

ANGLEŠČINA

Predmetni izpitni katalog za splošno maturo ◀

Predmetni izpitni katalog se uporablja od spomladanskega izpitnega roka **2012**, dokler ni določen novi. Veljavnost kataloga za leto, v katerem bo kandidat opravljal maturo, je navedena v Maturitetnem izpitnem katalogu za splošno maturo za tisto leto.



ric

Državni izpitni center

KAZALO

1	UVOD.....	5
2	IZPITNI CILJI	6
3	ZGRADBA IN OCENJEVANJE IZPITA	7
3.1	Shema izpita.....	8
3.2	Vrste besedil, tipi nalog in ocenjevanje.....	9
3.3	Merila ocenjevanja izpita in posameznih delov	13
4	IZPITNE VSEBINE IN CILJI	20
4.1	Sporazumevalne funkcije	20
4.2	Tematska področja.....	20
4.3	Jezikovne strukture	21
4.4	Izbor umetnostnih besedil	21
5	PRIMERI NALOG ZA PISNI IZPIT	22
5.1	Bralno razumevanje	22
5.2	Poznavanje in raba jezika	34
5.3	Slušno razumevanje.....	42
5.4	Pisno sporočanje.....	48
6	USTNI IZPIT	50
6.1	Primeri nalog	50
7	KANDIDATI S POSEBNIMI POTREBAMI	53
8	LITERATURA.....	54

1 UVOD

Predmetni izpitni katalog za splošno matura Angleščina (v nadaljnjem besedilu katalog) vsebuje podatke o ciljih, vsebinah, poteku izpita in načinu ocenjevanja. Namenjen je usmerjanju kandidatov¹ pri pripravi na splošno matura.

Splošno matura iz angleščine je mogoče opravljati na dveh ravneh zahtevnosti, in sicer na osnovni in višji ravni.

Kandidat, ki bo opravljal izpit splošne mature iz angleščine, mora dokazati, da dosega izpitne cilje na osnovni ravni, tisti, ki ga bo opravljal na višji ravni, pa v katalogu opredeljene še izpitne cilje na višji ravni.

Katalog temelji na veljavnem učnem načrtu za angleščino² ter na sklepih Državne komisije za splošno matura o strukturi izpitov in predmetnih izpitnih katalogov, opredeljenih v veljavnem *Maturitetnem izpitnem katalogu za splošno matura*.

Državna predmetna komisija za splošno matura za angleščino

¹ V predmetnem izpitnem katalogu uporabljeni samostalniki moškega spola, ki se pomensko in smiselno vežejo na splošna, skupna poimenovanja (npr. kandidat, ocenjevalec), veljajo tako za osebe ženskega kot moškega spola.

² Učni načrt. Angleščina [Elektronski vir]: gimnazija: splošna, klasična, strokovna gimnazija: obvezni ali izbirni predmet in matura (420 ur)/predmetna komisija Vineta Eržen ... [et al.]. - Ljubljana: Ministrstvo za šolstvo in šport: Zavod RS za šolstvo, 2008. Sprejeto na 110. seji Strokovnega sveta RS za splošno izobraževanje 14. 2. 2008.

2 IZPITNI CILJI

Cilj splošne mature iz angleščine je, da kandidat pokaže pričakovano raven sporazumevalne zmožnosti v angleščini, z uporabo jezikovnih spretnosti branja, poslušanja, govora in govornega sporazumevanja ter pisanja. Sporazumevalna zmožnost v angleščini vsebuje naslednje elemente:

- 1. jezikovno zmožnost:** besedišče, slovnica (oblikoslovje s skladnjo), semantika, glasoslovje s pravorečjem in pravopis;
- 2. sociolingvistično zmožnost:** jezikovni označevalci družbenih odnosov, vljudnostni dogovori, izrazi ljudskih modrosti (pregovori, izreki, stalne besedne zveze), razlike v registru, dialekti in naglasi;
- 3. pragmatično zmožnost:** organiziranost, zgradba in urejanje sporočila (prilagajanje situaciji, prevzemanje pogovora, razvijanje teme, koherenca in kohezija), uporaba sporazumevalnih funkcij (npr. opisovanje, poročanje, spraševanje, podajanje predlogov, prepričevanje, argumentiranje) in uporaba vzorcev družbenega sporazumevanja (npr. pozdravi, iskanje/dajanje informacij, vprašanje-odgovor).

Vsebine teh zmožnosti so podrobno opredeljene v poglavju *Izpitne vsebine in cilji*.

► Na osnovni ravni zahtevnosti kandidat pokaže, da:

- razume bistvo, glavne in posamezne ideje ter informacije v pisnih besedilih v angleščini, vzeti iz različnih virov (na primer časopisov, revij, brošur, umetnostnih besedil) in tematskih področij;
- razume bistvo, glavne in posamezne ideje ter informacije v različnih vrstah posnetkov govornjenih besedil v angleščini, kot so poročila, reportaže, intervjuji, pripovedi, obvestila, izjave;
- se zna sporazumeti v vsakdanjih govornih položajih;
- zna opisati in izraziti svoje mnenje ter občutke na podlagi besedne ali slikovne iztočnice;
- zna ustno povzeti bistvo v angleščini napisanega besedila;
- zna ustno predstaviti pri pouku obravnavano temo in o njej razpravljati;
- se zna pisno izraziti v eni od stalnih oblik pisnega sporočanja, kot so osebna in uradna pisma, elektronska pošta;
- zna v smiselno zaokroženem pisnem sestavku izraziti svoje mnenje, interese oziroma predstaviti argumente in protiargumente na vprašanja s predpisanih tematskih področij;
- zna dopolniti pisna besedila z najustreznejšimi jezikovnimi elementi glede na situacijo oziroma sobesedilo, sporočilni namen in naslovnika;
- zna izbrati ter pisno in ustno uporabiti jezikovna sredstva glede na situacijo oziroma sobesedilo, sporočilni namen in naslovnika.

► Na višji ravni zahtevnosti kandidat dodatno pokaže, da:

- zna izluščiti sporočilni namen oziroma stališča avtorjev pisnih besedil v angleščini z različnih tematskih področij;
- zna prepoznati notranjo zgradbo pisnih besedil v angleščini z različnih tematskih področij;
- zna v angleščini ustno opisati ter razložiti predpisana umetnostna besedila;
- pozna celovito umetnostno besedilo v samostojnem pisnem sestavku z ustreznim opisom, analizo in argumenti ter s predstavitevjo lastnega mnenja in odnosa do posameznih idej v umetnostnem besedilu.

3 ZGRADBA IN OCENJEVANJE IZPITA

Kandidat se lahko odloči za preverjanje znanja na **osnovni** ali na **višji ravni zahtevnosti**. Preverjanje je pisno in ustno.

Pisni izpit na posamezni ravni je enoten za Republiko Slovenijo in je ocenjen **zunanje** (zunanji ocenjevalci), ustni izpit pa **notranje** (šolska izpitna komisija).

Vrednost zunanjega dela znaša **80 %** končne ocene, vrednost notranjega pa **20 %**.

Trajanje pisnega izpita na obeh ravneh zahtevnosti je **170 minut**. Izpitni poli 1 sledi 10-minutna prekinitev, izpitni poli 2 pa 30-minutni odmor.

Trajanje ustnega izpita na obeh ravneh zahtevnosti je **do 20 minut**. Kandidat ima pravico do 15-minutne priprave na izpit.

Pri **pisnem izpitu** na **osnovni (OR)** in **višji ravni (VR)** zahtevnosti se z različnimi tipi nalog preverjajo naslednje zmožnosti, sposobnosti in vsebine:

Izpitna pola 1 A – **Bralno razumevanje** (OR in VR)

Naloga se ločuje glede na raven, besedila so lahko ista.

Izpitna pola 1 B – **Poznavanje in raba jezika** (OR in VR)

Naloga se ločuje glede na raven.

Izpitna pola 2 – **Slušno razumevanje** (OR in VR)

Polovica nalog se razlikuje glede na raven, besedila sta ista.

Izpitna pola 3 A – **Pisni sestavek (v eni od stalnih sporočanjskih oblik)**, (OR in VR)

Naloga se loči glede na raven.

Izpitna pola 3 B – **Daljši pisni sestavek** (OR) ali **Pisni sestavek na temo iz književnosti** (VR)

Naloga se loči glede na raven.

Poznavanje izbranih umetnostnih besedil oziroma razumevanje celovitega umetnostnega besedila se **pri pisnem izpitu obvezno** preverja samo na **višji ravni** zahtevnosti, **pri ustnem izpitu** pa na obeh ravneh.

Pri **ustnem izpitu** (*govorno sporočanje*) se v okviru znane tematike z iztočnicami v angleščini in gradivom (slike, diagrami, preglednice, izvorni odlomki oziroma sestavki, umetnostna besedila itd.), predloženim na listkih z nalogami, preverja kandidatova zmožnost ustnega sporočanja in sporazumevanja.

3.1 Shema izpita

OSNOVNA RAVEN

► Pisni izpit – zunanji del izpita

Izpitna pola	Naslov	Trajanje	Delež pri oceni	Ocenjevanje	Pripomočki
1 A	Bralno razumevanje	35 minut	20 %	zunanje	nalivno pero ali kemični svinčnik
1 B	Poznavanje in raba jezika	25 minut	15 %		
2	Slušno razumevanje	do 20 minut	15 %		
3 A	Pisno sporočanje Pisni sestavek (v eni od stalnih sporočanjskih oblik) (100–120 besed)	30 minut	10 %	zunanje	nalivno pero ali kemični svinčnik, eno- in dvojezični slovar
3 B	Pisno sporočanje Daljši pisni sestavek (220–250 besed)	60 minut	20 %		
Skupaj		170 minut	80 %		

Po zaključku pisanja Izpitne pole 1, tj. pred začetkom pisanja Izpitne pole 2, je 10-minutna prekinitev. Po zaključku pisanja Izpitne pole 2, tj. pred začetkom pisanja Izpitne pole 3, je 30-minutni odmor.

► Ustni izpit – notranji del izpita

Naslov: Govorno sporočanje	Nalogo pripravi	Trajanje	Delež pri oceni	Ocenjevanje
1. naloga: Pogovor na podlagi besedne ali slikovne iztočnice	DPK	do 20 minut	20 %	notranje
2. naloga: Vodeni pogovor o temi, obravnavani pri pouku	učitelj			
3. naloga: Interpretacija umetnostnega besedila oziroma odlomka umetnostnega besedila in pogovor o temi	DPK			
Skupaj		do 20 minut	20 %	

VIŠJA RAVEN

► Pisni izpit – zunanji del izpita

Izpitna pola	Naslov	Trajanje	Delež pri oceni	Ocenjevanje	Pripomočki
1 A	Bralno razumevanje	35 minut	20 %	zunanje	nalivno pero ali kemični svinčnik
1 B	Poznavanje in raba jezika	25 minut	15 %		
2	Slušno razumevanje	do 20 minut	15 %		
3 A	Pisno sporočanje Pisni sestavek (v eni od stalnih sporočanjskih oblik) (150–180 besed)	30 minut	10 %	zunanje	nalivno pero ali kemični svinčnik, eno- in dvojezični slovar
3 B	Pisno sporočanje Pisni sestavek na temo iz književnosti (250–300 besed)	60 minut	20 %		
Skupaj		170 minut	80 %		

Po zaključku pisanja Izpitne pole 1, tj. pred začetkom pisanja Izpitne pole 2 je 10-minutna prekinitev. Po zaključku pisanja Izpitne pole 2, tj. pred začetkom pisanja Izpitne pole 3 je 30-minutni odmor.

► Ustni izpit – notranji del izpita

Naslov: Govorno sporočanje	Nalogo pripravi	Trajanje	Delež pri oceni	Ocenjevanje
1. naloga: Pogovor na podlagi besedne ali slikovne iztočnice	DPK	do 20 minut	20 %	notranje
2. naloga: Vodeni pogovor o temi, obravnavani pri pouku	učitelj			
3. naloga: Interpretacija umetnostnega besedila oziroma odlomka umetnostnega besedila in pogovor o temi	DPK			
Skupaj		do 20 minut	20 %	

3.2 Vrste besedil, tipi nalog in ocenjevanje

Državna predmetna komisija za splošno maturo za angleščino pri pripravi izpitnih pol vsakokrat izbira med različnimi vrstami besedil in tipi nalog.

3.2.1 Vrste besedil

obvestila in opozorila
oglasilni in reklamni oglasi
prospekti, jedilniki, vodniki, radijski in televizijski sporedi
vremenske napovedi in poročila
obrazci in vprašalniki
uradna, poluradna, neuradna in zasebna pisma, razglednice, elektronska pošta
članki iz časnikov, revij in spletnih virov (npr. poljudnoznanstveni članki, kritične ocene, intervjuji)
umetnostna in neumetnostna besedila (npr. anekdote, odlomki poročil, komentarjev, objave, pogovori)

3.2.2 Tipi nalog

V tem podpoglavju so navedeni vsi mogoči tipi nalog za preverjanje posameznih zmožnosti, v preglednicah na naslednjih straneh pa samo tisti, ki so v 5. in 6. poglavju ponazorjeni s primeri.

Izpitni poli 1 A (Bralno razumevanje) in 2 (Slušno razumevanje)

Naloge zaprtega tipa:

- **naloge alternativne izbire** (izbira pravilnega odgovora od dveh možnosti);
- **naloge izbirnega tipa** (izbira pravilnega odgovora od več možnosti);
- **naloge povezovanja**, npr. naslova z besedilom, povedi in odstavka, delov povedi, vprašanj in odgovorov ipd.;
- **naloge dopolnjevanja**, npr. dokončevanje ali vstavljanje povedi, izpolnjevanje praznih mest v besedilu (z manjkajočimi podatki) ipd.;
- **naloge urejanja in razvrščanja**, npr. določitev pravega zaporedja povedi ali odstavkov, urejanje preglednic ipd.;
- **naloge s kratkimi odgovori** (zapis eno- ali večbesednih odgovorov);
- **kombinacija tipov nalog**, npr. kratki odgovori + alternativni tip ali alternativni tip + izbirni tip + kratki odgovori ipd.

Izpitna pola 1 B (Poznavanje in raba jezika)

Poznavanje jezikovnih elementov se v vseh nalogah preverja v sobesedilu.

