



Šifra kandidata:

Državni izpitni center



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SPOMLADANSKI IZPITNI ROK

ANGLEŠČINA

Izpitna pola 1

Bralno razumevanje

Sobota, 29. maj 2021 / 60 minut

Dovoljeno gradivo in pripomočki:

Kandidat prinese nalivno pero ali kemični svinčnik ter enojezični in dvojezični slovar.

Kandidat dobi dva ocenjevalna obrazca.

POKLICNA MATURA

NAVODILA KANDIDATU

Pazljivo preberite ta navodila.

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

Prilepite oziroma vpišite svojo šifro v okvirček desno zgoraj na tej strani in na ocenjevalna obrazca.

Izpitna pola vsebuje 4 naloge. Število točk, ki jih lahko dosežete, je 30. Vsaka pravilna rešitev je vredna 1 točko.

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

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

Ta pola ima 12 strani, od tega 2 prazni.



Prazna stran

OBRNITE LIST.



1. naloga: Povezovanje

Preberite besedilo in rešite nalogo.

Celebrities with a Conscience

Alicia Keys: Keep a Child Alive

In 2003 American musician Alicia Keys co-founded Keep a Child Alive with the goal of making urgently needed HIV medications accessible to children and families in Africa. The organization's mission has since expanded to include clinical care and psychosocial support as well as a commitment to end the AIDS epidemic. Most prominent among its fund-raising efforts is the annual Black Ball, a black-tie gala that includes live musical performances.

John Legend: The Show Me Campaign

American musician John Legend established the Show Me Campaign in 2007. In the United States the Show Me Campaign's focus is on two primary goals: being able to provide every child with a quality education and tackling the related issues of mass incarceration of African-Americans and the "school-to-prison pipeline." The organization also promotes providing support and opportunities for people exiting the prison system and attempting to reintegrate back into society.

Matt Damon: Water.org

Water.org works toward the goal of having safe water and sanitation for everyone, believing that having access to these is a way to break the cycle of poverty and achieve global equality. The desperate need for safe water and sanitation is made brutally clear by the facts presented on the group's website: about 1 in 10 people in the world do not have access to safe water, about 1 in 3 people do not have access to a toilet, every 90 seconds a child dies from a water-related disease, and each day women and children around the world collectively spend 125 million hours gathering water.

Jennifer Lopez: Lopez Family Foundation

The Lopez Family Foundation was co-founded by American actress and musician Jennifer Lopez and her sister Lynda in 2009. The foundation's goal is to ensure access to quality health care for women and children without regard for their ability to pay for services. They also provide services to promote habits for healthy living among children and their families.

Hugh Jackman: Laughing Man Foundation

Australian performer Hugh Jackman co-founded Laughing Man Coffee in 2011 to tackle poverty by facilitating fair trade practices that benefit farmers in developing countries, offering them various educational programs as well as support for social entrepreneurship. Jackman's other philanthropic endeavors include serving as an ambassador for World Vision, a charity devoted to helping children and their families around the world by addressing the issues of injustice and poverty.

Eva Longoria: Eva's Heroes

Eva's Heroes was co-founded by American actress Eva Longoria in 2006. The organization works with individuals who have intellectual special needs. One of Longoria's elder sisters has special needs, and their mother was a special education teacher. Longoria credits both as fostering her desire to create the foundation and the enrichment opportunities that it provides.

(Prirejeno po: <https://www.britannica.com>. Pridobljeno: 11. 1. 2017.)



2. naloga: Dopolnjevanje

Preberite besedilo in rešite nalogo.

From treadmill to triathlon: how a pair of running shoes changed my life

Nine years ago, Laura Fountain couldn't run half a mile. She's since clocked up 16 marathons, two ultramarathons, two books on running and a career change to coach. It all began with buying a new pair of shoes.

I have too many running shoes for my small London flat. They are heaped in the bottom of a cupboard – 15 pairs at the last count. One or two get pulled out for a big race or a run round the park; the rest just lie there – 0. They may look neglected, but they're all important.

I bought my first pair nine years ago. Running – exercise in general – didn't come naturally to me: 8 to get out of PE, and, as an adult, aerobic activity meant wild dancing in sweaty clubs. But as 30 approached I wanted to change. I wanted to run.

Running looked easy; it looked free. I'd seen people in the park, running with reckless abandon. 9, so I did what most exercise-shy people do and joined a gym. This way I too could run, but without the embarrassment of being watched by judgmental dog-walkers and picnickers.

