Šifra kandidata:

Državni izpitni center

SPOMLADANSKI IZPITNI ROK

M 2 0 1 2 4 2 1 1

Višja raven

ANGLEŠČINA

Izpitna pola 1

A) Bralno razumevanje
B) Poznavanje in raba jezika

Sobota, 30. maj 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 2 prazni.

© Državni izpitni center
Vse pravice pridržane.

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. What did Mrs Packletide intend to do when in India? ***Shoot a tiger***.

1. According to Mrs Packletide, what would constantly remind Loona Bimberton of Mrs Packletide's achievement?

   _____

2. What was the purpose of the village children's activities?

   _____

3. Why did the villagers select that particular goat on the night of the hunt?

   _____

4. What made Miss Mebbin a good employee?

   _____

5. Which tiger's move was unexpected for the hunters?

   _____

6. Which fear of the villagers eventually came true?

   _____

7. How did Mrs Packletide ensure that her secret would stay hidden?

   _____

8. What indicates that Loona Bimberton acted according to the rules of etiquette?

   _____

9. During her confrontation with Miss Mebbin, what showed Mrs Packletide's vulnerability?

   _____

10. What symbolises the source of Miss Mebbin's fortune?

   _____

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

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

Mrs Packletide's Tiger

It was Mrs Packletide's pleasure and intention that she should shoot a tiger. Not that the lust to kill had suddenly descended on her, or that she felt that she would leave India safer and more wholesome than she had found it, with one fraction less of wild beast per million of inhabitants. The compelling motive for her sudden deviation towards the footsteps of Nimrod was the fact that Loona Bimberton had recently been carried eleven miles in an aeroplane by an Algerian aviator, and talked of nothing else; only a personally procured tiger-skin and a heavy harvest of Press photographs could successfully counter that sort of thing. Mrs Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation. She had also already designed in her mind the tiger-claw brooch that she was going to give Loona Bimberton on her next birthday.

Circumstances proved favourable. Mrs Packletide had offered a thousand rupees for the opportunity of shooting a tiger, and it so happened that a neighbouring village could boast of being the favoured rendezvous of an animal of respectable antecedents, which had been driven by the increasing infirmities of age to abandon game-killing and confine its appetite to the smaller domestic animals. The prospect of earning the thousand rupees had stimulated the instinct of the villagers; children were posted night and day on the outskirts of the local jungle to head the tiger back in the unlikely event of his attempting to roam away to fresh hunting-grounds, and the cheaper kinds of goats were left about with elaborate carelessness to keep him satisfied with his present quarters. The one great anxiety was that he would die of old age before the date appointed for the memsahib's shoot.

The great night duly arrived, moonlit and cloudless. A platform had been constructed in a comfortable and conveniently placed tree, and thereon crouched Mrs Packletide and her paid companion, Miss Mebbin. A goat, gifted with a particularly persistent bleat, such as even a partially deaf tiger might be reasonably expected to hear on a still night, was tethered at the correct distance. With an accurately sighted rifle, the sportswoman awaited the coming of the quarry.

"I suppose we are in some danger?" said Miss Mebbin. She was not actually nervous about the wild beast, but she had a morbid dread of performing an atom more service than she had been paid for.

"Nonsense," said Mrs Packletide; "it's a very old tiger. It couldn't spring up here even if it wanted to."

"If it's an old tiger I think you ought to get it cheaper. A thousand rupees is a lot of money."

Louisa Mebbin adopted a protective elder-sister attitude towards money in general, irrespective of nationality or denomination. Her energetic intervention had saved many a rouble from dissipating itself in tips in some Moscow hotel, and francs and centimes clung to her instinctively under circumstances which would have driven them headlong from less sympathetic hands. Her speculations as to the market depreciation of tiger remnants were cut short by the appearance on the scene of the animal itself. As soon as it caught sight of the tethered goat it lay flat on the earth, seemingly less from a desire to take advantage of all available cover than for the purpose of snatching a short rest before commencing the grand attack.