Naloge zaprtega tipa:

- **naloge izbirnega tipa** (izbira pravilnega odgovora od več možnosti);
- **naloge dopolnjevanja:**
 - izpolnjevanje praznih mest v besedilu:
 - z danimi besedami ali besednimi zvezami,
 - brez danih besed ali besednih zvez,
 - z besedami, ki morajo biti postavljene v pravilno ali zahtevano obliko (glagoli, sopomenke/protipomenke, predlogi, zaimki, besedotvorje itd.);
 - pretvorbe (premi govor v odvisnega ali nasprotno, parafraziranje, delni prevodi ipd.).

Izpitna pola 3 (Pisno sporočanje)

Naloge odprtega tipa (tvorjenje besedila):

- **pisni sestavek (v eni od stalnih sporočanjskih oblik)**, npr. pismo, elektronska pošta, poročilo, življenjepiš, članek, zgodba, argumentativni sestavek, sestavek na določeno temo ipd. na podlagi iztočnice;
- **daljši pisni sestavek** (argumentativno, pripovedno, opisno ali drugačno besedilo);
- **pisni sestavek** esejistične narave, ki se nanaša na razumevanje celovitega umetnostnega besedila.

Ustni izpit (govorno sporočanje)

Naloge odprtega tipa (tvorjenje besedila):

1. pogovor na podlagi besedne ali slikovne iztočnice;
2. vodeni pogovor o temi, obravnavani pri pouku;
3. interpretacija umetnostnega besedila oziroma odlomka umetnostnega besedila in pogovor o temi.

OSNOVNA RAVEN

► Pisni izpit

Izpitna pola (IP)	Tip naloge	Število nalog	Ocenjevanje
1 A	Naloge zaprtega tipa: – naloge s kratkimi odgovori – naloge alternativne izbire – naloge izbirnega tipa – naloge povezovanja – naloge dopolnjevanja	2–3 (število vprašanj 16–20)	vsako vprašanje 1 točka 16–20 točk
1 B	Naloge zaprtega tipa: – naloge izbirnega tipa – naloge dopolnjevanja	2–3 (število vprašanj 24–30)	vsako vprašanje 1 točka 24–30 točk
Skupaj IP 1		4–6	40–50 točk
2	Naloge zaprtega tipa: – naloge s kratkimi odgovori – naloge alternativne izbire – naloge dopolnjevanja – naloge izbirnega tipa	2 (število vprašanj 14–18)	vsako vprašanje 1 točka 14–18 točk
Skupaj IP 2		2	14–18 točk
3 A	Pisni sestavek (v eni od stalnih sporočanjskih oblik – npr. pismo, elektronska pošta, poročilo itd.) na podlagi dane iztočnice	1	20 točk
3 B	Daljši pisni sestavek (argumentativno, pripovedno, opisno ali drugačno besedilo)	1	20 točk
Skupaj IP 3		2	40 točk

Tipi nalog, število nalog, število vprašanj v posamezni nalogi in zaporedje nalog se v izpitnih polah 1 in 2 lahko spreminjajo.

► Ustni izpit

Tip naloge	Ocenjevanje
Pogovor na podlagi besedne ali slikovne iztočnice	
Vodeni pogovor o temi, ki je bila obravnavana pri pouku	
Interpretacija umetnostnega besedila oziroma odlomka umetnostnega besedila in pogovor o temi	
Skupaj	20 točk

VIŠJA RAVEN

► Pisni izpit

Izpitna pola (IP)	Tip naloge	Število nalog	Ocenjevanje
1 A	Naloge zaprtega tipa: – naloge s kratkimi odgovori – naloge alternativne izbire – naloge izbirnega tipa – naloge povezovanja – naloge dopolnjevanja	2–3 (število vprašanj 16–20)	vsako vprašanje 1 točka 16–20 točk
1 B	Naloge zaprtega tipa: – naloge izbirnega tipa – naloge dopolnjevanja	2–3 (število vprašanj 24–30)	vsako vprašanje 1 točka 24–30 točk
Skupaj IP 1		4–6	40–50 točk
2	Naloge zaprtega tipa: – naloge s kratkimi odgovori – naloge alternativne izbire – naloge dopolnjevanja – naloge izbirnega tipa	2 (število vprašanj 14–18)	vsako vprašanje 1 točka 14–18 točk
Skupaj IP 2		2	14–18 točk
3 A	Pisni sestavek (v eni od stalnih sporočanj oblik – npr. pismo, elektronska pošta, poročilo itd.) na podlagi dane iztočnice	1	20 točk
3 B	Pisni sestavek na temo iz književnosti (Sestavek esejske narave, ki se nanaša na razumevanje celovitega umetnostnega besedila.)	1	25 točk
Skupaj IP 3		2	45 točk

Tipi nalog, število nalog, število vprašanj v posamezni nalogi in zaporedje nalog se v izpitnih polah 1 in 2 lahko spreminjajo.

► Ustni izpit

Tip naloge	Ocenjevanje
Pogovor na podlagi besedne ali slikovne iztočnice	
Vodeni pogovor o temi, obravnavani pri pouku	
Interpretacija umetnostnega besedila oziroma odlomka umetnostnega besedila in pogovor o temi	
Skupaj	20 točk

3.3 Merila ocenjevanja izpita in posameznih delov

3.3.1 Taksonomske stopnje

V vseh treh izpitnih polah in pri ustnem izpitu so upoštevane vse tri taksonomske stopnje na lestvici:

- I. taksonomska stopnja: *znanje in razumevanje*,
- II. taksonomska stopnja: *uporaba*,
- III. taksonomska stopnja: *analiza, sinteza in vrednotenje (samostojno reševanje problemov)*.

V izpitnih polah 1 A in 2, ki preverjata bralno in slušno razumevanje, prevladujejo naloge I. taksonomske stopnje.

V izpitni poli 1 B, ki preverja poznavanje in rabo jezika, prevladujejo naloge II. taksonomske stopnje.

V obeh delih izpitne pole 3, ki preverja pisno sporočanje, prevladujejo naloge III. taksonomske stopnje.

Pri ustnem izpitu, ki preverja govorno sporočanje, se prepletajo naloge vseh taksonomskih stopenj.

3.3.2 Merila ocenjevanja posameznih delov izpita

PISNI IZPIT

► Izpitni poli 1 in 2

Za vsak pravičen odgovor je določeno število točk.

► Izpitna pola 3

Pisni sestavek (v eni od stalnih sporočanjskih oblik) (OR in VR)

Vrednost naloge je 10 % skupne ocene. Ocenjuje se:

1. vsebina,
2. sporočilnost,
3. besedišče in register (= primerna stopnja formalnosti + primerna izbira besedišča),
4. jezikovna pravilnost.

Vsebina

Točke	Merila
5	Vsebina je povsem primerna, iztočnice so temeljito razvite, s povsem ustreznimi podkrepitvami.
4	Vsebina je primerna, iztočnice so dokaj dobro razvite, z ustreznimi podkrepitvami.
3	Približno polovica vsebine je primerna, iztočnice so pomanjkljivo razvite ALI ena iztočnica ni upoštevana ALI del besedila je vzet iz navodil; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Večina vsebine ni primerna, iztočnice v glavnem niso razvite ALI besedilo je skoraj v celoti vzeto iz navodil.
1	Vsebina je komajda primerna, iztočnice niso razvite. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neprimerna, ker ne sledi navodilom, sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

Če je vsebina ocenjena z 0 točkami in je sestavek dolg 40 besed (OR) oziroma 60 besed (VR) ali več, se v drugih kategorijah dodeli največ 1 točka.

Sporočilnost

Točke	Merila
5	Sporočilni namen je popolnoma dosežen in ima povsem ustrezen učinek na ciljnega bralca. Sestavek v celoti ustreza zahtevani besedilni vrsti.
4	Sporočilni namen je v glavnem dosežen in ima ustrezen učinek na ciljnega bralca. Sestavek v glavnem ustreza zahtevani besedilni vrsti.
3	Sporočilni namen je na splošno dosežen in ima večinoma ustrezen učinek na ciljnega bralca. Sestavek na splošno ustreza zahtevani besedilni vrsti; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Sporočilni namen je le delno dosežen in ima delno ustrezen učinek na ciljnega bralca. Sestavek le delno ustreza zahtevani besedilni vrsti.
1	Sporočilni namen v glavnem ni dosežen in ima večinoma neustrezen učinek na ciljnega bralca. Sestavek v glavnem ne ustreza zahtevani besedilni vrsti.
0	Sporočilni namen ni dosežen in nima ustreznega učinka na ciljnega bralca. Sestavek ne ustreza zahtevani besedilni vrsti. Sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

Besedišče in register

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto bogato, s povsem formalnim registrom in primernim vljudnostnim tonom.
4	Besedišče je v glavnem pravilno, raznoliko, občasno bogato, z dokaj formalnim registrom in primernim vljudnostnim tonom.
3	Besedišče je v glavnem pravilno, vendar izrazito povprečno, delno se ponavlja ALI besedišče je zgolj prepisano iz danih iztočnic, s pretežno ustreznim registrom, s pomanjkljivim vljudnostnim tonom; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Besedišče je pogosto napačno, izrazito povprečno ALI pogosto omejeno (razumevanje besedila je pogosto oteženo), s pretežno ustreznim registrom, z očitnim nevljudnostnim tonom.
1	Besedišče je v glavnem napačno, omejeno (razumevanje besedila je oteženo), z neprimernim ali celo žaljivim tonom.
0	Sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

Jezikovna pravilnost

Točke	Merila
5	Pogosta raba zapletenih jezikovnih struktur, skoraj brez napak.
4	Občasna raba zapletenih jezikovnih struktur, malo napak.
3	Občasna raba zapletenih jezikovnih struktur z nekaj napakami ALI pretežna raba osnovnih jezikovnih struktur, skoraj brez napak; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Pretežna raba osnovnih jezikovnih struktur, s precej pogostimi napakami (razumevanje besedila je oteženo).
1	Pretežna raba osnovnih jezikovnih struktur, večina povedi je jezikovno napačnih (razumevanje besedila je oteženo).
0	Sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

Daljši pisni sestavek (OR)

Vrednost naloge je 20 % skupne ocene. Ocenjuje se:

1. vsebina,
2. besedišče,
3. jezikovna pravilnost,
4. zgradba/vezljivost (koherenca).

Vsebina

Točke	Merila
5	Vsebina je povsem primerna, v celoti osredotočena na naslov, podprta s prepričljivimi dokazi, s poglobljenim vpogledom v temo, obravnavano problemsko.
4	Vsebina je v glavnem primerna, osredotočena na naslov, podprta s primernimi dokazi, z dobrim vpogledom v temo, obravnavano dokaj problemsko.
3	Vsebina je na splošno primerna, delno osredotočena na naslov (približno polovica je primerna ALI se ponavlja), podprta z enostavnimi/neizvirnimi dokazi, s površnim vpogledom v temo, obravnavano delno problemsko in delno pripovedno; sestavek je krajši od 150 besed. Če je sestavek krajši od 150 besed, se tudi v drugih kategorijah dodelijo največ 3 točke.
2	Vsebina je v glavnem neprimerna, občasno osredotočena na naslov, pomanjkljivo podprta z dokazi, s površnim vpogledom v temo, obravnavano občasno problemsko in večinoma pripovedno.
1	Vsebina je komajda primerna, ni osredotočena na naslov, s pomanjkljivim vpogledom v temo, ki ni obravnavana problemsko. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neustrezna ALI sestavek je krajši od 100 besed. Če je vsebina ocenjena z 0 točkami in je sestavek dolg 100 besed ali več, se v kategorijah besedišče, jezikovna pravilnost in zgradba/vezljivost (koherenca) dodelita največ 2 točki.

Besedišče

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto nadpovprečno bogato, z izrazito rabo pristnih kolokacij, s povsem formalnim registrom (1–2 spodrsaljaja).
4	Besedišče je v glavnem pravilno, raznoliko, občasno nadpovprečno bogato, z rabo pristnih kolokacij, z dokaj formalnim registrom (nekaj spodrsaljajev).
3	Besedišče je v glavnem pravilno, toda povprečno, delno se ponavlja, z večinoma neizrazitimi kolokacijami, s pretežno ustreznim registrom (več spodrsaljajev).
2	Besedišče je pogosto napačno IN/ALI izrazito povprečno, pogosto se ponavlja, je dokaj omejeno (razumevanje besedila je oteženo), s pretežno ustreznim registrom (pogosti spodrsaljaji).
1	Besedišče je v glavnem napačno, se ponavlja, je zelo omejeno (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.

Jezikovna pravilnost

Točke	Merila
5	Pogosta raba zapletenih jezikovnih struktur, skoraj brez napak.
4	Občasna raba zapletenih jezikovnih struktur, malo napak.
3	Občasna raba zapletenih jezikovnih struktur z nekaj napakami ALI pretežna raba osnovnih jezikovnih struktur, skoraj brez napak.

- 2 Pretežna raba osnovnih jezikovnih struktur, s precej pogostimi napakami (razumevanje besedila je pogosto oteženo).
- 1 Pretežna raba osnovnih jezikovnih struktur, večina povedi je jezikovno napačnih (razumevanje besedila je pretežno oteženo).
- 0 Sestavek je krajši od 100 besed.

Zgradba/vezljivost (koherenca)

Točke	Merila
5	Besedilo je povsem primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); dobra vezljivost na ravni stavka, odstavka in sestavka; pretežna raba kompleksnih povedi, misli si sledijo v povsem logičnem zaporedju.
4	Besedilo je primerno, členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); raba kompleksnih povedi, vezljivost je mestoma ohlapna (bodisi na ravni stavka, odstavka in/ali sestavka).
3	Besedilo ni povsem primerno členjeno; očitna nepovezanost na ravni stavka, odstavka in sestavka. Če je sestavek napisan v enem odstavku, se dodelijo največ 3 točke.
2	Besedilo ni primerno členjeno, večinoma nejasna in nelogična povezanost na ravni stavka, odstavka in sestavka.
1	Besedilo ni členjeno, misli so navržene.
0	Sestavek je krajši od 100 besed.

