



Š i f r a k a n d i d a t a :

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Državni izpitni center



JESENSKI IZPITNI ROK

**Osnovna raven
ANGLEŠČINA
Izpitna pola 1**

- A) Bralno razumevanje
B) Poznavanje in raba jezika

Sreda, 26. avgust 2020 / 60 minut (35 + 25)

*Dovoljeno gradivo in pripomočki:
Kandidat prinese nalivno pero ali kemični svinčnik.*

SPLOŠNA MATURA

NAVODILA KANDIDATU

Pazljivo preberite ta navodila.

Ne odpirajte izpitne pole in ne začenjajte reševati nalog, dokler vam nadzorni učitelj tega ne dovoli.

Prilepite kodo oziroma vpišite svojo šifro (v okvirček desno zgoraj na tej strani).

Izpitna pola je sestavljena iz dveh delov, dela A in dela B. Časa za reševanje je 60 minut. Priporočamo vam, da za reševanje dela A porabite 35 minut, za reševanje dela B pa 25 minut.

Izpitna pola vsebuje 2 nalogi v delu A in 2 nalogi v delu B. Število točk, ki jih lahko dosežete, je 50, od tega 20 v delu A in 30 v delu B. Vsaka pravilna rešitev je vredna 1 točko.

Rešitve pišite z nalivnim peresom ali s kemičnim svinčnikom v izpitno polo v za to predvideni prostor **znotraj okvirja**. Pišite čitljivo in skladno s pravopisnimi pravili. Če se zmotite, napisano prečrtajte in rešitev zapišite na novo. Nečitljivi zapisi in nejasni popravki bodo ocenjeni z 0 točkami.

Zaupajte vase in v svoje zmožnosti. Želimo vam veliko uspeha.

Ta pola ima 12 strani, od tega 3 prazne.



A) BRALNO RAZUMEVANJE

Task 1: Short answers

Answer in note form in the spaces below. Use 1–5 words for each answer. Bear in mind that all contracted forms with the exception of can't count as two words. There is an example at the beginning: Answer 0.

Example:

0. How did the earthquake affect the world's geography? *Japan is closer to America.*

1. Why were the farmers unable to sell their produce?

 2. Who was the target of the locals' anger after the disaster?

 3. Which two characteristics make a professional a good one when working in disaster-stricken areas?

 4. Why does the Okawa village lie in the danger zone?

 5. What indicates that each child in Okawa elementary school was well-provided-for in case of natural disasters?

 6. Why was the text of the Education Plan not informative enough?

 7. In addition to its height, why did the nearby hill appear to be the best place to evacuate the whole school to?

 8. According to Endo, why did Ishizaka abandon the plan to climb up the hill?

 9. Why did the local people take refuge on the school premises?

 10. What was the general atmosphere among the people at the evacuation point?



M 2 0 2 2 4 1 1 1 0 3

The school beneath the wave: the unimaginable tragedy of Japan's tsunami

The earthquake that struck Japan on Friday 11 March 2011 was the fourth most powerful in the history of seismology. It knocked the Earth six and a half inches off its axis; it moved Japan four metres closer to America. In the tsunami that followed, more than 18,000 people were killed. At its peak, the water was 40 metres high. Half a million people were driven out of their homes. Three reactors in the Fukushima Daiichi power station melted down, spilling their radioactivity across the countryside, the world's worst nuclear accident since Chernobyl. The earthquake and tsunami caused more than \$210bn of damage, making it the most costly natural disaster ever.

Pain and anxiety proliferated in ways that are still difficult to measure, even among people remote from the destructive events. Farmers, suddenly unable to sell their produce, killed themselves.

Blameless workers in electricity companies found themselves the object of abuse and discrimination. A generalised dread took hold, the fear of an invisible poison spread through air, through water – even, it was said, through mothers' milk.

Those who work in zones of war and disaster acquire, after a time, the knack of detachment. This is professional necessity: no doctor, aid worker or reporter can do their job if they are crushed by the spectacle of death and suffering. The trick is to preserve compassion without bearing each individual tragedy as your own; and as a foreign correspondent and sometime war reporter, I had mastered this technique. I knew the facts of what had happened, and I knew they were appalling. But at my core, I was not appalled.

