really prepared a lot and gone over the materials with a friend, so it should be okay. Still, you never know what questions might come up.

The other night I had a dream where I came to the exam, looked at the

question paper and couldn't understand a thing. But when I take the actual

exam, I'm going to first take a deep breath and focus on staying calm.

Now listen again.

[Repeat]

11.

Voice: How was your holiday, Bob?

Bob: Oh, I was working. You see, I've got a friend who sells jewellery on the coast

to tourists and he asked me to help him out.

Voice: So you made some money.

Bob: Oh yes. It paid for a week's holiday after that.

Voice: And did you enjoy the work?

Bob: Oh, it was fun talking to the tourists. All in all, it was quite an experience. But

not one to put in my CV, of course.

Now listen again.

[Repeat]

12.

Voice: That's a thick book you're reading, Susan.

Susan: Yes, there's plenty to read. I'm getting through it quite quickly, though. It's

about a murder that takes place during the building of a cathedral in the

eleventh century, so it's a sort of detective novel. And it's fascinating to learn

about how they built these cathedrals and how people lived at the time. I

certainly won't get bored when I'm taking it easy on the beach next week.

Now listen again.

[Repeat]

13.

Voice: Look, I can see you've got a wide vocabulary and good control of sentence

structures but your essay is difficult to understand. You know, I read a

sentence and I wonder what it's got to do with the previous one. It looks

irrelevant. By the time I get to the end, I can see that you have in fact kept to the topic, but you obviously wrote it without planning it. Next time, I want to see your notes.
Now listen again.
[Repeat]

That is the end of Task 2.

[10 seconds pause]

Now turn to Task 3, questions 14-19.

[5 seconds pause]

You will hear a conversation between two friends about buying a book for a friend.

Listen to the conversation and decide which book (A to C) each question (14-19) refers to. Write A for Angelica, B for Bounder or C for Cluster. You will hear the recording twice.

You now have 20 seconds to look at questions 14 to 19.

[20 seconds pause]

You will now hear the conversation.

[5 seconds pause]

Female: It's Isabella's birthday next week. Let's buy her a book she can read during the summer holiday.

Male: Good idea. I know she likes reading. Have you got anything in mind?

Female: Well, I was thinking of Angelica. It's a light romance just perfect for summer reading.

Male: Oh I don't know about that. I've just read Bounder and I really enjoyed it.

Female: No, I don't think Bounder's for her. I don't think she's interested in novels set in a distant galaxy. She's interested in real human relations, like you find in Angelica. It's a nice romantic love story, just right for when you're sitting in the shade near a beach. It's the sort of book you can pick up and put down. It's fun.

Male: But she might have seen it at the cinema. You'll have to find out.

Female: That doesn't matter. It's one thing to see a movie and quite another to read the original book. It's quite well written. Male: Well, if it's literature you're after, then how about Cluster. It's won literary awards both in the original Spanish and in English.

Female: Yes, I've heard about it. But I'm not

sure if that's the right book for Isabella. I mean, it's serious literature. Angelica, on the other hand, is a light read with a good story.

Male: So you're saying Isabella only enjoys that kind of book? That's not a very nice thing to say.

Female: No, I don't mean it that way. But Angelica can't be bad. I mean, unlike the other two, it's on the best-seller list, so people obviously like it.

Male: But why give her something everyone reads? I'm sure she'd never read Cluster unless we gave it to her. It's really worth reading. It's meant to be a masterpiece.

Female: But it's only a couple of hundred pages long and she can read it in just a few days. I know it's great literature but we want to give her something that will take some time to read, with five or six hundred pages.

Male: Then we're back to Bounder. There's a long book for you.

Female: That's true. But it's in hardback. It's not in paperback yet. The other two are paperback and are half the price.

Male: Well, why don't you get her Angelica and I'll get her Cluster. Two books for the price of one.

Female: OK.

Now listen again.

[Repeat]

That is the end of Task 3.

[10 seconds pause]

Now turn to Task 4, questions 20-25.

[5 seconds pause]

You will hear a review of the TV cooking show, Home Cooking.

For questions 20-25, mark the correct answer, A, B or C.

You will hear the recording twice.

You now have 30 seconds to look at questions 20 to 25.