Pisni sestavek na temo iz književnosti (VR)

Vrednost naloge je 20 % skupne ocene. Ocenjuje se:

1. vsebina,
2. besedišče,
3. jezikovna pravilnost,
4. zgradba/vezljivost (koherenca).

Vsebina

Točke	Merila
9–10	Vsebina je povsem primerna, v celoti osredotočena na naslov, podprta s prepričljivimi dokazi, kar kaže na poglobljeno poznavanje umetnostnega besedila.
7–8	Vsebina je v glavnem primerna, osredotočena na naslov, podprta s primernimi dokazi, kar kaže na dobro poznavanje umetnostnega besedila.
5–6	Vsebina je na splošno primerna, delno osredotočena na naslov (približno polovica je primerna ALI se ponavlja), podprta z enostavnimi IN/ALI deloma netočnimi dokazi, kar kaže na površno poznavanje umetnostnega besedila; sestavek je krajši od 170 besed. Če je sestavek krajši od 170 besed, se v drugih kategorijah dodelijo največ 3 točke.
3–4	Vsebina je v glavnem neprimerna, občasno osredotočena na naslov, pomanjkljivo podprta z dokazi IN/ALI z več netočnimi dokazi, kar kaže na pomanjkljivo poznavanje umetnostnega besedila.
1–2	Vsebina je komajda primerna, ni osredotočena na naslov, ni podprta s primeri, kar kaže na slabo poznavanje umetnostnega besedila. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neustrezna, kar kaže na nepoznavanje umetnostnega besedila, ALI sestavek je krajši od 100 besed. Če je vsebina ocenjena z 0 točkami in je sestavek dolg 100 besed ali več, se v kategorijah besedišče, jezikovna pravilnost in zgradba/vezljivost (koherenca) dodelita največ 2 točki.

Besedišče

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto nadpovprečno bogato, z izrazito rabo pristnih kolokacij, s povsem formalnim registrom (1–2 spodrsljaja).
4	Besedišče je v glavnem pravilno, raznoliko, občasno nadpovprečno bogato, z rabo pristnih kolokacij, z dokaj formalnim registrom (nekaj spodrsljajev).
3	Besedišče je v glavnem pravilno, toda povprečno, delno se ponavlja, z večinoma neizrazitimi kolokacijami, s pretežno ustreznim registrom (več spodrsljajev).
2	Besedišče je pogosto napačno IN/ALI izrazito povprečno, pogosto se ponavlja, je dokaj omejeno (razumevanje besedila je oteženo), s pretežno ustreznim registrom (pogosti spodrsljaji).
1	Besedišče je v glavnem napačno, se ponavlja, je zelo omejeno (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.

Jezikovna pravilnost

Točke	Merila
5	Pogosta raba zapletenih jezikovnih struktur, skoraj brez napak.
4	Občasna raba zapletenih jezikovnih struktur, malo napak.
3	Občasna raba zapletenih jezikovnih struktur z nekaj napakami ALI pretežna raba osnovnih jezikovnih struktur, skoraj brez napak.
2	Pretežna raba osnovnih jezikovnih struktur s precej pogostimi napakami (razumevanje besedila je pogosto oteženo).
1	Pretežna raba osnovnih jezikovnih struktur, večina povedi je jezikovno napačnih (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.

Zgradba/vezljivost (koherenca)

Točke	Merila
5	Besedilo je povsem primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); dobra vezljivost na ravni stavka, odstavka in sestavka; pretežna raba kompleksnih povedi, misli si sledijo v povsem logičnem zaporedju.
4	Besedilo je primerno, členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); raba kompleksnih povedi, vezljivost je mestoma ohlapna (bodisi na ravni stavka, odstavka in/ali sestavka).
3	Besedilo ni povsem primerno členjeno; očitna nepovezanost na ravni stavka, odstavka in sestavka. Če je sestavek napisan v enem odstavku, se dodelijo največ 3 točke.
2	Besedilo ni primerno členjeno, večinoma nejasna in nelogična povezanost na ravni stavka, odstavka in sestavka.
1	Besedilo ni členjeno, misli so navržene.
0	Sestavek je krajši od 100 besed.

USTNI IZPIT

Vrednost ustnega izpita je 20 % skupne ocene. Ocenjuje se:

1. besedišče,
2. gladkost,
3. izgovarjavo (posamezni glasovi, naglas, intonacija),
4. jezikovno pravilnost,
5. sodelovanje v pogovoru.

Besedišče

Točke	Merila
4	Besedišče je primerno/pogosto nadpovprečno bogato.
3	Besedišče je primerno.
2	Besedišče je na splošno primerno, opazimo posamezne napačne rabe.
1	Omejeno besedišče, ki pa ne moti sporazumevanja.
0	Nezadostno besedišče, ki preprečuje sporazumevanje.

Gladkost

Točke	Merila
4	Govor brez zatikanja, samo naravno omahovanje.
3	Govor z malo zatikanja poleg naravnega omahovanja.
2	Govor z nekaj zatikanja.
1	Govor s pogostimi prekinitvami.
0	Prekinitve so tako pogoste, da preprečujejo sporazumevanje.

Izgovarjava

Točke	Merila
4	Odlični izgovarjava, naglas in stavčna intonacija.
3	Dobri izgovarjava, naglas in stavčna intonacija.
2	Povprečna izgovarjava brez hujših napak.
1	Slaba izgovarjava, ki pogosto ovira sporazumevanje.
0	Slaba izgovarjava, ki preprečuje sporazumevanje.

Jezikovna pravilnost

Točke	Merila
4	Jezikovnih napak skorajda ni.
3	Malo osnovnih jezikovnih napak.
2	Nekaj večjih jezikovnih napak.
1	Veliko jezikovnih napak, ki pa ne ovirajo sporazumevanja.
0	Toliko jezikovnih napak, da je sporazumevanje nemogoče.

Sodelovanje v pogovoru

(V pogovoru sodelujeta izpraševalec in kandidat; enostranski govor slednjega nikakor ni zaželen.)

Točke	Merila
4	Samostojno začenja in v glavnem vodi pogovor.
3	Dokaj samostojno vodi pogovor.
2	V glavnem se odziva le na izpraševalčeve spodbude.
1	Preveč se zanaša na izpraševalčeve spodbude.
0	Ni sposoben pogovora ali govori na pamet.

Če kandidat ne odgovori na katerokoli od treh nalog, se mu pri kategorijah besedišče in sodelovanje v pogovoru odbije 1 točka.

Če ugotovimo, da kandidat očitno ne pozna predpisanega umetnostnega besedila, se mu pri kategorijah besedišče in sodelovanje v pogovoru odbijeta največ 2 točki.

Če kandidat sploh ne spregovori, ga ne moremo oceniti. V tem primeru dobi nič (0) točk za ustni izpit.

3.3.3 Končna ocena

Končna ocena izpita se določi na podlagi seštevka odstotnih točk vseh delov izpita (pisnega in ustnega). Državna komisija za splošno maturo na predlog Državne predmetne komisije za splošno maturo za angleščino določi merila za pretvorbo odstotnih točk v ocene (1–5), na višji ravni pa tudi merila za pretvorbo odstotnih točk v točkovne ocene (1–8). Ta merila so v spomladanskem in jesenskem izpitnem roku enaka.

4 IZPITNE VSEBINE IN CILJI

Splošno znanje se na obeh ravneh zahtevnosti preverja pri zunanjem in notranjem delu izpita (pisni in ustni izpit), **posebno znanje** pa na obeh ravneh zahtevnosti pri notranjem delu izpita (ustni izpit).

4.1 Sporazumevalne funkcije

Kandidat pozna oziroma zna ustrezno rabiti te sporazumevalne funkcije:

1. spoznavno-predstavitvene,
2. predstavitveno-izrazne,
3. izrazno-čustvene,
4. vplivanjske in
5. vzorce za vzpostavljanje stikov z ljudmi.

1. **Sporazumevalne funkcije s spoznavno-predstavitveno vlogo:** poimenovati, opisovati (predmetnost in dejanja glede na čas, prostor, pripadnost), opredeliti, posredovati sporočila, poizvedovati, povpraševati po informacijah; dajati podatke o sebi in drugih, poročati.
2. **Sporazumevalne funkcije s predstavitveno-izrazno vlogo:** izražati lastne pobude in ugotavljati miselna stališča drugih, izražati strinjanje in nestrinjanje, zanikati, povabiti in sprejeti povabilo ali ponudbo, obljubiti; povedati, da je nekaj (ne)mogoče; vprašati, ali je nekaj (ne)mogoče; izražati prepričanje in spraševati o prepričanju drugih; izraziti pripravljenost za neko dejanje in vprašati sogovorca, ali zmore nekaj storiti.
3. **Sporazumevalne funkcije z izrazno-čustveno vlogo:** upovedovati svoja čustva in razpoloženje, prepoznavati čustva in razpoloženje sogovorca; izraziti veselje, neugodje, odpor, presenečenje, upanje, hvaležnost, (ne)zadovoljstvo; spraševati sobesednika po njegovih čustvih in razpoloženju; izraziti razočaranje, bojazen ali skrb; napovedati namen in vprašati sogovorca po njegovem namenu; izraziti željo in vprašati po željah sogovorca; upovedovati svoja moralna stališča in prepričanje ter prepoznavati moralno prepričanje sogovorca; se opravičiti, sprejeti opravičilo; odobravati, obžalovati, izraziti (ne)prizadetost.
4. **Sporazumevalne funkcije z vplivanjsko vlogo:** vplivati na voljo in hotenje sogovorca (predlagati, prositi in zahtevati, da se nekaj stori, prositi in opozarjati); vplivati na ravnanje (dajati navodila, usmerjati in sklepati o ravnanju).
5. **Vzorci za vzpostavljanje stikov z ljudmi:** začeti in ohraniti stik s sogovornikom pri pozdravljanju, srečevanju, spoznavanju ljudi; se predstaviti in predstaviti druge, se posloviti; nagovoriti in uvesti sporočilo; nazdraviti, voščiti.

4.2 Tematska področja

V tem poglavju so navedena tematska področja, na podlagi katerih se preverja celostna sporazumevalna zmožnost kandidatov v angleščini. Teme se navezujejo na osebno, izobraževalno, javno in zaposlitveno področje:

- preživljanje prostega časa,
- mladi in sodobni svet,
- zdrav način življenja,
- domače okolje, družina, prijatelji,
- družba in svet, v katerem živimo (Slovenija, Evropa, svet),

- narava in njeno nenehno spreminjanje,
- nekoč, danes, jutri,
- sodobna komunikacija in mediji,
- šola, študij, delo, izobraževanje in načrti posameznika za prihodnost,
- kultura, umetnost in medkulturnost,
- znanost, gospodarstvo in tehnologija,
- globalizacija, mobilnost in migracije,
- dediščina preteklosti in dosežki sedanjosti.

Pri pisnem izpitu se bodo pisne naloge nanašale na omenjena tematska področja; npr. besedilo za bralno razumevanje bo lahko obravnavalo vidike preživljanja prostega časa, tisto za slušno razumevanje pa se bo lahko navezovalo na probleme izobraževanja in znanosti.

Pri ustnem izpitu boste imeli priložnost pokazati svojo spretnost v govorjeni angleščini. S svojim izpraševalcem se boste pogovarjali čimbolj naravno o kateri izmed omenjenih tem. Opozoriti vas moramo, da se daljših delov besedila iz svojega učbenika ne učite na pamet. Namen izpita ni oceniti, kako dobro poznate učbenik in njegovo vsebino, ampak kako obvladate splošno angleščino in kako dobro se znajdete v tem jeziku.

4.3 Jezikovne strukture

Jezikovno znanje in zmožnosti, ki se preverjajo pri splošni maturi, vključujejo besedje, slovnične (oblikoslovne in skladske), pomenoslovne, glasoslovne, pravopisne in pravorečne sestavine in druge razsežnosti angleškega jezikovnega sistema. To jezikovno znanje in zmožnosti kandidat uporablja pri pisnem in ustnem izražanju tematskih področij, predpisanih v katalogu.

4.4 Izbor umetnostnih besedil

Državna predmetna komisija za splošno maturo za angleščino razpiše za zaključni letnik izbor umetnostnih besedil za pisno in ustno preverjanje znanja iz književnosti na višji ravni ter ustno preverjanje znanja iz književnosti na osnovni ravni.

Izbor umetnostnih besedil se za zaključni letnik objavi na začetku dveletnega obdobja za pripravo na maturo, in sicer v skladu s *Koledarjem splošne mature*, na spletni strani Državnega izpitnega centra (www.ric.si).

Pisni izpit

Pisno preverjanje poznavanja umetnostnih besedil je del B Izpitne pole 3 na višji ravni. Kandidat mora napisati pisni sestavek na temo iz književnosti. Znati mora izraziti lastna stališča o vsebini dela.

Ustni izpit

Tretja naloga pri ustnem izpitu je naloga iz književnosti (iz kateregakoli od razpisanih besedil); poznavanje poezije se preverja samo na višji ravni.

5 PRIMERI NALOG ZA PISNI IZPIT

5.1 Bralno razumevanje

V tem podpoglavju so navedeni primeri nalog, ki se lahko pojavljajo pri preverjanju bralnega razumevanja na osnovni in višji ravni. Ravni se razlikujeta po tipu naloge ali po težavnosti besedila oziroma vprašanj. Zapis (OR) ali (VR) pri tipu naloge pove, na kateri ravni se ta pojavlja. Če pri tipu naloge ni posebej označena raven, pomeni, da se tip naloge pojavlja na obeh ravneh. Število in tipi nalog ter vprašanj se v posamezni izpitni poli lahko spreminjajo.

Navodila za ocenjevanje

Vsak pravilen odgovor je vreden eno točko.

5.1.1 Naloga s kratkimi odgovori

► Short answers

Answer in note form in the spaces below. Use 1–5 words for each answer. There is an example at the beginning (0).

Example:

0. Who seems to be the attraction in Sal Lou's house?

The "jungle woman"

Has she really spent 19 years living rough in the jungle?

1. Why does Sal Lou keep the jungle woman in his house?

2. What made the policeman believe he was related to the jungle woman?

3. What did the woman tell the villagers about her life?

4. Why have some Vietnamese escaped to Cambodia?

5. What doubts did her short hair arouse among the villagers?

6. Which disease could the woman have suffered from in the jungle?

7. How does she communicate?

8. Why did the woman come near the village?

9. What could provide reliable evidence of the family tie?

10. Who injured Sal's daughter before she disappeared?

Has she really spent 19 years living rough in the jungle?