But running, it turns out, was hard. Really hard. 10, everything hurt – not helped by my "stylish" trainers. I hadn't even realised there were different types of trainers; that the pub, aerobics class and a long-distance run might require different shoes. I soon saw a whole world of running kit open up before me. The only problem was; I didn't *feel* like a runner. I was just an awkward gym-goer in a Beastie Boys T-shirt and an old pair of leggings. So I made myself a deal: when I could run 5 km non-stop, I'd buy myself a proper pair of running shoes.

At first I could only manage a minute or two. But strung together, those odd minutes made a mile, 11, and I started my blog: *Lazy Girl Running*. Finally, the treadmill's display hit 5 km. I felt proud, I felt slightly sick, and I felt ready to shop. Of course, running shoes have come a long way since then. My new shoes were big, white, ugly, and brilliantly comfy; they were what runners wore. 12, I needed to put my taste to one side and put on the uniform.

Along with their 500-odd miles, 13. I wore them for my first outside run, my first 10 km and, 18 months after I first stepped on the treadmill, my first half marathon. They made me a runner. In time a full marathon followed, then many more, then personal bests, triathlons, and even ultramarathons.

As I was picking up speed, so was the blog – it seems I wasn't the only lazy runner out there. It led to a book deal, *The Lazy Runner*, 14. Then I made the decision to quit my job and start again as a trainer and coach, helping people learn to love running as much as I (eventually) grew to.

When I look into that cupboard, as well as the aesthetic headway sports gear has made in the past nine years, I see memories: the trail shoes I wore for an 80 km ultramarathon through Paris; the spikes, still muddy from competing in the National Cross Country Championships; and the pair that helped me to a Boston Marathon-qualifying PB after years of unsuccessful attempts – they still give me a huge confidence boost when I wear them. And all of them, worn or not 15 – and that I'm a runner now.



Dele povedi (A–K) razporedite na ustrezna mesta (8–15) v besedilu *From treadmill to triathlon: how a pair of running shoes changed my life*. Črko odgovora zapišite na ustrezno oštevilčeno črtico. Dve možnosti sta odveč.

Example:

0. A

8.

A ~~but I won't part with them~~

9.

B that original pair collected a lot of firsts

10.

C remind me of how far I've come

11.

D I always refused

12.

E if I was going to be a runner

13.

F and later another on triathlons

14.

G in time, a mile became two

15.

H and if I wanted to quit

I after my first wobbly attempt on a treadmill

J at school I had a permanent note from my mum

K I envied them



3. naloga: Povezovanje

Preberite besedilo in rešite nalogo.

UK immigration levels could be lower than previously thought

Fresh evidence that 97% of international students leave country after finishing studies, throwing previous figures into doubt

- Paragraph 0 Ninety-seven per cent of international students leave the UK after finishing their studies, new border checks have reportedly found, suggesting levels of immigration in the UK are much lower than previously thought.
- Paragraph 1 It has been claimed that tens of thousands of international students remain in the country illegally after completing their studies but exit checks introduced last year found evidence to the contrary, the Telegraph reported. Citing Whitehall sources, the newspaper said the overall net migration figure, which stands at 248,000 in the most recent estimate, could be tens of thousands lower after taking into account the new exit checks.
- Paragraph 2 The figures are to be published on Thursday as the Home Office unveils separate plans to ask migration experts to examine the impact of international students on the UK job market. The migration advisory committee will be asked to examine the effect that both EU and non-EU students have on the labour market and economy while in the UK and will report back next September.
- Paragraph 3 Announcing the report, Amber Rudd, the home secretary, said the government wanted to keep the door open to genuine students but would crack down on abuse of visas by poor-quality institutions. The committee will be asked to examine the impact of tuition fees and other spending by international students on the local and national economy, as well as the role students play in contributing to economic growth and the quality of education for domestic students.
- Paragraph 4 Rudd said the UK's status as the second-most popular global destination for international students was "something to be proud of" and said the sector was a key export for the UK. "That's why we want to have a robust and independent evidence base of their value and the impact they have," she said.
- Paragraph 5 Alistair Jarvis, the chief executive of Universities UK, welcomed an examination of the net benefits of international students. "This is an opportunity to build on the considerable evidence that shows that international students have a very positive impact on the UK economy and local communities," he said.
- Paragraph 6 "International students also enrich our campuses and the experience of UK students, culturally as well as economically. Many return home having built strong professional and personal links that provide long-term soft-power benefits to the UK."
- Paragraph 7 "International students are a huge boon, both to our world-class universities and our economy," he said. "That's why any attempt to make it harder for them to study in the UK would be a disaster. Our economy would suffer, and so would Britain's reputation as a tolerant country."
- Paragraph 8 "The migration advisory committee is meant to be an independent, expert body. Any attempt by ministers to use their report as a fig leaf to try and justify a crackdown on international students would be a disgrace."