[30 seconds pause]

You will now hear the review.

Female: And here's Sandy Parson with a review of the hit TV cooking show, Home Cooking.

Male: Home cooking is something of a phenomenon, with a celebrity version and 6 million viewers. But can it keep these impressi-

ve ratings? Like any show that becomes hugely successful, it has a familiar format. The viewers know what to expect. But surely it's now time for a change for a new approach to add a little spice to the show. After all, even the best dish stops being wonderful if you eat it too often.

Of course, recipe books top the best-seller lists, and cooking shows are sure to bring in the viewers. Few things attract our interest more than food. And

Home Cooking's competitive format adds a flavour of excitement. The magic ingredient, however, which sets the show apart from other cooking shows, came when it was handed over to Brian Woolley. He's not just a cook but a comedian, too.

The show goes out live, so you see when things go wrong, just as they do in the kitchen in real life. It's come a long way since it was broadcast on Saturday afternoons, competing with football matches and causing arguments in the home. So it's no wonder it was switched to the evening.

And now you can always catch the repeat the next morning. Brian Woolley is, of course, a master chef. He was brought up by his grandmother who, he says, was an amazing cook, turning meat, peas and potatoes into mouth-watering magic. He's added a touch of the French artistry he acquired while he was living in France. But although born and raised in far-off Australia, he produces English dishes as if he's always lived in England.

Some of the recipes seen on the show can be found in his new book, which comes out at the end of the series. Although he spices up his shows with dishes from India, Thailand, Vietnam and China, the book focuses on the basics of English cooking, bringing you back to the traditional Sunday meals.

There's something there for everyone, regardless of who they are. Unless you're a vegetarian.

The series stops for the summer. Will there be another series in the autumn? Brian is a busy man. He's got a re-

staurant in London's fashionable Notting Hill, and another's just opened near Trafalgar Square. And, of course, his new book is sure to do well, and there's plenty of material for another one. So, will he have the time for a new series? Well, there's good news for fans of Home Cooking. Brian's already got his list of celebrity guests.

Now listen again.

[Repeat]

That is the end of Task 4.

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

[4 minutes pause]

You have one more minute.

[1 minute pause]

That is the end of the test.

ZVUČNI SIGNAL!!!

Ovo je svršetak ispita slušanja iz Engleskoga jezika na višoj razini serije DS002.

Možete isključiti uređaj.



RAČUNARSTVO visoka škola

Visoka škola za primijenjeno računarstvo

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ispit od 2.-23. travnja 2011.

na prvi upisni rok 30.04.2011.

za redovne studente

za upis putem portala državne
mature (www.postani-student.hr)



- Upiši studij računarstva:
sistemske ili softverske inženjerstvo
- Osiguraj svoje mjesto u IT-u, najkonkurentnijem
sektoru gospodarstva
- Stekni najtraženije međunarodne IT certifikate
unutar studija (Microsoft, Cisco, Sun, Linux, ITIL...)

Visoka škola za
primijenjeno računarstvo

Ilica 242, Zagreb

+385 (0)1 2222 182

info@racunarstvo.hr
prijava@racunarstvo.hr

UPUTE

Pozorno slijedite sve upute.

Ne okrećite stranicu i ne rješavajte test dok to ne odobri dežurni nastavnik.

Nalijepite identifikacijsku naljepnicu na sve ispitne materijale koje ste dobili u omotnici.

Ispit traje 35 minuta bez prekida.

U ispitu se od Vas očekuje:

- da u zadacima povezivanja i sređivanja svakoj čestici pitanja označenoj brojem pridružite odgovarajuću česticu odgovora označenu slovom (zadatak 1 i 3)
- da u zadacima višestrukoga izbora između triju ponuđenih odaberete jedan odgovor (zadatci 2 i 4).

Odgovore obvezno prepišite na list za odgovore.

Kada riješite test, provjerite odgovore.

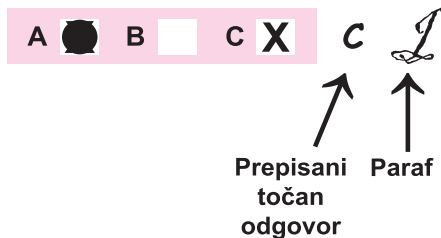
Želimo Vam puno uspjeha!