It was quite late on, the summer after the tsunami, when I heard about a small community on the coast that had suffered an exceptional tragedy. Its name was Okawa; it lay in a forgotten fold of Japan, below hills and among rice fields. Okawa elementary school was more than 200 miles north of Tokyo in a village called Kamaya, which stands on the bank of a great river, the Kitakami, two miles inland of the point where it flows into the Pacific Ocean. When the children were finishing up the last school business of the week, the earthquake struck. The school building was evacuated with exemplary speed. Scarcely five minutes after they had been crouching under their desks, the children were in the playground, lined up by class, wearing the hard plastic helmets that were stored in each child's locker. Like many Japanese institutions, the operations of Okawa elementary school were governed by a manual. The Education Plan. It was based on a national template, which was adjusted according to the circumstances of each school. At Okawa, the deputy headmaster, Toshiya Ishizaka, had been responsible for revising the Education Plan, but he had left unchanged the generic wording of the template. As Ishizaka stood in the playground, he found only these vague words to puzzle over: "Primary evacuation place: school grounds. Secondary evacuation place, in case of tsunami: vacant land near school, or park, etc." The vagueness of this language was unhelpful. The reference to "park, etc" made little sense out here in the countryside, where there were fields and hills, but no parks as such. As for "vacant land", there was an abundance of that – the question was: where?

There was an obvious place of safety. The school was immediately in front of a forested hill, 220 metres high at its highest point. Until a few years ago, the children had gone up there as part of their science lessons, to cultivate a patch of shiitake mushrooms. This was a climb that the smallest among the children could have easily managed. Within five minutes – the time it had taken them to evacuate their classrooms – the entire school could have ascended high above sea level, beyond the reach of any conceivable tsunami.

One senior teacher, Junji Endo, later recalled a brief conversation with Ishizaka, after checking for stragglers inside the school. "I asked: 'What should we do? Should we run to the hill?' I was told that it was impossible with the shaking." But one of the survivors from the sixth year recalled a much more dramatic intervention. Endo, she said, had emerged from the school, calling out loudly, "To the hill! The hill! Run to the hill!" The boys began to run in the direction of the mushroom patch. But Endo was overruled, the boys were ordered to come back and shut up, and they returned obediently to their class. Two distinct groups of people were beginning to gather at the school. The first were parents and grandparents, arriving by car and on foot to pick up children. The second were local people from the village – to complicate matters further, Okawa elementary was itself designated an official place of evacuation for the village of Kamaya. And a drastic difference of opinion, verging at times on open conflict, was manifesting itself in the attitudes of the two groups.

In the playground, the children were becoming restless. A mood of bored resignation had established itself. It was cold. People shared blankets and hand-warmers. There was no sense of anything much happening, or that anything was likely to happen very soon. Mr Ishizaka, the deputy head, was absent from the playground. He reappeared suddenly. "A tsunami seems to be coming," he called. "Quickly. We're going to the traffic island. Get into line, and don't run."

(Adapted from an article in *The Guardian*, 27 November 2017, by Richard Lloyd Parry)



Task 2: Gapped sentences

In the following extract, ten sentence parts have been removed. Choose from sentence parts A–L the one which fits each gap (1–10). There are two extra sentence parts which you do not need to use. Write your answers in the table below. There is an example at the beginning: Gap 0 (M).

'I went loopy': the photographer who walked 12,000 miles from Wales to Poland

On 27 April this year, Michal Iwanowski left his house in Cardiff to walk to his home village of Mokrzeszów in Poland. Carrying British and Polish passports and wearing a T-shirt bearing the word "Polska", [0] sticking as closely as possible to a straight line he had drawn on a map. Over 105 days, it would take him through Wales, England, France, Belgium, the Netherlands, Germany and the Czech Republic.

Along the way, [1], recording his thoughts, encounters and impressions of the landscape, the images and words unfolding as a meditation on belonging and transience. “I saw the project as a way of thinking about the idea of home, not least because it would take me from the place I have lived in for 18 years to the place I come from. And I would be doing it at a time when Brexit had made the idea of home, identity and belonging a very politicised subject.”

