



Šifra kandidata:

Državni izpitni center



M 1 2 2 2 4 1 2 1

JESENSKI IZPITNI ROK

Osnovna raven  
**ANGLEŠČINA**  
Izpitna pola 1

- A) Bralno razumevanje  
B) Poznavanje in raba jezika

Petek, 31. avgust 2012 / 60 minut (35 + 25)

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

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 in na ocenjevalni obrazec).

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 45, od tega 20 v delu A in 25 v delu B. Vsak pravilen odgovor je vreden 1 točko.

Rešitve, ki jih pišite z nalivnim peresom ali s kemičnim svinčnikom, vpisujte **v izpitno polo** v za to predvideni prostor. 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 8 strani, od tega 1 prazno.*

## A) BRALNO RAZUMEVANJE

## Task 1: Short Answers

Answer in note form in the spaces below. Use 1–5 words for each answer.

**Example:**

0. Whose volunteer service did the author join?

*New Zealand's.*

---

1. According to the text, who was allowed to immigrate to New Zealand?

---

2. What enabled the captain to go off course?

---

3. What motivation among applicants does VSA want to avoid?

---

4. Whose initiative was it to prolong the contract?

---

5. What is the common delusion about Vanuatu?

---

6. What has *Smolbag* experienced since its foundation?

---

7. Which part of the young population does *Smolbag* target?

---

8. What was the author's role in the youth centre?

---

9. In what way does *Moviestorm* encourage creativity?

---

10. Apart from creativity, what is the main advantage of *Moviestorm*?

---

## Making movies in Vanuatu

To Vanuatu from Scotland, via New Zealand. John Herd emigrated to New Zealand and then joined its volunteer service.

In 1994 my partner Alison and I decided to quit our well-paid and secure jobs in Edinburgh and swap the grey boredom of John Major's UK for the balmy climes of sunny Nelson in the South Island of New Zealand. I was just turning 35, a crucial cut-off point in that country's immigration policy at the time, so it was then or never!

New Zealand is a great place to live. There are not many countries in the world where the pilot of the national airline will divert an internal flight around a volcano announcing, "Ladies and gentlemen, we have a passenger on board today (me!) who has never seen Mt Taranaki, so, since we are ahead of schedule, let's take a quick spin around so he can take a few photographs." However, after 8 years we started to get restless again and were looking for new challenges. When I spotted a newspaper advert for a position as a volunteer IT trainer in the South Pacific nation of Vanuatu, through NZ's Voluntary Service Abroad (VSA), I brashly announced, "Alison, pack your bags!"

Becoming a volunteer and staying the course is actually a lot harder than many people think. VSA is very choosy, as volunteers are effectively representing the country overseas and the last thing they want to do is send a bunch of "Hooray Henrys" out for a good time. Your job is to transfer your professional skills to local counterparts and thus enhance the development process.

My first role was as an IT trainer in a Government Ministry and I must have done something right as my original two-year assignment was extended twice at their request, to four and half years in total. After a year with the Ministry of Education, I found my way to Vanuatu's almost legendary Wan *Smolbag Theatre (Smolbag)*, which is where I made a deviation in direction.

Now, Vanuatu is seen by many foreigners as a tropical paradise. In reality, however, it is on the UN's list of Least Developed Countries and suffers from many of the social problems associated with this fact. It has one of the fastest growing populations in the world, and 40 per cent of the population is now under 15. Education is not free and many children leave school at an early age, or indeed never go, as their families cannot pay the school fees. Consequently, literacy rates are poor and the majority of young people have very few prospects in life. So, inevitably, the levels of domestic violence, alcohol abuse and STIs are very high.

*Smolbag* started in 1989 as a small educational drama group travelling around the country performing in remote villages, and has grown enormously in size and reach since then. It has expanded from performing plays on outer islands (there are 80+ islands) on issues like sanitation, family violence, and civil rights to having its own theatre and youth centre buildings, several thriving environment programmes, health, sports and nutrition facilities, and employing around 100 local staff. It is also a place where some of the unemployed youth are given an opportunity for self-development and personal achievement.