"I believe it's ill," said Louisa Mebbin.

"Hush!" said Mrs Packletide, and at that moment the tiger commenced ambling towards his victim.

"Now, now!" urged Miss Mebbin with some excitement; "if he doesn't touch the goat, we needn't pay for it."

The rifle flashed out with a loud report, and the great tawny beast sprang to one side and then rolled over in the stillness of death. In a moment, a crowd of excited natives had swarmed on to the scene and their triumph and rejoicing found a ready echo in the heart of Mrs Packletide; already that luncheon-party in Curzon Street seemed immeasurably nearer.

It was Louisa Mebbin who drew attention to the fact that the goat was in death-throes from a mortal bullet-wound, while no trace of the rifle's deadly work could be found on the tiger. Evidently the wrong animal had been hit, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay. Mrs Packletide was pardonably annoyed at the discovery; but, at any rate, she was the possessor of a dead tiger, and the villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast. And Miss Mebbin was a paid companion. Therefore did Mrs Packletide face the cameras with a light heart, and her pictured fame reached from the pages of the *Texas Weekly Snapshot* to the *Novoe Vremya*. As for Loona

Bimberton, she refused to look at an illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions, but she declined the luncheon-party.

From Curzon Street the tiger-skin rug travelled down to the Manor House, and was duly inspected and admired by the county, and it seemed a fitting thing when Mrs Packletide went to the County Costume Ball in the character of Diana.

“How amused everyone would be if they knew what really happened,” said Louisa Mebbin a few days after the ball.

“What do you mean?” asked Mrs Packletide quickly.

“How you shot the goat and frightened the tiger to death,” said Miss Mebbin.

“No one would believe it,” said Mrs Packletide, her face changing colour as rapidly as though it were going through a book of patterns before post-time.

“Loona Bimberton would,” said Miss Mebbin. Mrs Packletide’s face settled on an unbecoming shade of greenish white.

“You surely wouldn’t give me away?” she asked.

“I’ve seen a week-end cottage near Darking that I should rather like to buy,” said Miss Mebbin with seeming irrelevance. “Six hundred and eighty, freehold. Quite a bargain, only I don’t happen to have the money.”

ꕥ

Louisa Mebbin’s pretty week-end cottage, gay in summer-time with its newly planted garden borders of tiger-lilies, is the wonder and admiration of her friends.

“It is a marvel how Louisa manages to do it,” is the general verdict.

(Adapted from “Mrs Packletide’s Tiger” by H. H. Munro (Saki))

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

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

Prazna stran

M 2 0 1 2 4 2 1 1 0 6

Task 2: Gapped text

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

Rising social media use has sparked a passionate debate among psychologists: Are today's young people more "Generation Me", or "Generation We"?

At the next table in the cafe where I was working this morning, a young woman spent a whole hour talking excitedly to her older companion. **[0]** It was hard to avoid the impression that she thought herself the centre of the Universe. She considered her dreams eminently fascinating and important.

Is this simply what young people or "millennials" (people born after 1980) are like these days? This is fuelled by the endless opportunity for self-promotion and self-reflection on social media, combined with a wider culture that's arguably placed greater emphasis on the importance of self-esteem than learning. Have young people's personalities changed from earlier generations to become more narcissistic and selfish? Psychologists are divided. Some say the evidence that the young have become "Generation Me" is overwhelming. **[1]**

The most vocal proponent of the view that young people today are more narcissistic and self-centred than in previous generations is psychologist Jean Twenge. At San Diego State University, California, she has been studying this tendency for more than 15 years. Twenge believes that the rise in narcissism has its roots in cultural changes, especially the increased focus on individualism through the last few decades. **[2]** Another possible theory is that it's down to what's been dubbed the "self-esteem movement." This is the idea that many of society's problems, from drug addiction to violence, can be traced to people having low self-esteem. **[3]** In fact, myth No. 33 in the book *50 Great Myths of Popular Psychology* is "Low self-esteem is a major cause of psychological problems". Nevertheless, thanks to this movement, especially through the 1980s and 1990s, efforts were made to protect young people from negative feedback, such as poor grades, for fear it may damage their self-esteem. Instead, self-love and feelings of being "special" were nurtured.