Način popunjavanja lista za odgovore

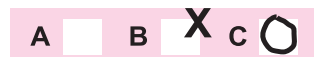
Dobro



Ispravljanje pogrešnoga unosa



Loše



ENG A IK-3 D-S002



99

Task 1

Questions 1-5

You will hear 5 people talking about holiday courses they went on.
For each recording (1-5), decide what the speaker had a problem with. Choose from **A** to **H**.
Write **one** letter next to the number of the recording. Do not use any letter more than once.
There are three letters which you do not need.
You will hear the recording twice. Mark your answer on the answer sheet.

- A** Accommodation
- B** Course content
- C** Excursions
- D** Language
- E** Money
- F** Social life
- G** Teachers
- H** Travel

| | 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"/> |
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| 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"/> |



05

Task 2

Questions 6-13


You will hear people talking in eight situations.

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

You will hear each recording twice. Mark your answer on the answer sheet.

| | |
|--|--|
| <p>6 You hear Linda talking to a friend about doing weight training. Why does Linda do it?</p> <p>A To be with friends. B To lose weight. C To get stronger.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| <p>7 You hear John talking to a friend about next Saturday. What does John decide to do?</p> <p>A Go hiking. B Study. C Go to a party.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| <p>8 You hear Barbara talking to a friend about her new apartment. What does Barbara say about it?</p> <p>A It's big. B It's expensive. C It's in a good location.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| <p>9 You hear a scientist talking in a radio discussion. What is the main topic of the discussion?</p> <p>A Deforestation. B Global warming. C Pollution.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |



| | |
|--|--|
| <p>10 You hear Jenny talking to a friend about her exam next week. How does she feel about it?</p> <p>A Confident. B Nervous. C Calm.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| <p>11 You hear Bob talking to a friend about his summer job. Why did he do it?</p> <p>A For a friend. B For the money. C For the experience.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| <p>12 You hear Susan talking to a friend about a book. What does Susan think of it?</p> <p>A It's long. B It's informative. C It's relaxing.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| <p>13 You hear a teacher talking to a student about his essay. What is the problem with the essay?</p> <p>A Its language. B Its content. C Its organisation.</p> | <p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p> |
| | |
| <div style="text-align: right;">  <p>01</p> </div> | |

Task 3

Questions 14-19

You will hear a conversation between two friends about buying a book for a friend. Listen to the conversation and decide which book (**A-C**) each question (**14-19**) refers to.

Write **A** for **Angelica**
B for **Bounder**
or **C** for **Cluster**.

You will hear the recording twice.
Mark your answer on the answer sheet.

Which book...

14 is science fiction?

15 has been made into a film?

16 is a translation?

17 is the most popular?

18 is the shortest?

19 is the most expensive?

| | 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"/> |

| | A | B | C |
|----|--------------------------|--------------------------|--------------------------|
| 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"/> |



Task 4
Questions 20-25

You will hear a review of the TV cooking show, *Home Cooking*.
For questions **20-25**, choose the correct answer, **A**, **B** or **C**.
You will hear the recording twice. Mark your answer on the answer sheet.

What does the reviewer say?

20 The show's format is

- A** predictable.
- B** new.
- C** changing.

- A**
- B**
- C**

21 The show is a success because of its

- A** content.
- B** format.
- C** presenter.

- A**
- B**
- C**

22 The show is broadcast live

- A** in the morning.
- B** in the afternoon.
- C** in the evening.

- A**
- B**
- C**

23 Brian Woolley is

- A** Australian.
- B** English.
- C** French.

- A**
- B**
- C**



01

24 Woolley's book is about

- A** oriental food.
- B** English food.
- C** vegetarian food.

- A**
- B**
- C**

25 Woolley plans to

- A** open another restaurant.
- B** write another book.
- C** do another series.