Adapted from an article in *The Independent*, 21 January 2007, by Ker Munthit and David Randall

Sal Lou insists she's his long-lost daughter, but other villagers ask how she beat hunger, cold, malaria – and kept her hair so neat.

Small groups of people come and go all day, peering into the dirty, ramshackle house where Cambodia's "jungle woman" lives with the family that is claiming her as their long-lost daughter.

About 30 people gathered in this remote district in the north-eastern province of Rattanakiri early on Saturday morning outside the home of Sal Lou, poking their heads through the front door and peering through windows for a glimpse of the dark-skinned, skinny woman the family claims is Rochom P'ngieng, who would now be 27 years old. Their daughter went missing from the area at the age of eight while herding buffalo in 1988.

Sal Lou, a village policeman, and his family insist the woman, who was first spotted 10 days ago and captured three days later allegedly naked, grunting and walking like a wild animal, is their daughter, identifiable by a scar on her arm.

But to many in this dirt-poor area of Cambodia, there is more mystery than miracle to the case. No clues have emerged from the woman herself, who can speak but shows no signs of being able to talk in any intelligible language. While few villagers will hazard a guess about the woman's true story, many are sceptical over whether she could survive on her own in the jungle.

Nomadic people do live in small, isolated groups in this part of Cambodia, avoiding contact with civilisation. The woman could be one of them or have been taken care of by them. The possibility also exists that she could be a lost, traumatised refugee, since many members of hill tribe minorities facing religious persecution in Vietnam's nearby Central Highlands have fled through this area.

First reports, from Oyadao police chief Mao San, described her as "half-human and half-animal" with the "wild, red eyes of a tiger". But photographs of her show a well-fed young woman whose hands bear few marks of having hewn sustenance from the jungle for the past two decades. And the rumours of her being seen, pre-capture, in the company of a naked "jungle man" (who was said to have run off when approached) have only surfaced in the past few days.

One talking point among villagers has been the length of her hair, apparently already trimmed when she was caught. "It should have been very long by now. I am very puzzled by her short hair," said Meng

Chuon, 50, an onlooker from the area. There were many questions about how she could have survived in the wild at all, especially for such a long time, he noted. "What did she eat? This area is very cold at night. She was naked all the time. Also, this is malarial country."

So far, the family says she mostly uses sign language to indicate her basic needs. She pats her stomach when she is hungry or needs to go the toilet and has taken a liking to the family's collection of karaoke videos. "She just stared at that video without blinking. She liked it very much," her putative father Sal Lou said.

She was discovered earlier this month after a villager noticed that food disappeared from a lunch box he left at a site near his farm. Concealing himself to catch the thief, he was astonished to see it was a naked young woman. With the help of some friends, they captured her last Sunday.

Sal Lou, 45, who is a member of the Pnong ethnic minority, described the woman when he first saw her. "She was walking in a bending-forward position like a monkey." He checked her right arm. There he found a scar, just as his missing daughter had from an accident with a knife before she disappeared. "She looked terrible, but despite all of that, she is my child," he said.

Objective evidence for the relationship, beyond a certain physical resemblance, is thin. Officials want to take DNA samples from the parents and the woman to see if they match. Latest reports say that the family have declined to submit to a test.

Sal Lou is not the only family member claiming that Rochom P'ngieng has returned at last. Rochom Khamphi, 25, said that the moment she arrived at their house with Sal Lou he went to grab her right arm to check for the scar. "I saw the scar right away and I knew that she is my sister," he said on Friday. "That's the proof. I remember it very clearly – I'm not making it up, because I was the one who caused the injury."

The woman's thoughts are impossible to ascertain. On Thursday she took off her clothes and acted as if she was about to go back into the wild. Restraining her, the family brought her to a nearby Buddhist pagoda for a monk to give her a holy water blessing to expel any evil spirits that may have possessed her, Sal Lou said. Nevertheless, he expressed his hopes that eventually she would get settled and they would be a proper family again.

© *The Independent*

Rešitve

1. (Appears to be) his daughter.
2. Scar/Mark (on her arm).
3. Nothing.
4. Religious persecution.
5. She wasn't in the jungle.
6. (Cold and) malaria.
7. Sign language.
8. To get food.
9. DNA samples.
10. Her brother.

5.1.2 Naloga alternativne izbire

► True/False/Not given

Rocky road to wonder

CALGARY on a bright summer morning is an impossible sight. Its hard and shiny towers rise out of the flat valley like a superhero city; in the distance the Rockies glitter like the backdrop to a shamelessly optimistic musical. Driving through the high glass canyons of the streets, past gleaming yellow taxis and immaculate doormen dwarfed by giant revolving doors, is like passing through a virtual city. Everything is there but for the fumes, the shouts, the cars revving furiously at lights. This is rush hour, and yet there are perhaps a dozen cars travelling in each direction, and no need to overtake because there is more than enough highway for everyone. Before I left people asked me to bring back pictures, to look up certain places, to take them something of this country that seems to embody everything we Scots dream of escaping to. And yet there is nothing to hold on to: I feel as if I could have gleaned as much from leafing through the Calgary souvenir book.

From the top of Calgary Tower, a revolving pod atop a 600ft concrete stem, the city spreads out like a planner's blueprint of right-angles and broad boulevards. The C-train wends its way smoothly past the river and the giant saddle bowl, a bright waitress brings coffee and a heartfelt recommendation of everything on the spectacular breakfast menu. I start work on a zucchini French toast with maple syrup and raspberries, thinking "if the folks back home could see me now", and yet still feeling peculiarly as if this was a commercial for Canadian tourism. My host, Dodi, points out the architectural features of which Calgarians are so proud, and the feeling is enhanced.

It is only in the cool long rooms of the Glenbow Museum that I begin to sense what is missing.

Pointing out the pioneer relics

At first Calgary is little more than picture postcard Canada, but look deeper and there is much to love, says Rosalind Paterson

These are perfect mountains – the ones you drew at four years old

with the apologetic air of a child showing off a tenth-filled stamp book, Dodi tells me, humbly: "I know we don't have the history you have. I think that's why we try so hard to gather what there is." I feel it again when I'm introduced to the man who runs the Waterton golf course, way out in the mountains.

"Hey, are you the person from Glasgow? I've got someone who would love to meet you." I shake hands with Robert Spencer whose family hailed from Irvine a few generations ago. He's worn a kilt for the occasion, and beams at me silently like he is meeting a dignitary from abroad and doesn't want to make a fool of himself.

By the time I've visited the mountains, I'm beginning to understand. The table-top landscape around Calgary suddenly gives way to peaks that rise on either side of the highway. These are perfect mountains; the ones you drew at four years old. But take away the road, and they would become merciless, impassable monsters. This is how they must have seemed to the white settlers, and the native Americans before them. Awesome obstacles to the seemingly simple process of hanging on in there.

No wonder, then, that they clung to the mean little towns they left, naming new towns in their honour: Barrhead, Irvine, Banff. And why, for all the proud-to-be-a-Canadian stuff, there remains a humility, like they still feel kind of lucky to be hanging on in. We stop in Banff, "just to let you see it", a tiny town thronging with Japanese and German tourists, offering gift shops, and a main street topped and tailed by ogre mountains. Though these are the ultimate challenge to climbers, there are easier ways, so we take the chairlift to the top of Sulphur

Mountain where, despite the heat, the snow is still feet deep. A big-horned sheep worries idly at a fence-post, while a gopher darts across the snow and on to the knee of a passer-

by, and I find myself starting to mumble emotionally about how we never see this where I come from. Down in the valley we spot Banff Springs, a magnificent four-storey hotel seemingly lost in a vast conifer forest.

From there we retrace our tracks to Kananaskis Village and our hotel. The village, it transpires, is a grocery store. The rest is hotel, set out like a series of joined-up chalets fronted by a huge lodge. All around

is mountain. I take a walk in the early morning to see the sun rise behind Mount Kidd, its summit still shrouded in mist. From there along a pathway through forest, carrying the requisite bear-bell which hikers are told to ring constantly to ward off grizzlies. This is possibly a rather fanciful fear, but I ring out anyway, while silent mule deer watch me through the trees.

© Spectrum

Decide whether the following statements are TRUE/FALSE or NOT GIVEN and tick (✓) the appropriate column.

There is an example at the beginning (0).

Example:

		T	F	NG
0.	Calgary made an impression on Rosalind of being almost unreal.	✓		

Rocky road to wonder

		T	F	NG
1.	Rush hour means traffic jams in Calgary as in any busy city.			
2.	It was not easy for Rosalind to find something for her friends back home.			
3.	Rosalind took a few panoramic pictures from Calgary Tower.			
4.	It was at the Glenbow Museum that Dodi told Rosalind about the city's architecture.			
5.	Rosalind was introduced to the man whose ancestors had come from Scotland.			
6.	Watching the mountains, Rosalind realised how the first settlers must have felt in their new country.			
7.	Not having much of a history to show, Banff is not a tourist destination.			
8.	Rosalind and Dodi left the top of Sulphur Mountain late in the afternoon.			
9.	Rosalind knew that there was a possibility of grizzlies being in the area.			

Rešitve

1.	2.	3.	4.	5.	6.	7.	8.	9.
F	T	NG	F	T	T	F	NG	T

5.1.3 Naloga izbirnega tipa

► Multiple choice

Sharp practice leads to a pain in Spain

Adapted from an article in *The Daily Telegraph*, 13 March 1993, by Charlotte Beugge

FOOD bought in Spain can often upset English holidaymakers but it is unusual for it to take a month before causing severe pains in the wallet that one Hertfordshire couple suffered.

Geraldine and Roy Wallace of Elstree were surprised to find that £75 had been deducted from their Barclaycard account for some kebabs which they had expected to cost about £16.

They went to the Costa del Sol for a five-day winter break. On the last evening of their holiday, they went to a Greek restaurant between Marbella and Malaga, attracted by a billboard advertising a two-course meal for 1,000 pesetas each—about £6 at current exchange rates.

Mrs Wallace, a keep fit instructor, explained: "It looked a nice clean restaurant, with the owner doing the cooking. We had salad to start then two kebabs and paid extra for a knickerbocker glory icecream which we shared."

"We had a full bottle of wine because they did not have a half bottle or a carafe. We are not used to drinking but as it was the last night of our holiday we didn't mind getting a bit tiddy. "When the waiter presented the bill, Mrs Wallace, who says she is "very careful at checking bills" was in the lavatory. When she came out, her husband had signed the Barclaycard form and was waiting for her outside the restaurant. This was the only time the Wallaces used their Barclaycard on their holiday. Retrospective indigestion set in when they received their next statement.

Mrs Wallace immediately contacted Barclaycard to point out the error. Mr Wallace had not picked up a receipt in the restaurant so the couple asked Barclaycard to get a copy of the card receipt from the restaurant.

Mrs Wallace said: "Eventually, we got a copy and it appeared that the owner of the restaurant had added a one on the front of the bill, so instead of saying Pesetas 3,100—about £16 then—it said Pesetas 13,100, which had an exchange value of £75. You could see it had been added because it was a continental figure one rather than the single stroke British figure one."

Mrs Wallace wrote to the restaurant but the owner denied all responsibility.

Mr Wallace sold his business a few years ago so the couple could enjoy their fifties and go abroad a lot. But they are now feeling the pinch and Mr Wallace is unable to get a job. They have to rely on their savings to pay the monthly credit card bill.

A spokeswoman for Barclaycard said: "There are three things to learn from this. Keep your receipts. Make sure you check the amounts on the bottom of the form—this is important whether you are abroad or not. Finally, make sure you cross out the extra boxes so nobody can fill in any extra figures."

© *The Telegraph plc*, London 1993

Read the article then choose the best answer: A, B, C or D.
There is an example at the beginning (0).

Example:

0. The Wallaces decided to go into the Greek restaurant because
- A the restaurant looked tidy.
 - B the food was home-made.
 - C it was their last day in Spain.
 - D the price appeared reasonable.

1. They were unpleasantly surprised when they
 - A had to order a full bottle of wine.
 - B paid their bill in the restaurant.
 - C arrived home the next day.
 - D saw the amount charged.

2. The incident happened because
 - A Mrs Wallace usually signs the Barclaycard.
 - B Mr and Mrs Wallace were a bit drunk.
 - C Mr Wallace didn't check the bill.
 - D the owner took advantage of the situation.

3. The Wallaces can't prove they are in the right because they
 - A didn't keep the receipt.
 - B didn't see the bill.
 - C lost the receipt.
 - D forgot to check the bill.

4. According to the Barclaycard representative people should be
 - A more careful abroad than in England.
 - B more careful in England than abroad.
 - C equally careful in England and abroad.
 - D be particularly careful abroad.

Rešitve

1.	2.	3.	4.
D	D	A	C

5.1.4 Naloga povezovanja

► **Matching**

Match all statements 1–9 with paragraphs A–G.
MORE THAN ONE STATEMENT may refer to **THE SAME PARAGRAPH**.
WRITE your answers in the spaces on the right.
 There is an example at the beginning (0).

Example:

0.	White elephants are rarely seen.	A
----	----------------------------------	----------

A holy white elephant

1.	Possessing white elephants symbolised the royalties' power.	
2.	Not every white elephant is entitled to reside in a temple.	
3.	Elephants destroy the crops.	
4.	Sue is probably too young to have a cub.	
5.	Scientists have been trying to produce a white elephant artificially.	
6.	There seems to be a change in treatment of a white elephant.	
7.	A white elephant's birth is interpreted as a good sign.	
8.	Sue's herd is difficult to spot during the day.	
9.	The remains of a 19th century white elephant are still kept.	