In 2005, *Smolbag* set up a youth centre, with assistance from various international donors, to offer a range of fun, confidence-building and useful activities for local youth, including training them to use computers. That would be where I came in!

So there I was in 2007: 6 years experience working in Vanuatu as well as a few years in various parts of Africa when I was much younger. All well and good, but when I started at *Smolbag* and considered the computer training options, I had to shift my focus sideways a notch. Any sessions here would not be with under-trained professionals, but with a disparate group of youth having every level of formal education, from secondary to zilch, and in either of French or English. Ironically, many of these youth live in cramped settlement areas without electricity or water, yet the tool I have ended up placing at their fingertips is at the forefront of modern technology – a software called *Moviestorm*.

*Moviestorm* is quite simply a software which enables anyone to create their own digitally animated movies and I could see that through it young people here, with their natural effervescence but few options, might develop their creative skills and consolidate a sense of theatre and film through the computer. In a very real sense, they could experience virtually the entire production process. The real beauty of it is that *Moviestorm* requires relatively little in the way of sophisticated resources or money, which means someone in Vanuatu stands as good a chance as anyone anywhere of producing a great piece of work.

As a technology, it has been a great leveller and helped the young people we are working with realise they are every bit as talented as someone in a more developed country. In the field of technology, all they lacked up to now was the opportunity.

(Adapted from an article in *The Telegraph*, 11 June 2010, by John Herd)

## Task 2: Gapped Sentences

In the following extract, 10 sentence parts have been removed.

Choose from the sentence parts A–K the one which fits each gap (1–10). There is one extra sentence part which you do not need to use.

WRITE your answers in the spaces next to the numbers.

There is an example at the beginning: Gap 0.

### Meet Jude's four-legged saviour

Inconsolable, unstoppable, explosive: Jude's tantrums are nothing like those of most other five-year-olds. He is autistic, and his mother, Kristina Hughes, has had to face such panic-filled episodes many times before – at home, in the street, in the supermarket.

Jude's anxiety is brought on by the presence of strangers and minor changes to his routine – and soothing words and a hug from his parents can't necessarily make things better. "Normal" reactions to such distress aren't always the right ones (0 L).

Kristina, 40, admits that she has found it hard to cope at times, but has also seen herself as being on a positive learning curve. And now she has acquired a new ally in the struggle: Claude, the family dog. Through intensive training, the black Labrador has been taught to respond to Jude and (1 \_\_\_\_). The tantrum is interrupted, allowing Kristina to engage with her son; the boy's anxiety subsides ... and Claude is rewarded with a biscuit.

There is a growing awareness that (2 \_\_\_\_). A joint research project has just been launched by the Dogs for the Disabled charity, University of Lincoln academics and the National Autistic Society to find out more about this extraordinary connection.

Kristina says her marriage to David, an architect, came under enormous pressure because of the strain of providing 24-hour care for a child (3 \_\_\_\_). Their other son, Gabriel, nine, had to live with his brother receiving much of the attention. Inevitably, the siblings could bicker and fight, but Claude has added to Gabriel's life, too, often keeping him company when Jude is in need of his parents' time.

Jude is bright and a good reader for his age, and within the family is "massively affectionate" and "talks 19 to the dozen", (4 \_\_\_\_), makes little eye contact and is disturbed by unfamiliar sights and smells. A change of routine is enough to spark an anxiety attack.

In trying to find help, Kristina came across a book called *A Friend Like Henry*, the story by Nuala Gardner of an autistic boy's relationship with his golden retriever. This inspired Kristina to do some more research. She discovered that Jude could have a trained "assistance dog", a guide dog for autistic children. The couple's hopes, however, were dashed when they were told (5 \_\_\_\_). The Hugheses decided that a pet dog, even one not specially trained, might be good for Jude and, after several visits to a dog-owner in Putney, they chose Claude, a six-week-old puppy. They showed Jude videos of Claude and the other puppies, and explained that he was going to live with them, and (6 \_\_\_\_). The response amazed his parents. The day they brought Claude home, Jude "bonded" with him, talking directly to him – something he had never done to anybody except his family until then – and using words even his parents had never heard him use before. He spelt out Claude's name in letter

bricks on the floor. "It was quite emotional," says his mother. "Jude and Claude just keyed into each other straight away."