- A**
- B**
- C**



01

Američko obrazovanje za hrvatske projekte

Marko Slunjski danas je izvršni direktor u konzultantskoj tvrtki Sense Consulting, a iz njega je 15 godina iskustva na domaćim i međunarodnim projektima upravljanja i poslovnog savjetovanja. Tijekom svog radnog vijeka specijalizirao se za rad na upravljanju projektima i poslovnim sustavima, reorganizaciji, troškovnom restrukturiranju, re-inženjeringu poslovnih procesa, upravljanju investicijskim ciklusom i projektima EU. Njegove je kvalitete uz mnoge tvrtke prepoznala i Vlada Republike Hrvatske, gdje je radio kao zamjenik voditelja posebne jedinice za Hitrorez. To su samo neke od njegovih kompetencija i znanja, koja je kao mnogi današnji uspješni menadžeri utemeljio odabirom fakulteta. Naime, Slunjski je dio prve generacije studenata Američke visoke škole za management i tehnologiju u Dubrovniku, koju je upisao još 1997. godine. Dok su mnogi na to gledali sa sumnjom, s obzirom na to da je bilo riječ o prvoj generaciji, on je kao i mnogi danas bio svjestan činjenice da se američko poslovno obrazovanje smatra najboljim na svijetu. Između teoretiziranja unutar starih metoda i primijenjenog znanja, odlučio se za nove metode učenja uz praksu, koje mu je pružio ACMT. Tijekom četverogodišnjeg studija, osim izučavanja teorije imao je priliku ići na zanimljive stručne prakse u Hrvatskoj i inozemstvu, gdje je koristio i materijalizirao stečena znanja, isto kao što mu se pružila prilika da si osigura poziciju za buduće zaposlenje. Tijekom školovanja i prakse istražio je razne pozicije i iskoristio mogućnost da se okuša u sektorima koji se najbolje uklapaju u njegova interesna područja, poput sektora strateškog razvoja i investiranja u „Lura d.d.“ i „Zagrebačkoj banci“. Akademski, Slunjski je imao priliku izabrati između poduzetništva i ljudskih potencijala, dok danas, 14 godina poslije, studenti mogu uz postojeća usmjerenja odabrati i između novih, kao što su in-



Mladi poduzetnik Marko Slunjski svoje današnje uspjehe zahvaljuje ulaganjima u obrazovanje

formacijske tehnologije i međunarodno poslovanje, na još jednoj lokaciji, u Zagrebu. Vjerujući u važnost obrazovanja, Slunjski je nastavio s ulaganjem u edukaciju završivši MBA program, program Rochesterskog instituta za tehnologiju, isto kao i ACMT.

Marku je, prema njegovim riječima, ACMT pružio savršene temelje i znanja poput projektnog pristupa i prezentiranja, rad u multidisciplinarnim timovima, te aktivno korištenje engleskog jezika. Naime, studenti primjenu naučenog moraju pokazati i u izradama brojnih projekata, od selektiranja projektne ideje do izrade cjelokupne dokumentacije i prezentacije, koji su dio njihovih ocjena. Markov današnji posao, koji uključuje razne projekte od investiranja i restrukturiranja tvrtki, provođenja programa EU, do regulatornih reformi u Egiptu, Vijetnamu i Siriji, uvelike su olakšali znanja i iskustva stečena tijekom studija i prakse. Poseban naglasak Marko stavlja na činjenicu da su ve-

ćina predavača tijekom studija bili profesionalci i eksperti u svom području, ljudi s iskustvom. U konačnici, stečeno znanje u kombinaciji s izvanrednim engleskim, u današnjem mu poslovanju predstavlja primjenu naučenog. S fakulteta je izašao s hrvatskom i američkom diplomom, koja mu je otvorila i mogućnost zaposlenja i poslovanja u inozemstvu.

Dekan ACMT-a tom je prilikom izjavio: « Ponosan sam na naše diplomante, koji su danas na tako visokim pozicijama, gdje između ostalog aktivno kreiraju budućnost vlastite zemlje. Njima je ACMT pružio temeljna znanja i praktično iskustvo, dok su oni to svojim kvalitetama nadogradili, i uz brandiranje samih sebe ojačali ACMT kao instituciju i prije svega kao odskočnu dasku za mnoge potencijale koji se kriju u mladima. Konstantno se trudimo napredovati i pružati nove mogućnosti, a Marko Slunjski, kao jedan od naših diplomanata, dokaz je da to uspješno radimo.»

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