A holy white elephant

Adapted from an article in *The Independent*, 21 August 2004, by Jan McGirk

- A** White elephants are seen once in a blue moon. So it seems apt that such a fabled creature was sighted in southern Sri Lanka last month during precisely such a rare lunar event (when a second full moon appears in a single month). The scientists claimed this was the world's first, scientifically certified sighting of a white elephant in the wild. Sue, as the forest rangers call her, is among a social grouping of 17 pachyderms. Vijitha Berera, a veterinarian from Sri Lanka's department of wildlife, says, "We hope she might be pregnant." But Sue appears to be only 11 years old, and unlikely to reach sexual maturity until she is 15.
- B** Sri Lankan wildlife researchers are busy gathering clumps of her dung to determine which genetic mutation caused her albinism. But merely collecting the droppings and keeping one's distance is not the usual treatment accorded to white elephants in this part of Asia. Wherever Theravada Buddhism is practised, from upper Burma to the southern reaches of Thailand and Vietnam, the discovery of a white elephant – usually born into a domesticated herd – is hailed as a portentous omen, connected to fertility.
- C** When a white elephant is discovered, the traditional response is to summon a priest to quantify each sacred elephantine attribute, from the size of its tail-brush to the pearly tone of its toenails, and to determine whether the animal can be deemed a "significant elephant" with a good bloodline, or merely "peculiar". Those that pass the test will become cosseted inmates of a Buddhist temple.
- D** Officials in Yala are determined that there will be no attempts to subject Sue to such treatment. She will not spend her days chained at a high temple as a symbol of divine power. The official line is that "no attempt should be made to tranquillise or capture her". Gawkers and amateur photographers have been specifically asked not to stalk the underbrush in hopes of a candid snap. But she is already a big draw at the game park.
- E** Prithviraj Fernando, a conservationist who claims he spotted Sue as a new-born albino calf in 1993, but had no corroborating witnesses, says her elephant herd seems wary of humans and ventures to water holes only at night. Rangers say three Sri Lankan elephants are shot every week because they stray into cultivated fields or trample village huts. Such encroachment is a problem all over Asia. It is said that as elephant numbers decline and inbreeding becomes more common, genetic glitches are to be expected. So we may see more white elephants.
- F** In Thailand, the desire to find a perfect white elephant has spawned a cloning project that is as ambitious as something out of the film *Jurassic Park*. For five years, Thai scientists at Mahidol University in Bangkok have been trying to clone the most magnificent pale elephant to grace the royal menagerie, using its 170-year-old pickled remains. The animal belonged to King Rama III, who ruled Thailand from 1824 to 1851. Huge glass jars, stuffed with sizeable chunks of cream-coloured skin preserved in alcohol, take pride of place in Bangkok's Royal Elephant Museum today.
- G** White elephants, long considered to be the ultimate war machines, combined the might of a tank with the mysticism of, say, a white unicorn stallion. Collecting an impressive array of such creatures allowed the region's kings to accrue symbolic power. In the 19th century, the last Burmese king, Thibaw, loaded his favourite white elephant with treasures, including diamonds inset in its tusks, although the beast was dying. After it passed away the royal prophets predicted natural disasters. The British invaded and deposed the king.

© *The Independent*

Rešitve

1.	2.	3.	4.	5.	6.	7.	8.	9.
G	C	E	A	F	D	B	E	F

5.1.5 Naloge dopolnjevanja

1. primer

► Gapped sentences (OR)

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 (L).

Warm receptions

Adapted from an article in *The Guardian*, 3 November 2004, by Nick Hall

My four-month mission to conquer the route maps of Ryanair and other budget airlines alike began with an inaugural flight to the Spanish city of Valencia, where I am writing from outside, in the middle of a small square connected wirelessly to somebody's home broadband connection. Valencia is Spain's third largest city and has, until now, (0 L).

The journey began with an unsociable 6am flight from London Stansted. Arriving for check-in shortly after 5am, I felt as though I was walking straight into a hostel, (1___) who had decided to spend the night at the airport in order to catch their morning flights.

A few pleasant surprises helped get me off to a good start; (2___), in turn the razors and screwdriver that were tightly packed into my rucksack seemed to be no cause for alarm at security, despite the many notices and video demonstrations suggesting otherwise.

After queuing for half an hour at security (3___), which is a good 10-minute walk from the main terminal building. With 25 minutes to spare and the departure gate now in sight there was no need for rush or panic. Well, at least that's what I thought, until I heard a message over the Tannoy announcing that "flight FR8321 to Valencia was now closed." To my alarm the announcement went on to explain that if the last remaining passenger (myself), (4___), didn't show up within one minute, that person would not be allowed to fly.

Charming, I thought, as I double-checked my phone to reconfirm the time. The flight was subsequently delayed by 30 minutes after discovering they had no fuel to fly the plane.

Enduring an hour-and-a-half of heavy marketing of drinks, snacks, fragrances and gift items, (5___), or in-flight digital entertainment for €7, is sure to set things straight from the start, you pay for what you get, quite literally. Any fantasies or illusions that I may have had when planning my trip of becoming one of the forgotten "jet-set" have come to an abrupt end.

Having said all that, leaving Stansted in the 6am morning sunrise, (if you can call a blanket of overcast, grey and drizzly sky a sunrise) and (6___), makes all of the sacrifices well worth it.

Despite this being the inaugural flight it seems I was the only person celebrating. Throughout the entire flight there was no mention of this surely great news, until the very end when it was briefly mentioned in passing by a member of the cabin crew.

While Ryanair may be blasé about opening up new destinations to the budget route maps, (7___) who keenly greeted the flight with their film crews. In addition to a little media coverage, all passengers were warmly welcomed and given goodie bags with shirts, pens and wooden fans.

I left for Valencia with few preconceived ideas or expectations – mainly owing to my inability to plan or prepare for anything in advance, particularly where travel is concerned. It occurred to me when I arrived in the city centre, without any idea of where to go or what to see, (8___).

I spent my first day wandering the wide avenues lined with palm trees, pavement cafes and musicians, (9___). After my early start, and a two-hour walk in search of one of Valencia's two free wireless internet "hot-spots", I was completely knackered by the time I had arranged to meet Jess, a Guardian reader, (10___). Meeting up with a complete stranger and accepting an offer of accommodation after one or two emails is not something I would normally feel comfortable about doing, especially not in a foreign country. Jess, my host for two days and three nights, arranged to meet me at the main train station after a brief exchange of emails confirming the time and place. Jess works as a teacher, just outside the city, originally from England she settled in Valencia five years ago.

Guardian Unlimited © Guardian Newspapers Limited 2004

- A heading for the sun in Spain, less than two hours away
- B first of all my overweight hand baggage seemed to pose no problems at the check-in desk
- C who was delaying the flight
- D as well being given the opportunity to purchase a Ryanair scratch card for €2
- E that it might have been a good idea to at least buy a guidebook
- F as I had to step over all the people
- G it certainly wasn't an attitude shared by the local media
- H simply enjoying and observing the Mediterranean way of life
- I we then headed on to the square
- J who had kindly offered to put me up for the night
- K I headed straight to the boarding gate
- L *been inaccessible for those wanting to travel on a tight budget.*

Rešitve

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
F	B	K	C	D	A	G	E	H	J

I = odvečni stavek

2. primer

► Gapped text (VR)

In the following extract 10 sentences have been removed.

Choose from the sentences A–K the one which fits each gap (1–10). There is one extra sentence 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 (L).

In search of wolves in north-east Poland

Adapted from an article in *The Independent*, 24 February 2007, by Matt Carroll

"There it is, can you see it?" says my guide, Artur. (0 L) Suddenly the innocuous-looking brown splodge that I'd initially mistaken for a log lifts up its head and sniffs the damp air. After nearly a week of scouring the Polish countryside, finally, here I am, face to face with the big bad wolf. It is hard to believe that this is the creature that has struck fear into the hearts of small children the world over. Up close and personal it is a truly magnificent sight. He sits there looking resplendent in his heavy fur coat, his coal-black nose constantly quivering from a barrage of scents that waft his way. (1) At any moment I expect to see his owner come strolling into the clearing with a stick for him to fetch. Until now I had only imagined a wolf in the context of the Great American Outdoors; perched on a rocky outcrop, lifting its head to howl up at a full moon. It never occurred to me that I would find one in north-east Poland – just a few hours' flight from London.

My wolf-tracking quest had begun almost a week ago, in Bialowieza National Park, about three hours' drive from Warsaw. (2) Pulling up at our rendezvous point, I spotted him immediately – dressed from head to toe in camouflage green, topped off by a fabulous furry hunter's hat. While human expansion has banished many creatures to the fringes of our planet, Bialowieza is one of the few places in Europe where you can still find wild wolves. (3) Western Europeans are only just discovering this naturalistic treasure trove, but the Russians knew about Bialowieza centuries ago. It was a favourite hunting destination for the Tsars at the beginning of the 19th century – and the Polish kings way before that. Back then this area was teeming with wolves, but gradually the hunters gained the upper hand; a decade or so ago, they had all but disappeared. (4)

In the whole of Bialowieza forest, which comprises an area of 160,000 hectares, there are maybe two or three packs with 12 wolves each. (5) The man has four degrees to his name (in forestry and environmental science, among other subjects) and knows Bialowieza intimately. This is where he began guiding 10 years ago, before moving to Biebrza, an area of forest and wetland about three

hours further north-west. It was here that we would eventually find the fabled wolves, on the second half of the trip.

Artur's knowledge of the natural world was astounding. Where I saw only "trees", he saw pines and spruces. One of the things you learn quickly here is to open your eyes. Signs of life are all around. You can see quite a lot of wildlife from the "comfort" of the train, but to find the wolves you need to be on foot. "You can't just come here and expect to see one," said Artur, in the fluent American-English he learnt while studying at the University of Minnesota. (6 ____)

Having dispensed with the train, we headed into the forest on foot to look for signs of the wolves. As we crunched and crackled our way through the leaf-litter, it reminded me of scenes from The Blair Witch Project. To the untrained eye, Bialowieza is a seemingly endless mass of ancient oak trees and birches that poke and prod you as you walk past, snagging your clothes. Even more unnerving was the perpetual mist that draped itself over the trees like a giant cobweb, shrouding everything in an eerie half-light.

(7 ____) "Keep your eye on soft patches of ground – that's where you will see paw prints. Another thing to watch for are droppings; if they're fresh, you know that the wolf is nearby." After a few hours spent rummaging about on the forest floor, Artur gestured me over to a patch of mud that lay at an intersection of two trails. "There are a couple of tracks here, but they're pretty old; I don't think we'll find anything here today."

With the light fading fast, we called it a day. Night is theoretically the best time to catch these nocturnal creatures in action, but I didn't fancy wandering around the woods in the pitch black. (8 ____)

After spending a few more days vainly scouring Bialowieza for signs of the elusive wolves, we decided to head up to Biebrza – where our luck finally changed. The terrain here is much more conducive to tracking; it has open, sandy areas and marshland, as well as the deep, lowland forest that the wolves love so much. (9 ____) "There are more heading off over there," he whispered. "This could be it. Stay silent."

Tiptoeing along, trying to avoid treading on any twigs, Artur became like a man possessed. Then he stumbled across the skeleton of some unfortunate creature that had ended up as lunch for a pack of hungry canines. It looked like some sinister pagan offering to the forest god. (10 ____) "They must be close," he declared, nudging a pile of wolf poo with a stick. Then it happened: my first sighting of a real, wild wolf. Squatting on my haunches, I stared in awe at the magnificent male. Suddenly a large female emerged into the clearing to join her partner, both of them surveying their territory nonchalantly. "They must be the alpha pair," said Artur.

© The Independent

- A Indeed, it's home to many other species that are all but extinct elsewhere in this continent including beavers, bison, elk and even lynx.
- B The sound of branches creaking in the wind was making me nervous enough already.
- C Without warning the alpha male was up on his feet.
- D After less than an hour Artur struck gold, in the form of a paw print.
- E I had arranged to meet Artur in the town of Hajnowka, which lies on the edge of Bialowieza forest.
- F Thankfully, however, wolf-hunting is now banned in Poland and the numbers are climbing again.
- G Spotting one can be a bit of a needle and haystack job, unless you're accompanied by someone with Artur's know-how.
- H I'm struck by the similarity to a domestic dog.
- I While I tried (breathlessly) to keep up, Artur told me some signs to look out for.
- J Further on, the trail became even warmer.
- K "You need to spend time, work hard and have a bit of luck."
- L I strain my eyes through the murky grey light of the forest, in order to get a better glimpse.

Rešitve

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
H	E	A	F	G	K	I	B	D	J

C = odvečni stavek

4. primer

► Sentence completion

Read the text and then complete the sentences below in your own words.
There is an example at the beginning (0).

My life with Anna began on such a night. I was nineteen at the time, prowling the streets and alleys with my usual supply of hot dogs, the street lights with their foggy haloes showing dark formless shapes moving out from the darkness of the fog and disappearing again. Down the street a little way a baker's shop-window softened and warmed the raw night with its gas-lamps. Sitting on the grating under the window was a little girl. In those days children wandering the streets at night were no uncommon sight. I had seen such things before, but on this occasion it was different. How or why it was different has long since been forgotten except that I am sure it was different. I sat down beside her on the grating, my back against the shop-front. We stayed there about three hours. Looking back over thirty years, I can now cope with those three hours; but at the time I was on the verge of being destroyed. That November night was pure hell; my guts tied themselves into all manner of complicated knots.

Perhaps even then something of her angelic nature caught hold of me; I'm quite prepared to believe than I had been bewitched from the beginning. I sat down with 'Shove up a bit, Tich.' She shoved up a bit but made no comment.

'Have a hot dog', I said.

She shook her head and answered, 'It's yours.'

'I got plenty. Besides, I'm full up', I said.

She made no sign so I put the bag on the grating between us. The light from the shop-window wasn't very strong and the kid was sitting in the shadows so I couldn't see what she looked like except that she was very dirty. I could see that she clutched under one arm a rag-doll and on her lap a battered old paint-box.

Extract taken from *Mister God, This is Anna* by Fynn
© Collins Fount, an imprint of Harper Collins Publishers Ltd.

0. The writer's supper used to **consist of hot dogs**.

1. The incident he is describing took place at _____.
2. He was not surprised to find a child in the street all by herself because at that time this was something _____.
3. Nevertheless, the child attracted him although now he can't remember the real _____.
4. In retrospect he can't imagine what he was doing sitting by her for so _____.
5. He only remembers that on that particular occasion he felt very _____.
6. He started a conversation with her by telling her to make _____.
7. When he offered her a hot dog she _____.
8. He couldn't really judge her appearance because it _____.
9. He was only certain that she hadn't _____ herself for some time.