Iwanowski had been thinking about walking to Poland for several years, after being confronted in 2008 by graffiti scrawled on a wall in the Roath area of Cardiff, where he lives. "Go Home, Polish," it read. He has since appropriated the line for the project's title. "I wasn't shocked, but it stayed with me," he says. "I started thinking, 'Should I be really going home or am I already home?' As Brexit became more unpredictable, [2]: how we can, if we have to, make a home anywhere and nowhere."

The photographer is no stranger to long, arduous journeys on foot. In August 2013, he set out from Kaluga [3], who escaped from a Russian gulag with his brother Wiktor in 1945. Travelling under cover of darkness, they made it home to Poland in three months. For his project, Clear of People, Iwanowski traced the same 1,360-mile route [4]. In freezing temperatures, he walked eight hours a day, staying in motels to thaw out and take notes. It was an often isolated journey through timeless terrain. “In the forest,” he says, “it’s possible everything looks the same now as it did 70 years ago.”

He wanted to make this latest journey more performative. To this end, he often appears in the images, sometimes as himself, sometimes as a generic wanderer lost in an unfamiliar landscape. In one self-portrait, he clings to a tree as if in danger from a threat just out of the frame. In another, [5] – the immigrant's experience distilled.

Central to the project was his desire to meet people. It was not always easy. In France, he did not really connect with anyone. In Germany, an enraged local chased him off a property where he stopped only to ask for directions. Most of the time, though, it was the sheer energy-sapping doggedness of the undertaking – “the drudgery and sweat” – that tested him as he trudged wearily through often empty, unchanging landscapes. On 8 July, his Instagram post read: “On Wednesday I crashed and decided to give up.” For a few hours, [6], he sat at the side of a road, exhausted and dehydrated. “It lasted a few hours,” he wrote. “I got back up.”

It wasn't all about endurance, though, a fact reflected in some of his more humorous self-portraits. "There was definitely a madness that crept in, a dreamscape element. You go slightly loopy, which is why the diary is important. It's keeping a thread, [7]. You realise it is the little poetic thoughts and observations that mean a lot."

Iwanowski's long walk ultimately proved both cathartic and life-affirming. "I think I have an ingrained kindness," he says. "But, like many people, I had become more cynical of late. The experience has banished that cynicism. People are OK. In fact, they are often gloriously generous." Although he is an infectiously cheerful individual, I had not expected such a remark. "Me neither," he says, laughing.

"Look, I know I am a white male and that I passed quickly through towns and villages, where I was not perceived as a threat. But my experience was so overwhelmingly positive that it has made me question everything I read about the hardening of attitudes that Brexit has supposedly provoked in the



media. I think [8] but ordinary people are stoical or confused – and perhaps a little angry. But they are also decent.”

In France and Germany, he encountered “so many people who were utterly baffled by Britain’s decision to leave the European Union”. The same was true in parts of Wales and England he passed through – including Chepstow, Reading, Folkestone and Dover. “I tried to engage people by telling them I was an artist and explaining the project,” he says. “With most, there was an immediate sigh of relief, followed by the words, ‘Fuck Brexit’ – often from those I felt would be staunch leavers. I met a guy in full hunting gear who told me he was devastated by the Brexit vote. I stayed with a posh banker lady from London who had attended a funeral the day after the referendum. She said, ‘I felt like I went to two funerals – one for a friend and one for my country.’”

However, he inevitably glimpsed signs of the new Fortress Europe: border police in Dunkirk, for example, questioning “men [9]”. When he finally reached his village, Iwanowski was welcomed by a party of locals near his home. “They had a banner and everything, but it looked a bit like a funeral procession – save for one lady who had dressed in bright glowing polyester and was wearing a wig. It was as if they had walked out of a weird August Sander photograph, [10].” Did it make him feel homesick? “In a way. But I was laughing uncontrollably at the absurdity of it all.”

Has this odyssey changed his way of thinking about home? "It confirmed something. I feel utterly at home walking in the landscape, wherever that landscape is."