Preberite besedilo *UK immigration levels could be lower than previously thought* in poiščite ustrezne besede za spodnje definicije v označenih odstavkih (*paragraphs*). Na vsako črto zapišite eno besedo.

Example:

0. according to what many people say (Paragraph 0)

reportedly

16. a guess of what the size of something might be (Paragraph 1)

17. a system of trade and industry (Paragraph 2)

18. powerful effect that something has on a situation (Paragraph 3)

19. strong and unlikely to break or fail (Paragraph 4)

20. large or of noticeable importance (Paragraph 5)

21. improve the quality of something by adding something else (Paragraph 6)

22. willing to accept behaviour and beliefs that are different from your own (Paragraph 7)

23. embarrassment and the loss of other people's respect (Paragraph 8)



4. naloga: Izberite pravi odgovor

Preberite besedilo in rešite nalogo.

Manchester Museum to return artefacts to Indigenous Australians

Manchester Museum is returning a number of sacred artefacts to Indigenous Australians, nearly a century after the items came into its possession.

The return of 43 ceremonial objects is the first of its kind from the UK under a project to mark the 250th anniversary next year of Captain James Cook's first voyage to Australia (the British explorer reached the southeastern coast in 1770). The artefacts range from traditional body ornaments and slippers to a churinga, a wood or stone item believed to embody the spiritual double of a relative or ancestor, and clapsticks, the musical instrument used in Aboriginal ceremonies.

The first artefacts will be returned in a formal ceremony to communities including the Aranda people and the Gangalidda Garawa, whose cultural heritage is said to date back more than 70,000 years. Mangubadijarri Yanner, a spokesman for the Gangalidda Garawa Native Title Aboriginal Corporation, said: "Bringing these sacred cultural heritage items back to our country is important and necessary for the purpose of cultural revitalisation, because locked deep within these items is our lore – our histories, our traditions and our stories."

Manchester Museum, which is part of the University of Manchester, is the first UK institution to return sacred artefacts under an Australian government-funded project to

repatriate items of cultural heritage to mark 250 years since Cook's voyage in 2020. The anniversary of his expedition has divided opinion in both Australia and New Zealand, where government-funded celebrations have been met with protest from Indigenous communities. The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), which runs the repatriation project, said Cook's arrival marked the beginning of Aboriginals' "cultural heritage being removed overseas".

Esme Ward, the director of Manchester Museum, said: "By taking this action Manchester Museum will become more inclusive, caring and relevant to the communities it serves both locally and globally. Our work with AIATSIS to promote understanding between cultures, learn together and build new relationships for the future has never been more important or timely. We look forward to working with other museums to strengthen trust with source communities globally, work collaboratively, encourage open conversations about the future of collections and critically, take action."



Obkrožite črko pred izjavo, ki pravilno dopolnjuje poved o besedilu *Manchester Museum to return artefacts to Indigenous Australians*. Pri vsaki povedi je možna le ena rešitev.

Example:

0. The word 'artefact' in the title means
- (A) an object of historical significance made by a person.
 - B a piece of art, such as an old painting or a sculpture.
 - C a round object often found in an art school.
 - D a well-known fact expressed by a well-known artist.
24. Some of the Australian objects in Manchester Museum
- A belong to Indigenous Australians.
 - B were taken by Indigenous Australians.
 - C were donated to the museum by Indigenous Australians.
 - D have long been owned by the Australian government.
25. The artefacts will be returned to Aboriginal peoples
- A to celebrate Australia's independence in 2020.
 - B during Captain Cook's voyage to Australia.
 - C 250 years after the first Europeans reached Australia.
 - D 250 years after the items were taken.
26. The museum plans to return
- A only decorative jewellery.
 - B mostly objects made of stone.
 - C no objects of spiritual significance.
 - D art, everyday objects, and instruments.
27. The returned items will
- A help give new life to Aboriginal traditions.
 - B be safely locked in a museum in Australia.
 - C be handed over to the Aranda people.
 - D help indigenous peoples create new customs.
28. The word 'repatriate' in the article means
- A to send an object to a foreign country.
 - B to bring back an object to the country that it came from.
 - C to make people patriotic again.
 - D to give something as a gift.
29. Cook's expedition is
- A celebrated by all Australians.
 - B ignored by Indigenous Australians.
 - C criticized by Indigenous Australians.
 - D largely ignored in Australia.
30. Manchester Museum plans to
- A end the project after the return of 43 artefacts.
 - B promote similar approaches to museum collections.
 - C donate Australian Aboriginal artefacts to other museums.
 - D continue to support the Australian government.



Prazna stran