Much of Jean Twenge's case is based on the "Narcissistic Personality Inventory". **[4]** One of them is narcissistic in tone ("I will be a success") and the other not ("I am not too concerned about success"). Twenge's studies show that scores have risen among US college students over time. For example, she found that, among a 2009 statistical group, almost two-thirds of undergraduates were more narcissistic than those from 1982. Summarising her position in a 2013 review, Twenge concluded: "At the moment, the evidence clearly supports the view that today's young generation is – at least compared to previous generations – more 'Generation Me' than 'Generation We'."

Others disagree, among them Jeffrey Arnett at Clark University, Worcester. **[5]** He also doubts whether the "Narcissistic Personality Inventory" really measures narcissism at all. For instance, the supposedly narcissistic option on the inventory could sometimes actually be a measure of benign, or harmless confidence. He points to examples such as "I am assertive" versus "I wish I were more assertive". Arnett cites the fact that the young are more likely to volunteer and more tolerant of diversity. He says his view is directly the opposite of Twenge's. Today's emerging adults are not only less narcissistic. **[6]**

In fact, there's mounting evidence that this might just be the case. Take a study which is about to be published in the journal *Psychological Science*. Personality expert Brent Roberts and his colleagues compared scores on the "Narcissistic Personality Inventory" among several cohorts of over 50,000 students who attended three American universities in three separate eras: the 1990s, 2000s and early 2010s. Unlike most of the earlier research, Roberts' team didn't just look at narcissism directly. **[7]** They also accounted for the fact that students from different generations may interpret the statements they were tested with differently. However, when the researchers sliced the data, they found the same pattern: narcissism has been declining among young people since the 90s. In a press release, Roberts also added that older generations may have forgotten their own youthful narcissism. **[8]** People have faulty memories. They don't remember that they were rather self-centered when they were young.

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

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

For their part, Twenge and her colleagues are convinced that narcissism is on the rise. Among other things, they've discovered that more recent pop songs contain more words pertaining to self-focus compared to 80s hits. **[9]**

These scholarly debates are raging against a backdrop of rising of social media use, selfies and the habit of constantly updating everyone else with what you're doing, thinking and feeling. It's hard to resist the conclusion that this technological and cultural change may be fostering a rise in vanity and narcissism. Twenge has certainly made the link. In a 2013 article for *The New York Times*, she called social media a "narcissism enabler" but conceded that there is little evidence to show that social media actually causes narcissism. **[10]** But that doesn't mean that such activities make you a narcissist. In fact, there's evidence that the more "agreeable" you are – trusting, warm and friendly – the more active you're likely to be on social media.

(Adapted from http://www.bbc.com, 17 November 2017, by Christian Jarrett)

A Also in books, the use of more individualistic words and phrases, such as "I am special", has been on the rise.

B Unfortunately, countless studies have shown this theory simply doesn't hold water.

C They're in fact an exceptionally generous generation that holds great promise for improving the world.

D Others counter just as strongly that this simply isn't true.

E This is a measure that asks people to choose between 40 pairs of self-descriptive items.

F Indeed, data suggest that narcissists are more likely to post selfies.

G It just fades with age.

H Intriguingly, they also found evidence of rising self-confidence.

I For example, parents and society today arguably place greater value on young people's individual achievements.

J They also studied other, related traits such as vanity, entitlement and leadership.

K Years of incremental improvements have added up to a substantial increase in test scores.

L To begin with, US college students can hardly be representative of young people as a whole.

~~**M**~~ She spoke about herself, her hopes and aspirations for her job, her romantic relationship and her home.