(Adapted from an article in *The Guardian*, 24 September 2018, by Sean O'Hagan)

- A to retrace the steps of his grandfather Tolek
 - B record his impressions in writing
 - C I found myself thinking more about what you might call the human dilemma of home
 - D having thrown his rucksack into the bushes in a tantrum
 - E following a map Wiktor had drawn
 - F both visually and in terms of your thoughts
 - G he tries in vain to squeeze between two concrete posts
 - H Iwanowski posted a diary of his journey on Instagram
 - I to expect some difficulties
 - J that a few loud, extreme voices dominate the debate there
 - K in which people are waiting for something to happen but they are not sure what
 - L whose dark features made them suspicious
 - M he began his 1,200-mile journey east

0.
M



B) POZNAVANJE IN RABA JEZIKA

Task 1: Gap fill

There is one word missing in each gap. Write the missing words in the spaces on the right. Bear in mind that all contracted forms with the exception of *can't* count as two words. There is an example at the beginning: Gap 0.

Jellyfish have superpowers; they don't deserve their bad reputation

People rarely enjoy meeting _0_ jellyfish. On the beach they appear limp, amorphous and blistered in the sun. In the water it's often a brush of a tentacle on exposed skin followed _1_ a sting. They hardly evoke the serene elegance of a turtle or the majesty of a breaching humpback whale. But _2_ making a poor first impression, jellyfish are among the most unusual animals on Earth and deserve a second chance to introduce themselves.

Jellyfish are among the most abundant organisms in the sea. Recent research suggests _3_ are about 38 million tonnes of them just in the upper 200 metres of ocean. What's more, they are common in all oceans and have colonised the majority of marine habitats, including _4_ deep sea. One reason they are so common is that contrary _5_ appearances, a body made from jelly is a very successful strategy. Gelatinous bodies have existed, largely unchanged, for at least 500 million years, surviving all five major extinction events in the Earth's past that wiped _6_ 99 per cent of all life. Many jellies have evolved unique abilities, some of _7_ seem almost supernatural. Comb jellies produce mesmerising bioluminescent displays. One tropical species _8_ formed a symbiotic relationship with photosynthetic algae, which act like their own personal solar panels and let them obtain energy straight from the sun. Other species can produce copious amounts of offspring: large moon jellyfish females have been witnessed releasing over 400,000 young at a time.

Their most outstanding feature is surely their second chance at youth. When conditions are unfavourable, certain species, including compass, barrel, and moon jellyfish, can reverse their development and effectively turn back into jelly-juveniles in order to wait out the hard times.

Many jellyfish belonging to the class Scyphozoa have a remarkable and complex life cycle. These different life stages are so varied they were thought _9_ represent entirely different species for a long time. Adult jellyfish reproduce sexually, releasing thousands of babies known as planulae into the plankton. Planulae first spend a handful of days floating around before settling on hard base such as rocks, or artificial surfaces such as concrete or plastic. Each planula then develops into a polyp, a small life form that feeds off floating bits of plankton. These polyps reproduce asexually, forming a colony of clones. When the time is right, the clones undergo a process known as strobilation, which transforms _10_ one into something that looks like a stack of pancakes on a string. One _11_ one, they are then released into the surrounding plankton.

Although only a _12_ millimetres in size, and lacking the obvious characteristics of an adult, the "pancakes" are in fact tiny jellyfish. Eventually they will mature into sexually reproducing adults and begin the cycle anew. Depending on the species, a polyp can produce one, a handful, hundreds _13_ even thousands of jellyfish at a time, sometimes over a period of many years. The combination of the amazing reproductive ability of adult jellyfish, coupled with the asexual reproduction of polyps, is one of the reasons why vast swarms of jellyfish can apparently appear _14_ of nowhere.

Jellyfish can undoubtedly cause ecological and economic problems for humans. But jellyfish are also a source of medical collagen, which can be used in wound dressings or reconstructive surgery, and they are considered a delicacy in Japan and China. But the greatest jellyfish contribution to humankind must be the green fluorescent protein (GFP), a common biomarker synthesised from crystal jellies. GFP allows scientists to monitor _15_ certain genes work in real time, and has proved invaluable in medical research. Jellyfish may well have started out as the villain, but to many scientists around the world, they have become the inadvertent hero.