Claude was used as a "model" for Jude, for everything from potty training and cleaning his teeth to sampling new foods and putting his tie on for school. "We would take Claude out to do his business in the right place. Jude would then want to copy him by doing his in the right place – the loo. Then when Jude went to school we would put a tie around Claude's neck and (7 \_\_\_\_). Jude would laugh and say 'Claude's not going to school!' but then wanted to put his tie on. Suddenly, things that had been really stressful had become much easier, thanks to Claude."

There were still problems. Jude was amused to discover that when he pulled Claude's tail the dog yelped. So he kept pulling it and Claude kept yelping. His parents explained patiently (8 \_\_\_\_). Ingeniously, they taught him to kick a squeaky cushion. Jude was excited that every time he kicked the cushion it squeaked and he was successfully diverted away from pulling Claude's tail to another repetitive, but more benign, action.

Kristina's research led her to contact Dogs for the Disabled, which helps people with a wide range of disabilities (9 \_\_\_\_). Last year, she attended a pilot PAWS (Parents Autism Workshops and Support) course to learn how a dog could help families with autistic children. That was (10 \_\_\_\_), and how to use Claude as a "model" for Jude. The click comes from pressing a button on a box: when the dog responds in the right way, say by approaching the child's hand or head, nuzzling or licking his hand or ear, the clicker is clicked and it is given a reward.

(Adapted from an article in *The Telegraph*, 21 November 2010, by David Harrison)

- A but outside he can be quiet and introverted
- B where she learnt the "click and treat" technique
- C until he had seen a red bus go past the house
- D dogs can play a key role in ending tantrums in children
- E how Claude would need to be looked after
- F say he was ready for school
- G there was a three-year waiting list for assistance dogs
- H lick his hand at such moments
- I to use dogs to improve their quality of life
- J whose relationship with the world is different from most other people's
- K that Jude's behaviour was making Claude and the family unhappy
- L when helping children with autism

## B) POZNAVANJE IN RABA JEZIKA

## Task 1: Gap Fill

For gaps 1–15, write one missing word in the spaces on the right.

There is ONE word missing in each gap.

There is an example at the beginning: Gap 0.

## How gestures help babies born to poorer families

Mothers who use hand gestures based \_\_\_0\_\_\_ sign language can dramatically improve their baby's vocabulary, new research reveals today.

Academics spent two years teaching mothers from low-income families how to use baby sign, in \_\_\_1\_\_\_ gestures represent objects and actions. They then compared them to another group that \_\_\_2\_\_\_ not undergone the lessons and found that babies exposed to sign language had a significantly better vocabulary.

"The link \_\_\_3\_\_\_ gesture and speech is very strong," said Elizabeth Kirk, lead author of the study, which \_\_\_4\_\_\_ funded in part by the Economic and Social Research Council. She visited Sure Start Children's Centres and held informal sessions to teach mothers about Makaton gestures, which use signs to represent actions such as drinking or animals such as ducks. "We showed \_\_\_5\_\_\_ shapes, talked about making eye contact, about coming down to the level of their baby, saying the word \_\_\_6\_\_\_ the same time and waiting for a response," she said.

Now Kirk and her team want to encourage Sure Start centres across the country, which \_\_\_7\_\_\_ targeted at poorer families, to incorporate gestures into the communication classes they run.

The mothers involved \_\_\_8\_\_\_ the study said they became more aware of what they were doing with their hands and understood their babies better by the end. One said: "I feel he can understand me more and that has calmed me, made me less apprehensive about things." Another said: "You get more of a bond."

Baby sign is fast becoming big business, with books and courses that promise to improve a baby's IQ, reduce frustration and improve bonding. Some sites encourage people to "cash in" on the market \_\_\_9\_\_\_ running classes from home. A number of threads on *Mumsnet*, a parenting website, are dedicated to discussions about non-verbal language.

However, Kirk said her research found that sign lessons only made a difference where children started out with poor language skills. It was \_\_\_10\_\_\_ waste of money for other mothers to pay for courses.