Rešitve

1. night
2. usual
3. reason
4. long
5. bad
6. room
7. refused
8. was dark
9. washed

5.2 Poznavanje in raba jezika

V tem podpoglavju so navedeni primeri nalog, ki se lahko pojavljajo pri preverjanju poznavanja in rabe jezika na osnovni in višji ravni. Ravni se razlikujeta po tipu naloge ali po težavnosti besedila oziroma vprašanj. Zapis (OR) ali (VR) pri tipu naloge pove, na kateri ravni se ta pojavlja. Če pri tipu naloge ni posebej označena raven, pomeni, da se tip naloge pojavlja na obeh ravneh. Število in tipi nalog ter vprašanj se v posamezni izpitni poli lahko spreminjajo. Vse naloge preverjajo poznavanje jezikovnih elementov v sobesedilu.

Navodila za ocenjevanje

Vsak pravičen odgovor je vreden eno točko.

5.2.1 Naloga izbirnega tipa

► Multiple choice

Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Letters: Parenting

Adapted from a letter in *The Independent*, 2 October 2009, by Angela Elliott

Parents stripped of rights to 0 their own children. The Government wants them, at the 1 opportunity, to hand all child-rearing responsibility to the authorities. Enclosed with each child benefit award is a leaflet about childcare; nurseries can accept babies from the age of six weeks; our school starting age is the lowest in Europe, and our 2 hours are the longest.

House prices are such that two average incomes are needed to buy even a modest property. Where does that leave our children? On top of this, if you do decide to take 3 and look after your own children, you are seen as an anachronism; there are no stop-at-home mums on children TV programme CBeebies, though every 4 walk of life is represented.

Worse, if you want to home-school your children 5 than send them to state school for a tick-box education, a new law is giving local authority inspectors the right to enter your home and interview your child.

I am part of a home education group, and we have been told by the council that all the adults will need a Criminal Record Bureau check, 6 only parents of all the children are present.

The nonsense of trying 7 life risk-free, and dictating to us how we should live, is eroding family and community life. A man hardly dare smile at a child in a park 8 fear he will be branded a pervert. A friend who teaches childcare to students asked if they would stop an unknown child from walking in to the road; not one of them said they would, in case of an assault allegation. This is from people who will one day be looking after children.

© *Independent*

- | | | | |
|-------------------|-------------|--------------|------------------|
| 0. (A) bring up | B breed out | C take after | D rise up |
| 1. A golden | B quickest | C great | D earliest |
| 2. A opening | B closing | C working | D labouring |
| 3. A power | B authority | C care | D responsibility |
| 4. A another | B other | C single | D little |
| 5. A only | B and | C rather | D more |
| 6. A though | B tough | C dough | D through |
| 7. A to have made | B making | C to make | D make |
| 8. A in | B from | C at | D for |

Rešitve

1.	2.	3.	4.	5.	6.	7.	8.
D	C	D	B	C	A	C	D

5.2.2 Naloge dopolnjevanja

1. primer

► Gap fill (open and verbs)

Read the text. There are 20 gaps. After some gaps there is a verb in brackets. Put the verb in the correct tense, and write it in the spaces on the right. When there is no verb in brackets, write the missing word in the spaces on the right. There are two examples at the beginning (0 and 00).

Boycott the dolphin parks

Adapted from an article in *The Independent*, 2 July 2006, by Jonathan Owen

British holidaymakers are being urged 0 (**boycott**) dolphin shows amid growing concerns 00 the plight of the aquatic mammals in captivity.

Environment campaigners fear that aquariums where dolphins are put on display trap them in areas a tiny fraction of the size they enjoy in the wild. Dolphins are capable of covering distances of up to 150 km a day.

The Whale and Dolphin Conservation Society argues that the basic 1 of dolphins cannot be met in captivity and that they suffer extreme physical and 2 distress, which can result in aggressive behaviour as well as a lower survival rate and higher infant mortality 3 their wild counterparts.

Campaigners are also concerned that dolphins may become troubled because their main way of 4 (**see**) the world, the natural sonar called echolocation, becomes redundant.

The boom in people paying to see dolphins and swim with them was largely inspired by the 1960s TV series *Flipper*, about a dolphin that helped 5 (**solve**) human dilemmas. But now, during a worldwide week of action for captive dolphins, Flipper's former trainer 6 (**call**) for a boycott of dolphin attractions.

The death of the performing mammal, 7 (**cradle**) in his arms, changed Ric O'Barry's life. "She just seemed to give up on life," he said. "At that moment I realised that 8 I had been doing was wrong and decided to dedicate my life to getting dolphins back to the wild where they belong.

"The captive dolphin business 9 (**grow**) considerably, and people going to these places should know that this abuse is based on supply and demand, so do not buy a ticket to a captive dolphin show. That is the solution to stopping the misery of 10 animals."

Few animals have the box-office appeal of dolphins, and their price 11 (**shoot**) up since the days of Flipper, when they sold for \$300 (£162). There has been an explosion in dolphin attractions, particularly in the US and Caribbean, and dolphins now fetch more than \$100,000 – not surprising given that a 12 one can generate \$1m a year.

Although it has been more than a decade since dolphins and killer whales 13 (**keep**) on display in this country, Britons continue to be regular customers at dolphinariums overseas.

While swimming with dolphins may be an attractive proposition for many, campaigners warn of the potential dangers of jumping 14 a confined area with what is a large wild animal. A report by the World Society for the Protection of Animals predicts that the growth of these attractions 15 (**parallel**) by an increased risk of human injuries and deaths.

Some of the larger marine parks, such as Sea World in Florida, boast of large pools in 16 their marine mammals are kept. However, even in the largest facilities, a captive dolphin has access to less than one-10,000th of 1 per cent of its normal habitat size. "Dolphins are free ranging, intelligent and highly complex marine mammals. The vastness and biological diversity of the open sea 17 (**can/not/duplicate**) in captivity," said Mr O'Barry, who now works as a marine mammal specialist with the French animal protection organisation One Voice. "They belong in the oceans, 18 (**not/play**) the clown for our amusement. People who are truly 19 in dolphins should go dolphin watching instead.

The world's biggest marine park operator, Sea World in Florida, did not respond to requests for an interview but has previously stated that there is 20 evidence that dolphins suffer in captivity at its facilities.

© *The Independent*

0. _____ **to boycott** _____
00. _____ **over** _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

point, a revolution potentially as **15** (**signify**) as the passage from the middle ages to the modern age, which will redefine culture, politics and the way we all live.

The scale of the **16** (**redistribute**) of people now taking place is vast. Just 100 years ago, only one in seven of the world lived in a town or city and there were 16 places thought to have more than one million people. Today **17** are more than 400 cities with over one million and in 15 years time, a further 150 are expected to join the club. The entire urban population increased 36% in the 1990s alone.

Contrary to popular **18** (**imagine**), however, the future is not expected to be a world of mega cities like Dhaka, Cairo, or Manila. **19** to a new book by a group of demographers working with the Washington-based US National Research Council (NRC), the lion's share of the world population increases over the next 25 years will be in towns and cities with fewer than one million people. They expect these places to account for 60% of the developing country urban population. Cities of from one to five million will house another 26%.

The authors suggest that the largest cities, although stretched to the limit in poor countries to provide even minimal services for their **20** (**inhabit**), will be well-placed to attract international money for housing, infrastructure and services. In 15 years, they expect 60 cities to have more than five million people.

© *The Guardian*

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Rešitve

- | | |
|----------------|--------------------|
| 1. up | 11. poverty |
| 2. immediately | 12. at |
| 3. to | 13. humanity |
| 4. few | 14. one |
| 5. the | 15. significant |
| 6. not | 16. redistribution |
| 7. equally | 17. there |
| 8. leaders | 18. imagination |
| 9. like | 19. According |
| 10. global | 20. inhabitants |

3. primer

► Gap fill (open) (OR)

Write the missing words in the spaces on the right.

There is ONE word missing in each gap.

There is an example at the beginning: Gap 0.

Black and white and bred all over: why there is good news about giant pandas

Adapted from an article in *The Independent*, 20 June 2006, by Michael McCarthy

The giant panda, the icon of endangered animal species the world over, may **0** doing much better than previously thought.

A study has provided new evidence **1** there may be nearly twice as many of the black-and-white bears munching their way through the remote bamboo forests of China as scientists have previously calculated.

DNA fingerprinting, using panda droppings, has made **2** possible for the first time to conduct a much more accurate census of panda numbers, indicating **3** may be as many as 3,000 animals in the wild. The last census, in 1998, put the population at less **4** 1,600.

Even with the figure of 3,000, the charismatic and elusive animal, entirely dependent **5** bamboo, is still extremely rare and highly endangered – characteristics that led the World Wildlife Fund **6** choose it as the WWF symbol when the international conservation organisation was formed in 1961.

But the new population estimate is immensely cheering for zoologists and

0. **be**
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

conservationists. It is revealed in a paper in the journal *Current Biology*, detailing research by 7 joint team from the Chinese Academy of Sciences and the School of Biosciences at the University of Cardiff.

The team, led by Professor Michael Bruford from Cardiff and Professor Fuwen Wei of the Chinese Academy of Sciences' Institute of Zoology, worked in the Wangland Nature Reserve in western China, 8 in the previous panda survey eight years ago was thought to harbour a population of 27 animals.

The new survey analysed the panda DNA in the droppings directly, 9 found there were at least 66 individuals in the reserve. Normal population expansion could not explain the difference 10 the two surveys, the paper says – so the earlier 11 must have been a severe underestimate.

Professor Bruford said yesterday: "The old census method was good 12 clearly inaccurate. These new findings indicate that the species has a much better chance of long-term viability although we must 13 be too happy about it, since the population size is still dangerously low. We still may be only talking about a 14 thousand individuals... These guys are not common. If there 15 only 3,000 humans in the world, we would be pretty alarmed."

For a long time the precise taxonomic classification of the panda was uncertain, as both the giant panda and the distantly related red panda share characteristics of both bears and racoons. However, genetic testing has revealed giant pandas are true bears and part of the Ursidae family.

© *The Independent*

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Rešitve

- | | |
|----------|-------------|
| 1. that | 8. which |
| 2. it | 9. and |
| 3. there | 10. between |
| 4. than | 11. one |
| 5. on | 12. but |
| 6. to | 13. not |
| 7. a | 14. few |
| | 15. were |

4. primer

► Gap fill (open) (VR)

Write the missing words in the spaces on the right.

There is ONE word missing in each gap.

There is an example at the beginning: Gap 0.

Animal behaviour: Rogue elephants

Adapted from an article in *The Independent*, 12 October 2006, by Justin Huggler

Almost everyone who has been 0 holiday to India or Sri Lanka has a story about their encounter with an elephant: getting stuck in a 1 jam behind one in Delhi perhaps, riding on an elephant in Rajasthan, or being blessed by the temple elephants of Tamil Nadu. But my own encounters with the elephants of the subcontinent have been rather more unsettling.

The first 2 I saw a wild elephant was on a remote jungle road in West Bengal in the dead of night. It was a bad stretch of road, known to be frequented by bandits and separatist militants. We shouldn't have been out there so late at night, and we were going too fast in our hurry to get back to civilisation.

Suddenly we noticed 3 blocking the road ahead. There was another car coming in the opposite direction, and all we 4 see was the silhouette picked out between the lights. It was about the 5 of a cow, but the shape was all wrong.

The driver blew the horn, but the shape didn't 6. Nervously, he began to slow. As we drew closer, we saw 7 it was: a baby elephant trying to

0. _____ *on* _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

cross the road, trapped between the headlights of cars coming from 8 directions. If we hadn't slowed down, we would have killed 9. And then, as our eyes adjusted to the darkness, we saw 10 all around us, some of their eyes glinting where they caught the lights from the cars: an entire herd of wild elephants on either side of the road, 11 patiently to cross.

A couple of days later I visited a village near by 12 had been demolished by a herd of elephants. It looked like an earthquake had hit it. It wasn't just the traditional flimsy bamboo huts that had suffered. Twenty-foot palm trees had been uprooted from the ground. The villagers 13 us the elephant herd had stood patiently by while a single male wreaked all this destruction on 14 own. And they were in no doubt about why he did it. The road had cut 15 the elephants' traditional migration route. They were making a new route, and were 16 happy at finding the village in the way.

Then there was the night in Sri Lanka, another nerve-racking drive, 17 the way back from interviewing Tamil Tiger rebels. Military convoys 18 coming under regular attack on the road, and it wasn't a good place to be, 19 we weren't expecting the huge bull elephant who suddenly came out of the foliage and blocked our path. After a tense standoff, the big male eyeing us suspiciously, he finally moved on and 20 us pass.

But as we drove on, we saw what had 21 the elephant nervous. The Sri Lankan military was setting light to the jungle, to clear away possible hiding places for Tamil Tiger ambushes. A herd of elephants was watching from a distance as the soldiers 22 fire to their habitat, to the leaves that were their food. The elephant was not the aggressor here: 23 was.

Now new research has begun to emerge, suggesting that the incidence of elephant attacks 24 humans is growing because elephants are suffering severe trauma 25 a result of seeing so many of their kin killed by humans, according to a report in the *New York Times Magazine*.

© *The Independent*

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Rešitve

- | | |
|--------------|-------------|
| 1. traffic | 13. told |
| 2. time | 14. his |
| 3. something | 15. through |
| 4. could | 16. not |
| 5. size | 17. on |
| 6. move | 18. were |
| 7. what | 19. but |
| 8. both | 20. let |
| 9. it | 21. made |
| 10. them | 22. set |
| 11. waiting | 23. man |
| 12. that | 24. on |
| | 25. as |

6. primer

► Gap fill (word formation)

Write the correct form of the words in the spaces on the right.
There is an example at the beginning: Gap 0.

Head-banging Chinese snakes can predict earthquakes days in advance, say scientists

Adapted from an article in *The Independent*, 29 December 2006, by Clifford Coonan

As Asia's telecom systems slowly recovered from the __0__ earthquakes that hit Taiwan this week, Chinese scientists said they had developed a new way of forecasting tremors – by observing the __1__ of snakes to launch themselves headlong into walls.