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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.

We are slaves to the printed word, but only handwriting conveys real beauty

When did you last write a letter, that is, really "write" one? I still struggle to handcraft thank-yous and letters of congratulation **_0_** commiseration. I take reporting notes and scrawl messages, **_1_** often cannot decipher the result. My speed-writing has long gone and I cannot imagine my fingers surviving a student essay. A page of sustained writing is a calligraphic car crash.

It is little surprise that schools across the western world are giving up teaching "cursive", joined-up writing to you and me. Last month the Finnish education system decided that children need only imitate printed letters while concentrating on "developing digital skills". In the US, where joined-up script once seemed as sacred as the constitution, almost all states are making cursive **_2_** mere option. A conference about handwriting in schools three years **_3_** found that only a third of teachers were still using cursive, with 8% using print and a majority using a "hybrid" of the two. Swirls, loops, ascenders and descenders appear to be the stuff of yesterday, gone the way of hand signals when driving, and sewing on buttons.

Britain cannot be far behind. The national curriculum, that bastion of the old ways, still insists that children "be taught to write with a joined style as soon as they can form letters securely with the correct orientation". Yet last year a poll found that a third of respondents had **_4_** put proper pen to paper in six months. They saw no need. Why use five fingers when a thumb will do? Why risk indecipherability when **_5_** fool can read txt?

The ultimate test of any means of communication is **_6_** it communicates efficiently. Writing is a language, like any other. Those who thought the written word **_7_** die out with the explosion of mobile phones were plain wrong. Telephonic communication is reportedly on the wane. We prefer to text, so the experts say, **_8_** such contact allows us to be more distant, less committing and therefore safer. The internet has seen a huge revival in the use of the written word – just not in the handwritten one.

I am relaxed about this. I can fly without understanding aerodynamics. I can drive without mending a car. I can use a computer without being able to code or write algorithms. We all have enough innovation with **_9_** to keep pace without being burdened with past practices. If we no longer have to write by hand, **_10_** try?

The Finnish thesis is that, provided pupils can write the elements of an alphabet, cursive is confusing gibberish. They **_11_** see cursive on a screen (except with cursive programmes) and have enough trouble messing between capitals and lower case, with capitals reputedly also on the way out. Now we can talk into our mobiles and see **_12_** we say printed out; in time there will be no need to fumble over the qwerty keyboard. Indeed the survival of the qwerty board itself – designed by Victorians to avoid the typewriter arms of adjacent letters clashing in motion – must be the most extraordinary past relic to survive into the computer age.

Most American debate on the subject has switched to the advance of hybrid. The organisation *Handwriting Without Tears* says cursive has anyway evolved to being "simplified without curly qs and loopty loops". Under hybrid some letters are joined up and others not. Some lower-case letters mix with capitals when they are roughly the same, or perhaps when they are not. The one doubt is **_13_** long teachers can tolerate such anarchy. There is talk of a "period of transition" from cursive to print, or of a sudden change, as when Sweden switched to right-hand driving in 1967. Teachers crave rules.

For all that, handwriting remains one of the few practical handicrafts to which humans still adhere. Cursive script may be **_14_** useless to the generality of pupils as algebra and the periodic table. But it connects hand and brain in a task of active engagement: what used to be called penmanship. It is an act of aesthetic creation.

(Adapted from an article in *The Observer*, 20 August 2015, by Simon Jenkins)

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

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

Example:

0. ***or*** _____

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

M 2 0 1 2 4 2 1 1 1 0

Task 2: Gap fill (verbs)

For gaps 1–16, write the correct form of the verbs in brackets in the spaces on the right. There is an example at the beginning: Gap 0.

Churchill tried to cover up Nazi plan to woo former king

Winston Churchill and Dwight Eisenhower tried **_0_ (SUPPRESS)** captured Nazi documents that showed Britain's former King Edward VIII discussing his desire for peace with Adolf Hitler, according to files newly **_1_ (RELEASE)** in London.