A second study involving families on higher incomes produced markedly different results. "We looked at the babies at 8, 10, 12 and 20 months, filmed their interactions with their mothers and spoke regularly on the phone to the family," said Kirk. This time \_\_\_11\_\_\_ was no effect on vocabulary for most children.

She concluded that the mothers were already using their hands to communicate and that their children were at "peak performance" in terms of language so could not improve further.

Previous studies \_\_\_12\_\_\_ shown that middle-class parents tend to speak to their children more often \_\_\_13\_\_\_ use a wider vocabulary. They are also likely to point at things more often, which \_\_\_14\_\_\_ turn makes their children point more.

Kirk concluded: "Spending time interacting with your baby, and making the \_\_\_15\_\_\_ of your hands when you speak as well as your voice, is the best thing that a mum can do to help her baby's language to flourish."

Children's charities welcomed the findings. Anne Longfield, chief executive of 4Children, said that a shortage of health visitors meant they had less time to carry out speech and language checks. "Children's communication is already a strong strand of Sure Start and I think it is a strand that is becoming increasingly important," she added.

(Adapted from an article in *The Observer*, 14 March 2010, by Anushka Asthana)

- |     |                       |
|-----|-----------------------|
| 0.  | _____ <b>on</b> _____ |
| 1.  | _____                 |
| 2.  | _____                 |
| 3.  | _____                 |
| 4.  | _____                 |
| 5.  | _____                 |
| 6.  | _____                 |
| 7.  | _____                 |
| 8.  | _____                 |
| 9.  | _____                 |
| 10. | _____                 |
| 11. | _____                 |
| 12. | _____                 |
| 13. | _____                 |
| 14. | _____                 |
| 15. | _____                 |

## Task 2: Multiple Choice

For gaps 1–10, choose the answer (A, B, C or D) which fits according to the text.

There is an example at the beginning: Gap 0.

## The King's Speech

There are many forms of irony – verbal, dramatic, situational and so 0 – but the one that surely applied to King George VI was the irony of fate. It was as if the gods, or Fates, were amusing themselves by toying with his mind, mocking his failings, reminding him that he was very much a mortal. It was, after all, almost 1 for him to pronounce the letter 'k', thanks to his debilitating nervous stammer. A cruel fate for a king.

2 crueller, his reign coincided with a revolution in mass communication. For the first time in British history, people could listen to their monarch 3 them through their wireless sets, as if he 4 with them in their living rooms.

But the technology didn't allow George VI to pre-record his broadcasts, 5 would be the case for the generations that followed. 6 he delivered a speech to the nation, it had to be done through a live microphone, without editing, an agony for a stammerer.

The layers of irony did not end there. Because he had been told that tobacco might help with his stammer, George VI chain-smoked – and he consequently died of lung cancer at the age of 56 in 1952. And the greatest irony of 7? This vulnerable and stammering king 8 to be exactly the right man at the right time.

The stammering that defined him, and the courage with 9 he tried to beat it, came to symbolise the vulnerability of the British people as they stood alone against the Nazi tyranny that had the rest of Europe in its grip. A certain solidarity between monarch and subject emerged, especially when George VI overruled requests from the government that he and his family relocate to the 10 of Canada. This became a mutual love the day after a Luftwaffe bomb landed on Buckingham Palace.

(Adapted from an article in *The Telegraph*, 5 January 2011, by Nigel Farndale)

- |                   |              |                 |              |
|-------------------|--------------|-----------------|--------------|
| 0. A farther      | B further    | <b>C on</b>     | D forward    |
| 1. A helpless     | B impossible | C pointless     | D incapable  |
| 2. A Even         | B More       | C So            | D Than       |
| 3. A telling      | B speaking   | C communicating | D addressing |
| 4. A would be     | B were       | C has been      | D is         |
| 5. A as           | B like       | C so            | D whereas    |
| 6. A However      | B Before     | C When          | D While      |
| 7. A whole        | B all        | C it            | D them       |
| 8. A showed up    | B turned up  | C turned out    | D showed out |
| 9. A that         | B what       | C which         | D whom       |
| 10. A confinement | B solitary   | C protective    | D safety     |

Prazna stran