"Of all the creatures on the Earth, snakes are perhaps the most __2__ to earthquakes," Jiang Weisong, director of the earthquake bureau in Nanning, told *The China Daily*. Serpents can sense a coming earthquake from 120km away, up to five days before it happens. They __3__ by behaving extremely erratically.

The earthquake bureau in Nanning, a city particularly prone to earthquakes, has developed a system that monitors snakes' __4__ behaviour using hi-tech equipment. Experts at the bureau observe snakes at local snake farms using video cameras linked to a broadband internet. China is frequently struck by earthquakes, with most hitting remote rural areas, but big cities have also been hit. In 1976, the city of Tangshan was devastated by an earthquake and some 250,000 people died.

Nanning is one of 12 Chinese cities monitored by hi-tech equipment. It also has 143 animal monitoring units. "By installing cameras over the snake nests, we have improved our ability to forecast earthquakes. The system could be extended to other parts of the country to make our earthquake forecasts more precise," said Mr Jiang.

It's not just snakes – dogs and chickens also behave __5__ when an earthquake is about to happen.

Two people were killed and 42 injured on Tuesday when three buildings collapsed in earthquakes that shook __6__ Taiwan. Even if some animals had caught the earthquakes in time, there was little they could do about the damage done to miles of fibre-optic cable laid in areas of seismic __7__ around the region. The tremors exposed the frailties of the whole system of cables laid deep under water in Asia, which has formed the lifeblood for the region's __8__ boom.

Mr Jiang has written a letter to the central government seeking funds to build more snake-monitoring stations. "Local farmers have welcomed the cameras and broadband," said Mr Jiang. "They can access __9__ on the internet, such as techniques for raising snakes and demand for snakes in the market."

As well as their ability to predict earthquakes, snakes are also valued in China for their uses in __10__ medicine. They are also popular in soup.

0. DESTROY

destructive

1. TEND

2. SENSE

3. RESPONSE

4. NATURE

5. ABNORMAL

6. SOUTH

7. ACT

8. ECONOMY

9. INFORM

10. TRADITION

© *The Independent*

Rešitve

- | | |
|----------------|------------------------|
| 1. tendency | 6. south(ern) |
| 2. sensitive | 7. activity/activities |
| 3. respond | 8. economic |
| 4. (un)natural | 9. information |
| 5. abnormally | 10. traditional |

5.3 Slušno razumevanje

V tem podpoglavju so navedeni primeri nalog, ki se lahko pojavljajo pri preverjanju slušnega razumevanja na osnovni in višji ravni. Ravni se lahko razlikujeta po tipu naloge ali po težavnosti besedila oziroma vprašanj. Število in tipi nalog ter vprašanj se v posamezni izpitni poli lahko spreminjajo.

Besedila za preverjanje slušnega razumevanja so v tem podpoglavju kataloga zapisana (transkripcije), medtem ko pri izpitu kandidati poslušajo vsako posneto besedilo dvakrat, naloge pa lahko rešujejo že med poslušanjem.

Navodila za ocenjevanje

Vsak pravilen odgovor je vreden eno točko.

5.3.1 Naloga s kratkimi odgovori

► Short answers

You are going to hear a programme about bush pilots in Alaska.

As you listen to the recording, write your answers in note form in the spaces below.

Use 1–5 words for each answer.

You will hear the recording twice.

Now read through the questions.

Example:

0. What do people in Alaska depend on?

 Bravery of bush pilots

1. What do unpredictable air-currents force the pilots to do?

2. How does the pilot start the engine?

3. What do the balloon tyres prevent?

4. Which pilots can land on glaciers?

5. Why does the pilot like his job?

6. Why are there so many private pilots in Alaska?

7. What do the pilots do besides providing transport?

Transkripcija

Bush pilots

Presenter: In Alaska there's often no suitable place for pilots to land so bush pilots have fitted their planes with floats and learned to land on water. The development of Alaska has depended on the bravery. Bush pilots:

Bush pilot: Flying over this rugged terrain has always required great skill and ingenuity.

Presenter: In the mountains these pilots have to cope with unpredictable air-currents and be prepared to land anywhere. One of the most skilful of the bush pilots is Paul Claus.

Paul Claus: Quite a big percentage of places I land up high in the mountains that you... It's one way. And you're gonna and that way and you're gonna ... you're gonna take off the other way. There's no other choice. It's too steep.

Presenter: As well as transporting essential supplies, bush planes provide access to Alaska's hidden interior. Paul Claus' Piper Super Cub is perfectly suited to this kind of flying. To save weight there's no electrical system so he has to start the engine by hand. These huge balloon tyres absorb shocks that would destroy a conventional plane's undercarriage. One of Claus' skills is judging where a safe landing can be made. Landing on glaciers requires years of experience.

Paul Claus: I've learned doing little tricks that different colours of ice tend to be smoother; it seems like stuff that's got more dirt on it tends to melt out more evenly than this veneer of white ice.

Presenter: Paul Claus has been flying since he was 13 years old.

Paul Claus: I don't really get rich but we have a very rewarding life, each day flying around and never get bored, never get tired of it.

Presenter: Because roads are few and far between there are more private pilots in Alaska than in any other state. But weather conditions are extreme so even the most experienced pilots can get into trouble. In winter, temperatures in Alaska's barren interior plummet to minus 60 degrees.

Paul Claus: It's a very unforgiving environment because there's so few roads up here. Most people get around by airplane or snow machine. And so you get a lot of people that do get in trouble.

Presenter: Anyone who gets in trouble out here won't last long. Colonel Parkhaus heads the 210th Rescue Squadron of the Alaska Air National Guard, one of the busiest in the country.

Colonel Parkhaus: We call it a target-rich environment. We have lots of opportunity to practice our trade up here. We've gone as far as 12 and a half hours in a helicopter non-stop. We've been within 300 miles in the North Pole, we've done one rescue in Russia, so we have covered quite a large area.

Rešitve

1. To land unexpectedly
2. By hand
3. (Absorb/Prevent) shock(s).
4. Experienced pilots
5. It's rewarding/interesting
6. There are few roads
7. Rescue people

5.3.2 Naloga alternativne izbire

► True/False

You are going to hear a recording about a film on leopards.

As you listen to the recording, TICK (✓) the appropriate column below.

You will hear the recording twice.

Now read through the statements.

Example:

		T	F
0.	<i>Eye of the Leopard</i> is a film on adult leopards.		✓
		T	F
1.	The Jouberts devoted their entire life to the research of leopards.		
2.	Leopards live in groups.		
3.	The challenge for the Jouberts' film was leopards' disguising nature.		
4.	The Jouberts spotted a leopard with her cub soon after landing.		

5.	The Jouberts filmed the leopard mother on her hunting trips.		
6.	The cub felt endangered in the Jouberts' presence.		
7.	Filming the leopards left evident traces on the Jouberts.		

Transkripcija

Eye of the Leopard

Presenter: Now, you've both just completed a new documentary film called Eye of the Leopard and it's an extraordinary journey three years in the making, following the life of one leopard from infancy and you have produced so many incredible wildlife films. What inspired this one and what sets this experience apart for you?

Dereck Joubert: It's interesting because we spent all these years, twenty five years working on lions and getting to know lions we understand big cats or we'd certainly thought we did by understanding lions. And for me, I always knew that, that I wanted to work with leopards, but I sort of put it in the bank, we sort of put it up there on that shelf and said one day when we're ready we'll, we'll get to leopards, because it's such a difficult subject. Leopards are solitary and, and most of the time they're so well camouflaged and hidden that even finding them is difficult. Creating a ninety-six minute film on one would seem overwhelming. But one day we decided to give it a shot and we landed in this area to, to check out ..., to check it out. We knew that leopards in this particular area in Botswana in Mohembo, northern part of Okavango, was a good place for leopards, and we landed just to scout it out. And on day one we stumbled across a female and a little eight-day old cub. And we stayed there for three years.

Presenter: And Beverly, what was the highlight for you, I guess, in, in all of this and working with ..., filming this, this young leopard?

Beverly Joubert: You know, the highlight for us was ... Many, actually, there were many highlights. Having the experience of intimately being with a single leopard, we chose to be with the cub more than with the mother, so whenever the mother went off hunting, most of the time we would stay at the den. And so this little cub actually started to recognise us as part of her life. We were constant. So she accepted us. We never ever traumatised her, we never challenged her, we never ever actually intruded her space, because we always stayed back. And she eventually accepted us in, in such a way that it was a privilege when we realised we were definitely a part of her life. When she was about four years, four months old, she was with us for two days, her mother hadn't come back from a hunting trip and when her mother did come back and called, she ran straight towards her mother, who was way out in the forest, and as she got half way there she realised we weren't following, and she turned around and she gave her first cub call and she called us. She was looking directly at us and calling us. And only once we started the car to move on that she carried on going to her mother. We realised then that we'd either become her babysitters or surrogate parents, but we were part of that system. So that was an ultimate highlight. We obviously had great highlights in the filming, but the whole experience, the whole journey with her, was ... life changing in many ways.

Rešitve

1.	2.	3.	4.	5.	6.	7.
F	F	T	T	F	F	T

5.3.3 Naloga dopolnjevanja

► Sentence completion

You are going to hear Judith Paris and Ken Russel talking about Lotte Lenya, the famous cabaret singer and a friend of Kurt Weill, during the Second World War in Berlin.

As you listen to the recording, complete the statements below.

You will hear the recording twice.

Now read through the statements.

Example:

- Weill was born in a(n) Jewish family.
- In her childhood, Lotte Lenya lived in a(n) _____ part of Vienna.
- Father could never come over the _____ of his first daughter.
- Family problems turned father into a(n) _____.
- Father adored the _____ Charlotte because she was pretty and talented.

5. Kurt Weill was attracted by Lenya's _____.
6. Berlin was a(n) _____ city at that time.
7. At that time _____ was becoming popular in Berlin.

Transkripcija

Lotte Lenya

Presenter: Weill's background was in a religious and musical Jewish family. Young Lotte's beginnings were inauspicious. As Judith explained.

Judith Paris: She was born in an industrial suburb in Vienna in 1898. It was one of those new suburbs that had been thrown up before... at the birth of industrialisation... at that time, and she was born in a tenement, two rooms. There were four of them in the family. The first child was a little girl called Charlotte, who died at three and the father never recovered from that because his little first born daughter was a little Shirley Temple really: blonde and blue-eyed and sang and had a gift of mimicry and he just adored her and she would perform for him, you know, and then she died and he became an alcoholic. And the second child was a son, but the third child was another little girl and that little girl he also called Charlotte, but she wasn't anything like the first Charlotte. And she was plain and awkward and couldn't sing and had funny teeth and he just used to beat her.

Presenter: They made an extraordinary combination, didn't they, she and Weill, because he was completely different, from a very different social background. What do you think attracted them to each other?

Ken Russell: It's very difficult to say on the face of it, you know. I, I... There must have been something that just clicked. He did love her voice, didn't he, Judith? I mean he was entranced by it, he was in love with her voice, that was certainly one thing. And I... And she must have found him rather cute because he would be totally different to anyone she'd ever met before for a start, and the fact that he could maybe write songs for her, you know, that must have been rather thrilling for her.

Presenter: He did talk about this extraordinary quality in her voice. What is so special for you, Judith, about the quality of her voice?

Judith Paris: It's something that I can't even begin to replicate.

Ken Russell: And you shouldn't try, you know.

Judith Paris: I don't... I don't think I can try. What I've tried to do is be Lenya as far as I can go. She slides off notes, it's a very Germanic thing.

Presenter: Berlin was the original city that never slept, wasn't it? What would the atmosphere have been like in which they were working when they...?

Ken Russell: I think it must have been a terribly exciting place to be and 'cos, straight, you know, this was a terribly... a brand new kind of music was being born at the same time, you know. Weill was writing symphonic works at the beginning of the twenties and then he did *The Threepenny Opera* and fell in love, I think, with Americana, with American jazz, and I think that was hitting Berlin at the time, and I think that was probably one of the great influences that hotted everything up. Don't you think, Judy?

Judith Paris: Yes, I do.

Rešitve

1. industrial
2. death
3. alcoholic
4. first
5. voice
6. exciting
7. jazz (music)

5.3.4 Naloga izbirnega tipa

► **Multiple choice**

You will hear an interview with Wendy Harris and Adam Curtly about candles and their use nowadays.

As you listen to the recording choose the correct answer. Only one answer is correct.

You will hear the recording twice.

Now read through the statements.

Example:

0. Wax Lyrical collapsed because of
- A competition with department stores.
 - B having been sold to an Italian firm.
 - C competition with neon light producers.
 - D competition with electric bulb producers.
1. The dark candle was
- A used in church.
 - B used as a Christmas decoration.
 - C a mistake.
 - D scented.
2. Wendy Harris purchases candles because she
- A lives in the countryside.
 - B is fond of them.
 - C has no electricity.
 - D practises magic.
3. Wendy Harris obtains her candles from
- A village supermarkets.
 - B car boot sales.
 - C town market places.
 - D department stores.
4. UK and foreign manufacturers gather every year in Birmingham to
- A discuss their future plans.
 - B choose the nicest candle.
 - C present their products.
 - D choose the best producer.
5. In the past coloured candles were lit
- A in case of power cut.
 - B under the kitchen sink.
 - C for Christmas decoration.
 - D on no occasion.

Transkripcija

Candles

Presenter: Candles were once kept at the back of the kitchen drawer, often in case of a power cut, but we now spend a 150 million pounds a year on them, from the hefty trunks of church candles to the delicate lavender or vanilla scented floating variety. Ironically, Wax Lyrical, the candlemaker shop chain, was a victim of our passion for candles. It couldn't survive in the face of new and fierce competition from department stores. And Price's, the company which once supplied candles... candles for Florence Nightingale and her famous lamp and Captain Scott's trip to the Antarctic, only avoided financial collapse by selling up to an Italian firm. So in an age of neon and everlasting light bulbs, why are we turning increasingly to old-fashioned candles? Adam Curtly reports.

Wendy Harris: You've got on the table there a selection of different church candles and scented candles. The purple one was a spice one from Christmas, the darker one was a mistake, I just love the look of it, but of course the candle light doesn't come through it, so I've learned something through that. I have...

Adam Curtly: Wendy Harris lives in an idyllic oak pinned cottage in Alresford near Winchester. Like a growing number of people in the UK, candles are a part of her weekly shopping list. She's dozens of them in every room in the house, from the mantelpiece to the bath, and they are an essential part of her life.