The National Archives published more papers from the U.K. government's secret basement storeroom in the Cabinet Office where papers which were deemed too difficult and too sensitive for the regular filing system **_2_ (HIDE AWAY)**. They include a 1953 memo from Churchill, marked "top secret", **_3_ (EXPLAIN)** the existence of a series of German telegrams carrying reports of comments by the Duke of Windsor, as Edward VIII was known after he abdicated in 1936.

"He is convinced that had he remained on throne, war **_4_ (AVOID)**, and describes himself as firm supporter of a peaceful compromise with Germany," reported a telegram from Lisbon in neutral Portugal, where the Duke **_5_ (STAY)** in July 1940. "Duke believes with certainty that continued heavy bombing will make England ready for peace."

Edward abdicated so he **_6_ (CAN/MARRY)** an American divorcee, Wallis Simpson. The couple set up home in France, but when World War II broke out they moved to Spain. The government in Madrid, formally neutral but sympathetic to Germany, asked for guidance from Berlin as to what should be done with them. German Foreign Minister Joachim von Ribbentrop replied, asking if they could be kept there. Then he ordered a watch on their house.

Ribbentrop's interest was aroused when he was told, a few days later, that in private "Windsor spoke strongly against Churchill and against this war". While he considered what to do, the Duke and Duchess **_7_ (MAKE)** their way to Portugal, where they made similar comments. The Nazis decided to act.

"The Duke should return to Spain under all circumstances," Ribbentrop wrote, adding that they should then be "persuaded or forced" to stay there. His plan was then to offer the Duke "the granting of any wish," including "the ascension of the English throne."

Churchill, meanwhile, was alive to the danger of having an alternative monarch so close to **_8_ (BE)** in Nazi hands. He appointed the Duke as governor of the Bahamas. When the Windsors were reluctant to leave Europe, Churchill threatened Edward, who **_9_ (HOLD)** honorary military rank, with court-martial. Ribbentrop, anxious not to let his prize escape, launched Operation Willi to persuade the Windsors to return to Spain, **_10_ (KIDNAP)** them if necessary. But despite sabotage attempts and bomb threats, the Germans failed.

The plan was "to persuade the Duke to leave Lisbon in a car as if he **_11_ (GO)** on a fairly long pleasure jaunt, and then to cross the border at a specified place, where Spanish secret police will ensure a safe crossing," according to a note sent to Ribbentrop.

The telegrams describing their operation were found in 1945 as Hitler's regime collapsed. When they were passed to the British government, Clement Attlee, who **_12_ (REPLACE)** Churchill as Prime Minister, wrote to his predecessor, saying that their publication "might do the greatest possible harm". Churchill replied, agreeing and expressing the hope that it might be possible to "destroy all traces" of the files.

But after Churchill returned to power in 1951, he was horrified **_13_ (LEARN)** that Attlee had subsequently changed his mind, apparently at the urging of Foreign Secretary Ernest Bevin. Historians in Washington now proposed to publish the Nazi telegrams.

In 1953, Churchill wrote to President Eisenhower, expressing his concern that "they might leave the impression that the Duke was in close touch with German agents and was listening to suggestions

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

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

that were disloyal". Eisenhower, who had been the allies' supreme commander, had seen the telegrams in 1945, but believed he **_14_ (CONCEAL)** them successfully, arguing they were "obviously concocted with some idea of promoting German propaganda". He was unaware a microfilm of them had been passed to the State Department.

By the 1950s, too many people **_15_ (SEE)** the messages for them to be destroyed, and the British historian in charge of preparing the documents for publication threatened to resign if they **_16_ (SUPPRESS)**. They were eventually published in 1957, with the Duke describing them as "complete fabrications".

(Adapted from https://www.bloomberg.com)

Example:

0. ***to suppress***

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

M 2 0 1 2 4 2 1 1 1 2

Prazna stran

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