(Adapted from an article in *The Independent*, 20 December 2017, By Philip Lamb)



Example:

0. **a** _____

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____



Task 2: Gap fill (verbs)

For gaps 1–15, write the correct form of the verbs in brackets in the spaces on the right. There is an example at the beginning: Gap 0.

Come fly with me: Britain's passion for birds of prey

Centuries before guns made taking game for the table a relatively easy sport, man **_0_ (TEAM UP)** with falcons and hawks in a peculiar and precarious partnership which survived in the hands of only a dedicated few in the UK – until recently. Jim Chick, veteran falconer and chairman of the UK Hawk Board, estimates that when he began training birds of prey in the early Sixties, there **_1_ (MAY/BE)** just 75 other people doing the same. Now, there are around 25,000. From being virtually a dead sport, falconry **_2_ (RISE)** from the ashes to resonate with a new and unlikely band of followers.

Young men and women, even children raised on the Harry Potter films featuring a variety of owls, _3_ (NOW/COME) into the hobby, drawn to its darkly gothic image and its reputation for being a fiendishly hard art to master. For unlike dogs, which _4_ (CAN/TRAIN) to obey easily, birds of prey are very difficult to tame. The best a falconer can achieve is a working partnership with these imperious lords of the skies, all the while _5_ (ACCEPT) that although the bird will tolerate handling and hunting with – but not for – him, it will revert to a wild state in the blink of an eye, even after many years.

"Falconry is simply unlike anything else," says Stephen Lea, a former Sky Sports cameraman who is so addicted to hunting with his two peregrine falcons he gave up his job to spend more time with his birds. If he 6_ (**NOT/TAKE**) this decision, he would now not be able to pursue his passion. "The purity of it places it apart from all other hunting. It's as wild as it gets and takes the falconer back to a primitive, elemental state we have lost in our packaged, consumerist society. You cannot be an amateur falconer. The birds need 7_ (**WEIGH**) regularly, they require appropriate food, care for their feathers and health, training and above all, in season, several hours hunting almost daily." None of it is compatible with regular work and most falconers find a way 8_ (**COMBINE**) the need to hunt with their birds with their need to earn a living.

Surprisingly, that isn't putting new fans off: the entry-level falconry course, which was introduced due to demand in 2006, **_9_ (NOW/COMPLETE)** by 846 new falconers. Greg Whittaker, of York Falconry, said he **_10_ (HAVE TO/TURN)** several people away. "I can't keep up with requests for the hawks I breed. We have more and more people ringing us and we have to tell them all the birds are spoken for," he says.

Over its 4,000-year history, falconry was used to develop leadership skills in different cultures around the world. Often members of royal families **_11_ (TRAIN)** in falconry, not only because it was considered a sport of kings, but also because kings and princes were leaders of armies as well as countries and needed to develop leadership skills. Humans cannot impose their wishes on birds of prey; it's only through the skills of the falconer that the desired results can be achieved. **_12_ (DESCRIBE)** training a hawk or falcon as 'challenging' is to undersell a process the majority of us simply aren't cut out for. If you show fear to one of these incredible, intimidating, sometimes infuriating birds, even once, it **_13_ (NEVER/FORGET)** it. All you can do is **_14_ (OFFER)** them an easier path; the path of working with you instead of against you. But once it comes together – and bear in mind you may have a relationship with this awe-inspiring animal for 60 years – it makes every second worth it.

"My falcons are like my children," says Simon Curley, "our bond is deep and we understand and love each other. But much as I am thrilled and awed by the different birds I have trained, and while I intend to remain a falconer as long as I _15_ (**LIVE**), there is no emotional connection with the birds. Respect and admiration, yes, but ultimately they live in a different world from humans."

(Adapted from an article in *The Independent*, 8 December 2012, by Nicola Gill)

**Example:**

0. teamed up

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
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7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____



Prazna stran

V sivo polje ne pišite. V sivo polje ne pišite.



11/12

Prazna stran



Prazna stran

V sivo polje ne pišite. V sivo polje ne pišite.