Wendy Harris: ... magical. I couldn't live without them, they set the scene, they're magical, sensual, and there's the fire going on in the living room that you're in and all the candles on, and it's just magic.

Adam Curtly: Where do you get them from?

Wendy Harris: I go to car boot sales and I pick up the odd ones for twenty p. You can get eighteen long taper candles for about 2.50.

Adam Curtly: How do you put them all out?

Wendy Harris: We tend to phooph them out. It's very... It's very calming somehow, when you've had... everybody's gotta go phooph.

Adam Curtly: Wendy Harris may buy hers from car boot sales but in recent years the candle displays in department stores and supermarkets have flourished. Simon Hawkins is from the nearby Debenham store in Southampton. Keeping the shelves of the lights at Debenhams fully stocked are a wide range of manufacturers based both in the UK and abroad. Each year, they all gather at the NEC in Birmingham to display their wares to the retailers. Mike Buttery is from Bolsius, Europe's largest manufacturer. He's in no doubt as to why the humble candle is now such a hit.

Mike Buttery: I always pray to Carol Smillie every evening. I think it is a lifestyle and I think people have cut into that and when you see the lifestyle programmes on... on television, at the end of it, there's candles, and so God bless you, Carol Smillie.

Adam Curtly: So previous generations really missed out, did they?

Mike Buttery: They did, very much so. They kept household candles under the kitchen sink in cases of power cut and they had a red one and a green one for Christmas. They were never lit and they were just brought out year after year. People light them now and... and that is fuelling the growth.

Adam Curtly: How can European and UK manufacturers compete in an ever globalised market with China and the Far East, certainly on price?

Mike Buttery: We make 1.2 billion tealights a year and that is billion, so we can compete on price with the Far East. You mass produce to... to bring those costs down.

Rešitve

1.	2.	3.	4.	5.
C	B	B	C	D

5.4 Pisno sporočanje

V tem podpoglavju so navedeni primeri nalog, ki se lahko pojavljajo pri preverjanju pisnega sporočanja. Ravni se razlikujeta po tipu naloge, po težavnosti iztočnice ali po dolžini sestavka. Preverjanje pisnega sporočanja traja 90 minut. Kandidat mora napisati dve besedili.

Pri Izpitni poli 3 A dobi pisno iztočnico, na katero se mora ustrezno odzvati (na primer napisati odgovor v obliki uradnega ali neuradnega pisma, poročila, krajšega sestavka itd.).

Pri Izpitni poli 3 B na osnovni ravni mora kandidat napisati daljši pisni sestavek, in sicer argumentativno/opisno/pripovedno besedilo, na višji ravni pa pisni sestavek esejistične narave na temo iz književnosti.

Navodila za ocenjevanje

Merila za ocenjevanje vseh tipov nalog za preverjanje pisnega sporočanja so zapisana v poglavju 3.3.

5.4.1 Pisni sestavek (v eni od stalnih sporočanjskih oblik) (OR in VR)

► Osnovna raven

The BBC has produced a documentary about Slovenia which you have seen. Write a letter of about 100–120 words to their documentary department, **expressing your opinion** about the programme. Then, **suggest a famous person from Slovenia** they should make a further documentary about, and in a few sentences **explain why**.

You do not need to include postal addresses.

(20 točk)

► Višja raven

1. primer

Freedom is the right to live as we wish

We would like to know how you feel about otherness and the level of tolerance in your community. Include your suggestions on what could be done in the future about the two issues.

Write an article of about 150–180 words for the school paper.

(20 točk)

2. primer

Choose one essay title:

1. There is no place for values in the consumer society.

2. People who love animals are good to other people, too.

How far do you agree or disagree with the statement?

Write an essay of about 150–180 words.

(20 točk)

3. primer

You are a member of a local travelling club, which organises trips abroad. The travelling club recently organised the trip *James Bond Weekend in London*, which you took part in. The chairperson of the club has asked you to write a report on the trip. In particular, the chairperson wants you to answer the following questions:

- What were the highlights of the trip?
- Were there any problems?
- Can you suggest any improvements?

Read carefully the extract from the brochure below, together with your comments. Then, using the information carefully, write your report for the chairperson.

James Bond Weekend in London	
His name is Bond, James Bond. Your mission: to live like the world's most famous secret agent for the weekend.	
If you like your Martinis shaken not stirred, only buy your suits from the best tailors, and wouldn't drive anything but an Aston Martin, here's how to spend your perfect weekend in London.	
Accommodation The Ritz: The world's greatest hotel. Bond stayed at The Ritz in the film version of <i>Diamonds are Forever</i> . You can follow in his footsteps by sipping a Martini <u>in the Rivoli Bar</u> .	grand: too formal (dress code)
Saturday Morning Take a <u>Bond-style speedboat tour</u> along the River Thames with <i>Flying Dutchman Tours</i> .	marvellous; some seasick
Saturday Afternoon Join a James Bond <u>walking tour</u> around London.	
Saturday Evening Head to Planet Hollywood for <u>dinner</u> , where you can see Bond memorabilia.	exhausted
Sunday Morning Find out more about James Bond's work at the <u>Imperial War Museum</u> . The Secret War exhibit examines the world of espionage and Britain's secret government agencies, MI5 and MI6.	tasty
Sunday Afternoon Get kitted out Bond-style with a visit to some of Bond's <u>favourite retailers</u> .	enjoyable, some bored
	too expensive

Write a report of about 150–180 words, using your own words as far as possible.

(20 točk)

5.4.2 Daljši pisni sestavek (OR)

Choose ONE essay.

1. Fear can save life.
2. The more we have, the more we want.

How far do you agree or disagree with the statement?

Write an essay of about 220–250 words.

(20 točk)

5.4.3 Pisni sestavek na temo iz književnosti (VR)

Discuss Christopher's way of solving problems.

Use about 250–300 words. Make sure you write about Christopher's way of solving problems on the basis of the text *The Curious Incident of the Dog in the Night-Time*. Do not write about this novel and/or about Mark Haddon in general.

(25 točk)

6 USTNI IZPIT

Kandidat opravlja ustni izpit pred šolsko izpitno komisijo, ki skrbi za pravilno izvedbo tega izpita, oceni kandidatov uspeh v točkah in poskrbi za pravilen izračun točk.

Kandidat odgovarja na naloge z izpitnega listka za ustni izpit. Ta listek vsebuje tri naloge, od katerih dve (1. in 3.) sestavi Državna predmetna komisija za splošno maturo za angleščino, eno (2.) pa učitelj. Izpitni listek dopolni oziroma sestavi šolska izpitna komisija tako, da se teme z listka ne ponavljajo. Izpraševalec lahko kandidatu postavlja dodatna vprašanja, s katerimi se razčlenjujejo naloge z izpitnega listka.

Kandidati imajo pravico do 15-minutne priprave na ustni izpit in pravico enkrat zamenjati izpitni listek. Ustni izpit traja največ 20 minut.

6.1 Primeri nalog

V katalogu so objavljeni zgolj primeri nalog. Državna predmetna komisija za splošno maturo za angleščino vsako leto določi kombinacijo nalog za posamezni listek. Naloge se lahko kadarkoli spremenijo.

Navodila za ocenjevanje

Merila za ocenjevanje vseh tipov nalog ustnega izpita so objavljena v poglavju 3.3.

6.1.1 Pogovor na podlagi besedilne iztočnice (OR in VR)

Read this short letter written to *The Spectator*. You will not be asked to retell it, it will only serve as a basis for discussion with the examiner.

YOUR PROBLEMS SOLVED



Dear
Mary. . .

Q. My parents are hooked on the news. First the six o'clock news, then the nine o'clock news, and then the ten o'clock news — my father says he likes to 'see the different angles'. The panic-mongering music which precedes the news seems to bring on a sort of conditioned reflex. They drop everything and rush to the television. How can I deprogramme them?

A.S.K., Thorpe-le-Soken

© *The Spectator*, 22 August 1992

Izpraševalec lahko postavlja npr. taka vprašanja:

1. Do you have the same or a similar problem as this person?
2. What would your answer to this person be?
3. What is your family's attitude to watching television?
4. What is your favourite TV programme?
5. What changes would you like to see introduced?
6. Does television affect your life in any way? If yes, how? etc.

6.1.2 Pogovor na podlagi slikovne iztočnice (OR in VR)

Look at the photograph. You will be expected to make some comments. It will also serve as a basis for discussion with the examiner.



Izpraševalec poskuša razviti čim bolj spontan pogovor in lahko postavlja npr. taka vprašanja:

1. How far do you agree that the telephone is a useful invention?
2. Who do you usually ring up and talk to by phone?
3. How about letter writing? On what occasions do you choose to write a letter or a card?
4. What is your reaction to people who make phone calls while driving?
5. Which modern inventions are you fascinated by and why? etc.

6.1.3 Vodeni pogovor o temi, obravnavani pri pouku (OR in VR)

Pri tej nalogi se od kandidata pričakuje, da se z izpraševalcem pogovarja o temi (glej poglavje 4. 2 *Tematska področja*), ki je bila obravnavana pri pouku. Pogovor poteka tako, da kandidat izrazi svoje mnenje in hkrati pridobi izpraševalčevo mnenje o obravnavani temi.

6.1.4 Interpretacija umetnostnega besedila oziroma odlomka umetnostnega besedila in pogovor o temi (OR in VR)

Pri tej nalogi se od kandidata pričakuje, da bo z izpraševalcem razvil pogovor na podlagi odlomka iz predpisanega umetnostnega besedila (glej poglavje 4.4 *Izbor umetnostnih besedil*).

1. primer: *Look Back In Anger*

Read the extract from *Look Back in Anger* carefully. You will be asked to say briefly what it is about, then you will discuss it with the examiner.

Jimmy

I've just read three whole columns on the English Novel. Half of it's in French. Do the Sunday papers make you feel ignorant?

Cliff

Not 'arf.

Jimmy

Well, you are ignorant. You're just a peasant. (*To Alison.*) What about you? You're not a peasant are you?

Alison (*absently*)

What's that?

Jimmy

I said do the papers make you feel you're not so brilliant after all?

Alison

Oh-I haven't read them yet.

Izpraševalec lahko postavlja npr. taka vprašanja:

1. How does Jimmy speak to Cliff and Alison? How do they respond?
2. In your opinion, what kind of relationships are there among the three characters?
3. Which one of the characters do you like best/least? Why?

2. primer: *The Curious Incident of the Dog in the Night-Time*

Read the extract from *The Curious Incident of the Dog in the Night-Time* carefully. You will be asked to say briefly what it is about, then you will discuss it in the context of the novel with the examiner.

This is a murder mystery novel.

Siobhan said that I should write something I would want to read myself. Mostly I read books about science and maths. I do not like proper novels. In proper novels people say things like, "I am veined with iron, with silver and with streaks of common mud. I cannot contract into the firm fist which those clench who do not depend on stimulus." What does this mean? I do not know. Nor does Father. Nor does Siobhan or Mr. Jeavons. I have asked them.

Siobhan has long blond hair and wears glasses which are made of green plastic. And Mr. Jeavons smells of soap and wears brown shoes that have approximately 60 tiny circular holes in each of them.

But I do like murder mystery novels. So I am writing a murder mystery novel.

In a murder mystery novel someone has to work out who the murderer is and then catch them. It is a puzzle. If it is a good puzzle you can sometimes work out the answer before the end of the book.

Izpraševalec lahko postavlja npr. taka vprašanja (OR):

1. What kind of books does Christopher like reading? Why?
2. Who is Siobhan?
3. How does Christopher observe the world around him?
4. What is the role of teachers in your life?

Izpraševalec lahko postavlja npr. taka vprašanja (VR):

1. Who encourages Christopher to start writing a novel? Why?
2. Why does Christopher choose to write about the murder of the dog?
3. Which famous literary character(s) does Christopher compare himself to and why?
4. Who are the victims in the novel? Why? Do any of the characters have more than one role?

7 KANDIDATI S POSEBNIMI POTREBAMI

Z Zakonom o maturi in na njegovi podlagi sprejetimi podzakonskimi akti je določeno, da kandidati opravljajo maturo pod enakimi pogoji. Kandidatom s posebnimi potrebami, ki so bili usmerjeni v izobraževalne programe z odločbo o usmeritvi, v utemeljenih primerih pa tudi drugim kandidatom (poškodba, bolezen), se lahko glede na vrsto in stopnjo primanjkljaja, ovire oziroma motnje prilagodi način opravljanja mature in način ocenjevanja znanja.³

Možne so te prilagoditve:

1. opravljanje mature v dveh delih, v dveh zaporednih izpitnih rokih;
2. podaljšanje časa opravljanja (tudi odmorov; mogočih je več krajših odmorov) in prekinitev izpita splošne mature po potrebi;
3. prilagojena oblika izpitnega gradiva (npr. Braillova pisava, povečava, zapis besedila na zgoščenki, zvočni zapis besedila na zgoščenki ...);
4. poseben prostor;
5. prilagojena delovna površina (dodatna osvetlitev, možnost dviga mize ...);
6. uporaba posebnih pripomočkov (računalnik, Braillov pisalni stroj, ustrezna pisala, folije za pozitivno risanje ...);
7. izpit s pomočnikom (npr. pomočnik bralec, pisar, tolmač v slovenski znakovni jezik, pomočnik za slepe in slabovidne);
8. uporaba računalnika za branje in/ali pisanje;
9. prirejen ustni izpit in izpit slušnega razumevanja (oprostitev, branje z ustnic, prevajanje v slovenski znakovni jezik);
10. prilagojeno ocenjevanje (npr. napake, ki so posledica kandidatove motnje, se ne upoštevajo; pri ocenjevanju zunanji ocenjevalci sodelujejo s strokovnjaki za komunikacijo s kandidati s posebnimi potrebami).

³ Besedilo velja za vse predmete splošne mature in se smiselno uporablja pri posameznem izpitu splošne mature.

8 LITERATURA

Učbeniki in učna sredstva, ki jih je potrdil Strokovni svet Republike Slovenije za splošno izobraževanje, so zbrani v Katalogu učbenikov za srednjo šolo in objavljeni na spletni strani Zavoda Republike Slovenije za šolstvo www.zrss.si.